

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 [childnature.ca/community-consultation-project/](http://childnature.ca/community-consultation-project/).

## What to Expect

- Conversation with guest speakers: **Chloe Dragon Smith, Sonja Lukassen and Cesario Lavery**
- Facilitated breakout room discussions (have your cameras and/or mics ready!)
- Questions and polls in the chat throughout

## Registration

**Register for free:** <https://zoom.us/meeting/register/tJwrcu6sqTgjGNMEbLBL5Dm5pm4vMxOKij5N?fbclid=IwAR1ul76c-D1hHzzTZ0oNv9kSnzhG7CckJs-bJRshdksHI84WMCqWqtxF8GQ>

(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 Story

This Fireside Chat, we're going to dive into five [Principles of Forest/Nature School practice](#) and how they relate to our **Relationship with Story**. We'd love to hear from you during the event: Here are the questions that we'll ask (you can also [fill out this survey](#))!

### Principle of Practice

Forest/Nature School Is led by educators who share power with learners through play-based, emergent, and inquiry-driven teaching and learning methods.

### Discussion Questions

- 1) Is storytelling an essential piece of high-quality Forest/Nature School? Why?
- 2). What is the role of story in your Forest/Nature School practice?

## Principle of Practice

---

- Forest/Nature School values children's play – self-directed, freely chosen, intrinsically motivated—in and of itself. Forest/Nature School programs provide adequate time and space for children and youth to dive deeply into their play.

- Forest/Nature School values the process as much as the outcome.

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

**“Every story—just like every person, every language, and every culture, and every piece of knowledge—comes from a place on the Land. . . . Story is not just words but it's also the teachings of the Land and the peoples that were in that place during the time of the events that happened.”**

(Storytelling by Chloe Dragon Smith [Dënesųhíné/European & CNAC Facilitator], 2020, video produced for the CNAC Forest/Nature School Practitioners Course)

- 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) Let's get more specific! Does story serve as a means of sharing power with children? How?

4) What does it have to do with supporting play?

5) What does story have to do with emergent and/or inquiry-driven learning?

6) How does a high quality Forest/Nature school support children in storymaking and storytelling?

7) How does a high quality Forest/Nature School listen to and act upon the teachings of the Land?

8) How does a high quality Forest/Nature School support a positive and reciprocal relationship with Indigenous stories/storytellers?

9) How does a high quality Forest/Nature school use story to build engaged, healthy, vibrant, and diverse communities?