

[The Child and Nature Alliance of Canada's](#) (CNAC) Fireside Chats series is a virtual space for Forest/Nature School practitioners to meet, share experiences, and answer questions related to a theme. The purpose of Fireside Chats is to engage with the Forest/Nature School community of practice to co-develop a set of **Quality Indicators for Forest/Nature School**. The series is part of the 3-year Community Consultation Project CNAC is undertaking, with support from the [Lawson Foundation](#).

What to Expect

- Conversation with Guest Speakers
- Short Q&A with Guest Speakers
- Facilitated Breakout Room Discussions (have your cameras and/or microphones ready!)
- Questions and Polls in the chat

Guest Speakers

- Lukeisha Andrews
- Adrian Alphonso
- Lise Brown

Registration

This event is open to Forest/Nature School practitioners in Canada.

Register for free: <https://zoom.us/meeting/register/tJAtdumvqz0pE9C8Fhihubp8hSv6Mb0bLodZ> (Zoom Meeting link will be provided upon registration).

Please note: The main event (i.e. Conversation and Q&A with Guest Speakers) will be recorded. Breakout room discussions will not be recorded.

Theme and Discussion Questions

During this Fireside Chat, we are going to dive into four **Principles of Forest/Nature School** practice and how they relate to our **Relationship with Land**. We would love to hear from you during the event. Here are the questions that we will ask:

Principle of Practice

Discussion Questions

Forest/Nature School can take place in any outdoor space, including urban greenspace, playgrounds, forests, creeks, prairies, mountains, shoreline, and tundra.

1) Do you agree: Can Forest/Nature School take place in **ANY** outdoor space?

2) Must the outdoor space have certain elements/qualities? What are they?

Forest/Nature School is a sustained process of regular and repeated sessions in the same outdoor space, supporting children to develop a reciprocal relationship with the Land, and an understanding of themselves as a part of the natural world.

3) Do you agree: Does Forest/Nature School need to be regular, repeated, and in the same space?

4) What does regular, repeated, and visiting the same space mean in your practice?

5) How do we know children are developing a reciprocal relationship with Land? What are the indicators of this? Is it a spectrum?

6) How do we know children are developing a sense of themselves as belonging to the natural world?

Forest/Nature School prioritizes building reciprocal relationships with First Nations, Métis, and Inuit, who have been educating their children on and with this Land since time immemorial.

7) As a Forest/Nature School practitioner in Canada, how do you respond to the fact that you work on and with Indigenous Land? What are your responsibilities? What actions do you take?

Forest/Nature School is grounded in and prioritizes building engaged, healthy, vibrant, and diverse communities by always considering issues of access and equity.

8) Acknowledging that access and equity is a problem in the Forest/Nature School sector: What steps would you like to see the sector as a whole take to ensure that all children can get to program locations?

9) Any challenges, successes, lessons from your practice/program?