**Training Calendar for Nature Nurture Course, Aberdeenshire Council.**

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| **Date** | **Module** | **Session No.** | **Topic and Learning Intention** | **Reflective/assessment task to be submitted at the end of the module.** |
| **Term 1**  |
| **31/08/22** | **1.What is Nature Nurture?** | **1** | **Why Nature Nurture?** Participants receive an overview of how Nature Nurture can support health and wellbeing. They are also supported in setting up an initial risk assessment for their site and activities in their first sessions with children. | Using the provided template, participants create a profile of a pupil and outline how a programme of Nature Nurture can support their wellbeing.Create a site/session risk assessment. |
| **07/09/22** |  | **2** | **Nature Nurture – Best Practice.**  Participants explore what is best practice in Nature Nurture prompted by video and audio interviews with experienced outdoor learning practitioners. The importance of and skills required for observation, reflection in planning, delivering, and evaluating Nature Nurture sessions is also covered in this session. | Using their learning so far, participants draw up a five-session plan for Nature Nurture sessions demonstrating progression, and opportunities for assessment and evaluation. |
| **14/09/22** |  | **3** | **Reflect and Review Module 1** | Participants share and discuss their learning and assessment tasks for Module 1.  |
| **21/09/22** | **Nurture – Educational Psychologists’ Session on Nurture** | **4** |  |  |
| **28/09/22** | **Nurture – Educational Psychologists’ Session on Nurture** | **5** |  |  |
| **05/10/22** | **2. Understanding and Promoting Resilience** | **6** | **What is Resilience?** Participants gain an understanding of what resilience looks like in children, how it can be promoted and how it can be assessed. | Participants refer to the profile created in week 1 and conduct a short assessment of this child’s current resilience. They use this information to inform their planning for further Nature Nurture sessions. |
| **12/10/22** |  | **7** | **Promoting Resilience and Wellbeing Outdoors.** Through examples of practice and interviews with practitioners, participants gain a good understanding of how to support the development of resilience through opportunities and experiences in Nature Nurture. | Referring to the plan drawn up in Week 2, participants add another 5 session plans, highlighting how resilience will be promoted in each session. |
| **Term 2** |
| **02/11/22** |  | **6** | **Reflect and Review Module 2** | Participants share and discuss their learning and assessment tasks for Module 2. |
| **09/11/22** | **3. Understanding and Supporting Attachment**  | **7** | **What is Attachment Theory?** Participants will receive an introduction to Attachment Theory and develop an understanding for how attachment disorders can impact on children and families. | Participants prepare a 3-minute case study illustrating attachment difficulties for an unnamed individual. This will be delivered to the group in session 10. |
| **16/11/22** |  | **8** | **Working with Families Outdoors- Part 1** Through watching videos of practice examples and interviews with family members, participants discuss what best practice can look like in their own settings. | Participants prepare a 3-minute case study illustrating attachment difficulties for an unnamed individual. This will be delivered to the group in session 10. (continued) |
| **23/11/22** |  | **9** | **Working with Families Outdoors- Part 2** Participants are introduced to ideas for activities and strategies that help children and carers get the most out of a Nature Nurture session together. | Participants plan a series of three Nature Nurture session with a child and carer. |
| **30/11/22** |  | **10** | **Module 3 Reflect and Review** | Participants share their case study and assessment tasks for Module 3. |
| **07/12/22** | **4. Supporting Positive Behaviour** | **11** | **Understanding Behaviour.** Through a series of activities, video clips and discussion, participants develop and understanding for behaviour we may find challenging and skills in observation of behaviour. | Participants reflect on the behaviour of an individual in Nature Nurture sessions. They record their observations and develop theories about the possible triggers/ influencing factors that may have caused this behaviour. They reflect on their response and how they supported this individual. They also evaluate their own learning in this process. |
| **14/12/22** |  | **12** | **Supporting Positive Behaviour Outdoors.** Through discussion and sharing reflection on practice, participants explore ways in which being outdoors in nature can support positive behaviour. | Participants try two suggested strategies from this module in their own sessions and, in their reflective journal, evaluate their effectiveness, explore what worked well, what needs to be developed and next steps for supporting the group/individual. |
| **21/12/22** |  | **13** | **Reflect and Review Module 4** | Participants submit and discuss their learning and assessment tasks for Module 4. |
| **Term 3** |
| **11/01/23** | **5. Developing Emotional Literacy, Growth Mindset and Building Self-Esteem** | **14** | **Supporting Emotional Literacy.** Participants gain an understanding of the Emotion Works component model and consider how this can be used to support the development of emotional literacy in Nature Nurture sessions. | Participants plan a series of five Nature Nurture sessions highlighting the opportunities for emotional literacy learning and progression in each session. |
| **18/01/23** |  | **15** |  **Promoting Emotional Literacy, Growth Mindset and Self Esteem Outdoors.** Participants consider and discuss the development of self-esteem and growth mindset in Nature Nurture and how these, together with Emotional Literacy can support social and emotional wellbeing.  | Participants choose two of the strategies/activities discussed in this module and try them out in their own sessions. In their reflective journal they write a short reflection on what worked well, what could be developed further and possible next steps. |
| **25/01/23** |  | **16** | **Reflect and Review Module 5** | Participants submit and discuss their learning and assessment tasks for Module 5. |
| **01/02/23** | **6. Additional Support for Learning and Nature Nurture** | **17** | **Additional Support Needs Outdoors.** Through a series of introductions to particular support needs participants begin to plan sessions that are fully inclusive and differentiated. | Participants complete a provided holistic needs assessment for two individuals in their Nature Nurture groups. |
| **08/02/23** |  | **18** | **Supporting Children With ADHD Outdoors.**  Participants gain an overview of the strengths and challenges of ADHD for individuals and gain an understanding of how learning and play outdoors can support their learning, health and wellbeing. | In their reflective journal participants write about an individual they know with ADHD and outline how their Nature Nurture sessions can support this child. |
| **15/02/23** |  | **19** | **Supporting Children with Autistic Spectrum Disorder outdoors.** Participants gain an overview of the strengths and challenges of ASD for individuals and gain an understanding of how learning and play outdoors can support their learning, health and wellbeing. | In their reflective journal participants write about an individual they know with ASD and outline how their Nature Nurture sessions can support this child. |
| **22/02/23** |  | **20** | **Reflect and Review Module 6** | Participants submit and discuss their learning and assessment tasks for Module 6. |
| **01/03/23** | **7. Practical Skills in Nature Nurture** | **21** | **1.Practical Skills Risk/Benefit Assessments.** Participants develop skills in establishing physical boundaries, writing a risk/benefit analysis of their site and establishing rules or guidance that children can follow to keep themselves safe whilst giving them the challenges they need. | Participants draw up a risk/benefit analysis of their site and a policy on risk management for their outdoor setting. They highlight how they have included the children in this task. |
| **08/03/23** |  | **22** | **2.Practical Skills and Emotional Boundaries.** Participants gain insight into how to guide activities outdoors that support the social, emotional development of the children in their groups. | Participants submit video, photographic or written evidence of how they have supported children’s social/emotional development in their sessions. |
| **15/03/23** |  | **23** | **3.Practical Skills: Building Shelters with Children.** Participants learn practical skills in safely building a variety of shelters with children. | Participants share a series of photos or video showing the stages of building shelters with children that are safe for children to play in. They also submit a risk/benefit assessment for this activity. |
| **22/03/23** |  | **24** | **4.Practical Skills: Building and Managing Campfires safely with children.** Participants learn the skills they need to safely locate, build, manage and extinguish a campfire with their children. | Participants share a series of photos or a video showing the stages of locating, building, managing and extinguishing a campfire with children. They also submit a completed a risk/benefit assessment for this activity. |
| **29/03/23** |  | **25** | **5.Practical Skills: Tools and Ropes with Primary 1-7.** Participants learn skills that they need to create a series of craft projects with children using cordage and tools safely. | Participants share a series of photos or a video showing the stages of completing three craft projects. They demonstrate safe use of tools and/or cordage. They also submit a completed a risk/benefit assessment for these activities. |
| **19/04/23** |  | **26** | **6.Outdoor Activity Ideas for Primary 1-7** Participants learn skills that they need to create a series of craft projects, learn a series of organised games, and finish with ideas about cooking on a campfire with a group of primary aged children. | Participants prepare an illustrated essay (1500 words), 3 min oral presentation or 3 min narrated video evidencing their learning throughout the course. They should outline what they found challenging, how they and their children have benefitted from Nature Nurture, and their future plans for Nature Nurture in their setting. |
| **26/04/23** |  | **27** | **Module 7. Reflect and Review** | Participants with deliver their essays, oral presentation or videos to the rest of the group. |
| **03/05/23** |  | **28** | **End of Course – Reflect, Review and Next Steps** |  |