

[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](#).

To learn more, visit <https://childnature.ca/community-consultation-project/>.

What to Expect

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

Registration

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

Register for free: <https://zoom.us/meeting/register/tJ0qde-spz0uEtBGVDnWS-ml-u8Oz3izsKIG>

(Zoom Meeting link will be provided upon registration).

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

Theme and Discussion Questions: Relationship with Power

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 Power**. We would love to hear from you during the event. Here are the questions that we will ask (you can also [fill out this survey](#))!

Principle of Practice

Forest/Nature School views children and youth as innately competent, curious, and capable learners, and aims to promote their holistic development.

Discussion Questions

- 1) What is the role of **children** at Forest/Nature School? Does this differ from other approaches?
- 2) How does a Forest/Nature School program show that they believe children are competent, curious, and capable learners (i.e., specific, concrete practices programs use to support this view of the child)?

Principle of Practice

Forest/Nature School is led by an educator who is rooted in and committed to the Forest/Nature School pedagogical framework, its theoretical underpinnings, and practical applications. Forest/Nature School educators use place and play-based, emergent, and inquiry-driven teaching and learning methods. Their role is that of facilitator, guide, supporter, and co-learner, rather than expert, and they are constantly balancing those roles.

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

Forest/Nature School practices, policies, and programming reflect and prioritize the building of engaged, healthy, vibrant, and diverse communities through consideration of access and equity in our decisions and actions.

Access: To provide accommodations where necessary to ensure all children have the resources and support to participate fully in your forest/nature school program.

Equity: To ensure all children feel safe, comfy, and proud of who they are at your Forest/Nature School program.

Discussion Questions

3) What is the role of an **educator** at a Forest/Nature School program?

4) Can you share an example of a power imbalance that exists between an educator and a child at a Forest/Nature School?

5) How does an educator at a Forest/Nature School program share power?

6) Is sharing power an essential part of a high quality Forest/Nature School program? Why or why not?

7) Forest/Nature School programs in Canada operate on and benefit from Indigenous Land. How does a settler-run Forest/Nature School program give up power to First Nations, Inuit, and Métis communities?

8) How does a high-quality Forest/Nature School program share power with families, caregivers, and communities?