

# CERTIFICATE IN NATURE-BASED PRACTICE

## COURSE HANDBOOK

CIRCLE OF LIFE REDISCOVERY CIC AIMS TO  
TRANSFORM EDUCATION, HEALTH, AND FAMILY THROUGH NATURE

CIRCLE  
OF LIFE  
REDISCOVERY

# CERTIFICATE IN NATURE-BASED PRACTICE

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# SECTION 1

## INTRODUCTION

### 1.1 Overview

Most training courses for health, social and education practitioners do not include an understanding of how nature-based practice can be beneficial for our health and well-being. There can be no doubt that the 'more-than-human' environment is relevant for human health and development. Modern western society has often split the 'inner life' from the 'outer world' and the 'body' from the 'mind'. The broad term of 'eco-therapy' involves establishing or restoring healing relations between humans and the earth (H. Clinebell).

This training aims to introduce a range of hands-on nature-based experiences, core themes and some underpinning theories that will underpin your nature-based practice. Circle of Life Rediscovery CIC is a part of a growing community that advocates for including time in nature as a mainstream treatment in primary care and other targeted groups.

Spending time in green space or bringing nature into your everyday life can benefit both your mental and physical wellbeing. It can:

- Improve your mood
- Reduce feelings of stress or anger
- Help you take time out and feel more relaxed
- Improve your physical health
- Improve your confidence and self-esteem
- Help you be more active
- Help you meet and get to know new people
- Connect you to your local community
- Reduce loneliness
- Help you feel more connected to nature
- Provide peer support

**Source:** <https://www.mind.org.uk/information-support/tips-for-everyday-living/nature-and-mental-health/how-nature-benefits-mental-health/>

This training helps us to consider the human-nature relationship and build an understanding of the multiple methods of getting humans back in touch with the rest of the natural world and one we have evolved alongside and are deeply interconnected with.

Nature is rarely mentioned in health and educational training. Along with access to nature, there are many social, economical, environmental and systemic factors that are determinants of health. These have an impact on the aetiology and presentation of mental disorder across the 0-18 years age span and beyond.

Social determinants of mental health include societal health inequalities, the social, economic, cultural, environmental, spiritual, and religious factors, and the impact of technology.

It's important to understand the benefits and risks inherent in healthcare and Greencare interventions and apply this to working with a range of ages, background and needs.

Evidence suggests that frequent exposure to natural environments is associated with higher levels of life satisfaction (Chang et al 2020), reduced anxiety (S.de Vries et al 2016), less depressive symptoms and depression (Shanahan et al 2016) and the development of personality e.g openness (Snell et al 2020).



# SECTION 2

## MULTIPLE NATURE-BASED, ECOTHERAPIES OR GREENCARE THERAPEUTIC PRACTICE & EVIDENCE

### 2.1 Nature-based practice examples may include

- Horticulture
- Adventure & Wilderness Therapy
- Green Care & Green Interventions
- Near by nature ecotherapies
- Animal-assisted therapy and Care Farming
- Forest School
- Forest Bathing
- Forest Therapy
- Bushcraft & Wild Crafting
- Wilderness ecotherapies
- Art, music, movement & dance in nature
- Rites of passage and ceremony in Nature

### 2.2 Evidence for health benefits of nature connection from Natural England

- Links between natural environments and mental health - EIN065 ([naturalengland.org.uk](https://naturalengland.org.uk))
- Links between natural environments and physical health - EIN066 ([naturalengland.org.uk](https://naturalengland.org.uk))
- How the Natural Environment can support Children and Young People - EIN067 ([naturalengland.org.uk](https://naturalengland.org.uk))
- Connection to Nature - EIN068 ([naturalengland.org.uk](https://naturalengland.org.uk))

### 2.3 Further Research

- **'A new adventure': a case study of autistic children at Forest School**

Friedman et al (2022) Journal of Adventure Education and Outdoor Learning (University of Cambridge) See <https://www.tandfonline.com/doi/full/10.1080/14729679.2022.2115522>

The findings supported the application of self-determination theory to Forest School; to promote psychological wellbeing through autonomy, competence, and relatedness in autistic children. This study discusses implications for training and practice.

- **Understanding changes to children's connection to nature during the COVID-19 pandemic and implications for child well-being** Friedman et al (2021) People and Nature Journal vol 4 p 155 - 165 (Univ of Cambridge)

Three findings emerged from this UK sample of 376 families with young children.

- **Impact of green space exposure on children's and adolescents' mental health: A systematic review.**

Vanaken, G. J., & Danckaerts, M. (2018). International Journal of Environmental Research and Public Health, 15(12), 2668. <https://doi.org/10.3390/ijerph15122668>

The evidence consistently suggests a beneficial association between green space exposure and children's emotional and behavioural difficulties, particularly with hyperactivity and inattention problems.



- **Three Good Things in Nature; a nature based positive psychological intervention to improve mood and well-being for depression and anxiety**

Keenan et al – Journal of public mental health November 2021 (sample 50 people, 39 with a mental health diagnosis...using NCI, Warwick and Edinburgh wellbeing scale and Positive and Negative Affect scales. 30 minute nature walks over 5 days – noticing and writing responses to three things that were most noticeable.)

- **The Relationship between Nature Connectedness and Eudaimonic Well-being – a meta analysis**

(**Eudaimonic** = to function well psychologically, includes factors such as autonomy, self-acceptance, meaning and purpose in life, and personal growth.)

Pritchard et al – Journal of Happiness Studies April 2019 1–23 (50 studies with 16,396 people)

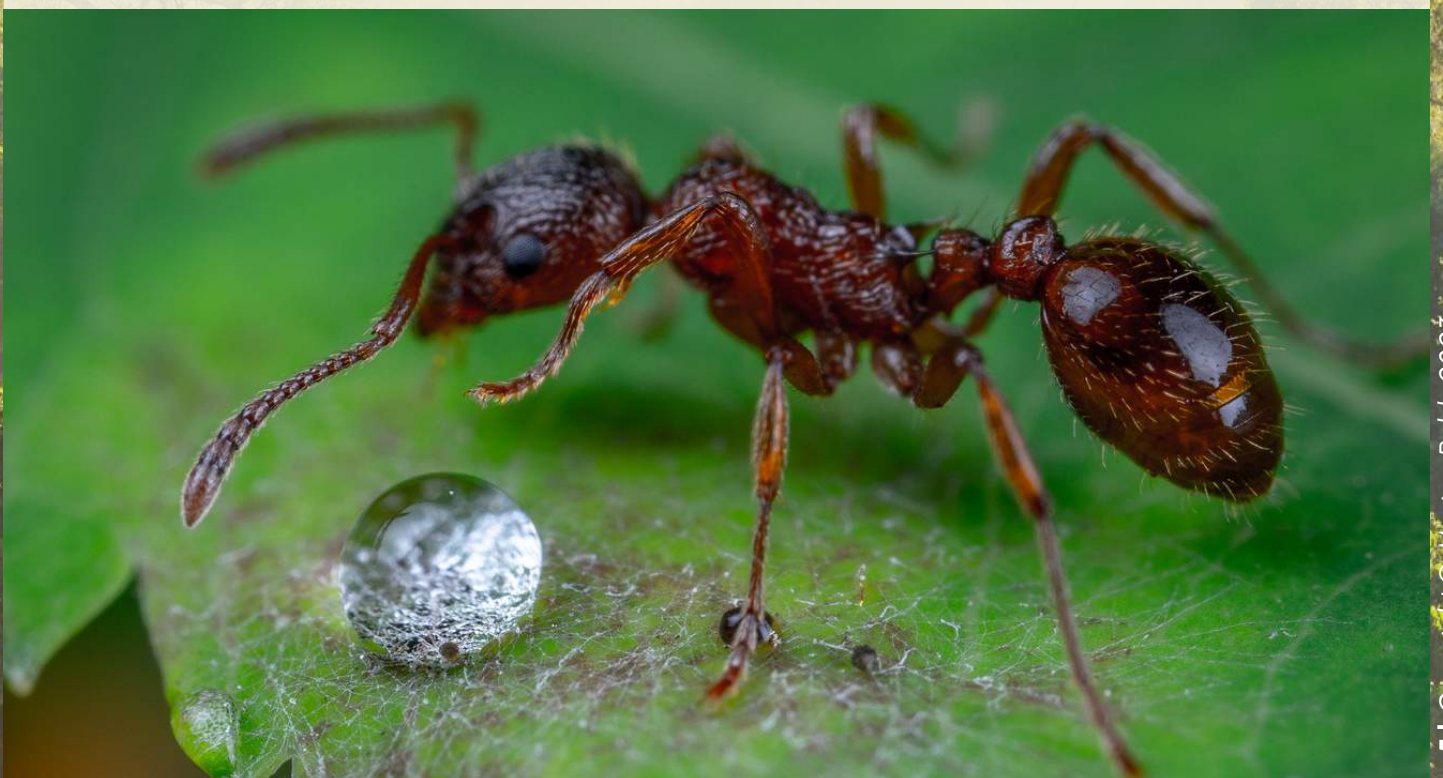
This meta analysis has shown that connection to nature in adults is associated with higher levels of eudaimonic wellbeing.

- **Clayton, 2020. Climate anxiety: Psychological responses to climate change.**

This paper calls attention to the fact that climate change is not just an environmental problem. It is a psychological and social problem, as well. Specific suggestions include tapping into the restorative potential of nature as a therapeutic intervention and promoting proactive or anticipatory coping through climate activism.

- **Yang; Sedikides; Wang; Cai (2024) Nature nurtures authenticity: Mechanisms and consequences.**

This paper proposes that contact with nature may benefit, not only the bodily organism, but also the psychological self: <https://psycnet.apa.org/doiLanding?doi=10.1037%2Fpspi0000432>





- **National Evaluation of Preventing and Tackling Mental Ill Health through Green Social Prescribing Project.** FINAL REPORT March 2021 to June 2023 – Published January 2024  
<https://randd.defra.gov.uk/ProjectDetails?ProjectId=20772>

### **Key statistics about the Green Social Prescribing Project**

- 8,339 people with mental health needs supported to access nature-based activities.
  - 57% of participants were from the most socio-economically deprived areas.
  - 21% of participants were from ethnic minority populations.
  - There were statistically significant improvements in wellbeing (ONS4) following participation:
    - o Happiness increased from an average of 5.3 to 7.5.
    - o Life satisfaction increased from an average of 4.7 to 6.8.
    - o Feeling that life is worthwhile increased from an average of 5.1 to 6.8.
    - o Levels of anxiety reduced from an average of 4.8 to 3.4.
  - In one pilot depression symptoms reduced from 8.1 to 5.6 and anxiety decreased from 11.1 to 8.5 (Hospital Anxiety and Depression Scale).
  - In another pilot levels of physical activity increased from 84% to 95%.
  - Estimated social return on investment of £2.42 per £1 invested by HM Treasury Shared Outcomes Fund and national partners. If resources leveraged by the Test and Learn sites are included, the estimated social return on investment is £1.88 for every £1 invested in the project overall.
- **Use of natural environments is associated with reduced inequalities in child mental wellbeing: A cross-sectional analysis using global positioning system (GPS) data**  
<https://www.sciencedirect.com/science/article/pii/S0160412024004331>

The findings suggest that targeted interventions supporting disadvantaged children to use natural environments could help address inequalities in mental wellbeing. Further, the moderated associations with types of use suggest the equigenic effects of natural environments may operate through multiple pathways

### **2.5 What is Neurobiophilia?**

- <https://www.diygenius.com/hackingyour-brain-waves>
- <https://www.diygenius.com/neurobiophilia/>
- <https://www.youtube.com/watch?v=FhJRYzVrUTl>
- <https://www.americanscientist.org/article/perceptual-pleasure-and-the-brain>





# SECTION 3

## GLOSSARY OF TERMS

### 3.1 Common terms for Nature-based Practice:

#### GREEN CARE PROGRAMMES

These are more targeted therapeutic or treatment interventions which are specifically designed for people with a defined need and are delivered by trained/qualified practitioners. They take place in natural surroundings and recognise the instinctive connection between nature and health.

#### SOCIAL PRESCRIBING

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

#### NATURE ON PRESCRIPTION/ GREEN 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.

#### GREEN SOCIAL PRESCRIBING

Green Social Prescribing (GSP) is the practice of supporting people to engage in nature-based interventions and activities to improve their mental health. Social prescribing link workers (and other trusted professional in allied roles) connect people to community groups and agencies for practical and emotional support based on a 'what matters to you' conversation.

#### NATURE-BASED OR GREEN INTERVENTIONS

This refers to an intervention often offered as a treatment programme within the health service but provided by an outside organisation. They are often in partnership/collaboration with an NHS team or Charity, where partners hold a specific role within the programme. The programmes involve the active and regular engagement of the individual/group with a range of meaningful nature-based activities delivered by trained practitioners to create a sense of achievement, personal responsibility and self-confidence and offer opportunities to learn new skills; by taking place within a social setting they also promote feelings of inclusion and belonging.

#### NATURE-BASED PROGRAMMES

These are often longer-term programmes in green spaces where groups of any background or ages take part in various green activities. Some groups are more directive than others and may focus on a particular type of activity.

#### A Social Prescriber, Social Prescribing Link Worker, and Community Connector.

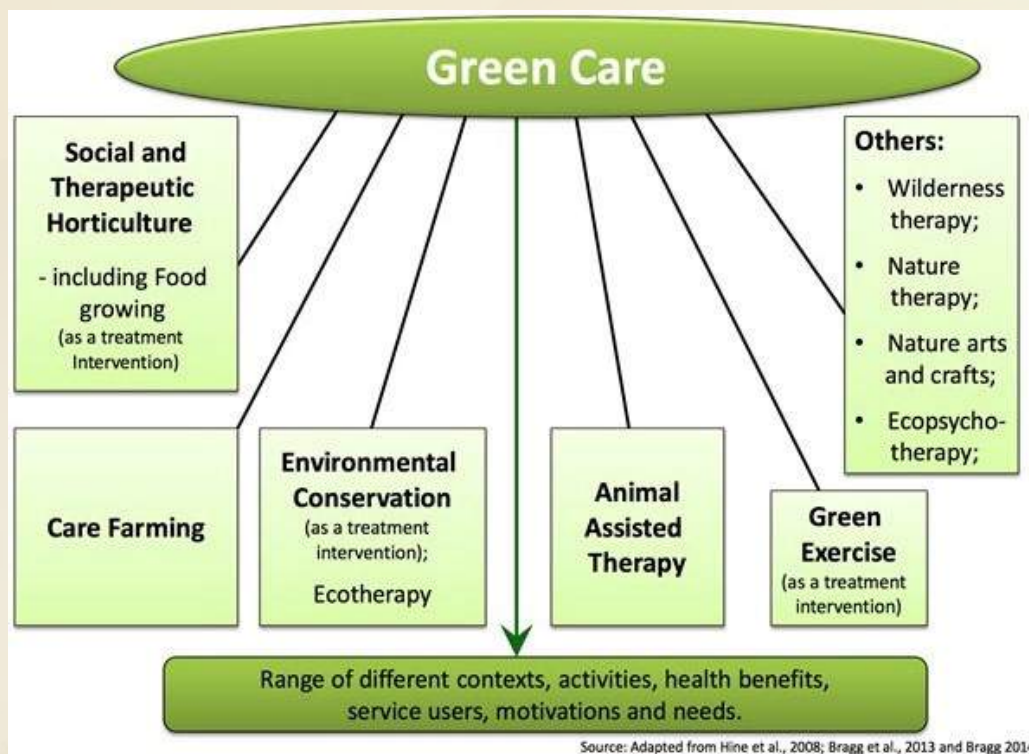
I may be employed by the NHS or the VCSE sector. It is their role to work with individuals, listen to what they need, and then connect the person to groups, programmes or interventions to address mental health issue(s). This forms part of the 'personalised care' approach, which is based on acting on 'what matters' to people and their individual strengths and needs.

#### NATURE-BASED PROVIDER

Providers of Nature on Prescription interventions/programmes



## 3.2 The Green Care Umbrella



### Glossary

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

**Green & Blue Space:** We aim 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 (Green 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.

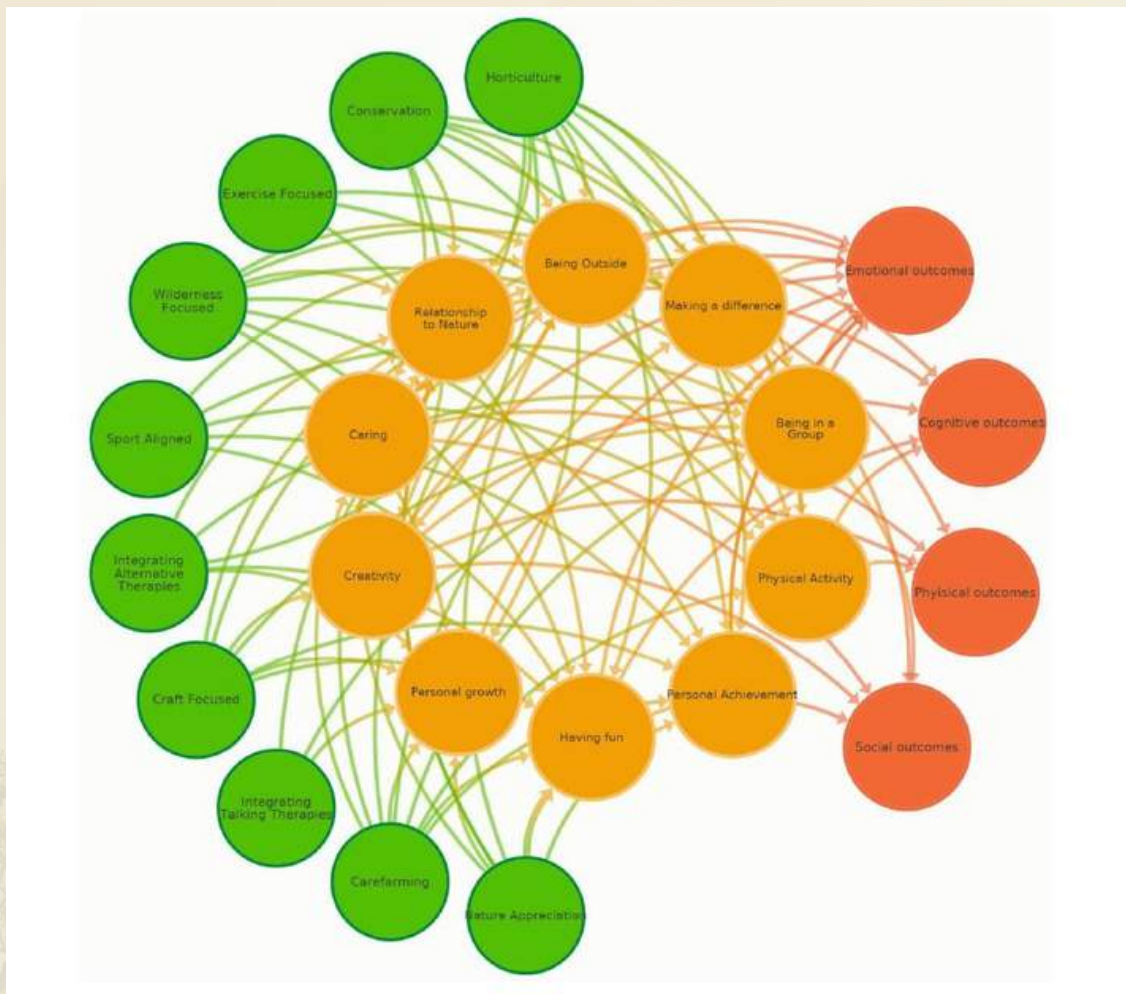
**Personalised Care:** Care based on 'what matters' to patients and focused on individual strengths and needs. Aims to give individuals more choice and control over the way their care is planned and delivered.

**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.





Map of evidence-based pathways between nature on prescription activities (green circles), the mechanisms of action (central orange circles) and the outcomes (red circles on right).

Visit <https://kumu.io/beccalovell/nop-activities-to-outcomes> for an interactive model of the pathways. (See Nature on Prescription PDF online resources)



### 3.3 Common terms & models to consider

**Anthropocentrism:** the view that humans are superior to the rest of nature and the oppression that results from this view.

**Ecopsychology:** The enquiry into the human relationship to the rest of nature. The goal according to Roszak (1992: the father of eco-psychology), is to awaken a sense of environmental reciprocity that lies within the ecological unconscious.

**Ecotherapy:** The practice of Ecopsychology and the practice of remembering our relationship to the land.

**Ecopsychotherapy:** In addition to the inquiry into the human relationship to the rest of nature, this therapy pays attention to our inner world and the therapist-client relationship.

**Ecopsychiatry** - yet to be defined?

**Psyche:** This is derived from the Greek 'Psyche' to mean 'soul, mind, spirit' - or invisible animating entity which occupies the physical body.

Freud defines '**Psyche**' as having 3 elements: Id, Ego, Superego

Jung defines '**Psyche**' as having: The ego, (conscious mind); Personal unconscious; collective unconscious.

Bill Plotkin defines '**Psyche**' as: A capacity to experience conscious and unconscious and includes the dreams, thoughts, perceptions, imaginings, memories and feelings. It is a capacity, attribute, or characteristic of all sentient beings, humans, bears, birds and trees.

**Link to glossary:** <https://www.animas.org/glossary-to-language-of-soul-canyon/#psyche>

**Nature connection** is about our relationship with nature - how we think about, feel about, and experience nature (University of Derby Nature Connection Handbook, 2022). Derby University has developed the 5 pathways: Senses, Beauty, Emotion, Meaning and Compassion.

**Deep Nature Connection** is rooted in the Deep Ecology movement that arose in the 1970's (Arnae Ness, 1984). Deep Ecology states the human self should be understood as deeply connected with and as part of nature, not disassociated from it.

Deep Nature Connection sees humans developing an understanding, honouring and celebrating themselves as part and parcel of the natural world and the seasonality and changes in the natural world, which are all reflected in human development.

**Mind:** Most people use the word psyche as if it refers to a nonphysical structure or thing (a "mind") or even equate it with the physical brain (a conceptual error).

**Mind: (defined by Daniel Siegal 2017):** The emergent, self-organizing, embodied, and relational process that regulates the flow of energy and information. The mind is both within us and between us, within the body and the brain, and within the relational connections we have with one another and the world around us.

**Wild Mind:** Plotkin says that this is the 'Whole Mind', the ability to EMBODY the four facets of natural human psyche. It sits within a worldview that the universe is 'alive' (not dead), and that it is a creative and creating universe.



### 3.4 Four Facets of Self :

- **Dark-muse beloved – Deep imagination:** This facet represents the shadow aspects of the self that are often ignored, rejected, or feared. It encompasses the depths of our psyche where our hidden desires, fears, and wounds reside. Engaging with the Dark Muse Beloved involves exploring the darker aspects of one's personality and integrating them into a more complete sense of self. It also speaks to the 'muse' whose soulful and imaginative capacity can support a deeply connecting wisdom to guide your life.
- **Nurturing generative adult:** The Nurturing Generative Adult facet embodies qualities of maturity, responsibility, and caretaking. It is the part of the self that nurtures growth, creativity, and well-being in both oneself and others. This facet is characterized by wisdom, compassion, and the ability to guide and support oneself and others through life's challenges.
- **Innocent-sage:** The Innocent Sage facet represents a state of childlike wonder, curiosity, and wisdom. It embodies qualities of innocence, purity, and openness to new experiences and possibilities. This facet encourages embracing the joy of discovery, maintaining a sense of wonder, and accessing intuitive wisdom.
- **Wild indigenous one:** The Wild Indigenous One facet connects us to our primal instincts, intuition, and connection to the natural world. It represents our wild, untamed nature and our inherent belonging to the Earth. Engaging with this facet involves reawakening our connection to the land, honoring our ancestral heritage, and embracing our primal instincts and intuition.

#### MAP 1:

**INTRAPERSONAL  
VIEW OF THE SELF  
AND SUBPERSONALITIES**  
(how we relate to ourselves)





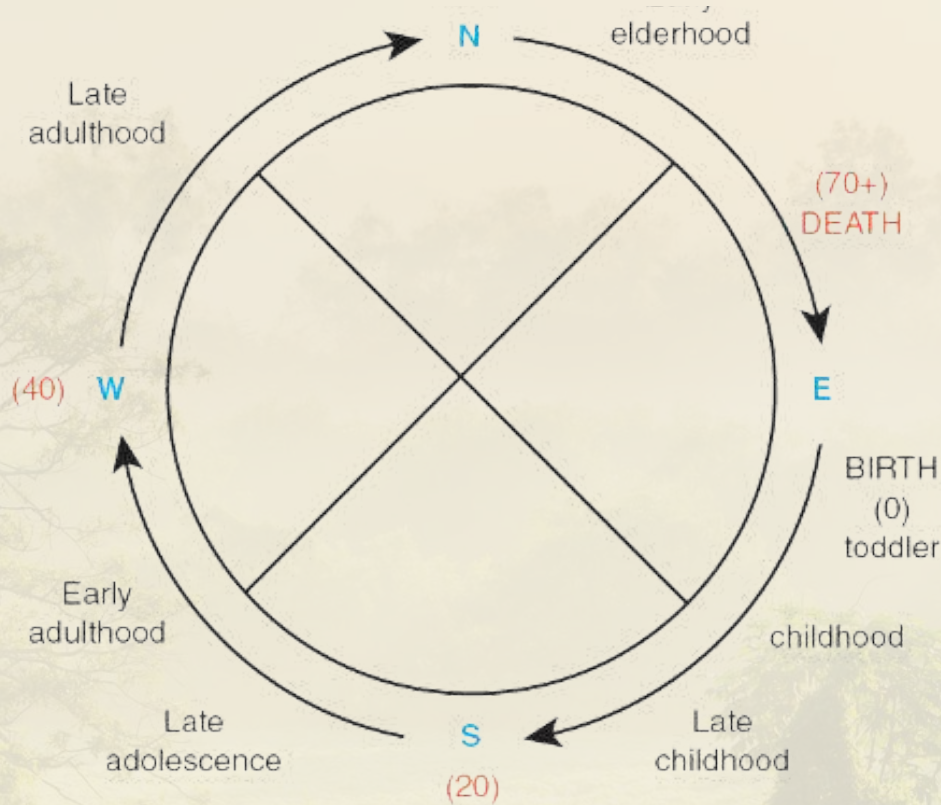
### 3.5 Animals of Four Windows:

Psychologist Dr Eligio Stephen Gallego's (Animals of Four Windows: Integrating, thinking, sensing, feeling and Imagery - 4th edition 2020).

All four are needed to have a balanced and creative life and have equal power and importance:

- Feeling
- Imagining
- Sensing
- Thinking

### 3.6 Nature-centric Models



Circular models help us as practitioners to reclaim this work within a connective, natural system. They provide a template upon which to offer experiences, big perspectives, activities and planning that aim to inspire our learners. These 'maps' give us a helpful foundational worldview upon which all good nature education rests upon.

"From infancy we concentrate happily on ourselves and other organisms. We learn to distinguish life from the inanimate and move towards it like moths to a porch light. To explore and affiliate with life is a deep and complicated process in mental development. To an extent still undervalued in philosophy and religion, our existence depends on this propensity, our spirit is woven from it, hope rises on its current (Wilson 1984).



# SECTION 4

## HEALTH AND NATURE-RELATIONSHIP

### 4.1 Why is coming into contact with the earth therapeutic and health-giving? (Adapted and added to, from Mary Jane Rust's Book: Towards an Ecopsychotherapy)

- Its grounding – this contact has the capacity to stabilize the emotions and whole body-mind.
- Its emotionally and spiritually transformative.
- The room indoors has 'no change'. The outdoors is always changing.
- Non-judgmental space where the voice of the inner critic is softened.
- Power balance – side by side on the ground – it's a great 'leveler.'
- Power dynamics of entering a 'shared space' – stops the habitual patterns.
- From dyad to triad – facilitator-person-nature.
- Both therapist and the client are nourished and affected by the multiple species and subjects. The 'WE' includes everything.
- Providing deep connections without words – non-verbal communication. Importance of no words.
- Provide life-affirming responses e.g the acorn dropping at a particular moment means something; the girl seeing how the spider made its web when she was feeling scared.
- Beauty and destruction are intrinsic to everything and everyone in nature. Wonder and Awe.
- Outdoors offers the great polarities of life – death-life; light-dark; despair-hope.
- What the life & death of the seasons show us.
- Nature offers metaphors and mirrors to see other perspectives – moving from the rational to the imaginative – from the linear to the story telling.
- Move to expanded awareness sometimes called the ecological self.
- Synchronicities = 'Two things coming together in time, simultaneously connected through meaning and not cause and effect'. (Jung's definition)
- Smells evoke clairalience.
- Deep mystery and timelessness.
- The different weather and light can help to explore fears and anxieties.
- Place evokes childhood memories.
- Provides adventure and risk – danger strips the ego.
- Relaxation, play and free association.

### 4.2 The 8 principles of ecopsychology (The Voice of the Earth - Roszak 1992)

1. The core of the mind is the ecological unconscious. For Ecopsychology, repression of the ecological unconscious is the deepest root of collusive madness in industrial society; open access to the ecological unconscious is the path to sanity.



2. The contents of the ecological unconscious represent, in some degree, at some level of mentality, the living record of cosmic evolution, tracing back to distant initial conditions in the history of time. Contemporary studies in the ordered complexity of nature tell us that life and mind emerge from this evolutionary tale as culminating natural systems within the unfolding sequence of physical, biological, mental and cultural systems we know as "the universe". Ecopsychology draws upon these findings of the new cosmology, striving to make them real to experience.
3. Just as it has been the goal of previous therapies to recover the repressed contents of the unconscious, so the goal of Ecopsychology is to awaken the inherent sense of environmental reciprocity that lies within the ecological unconscious. Other therapies seek to heal the alienation between person and person, person and family, person and society. Ecopsychology seeks to heal the more fundamental alienation between the person and the natural environment.
4. For ecopsychology, as for other therapies, the crucial stage of development is the life of the child. The ecological unconscious is regenerated, as if it were a gift, in the newborn's enchanted sense of the world. Ecopsychology seeks to recover the child's innately animistic quality of experience in functionally "sane" adults. To do this, it turns to many sources, among them the traditional healing technique of primary people, nature mysticism as expressed in religion and art, the experience of wilderness, the insights of Deep ecology. It adapts these to the goal of creating the ecological ego.
5. The ecological ego matures towards a sense of ethical responsibility with the planet that is as vividly experienced as our ethical responsibility to other people. It seeks to weave that responsibility into the fabric of social relations and political decisions.
6. Among the therapeutic projects most important to Ecopsychology is the re-evaluation of certain compulsivity "masculine" character traits that permeate our structures of political power and which drive us to dominate nature as if it were an alien and rightless realm. In this regard, ecopsychology draws significantly on some (not all) of the insights of ecofeminism and feminist spirituality with a view to demystify the sexual stereotypes.
7. Whatever contributes to small scale social forms and personal empowerment nourishes the ecological ego. Whatever strives for large-scale domination and the suppression of personhood undermines the ecological eco. Ecopsychology therefore deeply questions the essential sanity of our gargantuan urban-industrial culture, whether capitalistic or collectivistic in its organization. But it does so without necessarily rejecting the technological genius of our species or some life-enhancing measure of the industrial power we have assembled. Ecopsychology is postindustrial not anti-industrial in its social orientation.
8. Ecopsychology holds that there is a synergistic interplay between planetary and personal well-being. The term "synergy" is chosen deliberately for its traditional theological connotation, which once taught that the human and divine are cooperatively linked in the quest for salvation. The contemporary ecological translation of the term might be: the needs of the planet are the needs of the person, the rights of the person are the rights of the planet.



# SECTION 5

## INTEGRATION INTO PRACTICE

### Two key documents:

#### 5.1 The Nature Connection Handbook:

<https://findingnatureblog.files.wordpress.com/2022/04/the-nature-connection-handbook.pdf>

#### 5.2 Nature on Prescription Handbook:

<https://www.ecehh.org/research/nature-prescription/>

#### 5.3 Suggested Reading:

- Power Threat Meaning Framework:  
[https://explore.bps.org.uk/binary/bpsworks/16203439cce733cf/bcea9befa8a62c15b6371b9d76f24e2172687436f8283ccfec8a53e452198263/inf299a\\_2018.pdf](https://explore.bps.org.uk/binary/bpsworks/16203439cce733cf/bcea9befa8a62c15b6371b9d76f24e2172687436f8283ccfec8a53e452198263/inf299a_2018.pdf)
- Gabor Mate - 5 Levels of compassion (see Myth of Normal p383-389)
- Miles Richardson: Nature Connectedness Research:  
<https://www.derby.ac.uk/research/centres-groups/nature-connectedness-research-group/>
- Fingerprint needs: <https://www.needs-understanding.com/freebies>
- The most reliable resource for accurate information about ACEs:  
<https://www.cdc.gov/violenceprevention/aces/>
- Royal College of Psychiatry: <https://www.rcpsych.ac.uk/improving-care/sustainability-and-mental-health/the-eco-crisis-and-camhs>
- Nature Matters: <https://www.rcpsych.ac.uk/improving-care/sustainability-and-mental-health/nature-matters>
- Position Statement on Sustainability: <https://www.rcpsych.ac.uk/improving-care/sustainability-and-mental-health/college-position>

#### 5.4 Deeper dive into feelings, emotion and empathy

- Antonio Damasio: 'The Feeling of what Happens; Joy, Emotion and the Making of Consciousness'.
- Lisa Feldman Barrett: 'How Emotions are Made - the secret life of the brain'.
- Marco Locaboni: 'Mirroring People: the science of empathy and how we connect to others'.





## 5.5 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 will ideally be around 2-3 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:**

- A current 'Outdoor' First Aid Certificate
- A current DBS for all adults (police check)
- Understanding of policies and procedures
- All your risk benefit assessments
- An overview of your sessions and the first session plan
- Appropriate insurance
- Appropriate equipment

### **Your group:**

- Your group or 1:1 person may be from a school, your organisation or other client groups. 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-carer 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 permission from the landowner 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 always comply with Health and Safety. 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.



## 5.6 Setting up a Green Care Programme: Things to Consider

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

You are the most important person in your nature-based programme – without you it can't happen. Do you have what you need to feel confident and safe – risk benefit 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/Team Leader/Funders:**

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/Team? 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 or needs of the 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/workers 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 landowner's 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/wheelchair 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.

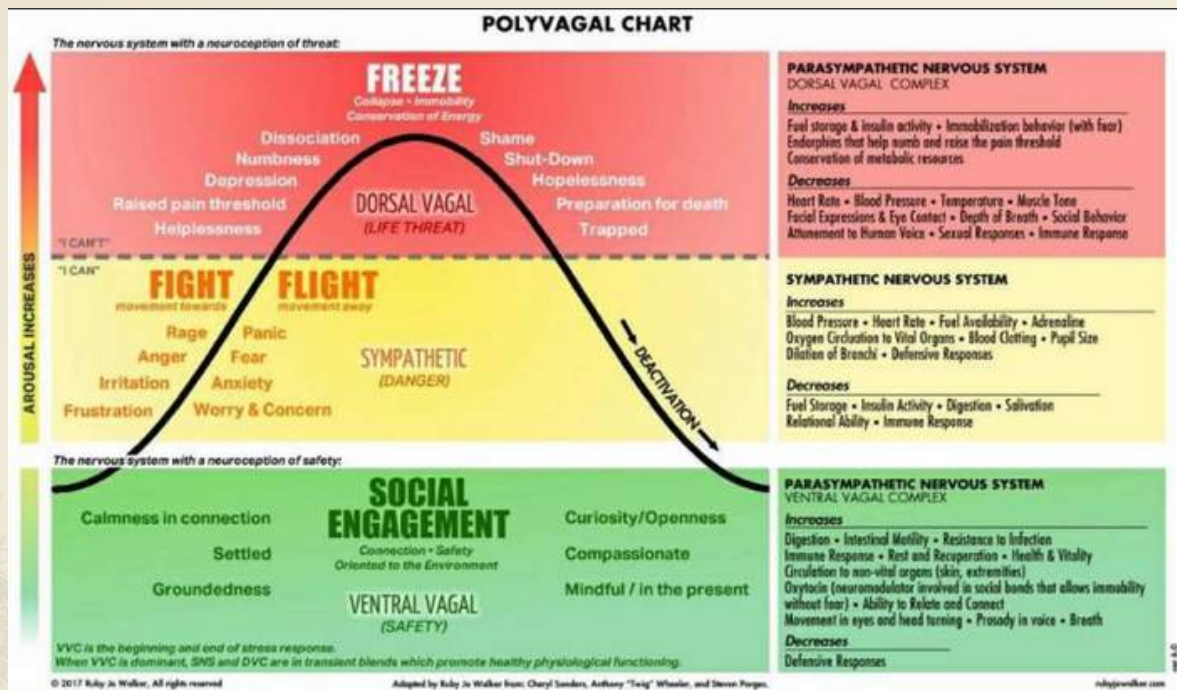




# SECTION 6

## CORE THEORY FOR TRAINING

### 6.1 Poly vagal Theory – Stephan Porges

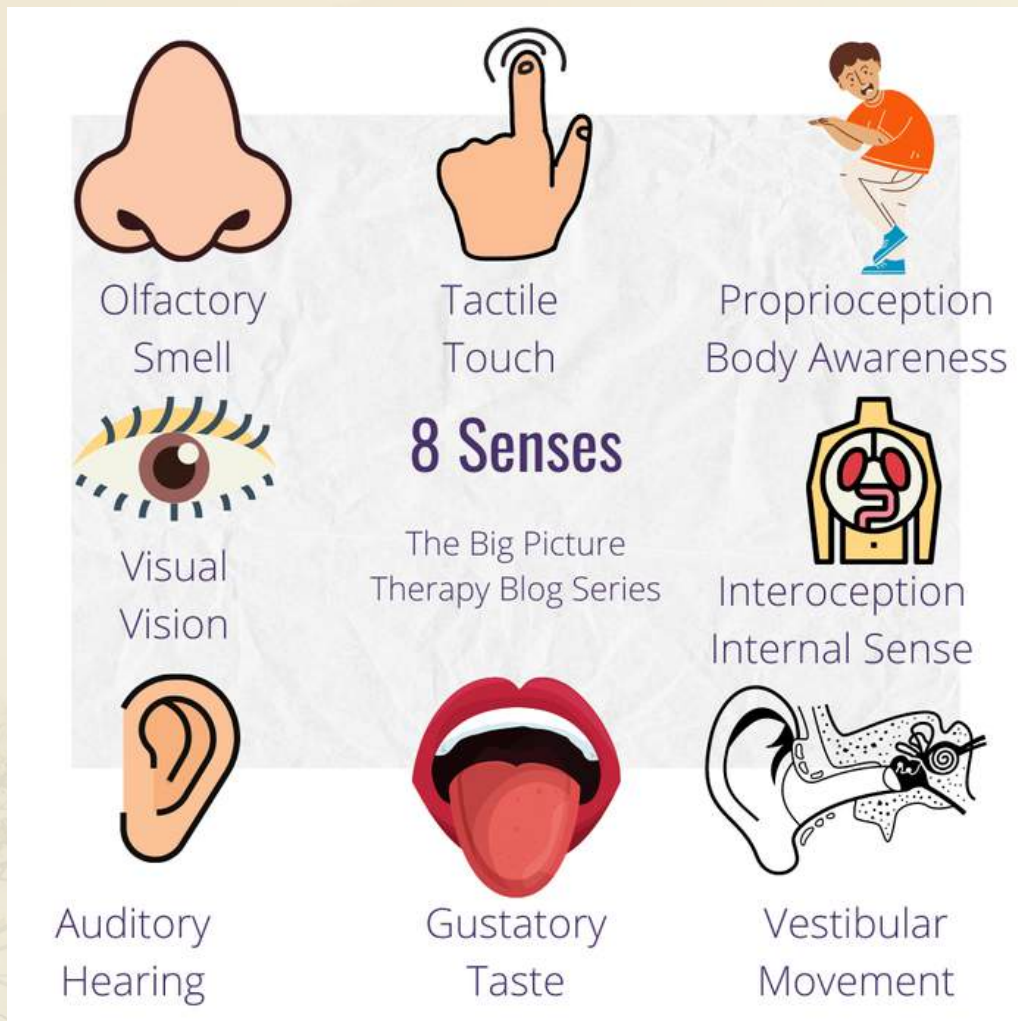


#### Other well know theory includes:

- Biophilia Hypothesis (Wilson 1984) – an evolutionary theory that is based on the idea that humans have an innate affiliation with nature and if separate from nature, they will suffer psychologically. It is vital for human emotional, spiritual, aesthetic and cognitive growth, and development (Kellert & Derr 1998 & Wilson 1984).
- Attention Restoration Theory (1995) by Kaplan and Kaplan. They came up with four components that they believed were necessary for restorative experiences:
  1. Being away: a sense of escape from everyday life
  2. Fascination: the ability of something to hold your attention without effort e.g cloud watching
  3. Extent: The feeling in an environment of being in a 'whole other world'.
  4. Compatibility: How the individual relates to the environment, the affinity with it.



## 6.2 Our senses & Sensory integration



### For working with sensory needs:

- Phoebe Caldwell resources see <https://phoebecaldwell.co.uk/>
- Eadaoin Breathnach resources see <https://www.sensoryattachmentintervention.com/>
- Winnie Dunn: Living Sensationally: <https://occupationaltherapywithsoph.com/ot-guide/sensory-processing-explained-a-deep-dive-into-dunns-model/>





# SECTION 7

## NATURE-BASED ACTIVITIES

### 7.1 Examples of nature & body-based activities include:

- Silence and solitude – where you become aware of your feelings and thoughts and listen. This solitude facilitates ‘interconnection.’
- Invite your participants to lead – with your feet, gut or heart or follow a smell, a sign to choose a spot that feels right.
- Connect with a tree: This exercise is done in pairs. One person is blindfolded and the partner leads them to a tree. The ‘blind’ player spends time feeling the tree, touching and visualising its’ shape, texture, unique points etc. After a while they are brought back to a central point and the blindfolds are removed. Then they are asked to go and find their tree. Discussions can be opened up around what the experience was like for them, whether they found their tree or not and feelings brought up.
- Drawing and sketching.
- Playing with clay, nature-art.
- Sensory-based activities – touch, smell, taste, listen.

### 7.2 Example Core Templates for therapeutic sessions: Your fixed and moving parts

#### Pre-expectations-setting the scene

- Flyers – leaflets
- Email/joining instructions/address
- What to wear?
- Bring an object to the first day?
- Consent and Medical information, any pertinent questions and responses

#### Welcome & Greetings

- Handwashing (in winter with hot water)
- Refreshments (any allergies/ethical)
- Signs to support arrival
- Toilets – where and how
- Any immediate hazards

#### In the group for beginnings

- Thanks for coming/welcome
- Short introduction of the team
- Poem
- Hum/song
- Catchy song
- In a circle standing or around fire
- Senses
- Gratitude
- Simple movements
- Name games
- Light fire together
- Consent for photos? Any evaluations?



### **Ways to check in**

- In pairs
- Go around the circle
- Choose a natural object to introduce yourself
- One story from your childhood, one favourite place in nature, animal
- Choose an image - postcard
- Agreements - personal/physical - setting the scene
- Boundaries
- Plan for the day
- Reminder of what's always available - hammock/art materials/clay/time out

### **Main choices of activities with different qualities of 'energy' - active, gentle, using your hands.**

- Preparing food
- Craft
- Sensory & Meditative
- Creative

### **Sharing of food/refreshments**

What next? Co-create

### **Any evaluation?**

**Clear site if appropriate with the group**

**Last connection together**

### **Ways to check-out - follow your agreed routines (the fixed parts).**

- Alone or in pairs
- Gratitude
- Mime of the day
- Story of the day
- Sensory meditation
- Commitments
- Group song



# SECTION 8

## HEALTH & SAFETY & EQUIPMENT

### 8.1 Risk-benefit Assessments - Legal requirement within Nature-based Practice:

<https://www.playscotland.org/resources/risk-benefit-assessment-form-word-document-2/>

This form is designed to support a balanced approach to risk management using the process of risk-benefit assessment (RBA). Those using this form should focus on the significant risks that the play-outdoor provision gives rise to. The Health and Safety Executive (HSE) defines significant risks as those that go beyond everyday life and that “are capable of creating a real risk to health and safety which any reasonable person would appreciate and would take steps to guard against.”

### 8.2 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.

CONSIDERATION	COMMENT
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.

CONSIDERATION	COMMENT
Litter - including drug paraphernalia and sharp objects.	
Standing dead trees or dead wood in trees. Do you need an arboriculturist 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.	

### 8.3 Insurance:

If you work in a local authority or organisation, then you will need to check what your local authorities' policies (or organisation) and guidance is about insurance for outdoor and woodland activities.

Private or partner provider settings will need to check their own insurance. You will also have to ensure that you have all your activity and site risk benefit assessments in place.

Likewise, the landowner must have insurance in place.

### 8.4 Emergency Plan example:

#### EMERGENCY PROCEDURE AND DETAILS:

Mill Woods - GATE TO BE LEFT UNLOCKED DURING ALL SESSIONS FOR EMERGENCY ACCESS AND EXIT

~~~~~  
**Location Name:** Mill Woods main site

Site grid ref: TQ516 138

WHAT 3 WORDS - **flagpole.moves.booth**

VEHICLE ACCESS AT THE JUNCTION OF PARK LANE AND VERT LANE: **TQ 514 139**

WHAT 3 WORDS - **taper.sunk.amps**

**Address:**

Mill Woods, Vert Lane off Park Lane,  
 Nr Laughton, Postcode BN8 6BP

Woodchip Bay (CAR PARK and MEETING)  
**TQ 520139**

~~~~~  
**Where to meet emergency services:**

If staffing allows. Member of staff to meet emergency services at Park Lane /Vert Lane entrance.

**TQ 514 139**

WHAT 3 WORDS - **taper.sunk.amps**

Another member to direct over the bridge at **TQ 515 139**

WHAT 3 WORDS - **angry.career.legs**

Then direct to incident/casualty.

~~~~~  
**Type of access to the site:**

normal vehicular access plus a bit on foot  
 depending on the location of casualty.

**Suitable helicopter landing area:**

Field off Lewes Road

**Grid ref: TQ5113**

~~~~~  
**Nearest AED Defibrillator**

**Nearest A+E: Eastbourne District General**  
 Phone no. 01323 417400 Address King's Road.  
 Eastbourne, East Sussex Postcode BN21 2UD



**Less urgent (e.g. broken bones)** – Uckfield  
Hospital Minor Injuries Unit – 01825 769999  
OR Lewes Victoria Hospital – 01273 474153

**Nearest landline:** Joinery/Unit C Park Lane  
Industrial Units, Lewes BN68BP  
Phone no. 01273 477860

**Where Local police?**

Lewes Location– 6 North Street,  
Lewes BN7 2PA  
Phone no. 01273 470 101

**Any other useful information:**

Procedure and roles of people in an emergency – lost child and first aid – overleaf...

**Site owner/manager contact details:**

**Name:**

**Mobile:**

**Mobile phone reception?**

Yes, better reception on the byway

We also use walkie talkie

**Contact details of leader**

**Name:**

**Mobile:**

**8.5 The weather:**

You need to check the weather.  
Wind speed & thunder &  
lightening are the main concerns.  
The Beaufort scale is a great  
measure – we recommend not  
going outdoor where trees exist in  
winds over 25-31 mph or Beaufort  
scale 6.

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



### 8.6 Daily Risk Assessment:

Daily site check for .....

Undertake weather check prior to each visit and to help make the as decision as to whether to go.

The rest of the site check should be done upon arrival. Encourage children to look for changes compared to the last time you visited.

The met office app is free, easy to read and automatically locates where you are! It provides information about average wind speed and likely gusts over the course of the day.

Possible Hazard	Date Checked by	Date Checked by	Date Checked by	Date Checked by	Date Checked by	Date Checked by
Windspeed (what's your cut off?)						
Other weather Precipitation temperature						
Plants and trees <ul style="list-style-type: none"> <li>• Low level</li> <li>• Bush</li> <li>• Canopy</li> </ul>						
Ground conditions						
Climbing tree(s) See separate check						
Litter						
Dog mess						
Structures						
Landscape or environmental work						
Phone reception						
Other site users						
Other						

Comments including action taken to reduce risk and report concerns	Date and Initials



## 8.7 Outdoor Learning Equipment Suppliers list (2023)

Items	Supplier
Tarpaulins and canvas	For some of the cheapest go to the following website (one of the main suppliers of normal tarps in the country – often found in the army and navy stores) - <a href="http://www.tarpaflex.co.uk">www.tarpaflex.co.uk</a> Also for army bashas (better toggles) worth looking on ebay UK tarps do fairly cheap polythene tarps - <a href="http://www.uktarps.com">www.uktarps.com</a> For canvases see <a href="http://wildcanvas-outdoor.com/">http://wildcanvas-outdoor.com/</a> (discount for FSA members) Muddy faces also supply tarps and lots of other equipment for Forest School see <a href="https://www.muddyfaces.co.uk/">https://www.muddyfaces.co.uk/</a> (discount if you are a FSA member)
Fixed blade knives and/or (if really need to work with them) penknives	Recommend mora clippers and junior mora scoutknife. See Muddy Faces, Greenman Bushcraft, see <a href="http://www.greenmanbushcraft.co.uk">http://www.greenmanbushcraft.co.uk</a> and Forest School Shop see <a href="http://www.forestschoolshop.co.uk">www.forestschoolshop.co.uk</a> Other bushcraft online suppliers (there are many) For handmade knives and tools see Ben Orford, based in Malvern, at <a href="http://benandloisorford.com/">http://benandloisorford.com/</a>
Sharpening stones & Oil Stones Hard hats, Loppers, Bow Saws, Secateurs	For the cheapest and best waterstones (recommend 800 and 1200 microns Japanese waterstone) and many tools go to Axminster Tools - <a href="http://www.axminster.co.uk">www.axminster.co.uk</a> Worcester Tools & Fixings also a national organisation Tel: 0800 043 0857 see <a href="http://www.alltools.co.uk/sitepage/Worcesterbranch.html">http://www.alltools.co.uk/sitepage/Worcesterbranch.html</a> Also Muddy Faces, Greenman Bushcraft, Forest School shop and other online bushcraft suppliers
Pruning Saw – small, medium, large	Laplander – best all round saw – any bushcraft supplier or if FSA member can go to Muddy Faces, Greenman Bushcraft or Forest School shop where discounts are available. Silky Fox – for larger and smaller pockeyboy pruning saw <a href="http://www.silkyfox.co.uk">www.silkyfox.co.uk</a> Also a competitive price from Ben Orford at <a href="http://www.benorford.com">http://www.benorford.com</a>
Other tools such as drills, augers etc etc	A good supplier for hand drills and other handtools is <a href="https://www.oldtoolstore.co.uk/">https://www.oldtoolstore.co.uk/</a> also worth shopping around on line and recommend visiting old hardware stores! also worth shopping around on line and recommend visiting old hardware stores!
Ropes & Chord	<a href="https://www.ropesdirect.co.uk">https://www.ropesdirect.co.uk</a> <a href="http://www.ropesandtwines.com">http://www.ropesandtwines.com</a> also known as Timko Ropes <a href="http://www.skylandequipment.com/tree-rigging/rigging-rope.html">http://www.skylandequipment.com/tree-rigging/rigging-rope.html</a> <a href="http://www.cheaprope.co.uk">www.cheaprope.co.uk</a> For rope swings recommend static with breaking strain of 20 kn plus - mine is from skyland - the 10.5 mm beal intervention rope - 50 metres £69 plus VAT For the Ladders mine is from ropes and twine (Timko Ropes) 6mm green braided polyprop, 200 metres £26 plus VAT For the rope course lower rope (Timko Ropes) I used the 14mm polyhemp rope - 40 metres £47.02 and handline is 10mm Polyhemp - 50 metres £23 For parashord Forest School Shop is a good supplier – also worth shopping around other bushcraft suppliers. For rope protectors see <a href="https://www.caving-supplies.co.uk">https://www.caving-supplies.co.uk</a> also supply ropes and other accessories
Hammocks and Nets	For cargo netting - <a href="https://www.huck-net.co.uk/playground-equipment/soft-play-netting_15992/">https://www.huck-net.co.uk/playground-equipment/soft-play-netting_15992/</a> For hammocks the play ones that can withstand 'playing in and make good vertical 'nests' that I use are ENO hammocks – worth shopping around online for these
Fire Woks	Nick Giles <a href="http://www.nickgileslandscaping.co.uk/firepans.html">www.nickgileslandscaping.co.uk/firepans.html</a> or 01594 840014 or look at bushcraft websites.
Fire steels	Bushcraft websites (recommend lightmyfire firesteels)

**NB** you may get some good deals on many of the bushcraft websites – worth shopping around



## 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>



# RISK BENEFIT ASSESSMENT



**Activity:** Shelter Building (Debris & Tarp)

**Date:**

**Assessed By:**

**Next Assessment due:**

## Benefits of the Activity

- Sense of achievement from completing a new challenge
- Build up creative and decision making skills
- Group work and coordination
- Understanding of materials used to make a shelter waterproof and insulation and construction methods
- Visio-spatial awareness and Hand-eye co-ordination when placing materials to create a stable structure
- Tactile sense as they feel tree bark and other materials
- Gross and fine motor sense as they negotiate the forest to find and retrieve building materials, and complete building task, tying knots etc.
- Undertake a self-chosen challenge and design of shelter
- Importance of home, creating a safe space.

## To whom does this apply to:

Young people / adults



<b>Hazard e.g. sharp knife and risk e.g. cutting/wound</b>	<b>Likelihood</b>	<b>Hazard Severity</b>	<b>Risk Factor</b>	<b>Control measures to reduce the risk</b>	<b>Residual Risk</b>
Sitting shelters overhanging/ dead branches falling, attaching to dead trees	2	4	8	Check for deadwood and possible debris above prior to setting up shelter. Be aware of possible danger under beech trees- summer branch drop make students aware. Consider halting in high winds. Ensure tree tied to is good and strong and not dead, if in any doubt move to another spot.	4
Eye/head injuries from collecting/ carrying logs.	2	4	8	Make students aware of any eye level branches in working area. Teach participants how to carry/drag sticks/logs safely – drag behind with thumb covering point. Not to lift branches above head height.	4
Tripping over guy lines on basher tents or parachutes/traps	3	2	6	Make all aware of risk and use more visible string where appropriate or highlight in some other way.	4
Trees falling when hammock and tarp are attached	2	4	8	Ensure tree tied to is good and strong and not dead, if in any doubt move to another spot.	4
Hammock knot coming undone	4	2	8	Ensure the knot is properly tied before getting into the hammock.	4
Collapse of debris shelters	3	3	9	Ensure sound construction not using rotten wood on the load bearing parts of the shelter.	6
Possible faces & infection	2	2	4	Wash hands & raise awareness of where debris is gathered	2
Thorns from scraping leaf litter for debris shelter	4	1	4	Use feet for scraping up and gloves for picking up leaf litter.	2



# RISK BENEFIT ASSESSMENT



**Activity:** Main & individual Fire making

**Date:**

**Assessed By:**

**Next Assessment due:**

## Benefits of the Activity

- Keeps the group warm
- Sterilises and heats water for hot drinks
- Learning to carefully place wood on the fire
- Collection and sorting of resources
- Consequences and damaged caused when a fire is unattended, not properly extinguished or goes out of control.
- Exploring various types of fire and complex fire work e.g. ember pots and cooking on embers
- Teaches responsibility and a sense of achievement
- Gives the group a focal point
- Life Skill development
- Materials transformation understanding the science of fire
- Knowledge development - what materials burn and what doesn't burn

## To whom does this apply to:

Young people / adults



<b>Hazard e.g. sharp knife and risk e.g. cutting/wound</b>	<b>Likelihood</b>	<b>Hazard Severity</b>	<b>Risk Factor</b>	<b>Control measures to reduce the risk</b>	<b>Residual Risk</b>
Early Years (0 – 2) No understanding of safety and risk – many slips, trips and tumbles Early Years (3 – 5 years) Onwards: gradually allow independence	3	4	12	Close supervision – use of language e.g ‘Too hot’; ‘But you can watch me’. Watch & demonstrate; Try with your support Practice routines  Seating arranged at safe distance from main fire (1.5metres).	8
Burns from flames and embers	3	4	12	Ensure students are told not to throw wood etc. into the fire. Ensure students do not hold stick ends in the fire. Suitable clothing to be worn, no dangling hair, fabric or jewellery. Hair kept in bunch if necessary. At least one adult supervising fire, while group is present. At least 2 buckets of water – one clean for first aid. Group to walk around the outside of the fire and not walk across the main fire circle. Adults to model this.	8
Burns and scalds from hot cooking equipment, boiled water etc.	3	3	9	Ensure ‘crowding’ does not occur by keeping students using the fire to a safe number. Appropriate number ratio for fire activity. Make sure toast/damper sticks are of adequate length (minimum arms length), green non-toxic wood. Provide fire gloves for handling hot pans/kettle. Keep clean water and fire blanket, Fire gloves, First Aid and emergency procedures in an obvious and clear spot, in close proximity to fire area.	6
Smoke inhalation	4	4	16	Make students aware that they may move out of the line of smoke if necessary. keep smoky side of the fire clear. Avoid using wet/green wood or leaves. Ensure any person with asthma stays away from smoke, where possible	4
Hammock knot coming undone	1	4	4	Always have water near fire to douse the ground and pour over the fire at the end of the session. Ensure ground is cool to touch before leaving site. Dig into ground with sticks if fire was large or sustained. Seasonal awareness of ground letter and higher risks of forest fire. Keep water and fire blanket, Fire gloves & First Aid in an obvious and clear spot, in close proximity to fire area.	4



# RISK BENEFIT ASSESSMENT



**Activity:**

**Date:**

**Assessed By:**

**Next Assessment due:**

**Benefits of the Activity**

**To whom does this apply to:**



Hazard e.g. sharp knife and risk e.g. cutting/ wound	Likeli- hood	Hazard Severity	Risk Factor	Control measures to reduce the risk	Residual Risk



## 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.

