

# Circle of Life Rediscovery CIC

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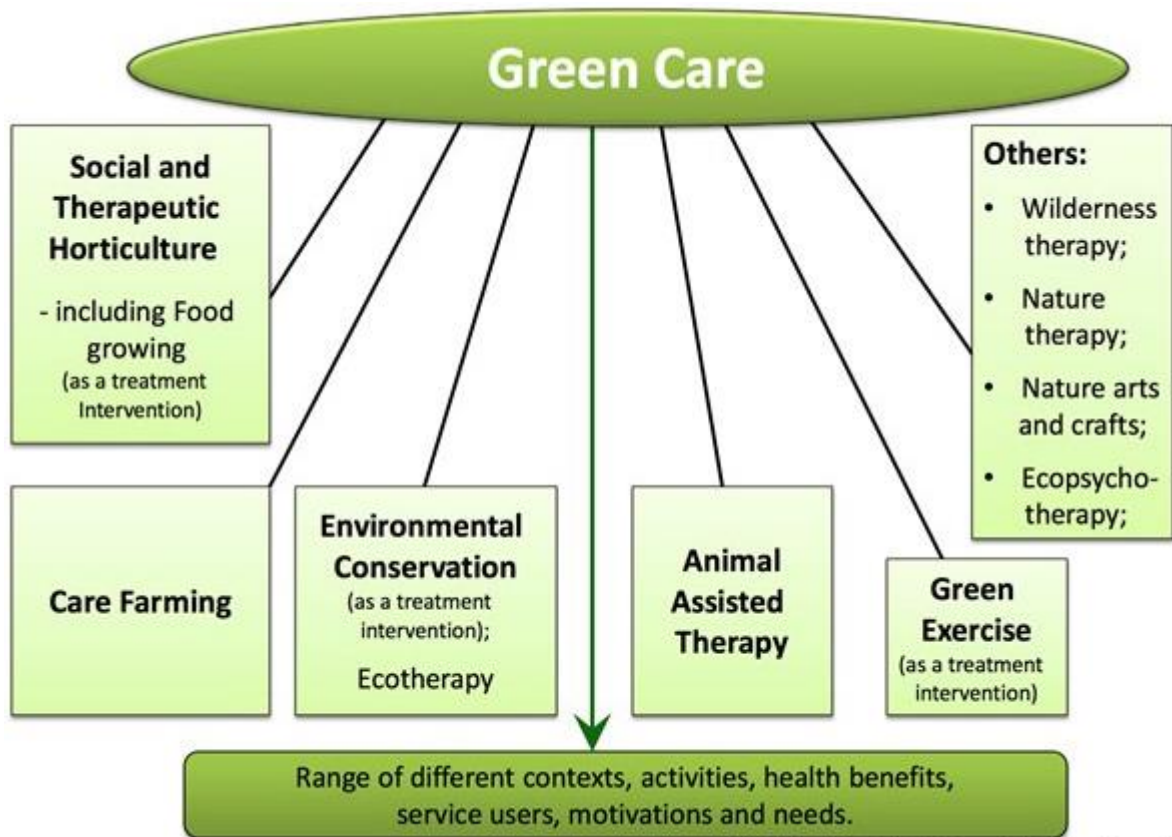
## **CERTIFICATE IN NATURE-BASED PRACTICE TRAINING MANUAL**

**This is the course manual. The documents in here will be used during our face-to-face time. We have also included an overview of the online resources.**

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## The Green Care Umbrella



Source: Adapted from Hine et al., 2008; Bragg et al., 2013 and Bragg 2014

### Glossary

**Clinical Commissioning Groups:** Clinically-led statutory NHS bodies responsible for the planning and commissioning of health care services for their local area.

**Green space:** In this document we intend it to include the full diversity of green and blue spaces from parks or gardens to beaches or countryside footpaths.

**Intervention (in the context of mental health):** Any intentional programme of activities designed to result in an improvement in symptoms of common mental health conditions.

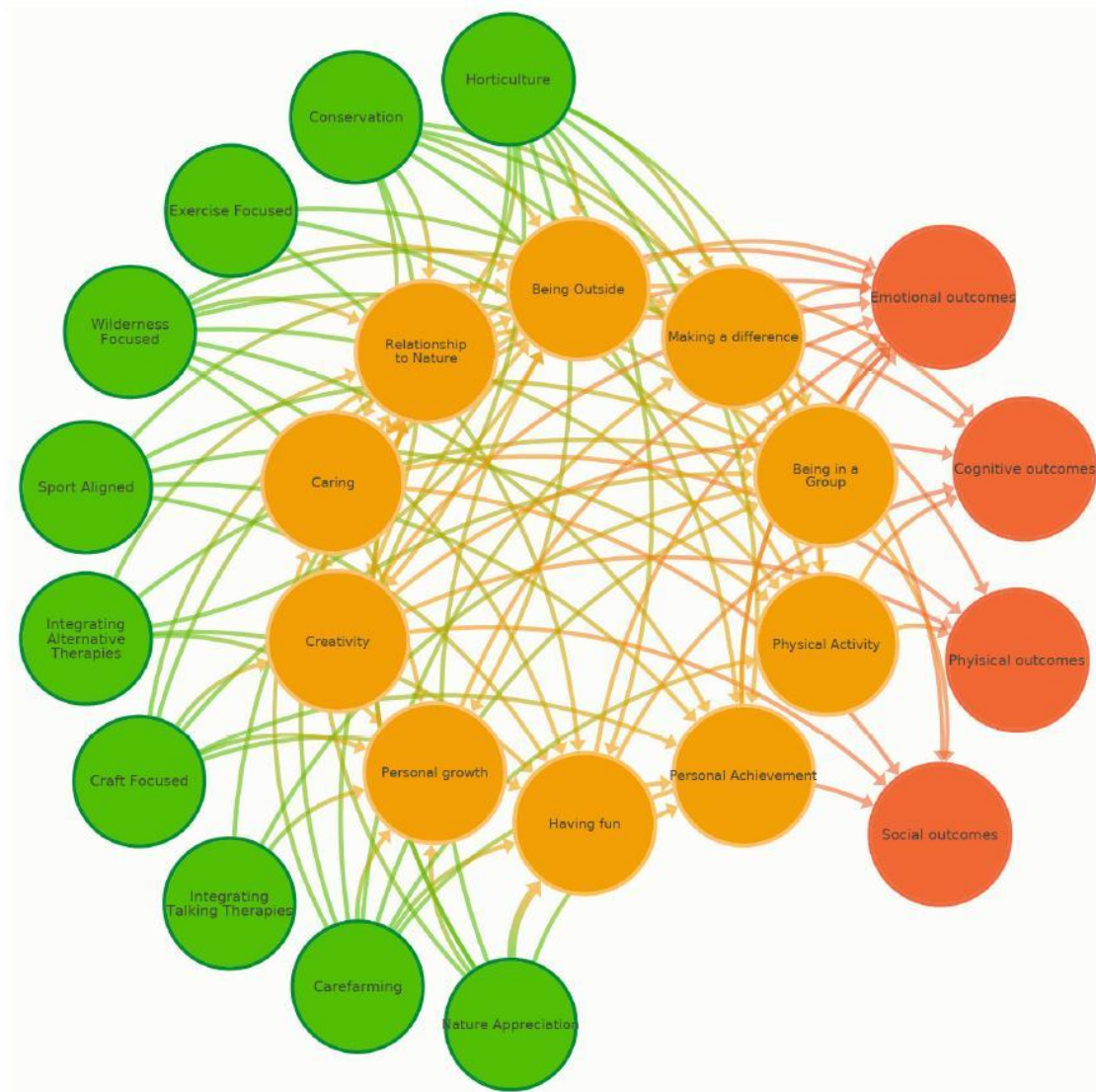
**Nature on Prescription:** People with a social prescription can access a variety of activities, groups and programmes, Nature on Prescription encompasses activities and programmes that include exposure to nature as a core element.

**Personalised Care:** Care based on 'what matters' to patients and focussed on individual strengths and needs. Aims to give individuals more choice and control over the way their care is planned and delivered.

**Primary Care Network:** A GP network (group of GP practices) that typically serve populations of 30,000 to 50,000 people.

Nature-based provider: Providers of Nature on Prescription interventions/programmes.

Social Prescribing: Social prescribing is a mechanism for linking people to the voluntary sector and community organisations to support their health and wellbeing.



We have mapped the evidence-based pathways between nature on prescription activities (green circles), the mechanisms of action (central orange circles) and the outcomes (red circles on right) (see below). Visit <https://kumu.io/beccalovell/nop-activities-to-outcomes> for an interactive model of the pathways. (see Nature on Prescription PDF online resources)

## **Guidance for Planning and Delivery of the Introductory 3 Sessions**

1. You are required to plan and facilitate a Nature-based programme for a minimum of 3 sessions
2. Each session should be around 2 hours long, have a week in between each session, and be attended by the same group of people.

*The items below will depend on context and situation.*

### **Getting Ready! You will need:**

1. A current 'Outdoor' First Aid Certificate
2. A current DBS for all adults (police check)
3. Understanding of policies and procedures
4. All your risk benefit assessments
5. An overview of your sessions and the first session plan

### **Your group:**

- Your group may be from a school, your organisation or clients. You will need some background information on the people to help you plan appropriately and consider any additional needs.
- You will need to have parental and/or medical consent and permission to take photographs. Consider where you keep this information to comply with Data Protection Act.
- You will need to be able to communicate what your Nature-based programme is with key stakeholders and your organisation and what the aims are of this programme.

### **Staffing:**

Consider your ratios (legally and based on the needs and activities) you will need to have at least one other adult supporting you – this is for any emergencies, child protection and to comply with ratios. They can be any suitable adult.

### **Your Green Site:**

You will need an outdoor site with ideally with trees! This can be attached to a green space or nearby land. You need to have the permission from the landowner and for any particular activities e.g. fire lighting. Sometimes the trees will need to be checked for their safety.

### **Policy and Practice Handbook (see example online):**

You will need to refer to our example Policy and Practice Handbook and adapt it in line with your current practice. Please follow the Guidance or other documents we provide.

### **Risk Benefit Assessments:**

You need to comply with Health and Safety at all times. You will need to have a site risk assessment in place, do a daily risk assessment each week, and activity or generic activity risk assessments that are signed by you.

### **Insurance:**

You must have insurance to cover you. This may be done for yourself or your organisation, or through the organisation you work with – check that any current insurance covers your activities (Fire-making, tools, etc.)

### **Emergency Bag:**

It is good practice to carry an emergency bag that contains a first aid kit, medical details, accident book, emergency procedures and any other equipment. Make sure this is visible.

## **SITE APPRAISAL FORM**

(adapted from Scottish Forestry's forms including Guidance for Landowners)

When commenting, you may wish to rank each consideration from 1 (very poor) to 6 (excellent) Remember that many things are not permanent; think about how easily changes could be made to improve an aspect for security, wellbeing or learning.

As you complete the forms, consider what elements require a discussion with the landowner or manager.

**ACCESS** - In terms of access it is important that the group can enter and leave the site with relative ease. For example, if the ground is too tricky to negotiate then it may be necessary to look elsewhere.

<b>CONSIDERATION</b>	<b>Comment</b>
Is the site within <b>walking distance</b> or will it be necessary to request that parents drop off and pick up people from the woods?	
Look for <b>safe parking/drop off and assembly points including for emergency access</b> within or just out with the greenspace. Consider other access to the woods too, e.g. by walking or by bicycle. <ul style="list-style-type: none"><li>• Are there any locked gates, etc.?</li><li>• Do neighbouring landowners need to be consulted regarding access arrangement?</li></ul>	
Think about the <b>network of paths</b> : Does this exist? If not, how easy is it to walk across the area, especially for differing ages and needs or staff/parents with buggies?	
Think about the <b>ground cover</b> – leaves, grass, needles, heather. Or is it very boggy, or have too many "inhibitor" plants such as brambles and nettles? Remember this will change with the seasons. Will thinning be needed in the summer?	
<b>Boundaries</b> – are there natural boundary features within the area you want to be, e.g. a line of trees, a hedge, path, etc? Will you need a marker system to identify boundaries?	

Think about a <b>designated place of safety</b> in the event of a serious incident. Is this going to be your setting or another facility that is nearby?	
Is there a <b>suitable gathering place or shelter</b> where equipment is put and snack is organised? Is the shelter natural or man-made or will you need to provide temporary shelter such as a tarp, tipi, parachute or tent? Will this need to include a place for a child to nap?	
Are <b>public toilets nearby</b> and are these suitable? Informal toileting options – seclusion, ability of the site to cope with human waste or will you need to take all away? Will you need to erect a toilet tent or hang a tarp for privacy or do nature features offer this? Do you need a place for nappy changing?	

**SITE CHARACTER** - This is how the place feels. Ideally it should have a feeling of “wildness” about it. Do remember that even small places can feel wild and isolated for a young child.

<b>CONSIDERATION</b>	<b>Comment</b>
Traffic noise, including that from air or rail transport or industrial operations	
Mix of trees: young, mature, different species	
Mature trees, especially those with limbs suitable for low level tree climbing and for rope swings and structures	
Young trees for coppicing and shelter building	
Shrubs for hiding, den building, hanging things on	
Stumps for standing on, using as a table, mixing potions in	
Fallen trees for climbing on, walking along	
Open canopy and cover – glades of light	
Variety of plants and fungi	
Availability of sticks and other loose materials on the ground	

Presence of stones, rock outcrops	
Multi-sensory variety: sights, sounds, smells, shapes, colours	
A variety of places: enclosed, open, to hide, roll, sit, have physical challenge, be quiet, a good view, etc	
Evidence of wildlife. Opportunities to watch wildlife.	
Presence of water, e.g. stream, river, loch, bog/wetland, ditches, sea, etc. and safe access to it.	
Terrain– ideally a mix of flat and sloped areas with dips and hollows.	
Think about the site aspect (north or south facing) and when the sun reaches the slope or whether it is in shade during your session.	
Are there historical or archaeological remains on the site or nearby, e.g. old walls, buildings, ditches, tracks. Are there any restrictions around these places?	
Ability of the site to cope with the frequency of your visits and numbers in your group so that environmental impact is minimised.	

**POTENTIAL HAZARDS** - Think about whether these are manageable and the level of risk posed. What can be done to enable visits to go ahead? Bear in mind the risks may also be seasonal. Think about “heads, shoulders, knees and toes” when looking for hazards at different levels in the woodland canopy.

<b>CONSIDERATION</b>	<b>Comment</b>
Litter – including drug paraphernalia and sharp objects	
Standing dead trees or dead wood in trees. Do you need an arboriculturalist to check your trees and provide advice? Check with your council or the landowner if they can advise	
Water – location, feature, ease of access. Will this require measures to prevent young children from accessing unsupervised?	
Steep drops	
Animals, e.g. excessive midges, ticks, livestock, dogs and dog mess, nesting birds, use of wood by ponies and riders	



Quantity and type of potentially harmful plants – ask owner or environmental professional for advice here, if needed	
Security of the area – think about whether structures and children’s creations are likely to remain or be removed/destroyed. How important is this? Are crime prevention measures in place if needed?	
The amount and type of: <ul style="list-style-type: none"> <li>• Passers by</li> <li>• Other users – who else uses the site and is it appropriate for children to be playing there?</li> <li>• Degree of seclusion needed – consult your local crime prevention officer, if necessary</li> </ul>	
Power lines and electricity substations: location and possible ease of access by children	
Site work by landowner: tree felling, footpath improvement, grass cutting, spraying, timber operations and their aftermath. How frequently are these likely to occur?	
Wifi and mobile phone connectivity. Note location of any blackspots.	
Nearby industry which may create pollution (noise, air, land, water, etc.)	
Location of nearest GP surgery and hospital	

Site Risk Assessment Location:

Assessed by:

Date :

Next Assessment due:

Site Location grid reference:

Benefits of using the Site

	Likelihood	Hazard Severity	Risk factor	Control measures to reduce the risk	Residual risk factor
<b>Hazards and risks. Consider these things: Boundaries, Tree Layer, Shrub Layer, Field Layer Trees likely to be climbed, Water areas, ponds/ditches, Buried hazards such as barbed wire and old metal/broken glass etc. Public access, dog walkers, Forestry work/vehicles, Access to emergency services, Known poisonous/hazardous species, such as snakes, ticks, wasp/bees nests, hazardous plants, Any other hazards...</b>					
Hazard and to whom (children/adults)					


**Risk Assessment scoring- Scores of 8 and above cease activity or reassess the control measures**

Likelihood	Hazard severity	Control measures	Risk Factor (likelihood x hazard severity)
1 Very unlikely	1 Minor injury, scratches, bruises, burns etc.		1-3 Low
2 Unlikely	2 Moderate injury, cuts, grazing, burns etc.		4-7 Moderate
3 Likely	3 Serious- Person requires hospital treatment or time of school/work		8-12 High
4 Very likely	4 Significant, risk of death or loss of limbs/ eyesight etc.		13-16 Very High

**Activity:**

**Assessed by:**

**Date :**

**Next Assessment due:**

**Benefits of the Activity**

Hazard and to whom (children/adults)	Likelihood	Hazard Severity	Risk factor	Control measures to reduce the risk	Residual risk factor

**Risk Assessment scoring - Scores of 8 and above cease activity or reassess the control measures**

Likelihood	Hazard severity	Risk Factor (likelihood x hazard severity)
1 Very unlikely	1 Minor injury, scratches, bruises, burns etc.	1-3 Low
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## Sample Risk Benefit Assessment














NB It is important that all staff follow the measures to reduce risk, especially with regard to routines.  
You must use your standard form supplied by your ELC setting. This form is for training purposes.

<b>What are the benefits? Be specific to the activity/place as well as about being outdoors.</b>	<b>What are the risks? Think about the hazard that exists and the harm that may arise.</b>	<b>Who might be at risk?</b>	<b>We manage this risk by...</b>

**Daily risk assessment check list**

Assessed by:				
Date				
Site				
Group				
<b>Activity</b>				
Fire				
Cutting tools				
Games				
Rope work				
Tree felling				
<b>Other</b>				
Weather conditions				
Wind speed				
Risk of environmental injuries, hypothermia/heat stroke				
General site condition. Litter/animal faeces				
Canopy layer risk of falling branches/ dead trees				
Shrub layer, risk of eye hazards				
Ground layer, trip/slip hazards. Poisonous plants/ fungi				
Location identified on SSRA. Grid ref and/or postal address post code				
Mobile phone available and best location identified				
1 <sup>st</sup> aid kit available				
Water available				
Any other hazards identified				

# WIND SPEEDS

Scale	Description	miles Per hour	Effects	Risk
0	Calm	0-1	 smoke rises	
1	Light air	1-3	 smoke drifts	
2	Light breeze	4-7	 "Leaves rustle"	
3	Gentle breeze	8-12	 "Twigs move"	
4	Moderate breeze	13-18	 "Leaves and small branches sway"	
5	Fresh breeze	18-24	 "small trees sway"	
6	Strong breeze	25-31	 "Large branches sway"	
7	Moderate gale	32-38	 "Whole trees in motion"	
8	Fresh gale	39-46	 "Twigs break off trees"	
9	Strong gale	47-55	 "Branches break off trees"	
10	Whole gale	56-64	 "Trees uprooted"	
11	Storm	65-74	 "Widespread damage"	
12	Hurricane	75+	 "Devastation"	



Lily 2018 - Kindling playground

## **SETTING UP A GREENCARE PROGRAMME: THINGS TO CONSIDER**

### **You (see Lead Practitioner below)**

You are the most important person in your nature programme - without you it can't happen. Do you have what you need to feel confident and safe - risk assessments in place? Emergency policies and procedures? Equipment to stay warm and dry? Confidence to lead your helpers? Confidence to support the client's learning when it is risky or the play theme is on the edge?

### **Practitioner preparation**

As with anything that's new there is always a certain amount of apprehension. Plan well, address concerns, but most importantly remember that getting into the woods is worthwhile and benefits the client.

### **Practitioners/setting:**

Is your organisation on board? Will it support you when, for example, parents/clients are difficult? Are you working within setting policy? Do the staff understand why you're doing this? Is there somewhere you can store/dry/wash equipment.

### **Frequency of woodland/green space visits**

Ideally, the clients/students need regular and frequent visits over a period of time. How about your numbers? We recommend keeping to smaller manageable groups sizes.

### **Parents/Carers/key stakeholders:**

Do they understand why you are offering these sessions? Do they know dates so they can provide the right gear? Do they have a leaflet with dates to keep? Can you meet with them and talk it through? When will they have the opportunity to ask questions? Can they come along and join in? How will you manage complaints about mud/site etc.? How can you reassure them that we are safe? How can you reassure them that this is in their best interests?

### **Helpers and supporters:**

Volunteers? staff? teachers? If you are the leader you need overall say so at the Session. Will this be easy with the helpers you have? Are the helpers adhering to your policies? Do they have a DBS? Helper leaflet? Having a consistent core group. Older volunteers?

### **Clients/groups:**

Who? Why that group? What age? What ratio will you need? Can they walk to the woodland? Is the site suitable for the age group?

### **Ratios**



Follow your practice, local authority & education guidelines. Risk assess how many adults should accompany your clients keeping a balance between safety and too much adult presence to hamper the freedom that we need to feel independent learners. A minimum of two staff members is strongly recommended regardless of group size.

### **Management:**

Does the route to the woods/green space work? Is it within an acceptable walking distance for the ages? Can you manage to get latecomers to the session?

### **Transport**

If possible try and find woodland that is within walking distance of your setting. If this is not possible, then consider asking parents/carers to drop off at the site and pick them up from there. In this situation, consider whether a staff car is needed for emergency purposes. If this is the case, check that the car insurance includes 'business purposes' and ensure the insurance company knows about the possibility that children may be transported. Appropriate car seats will also be required. Include these details in your risk benefit assessment.

### **Environmental impact:**

What will be the impact of your visits to the woodland? How will the environment change? What will happen to areas of mud? Bluebells? To animal homes? What about the impact of your voices? Can you rotate the site so that the most heavily used areas have a break? Do members of the public/ other groups use your site? How will you protect wildlife from their visits? Recognising the ecological impact of everything you do - soap, rope, equipment,

### **Woodland:**

Do you have the land owners permission? Are the trees suitable sizes for the activities? What are the affordances of the space for you? Will parts of it be unusable at particular times of year? What flora and fauna do you need to look out for? If cutting wood is this being done with respect for the trees? Impact on top and subsoil

### **Equipment:**

What do you need? How will you get it to the woodland? How will you decide what you need each visit?

### **The lead practitioner:**

Have a lead person for each green visit. This staff member ensures the planning and preparations have been undertaken to make each visit run smoothly. If this job is rotated then put together a checklist of what needs to happen.

*Example checklist:*

- ✓ A rucksack or buggy with the essential (and other) equipment has been checked and is ready to go
- ✓ Daily risk benefit assessment completed
- ✓ Weather forecast checked
- ✓ Appropriate ratios of adults to clients have been organised
- ✓ Agreement from organisation that it's fine to go
- ✓ List of children/clients and volunteers
- ✓ Provision for snacks, drinks and infection control has been made
- ✓ Volunteers have been welcomed and briefed
- ✓ The clients and adults have suitable clothing and footwear
- ✓ Rules or expectations shared with the group
- ✓ Site check undertaken
- ✓ Base established in woods

### **Whilst on the visit:**

- Ensure everyone knows boundaries.
- Do head counts.
- Base is established at the site.
- Jobs are assigned as needed. The person overseeing snack should not do the litter pick or any picking up of any dog mess.

### **Post session:**

- Any follow up paperwork completed.
- Check equipment, dry and store until next visit. Repair or replace any equipment as needed.
- Ensure any accidents, near misses, first aid and incidents are recorded on appropriate forms and that relevant people are informed as required. Update risk benefit assessments. Follow up
- File or upload the observations and make reflections.

### **General principles for what to wear:**

- Aim to keep temperatures even across the body.
- Ensure you are wearing layers of clothing. It's the air trapped in and between the layers that insulate and provide heat.
- Avoid wearing denim jeans which get cold and heavy when wet.
- Cotton is not a good base layer for this reason in winter.
- Wool jumpers or synthetic fleece work well underneath a durable wind and waterproof jacket and dungarees.
- Wear thick socks, gloves and hat. Mittens keep hands warmer than gloves with fingers.

- Wear sturdy waterproof boots or wellies. These should be large enough to let a child wear thick socks and sole inserts to insulate. There should be wiggle room for the toes.
- Wear clothing that fits properly and is not too small or too big.

### Good features to look for in outdoor clothing:

- Soft fleece collar with an adjustable hood on jackets
- Zip should have a flap on the inside to protect the child from being hurt when the zip is closed. Or show the child how to pull up a zip carefully!
- Jackets should cover the waistbands of trousers.
- The trousers should cover the boots and have elastic or similar at the legs so that water is not let in even if the child jumps in puddles.
- Detachable hood that will come off if it gets caught on something.
- Machine washable. Some outdoor clothes should not be put on a spin cycle. Wash outdoor clothing as little as possible.
- Wool socks are best as they absorb moisture and stay warm when damp
- Children’s boots should be sturdy and have heels for a better grip.
- Wide-brimmed rain hats like sou’westers ensure that rain runs over the back of the collar.
- Wide-brimmed sunhats are needed for sunny days. Baseball caps are not ideal as the neck can get burned. Have ones with a cloth that protects the neck.



### **Nature-based Provider Advice: Key Information for nature-based providers to share with link workers/potential participants**

- Target cohort: Age range, gender, degree of physical fitness required.
- The capacity of the organisation in terms of numbers that can be accommodated.
- What clothing, food, equipment or PPE may be required and if this can be provided.
- Expected group size and make up – some people may prefer single sex groups, or groups organised for specific communities.
- Detailed site description, including physical features, availability of toilets, and presence of café or shop.
- Weather conditions that should be expected for different times of year.
- To what extent people with limited mobility may be accommodated.
- Transport availability.
- Flexibility of programme e.g., to what extent sessions/programmes can be adjusted to accommodate periods where physical or mental health needs mean individuals may not be able to attend.
- The experience of staff in dealing with specific mental health conditions.
- Detailed description of what will take place at the first session, and an overview of the activity/activities.
- Length of session and number of sessions.
- Opportunities for formal/informal learning and skill development.

# **FORAGING FOR WILD FOODS**

## Seasonal plants

### **Autumn**

-Elderberries (not raw), Hawthorns, Blackberry, Hazelnuts, sweet chestnut, Rosehips

### **Spring**

-Nettle, Cleaver, Dandelion, Wild garlic, Bramble leaves for tea, Beech leaves, Hawthorn leaves

Tapping birch trees

### **Summer**

-Chickweed, dandelion, Rose flowers, Herb Robert

### **Winter**

-Conifer needles for tea (be aware of YEW trees), birch bark and branches for tea.

Become familiar with poisonous plants & mushrooms, teach children to say “hello”, wave and don’t touch, Try to encourage awareness and respect, not fear.

## **Wild Food RBA**

<b>Site Location: All</b>		<b>Assessor: Marina/Anna</b>	
<b>Date: October 2019</b>		<b>Review date: October 2020</b>	
<b>Benefits of the Activities:</b>			
<ol style="list-style-type: none"> <li>1. Being able to identify plants and fungi in the local area connects participants to their local environment.</li> <li>2. Using plants creates direct relationships that foster stewardship.</li> <li>3. It has been identified that one of the barriers to spending more time outdoors is fear. By raising awareness of plants that are useful, fear will be replaced by knowledge and sense of place</li> <li>4. Being able to use a field guide correctly is a useful skill - using it in context makes it more meaningful and gives it more memory power. <ul style="list-style-type: none"> <li>• Identifying plants will make participants more aware of seasonal change.</li> </ul> </li> </ol> <p>Additionally the children</p> <ol style="list-style-type: none"> <li>1. Increased hand-eye coordination</li> <li>2. Increase in pattern awareness</li> <li>3. Health benefits of consuming wild food (increased nutritional value)</li> <li>4. Sense of history and ancestral lineage</li> <li>5. Increased self-reliance with living world</li> <li>6. Build up skills by repeating activities</li> </ol> <ol style="list-style-type: none"> <li>1. Discover how a stable environment changes in different seasonal or weather conditions <ul style="list-style-type: none"> <li>• Increase medical knowledge</li> </ul> </li> </ol>			
<b>Hazard, and to whom: all humans taking part</b>		<b>Likelihood</b>	<b>Severity</b>
Wrong identification of plants (general)		3	4

Misidentification due to poisonous lookalikes – careless gathering mixing, edible with non-edible species, different parts of plants.	3	4
Nut allergy reaction	1	4
Chemical pollutants from agricultural spray, along the roadside, weed killing chemicals, contaminated water ways	3	3
Dirt or faecal material on plants	2	3
Individual sensitivity to plants	2	2
Species related risks e.g scratch from Blackthorn or sting from nettles		
Individual variations of substances within plants	3	3
Seasonal plant related risks e.g falling chestnuts on head	1	2
Accidental ingestion of poisonous plants e.g Yew berry edible but pip is poisonous and could be swallowed accidentally	2	4
Attitude – some people go out with attitude that it's okay to taste everything	2	3
Confusion/mix up because of too much information/poor communication	2	3
Parasites such as sheep liver fluke found on watercress or contaminated fresh water plants. Deer parasite found on bilberries	2	2
<b>Hazard to flora and fauna:</b> Over harvesting threatening plant life, food supply of animals (including birds and insects)	3	
<b>Risk Factor</b>	<b>HIGH</b>	
<b>Control Measures</b>		
All plants are shown to adult before injecting Recheck if any of participants are allergic to anything edible e.g apples Only using easily identifiable plants and checking relevant literature. Advise H & S precautions including only with responsible adult Advise potential ID problems		
Using plants that are included in the 'safe food plants' category e.g hawthorn, nettles, elder, onions, lemons, sweet chestnut, daisy, dandelion, plantain, blackberry.		
Using separate container to gather edible known species and poisonous or unknown species.		
Pick plants from dog free areas Wash well before use		
Using well known species with a history of use Only tasting small amount Checking relevant literature		
Check with parents and students prior to activity about allergies		
Only use abundant species. Use caretaking approach e.g scatter the seeds of plants to encourage regeneration. Forage in more abundant areas and bring to site in certain cases. Consider local wildlife and take measures to protect their well being.		
<b>Risk Factor</b>		<b>Low</b>
<b>Further Measures</b>		

**Risk Assessment scoring-** Scores of 8 and above cease activity or reassess the control measures

Likelihood		Hazard severity		Risk Factor (likelihood x hazard severity)	
1	Very unlikely	1	Minor injury, scratches, bruises, burns etc.	1-3	Low
2	Unlikely	2	Moderate injury, cuts, grazing, burns etc.	4-7	Moderate
3	Likely	3	Serious- Person requires hospital treatment or time of school/work	8-12	High
4	Very likely	4	Significant, risk of death or loss of limbs/ eyesight etc.	13-16	Very High

## Woodland Games Risk Benefit Analysis

<b>Site Location:</b> general	<b>Assessor:</b> Marina/Mark	
<b>Date:</b> 26/06/2019	<b>Review date:</b> June 2020	
<b>Benefits of the Activity:</b>		
Woodland games use the space in the woodland to build an increased awareness of the surrounding and connect with nature		
Some activities may involve heightening sense of touch, and sound e.g. blindfolds and reliance on guidance of peers.		
Building on team work, co-operation, language and social skills		
Physical activity for running, movement games, sense of body, balance, wellbeing.		
Gross and fine motor skills e.g. running or co-ordinated hand movements, timing etc		
Hiding games forward thought and planning, as well as awareness of space		
Undertake self chosen challenges, or direct group in co-ordinated manner		
Decision making skills		
Listening to instructions and completing tasks.		
Build up skills by repeating activities		
Discover how a stable environment changes in different seasonal or weather conditions		
<b>Hazard</b>	<b>Likelihood</b>	<b>Severity</b>
Trip hazards when running	4	12
Trip hazards when blindfolded	4	12
Poking hazards from branches	3	6
Getting lost/ stranger danger	2	8
<b>Risk Factor</b>		<b>High</b>
<b>Control Measures</b>		
Advise students and staff of hazards		
Ensure site is suitable for running and advise no running when not		
Mark potential trip hazards with bright fabric, bags etc.		
Ensure partners stay with blindfolded person throughout the activity		
Advise students on how to lead blindfolded person and advise slow walking		
Clearly define boundary and advise students to stay within this at all times		
<b>Risk Factor</b>		<b>Moderate</b>
<b>Further Measures</b>		

		Hazard severity		Risk Factor (likelihood x hazard severity)	
1	Very unlikely	1	Minor injury, scratches, bruises, burns etc.	1-3	Low
2	Unlikely	2	Moderate injury, cuts, grazing, burns etc.	4-7	Moderate
3	Likely	3	Serious- Person requires hospital treatment or time of school/work	8-12	High
4	Very likely	4	Significant, risk of death or loss of limbs/ eyesight etc.	13-16	Very High

## **Self-Audit on preferences and skills:**

**What do you bring to this course? Add an 'X' next to the list of skills/competencies/preferences, however small you perceive them!**

### ***Natural Awareness and Senses – preferences and practice***

#### **Sharpening senses**

Touch – with hands, but feeling with bodies

Tasting – eating with all our senses

Hearing – listening to the purity of sounds in front, to the side, behind and above and below

Smelling – tracing the smells around us

Seeing – channeling other senses through our eyes

Feeling – paying attention to our physical sensations in our bodies stimulated by emotion

#### **Seeking patterns**

Focusing – concentrating on gathering clear images

Framing – enclosing scenes which you may want to examine

Grouping – looking for arrangements in colours, forms and lines

#### **Perceiving wholes**

Approaching - entering a space in a mindful and 'quietly' observational way

Expanding – observing overall aspects of a scene

Filling – accentuating the 'negative' spaces – do you notice the spaces in between the main elements of a site, for example spaces between trees?

Surveying – examining things from various viewpoints

Observing – letting the natural world engulf us

Orchestrating – using all the physical senses to fuse the facets of awareness

#### **Distilling the essence**

Scrutinizing – looking for the small things

Empathizing – role playing natural world qualities – what does it 'feel' like to be part of the natural world that is non-human, for example a blackbird?

Silencing – turning off the voice in the head

Waiting – becoming an open empty vessel to be filled by the natural world

#### **Sense of wonder**

Looking on the world with habitual awe

Maintaining curiosity of life's comings and goings

Reveling in the unusual and unexpected facets of the commonplace

Exploring and seeking in unconscious ways – (discovering the unconscious)

#### **Sense of place**

Being at home in a natural community

Feeling caught up in the synergy of an area

Seeking new dimensions and forces in a familiar place

Absorbing over the textures, moods, qualities, and sense of past of a piece of land

Sense of time

Comprehending the continual passage of time as a constant in life

Seeing being as becoming



Feeling connected to all past and future things through the flow of life  
 Grasping that each piece of the earth and particle of life has a story in time

### Sense of Beauty

Enjoying colour, form, pattern and texture of natural beings and scenes (this includes the so called inanimates i.e. the elements – rocks have life!)

Perceiving harmony in natural communities

Noting changes in light and shadow

Appreciating the rich diversity of life in the natural world

Seeing “the world in a grain of sand and heaven in a flower”

### Pathways to nature connectedness:

**The Pathways to Nature Connectedness** ...for a new relationship with nature

As humans our story is nature. Our relationship with the rest of nature matters for our well-being, yet the climate and environment emergency shows that the human relationship with the rest of nature is broken. To fix it we need a new more connected relationship that recognises that we are part of nature. A relationship that brings both pro-nature behaviours and improved mental wellbeing. The pathways to nature connectedness provide a route for people to develop that new relationship. A new relationship with nature that moves away from utility and control, beyond knowledge and identification. A new closer, healthier and more sustainable relationship with nature comes through noticing, feeling, beauty, celebration and care.

Pathway	This pathway is about...	We're encouraging everyone to...	Things you can try...
<b>Contact</b> 	Tuning in to nature through the senses.	Notice and actively engage with nature, spending time fully experiencing nature with all their senses.	Listening to birdsong, smelling wild flowers, watching the breeze in the trees, going barefoot, tasting the fruits of nature.
<b>Emotion</b> 	Feeling alive through the emotions nature brings.	Engage emotionally with nature. To find happiness and wonder in nature. To note the good things in nature, the joy and calm that they can bring. To embrace nature at times of sorrow.	Finding joy in wildlife at play, taking a moment to feel calm with nature. Find wonder in a spiders' web. Reflect and share your feelings about nature with others.
<b>Beauty</b> 	Noticing nature's beauty.	Find beauty throughout the natural world. Every day, take time to appreciate beauty in nature, engage with it through art or in words.	Create some wild art, paint the amazing colours of insects, take a photo of a flower, visit a place with an amazing view.
<b>Meaning</b> 	Nature bringing meaning to our lives.	Explore and express how nature brings meaning to their lives. To notice how nature appears in songs and stories, poems and art. How special places are natural spaces. To celebrate the mystery, signs and cycles of nature.	Create a story about a tree, map the journey of a bee, find folktales about nature, celebrate the longest day, the first swallow of summer or the first fall of leaves. Let nature be your story.
<b>Compassion</b> 	Caring and taking action for nature.	Think about what they can do for nature. To take actions that are good for nature. Recognise shared life stories and be part of the community of nature.	Feed the birds, plant some wildflowers, take part in a beach clean, dig a pond, put up a nest box, watch a wild family grow. Support conservation charities or buy eco-friendly products.

**Nature Connectedness Research Group**  
 Good for nature. Good for you  
 nature is our story  
[derby.ac.uk/NCxRG](http://derby.ac.uk/NCxRG)

## **Health and Safety**

<http://www.hse.gov.uk/services/education/index.htm>

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

What 3 Words – an app to help identify where you are using 3 words to define your location. <https://what3words.com/>

## **Defining rights of way and public access**

<https://www.ramblers.org.uk/advice/rights-of-way-law-in-england-and-wales/basics-of-rights-of-way-law.aspx>

Highway code for Pedestrians: <https://www.highwaycodeuk.co.uk/rules-for-pedestrians.html>

Blue Cross Code (DOGS) – Code to the Countryside  
<https://www.bluecross.org.uk/pet-advice/code-countryside>

## **Social Prescribing Models & Resources**

What works Wellbeing: <https://whatworkswellbeing.org/category/mental-and-physical-health/social-prescribing-models/>

The King's Fund: What is Social Prescribing:  
<https://www.kingsfund.org.uk/publications/social-prescribing>

The Social Prescribing Network:  
<https://www.socialprescribingnetwork.com/>

## The Woodland Project in Partnership with CAMHS, CAMHS-LD-FISS and CLR



“ Our child can explore and run without being asked to stop all the time. He can be as loud as he likes. I think this is the only event we have been invited to bring along his sister and she gets left out a lot and her running around is just as important. ”

### Parent/Carer days with CAMHS-LD-FISS

These days are for parents and carers to come to the project without their children. We ask all parents to come to one before coming on a family day. Thinking about bringing your entire family can be daunting and the days are an opportunity to come and see the woodland without your child/ren, and to feel reassured that the space is accessible and safe. These days also allow you to experience the sort of activities to expect on a family day, raise any issues you may foresee and make specific requests for your family.

Parents have told us that they want to know more about woodland skills and safe woodland use so that they can begin to access the outdoors on their own. A typical session will run from 10am-2pm and will involve:

- Fire protocol
- Safe tool use
- Thinking about and minimising risk e.g. understanding boundaries in woodland. We will walk the boundaries of the woodland as an example
- How to 'leave no trace' of having been in the space
- Time to talk and share with other parents
- Time to offer suggestions about the project or CAMHS-LD-FISS



“ I can't express enough how much relaxing, healing, peace there has been for me today. ”

“ People here look after EVERYONE's needs. ”

## Family days

### To support mental health and well being with CAMHS and East Sussex Discovery College.

Family days generally run from 10am-3pm for a maximum of five families. These days are designed to be really supportive of everyone, including parents and carers. Each day is different but typically you can expect:

- Tuition on how to safely light, tend, cook on and dismantle a fire
- Eating together around your own family fire
- Tuition on safe use of woodland tools such as saws/drills
- Making a woodland craft to take home
- Swings, hammocks and climbing ropes
- Walking and exploring
- Opportunity to meet and talk with other parents and family members
- Opportunity to give feedback on the project and on mental health services currently supporting you and your family.



## Planning for your day

**Will the day go ahead if it's raining? YES,** we have a large shelter that can protect us and our things from the rain.

**Is there a toilet? YES,** we have a number of private outdoor compost toilets. These have normal toilet seats but underneath is a hole in which we put sawdust to help break everything down. Toilet paper is put in a bag and burnt at the end of the day. We have a toilet that also has a dry and private changing table suitable for all ages.

**Will there be drinks and snacks? YES,** we will often provide hot drinks and biscuits. We will cook a warm snack together at lunch time but we ask you to bring a packed lunch as well.

**Can I bring my own equipment?** As this kind of work grows in popularity you may have collected your own equipment such as fire steels and bush craft/pen knives. Please do not bring your own equipment to session, it can easily get lost and our insurance states that we must only use equipment that we have maintained and provided.

**MedicineS:** Please bring any medicines/medical equipment you may need throughout the day eg if you have an inhaler for Asthma, no matter how mild, please bring it. Likewise if you carry an epi-pen please bring it. Please make sure you have included all medical information on your registration form.

