

# Experience Risk Benefit Assessment – Free Spirit Forest and Nature School

**Ages: 4-5, 6-7, and 8-11**

**Class sizes: 4, 6, or 7 students according to age**

**Assessment completed by: Matt and Kim Simpson, Nov 1<sup>st</sup>, 2017**

*To be completed prior to the beginning of each semester; this is a living document to be added to when new activities occur.*

Risky Play Experience/ Activity	Benefits	Hazards	Level of Risk  *Low to Very High, see chart below	Control Measures*  *inferred dynamic risk assessment for all activities	New Level of Risk*  *any changes with control measures
<b>Amazing Race</b>	<p>S-E: self-esteem, confidence, self- efficacy, teamwork, community building, relationship with others trust</p> <p>C: decision making, critical thinking and problem solving, pushing comfort zone, emotional intelligence, eco-literacy, reflection, cultural</p> <p>P relationship with others, spatial awareness, organizing. perception and decision making, physical literacy, pushing comfort zone</p>	<p>Minor injury – trips, bumps, bruises during transition</p>	<p>Low</p>	<p>Monitoring</p>	<p>Low</p>
<b>Animal Tracking</b>	<p>S-E: confidence, teamwork, empowerment connection to land, nature appreciation</p> <p>C: higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation, empowerment</p> <p>P: interpreting and responding to sensory information, skill acquisition</p>	<p>Minor injury – slips, trips, falls</p> <p>Environmental: come across an animal</p>	<p>Low</p>	<p>Respect LNT principles; respect animals, do not feed Stay in boundaries Move slowly</p>	<p>Low</p>
<b>Archery</b>	<p>S-E: trust, pushing comfort zone</p> <p>C: intrinsic motivation, concentration, pushing comfort zone</p> <p>P: fine and gross motor skill development, manipulation of objects, spatial awareness, skill acquisition, physical literacy</p>	<p>Minor injuries – cuts, bruises</p> <p>Major – trauma,</p>	<p>High</p>	<p>Set out boundaries Proper instruction Blunted arrows, less powerful bows</p>	<p>Medium</p>

<b>Bird Identification</b>	<p>S-E: confidence, teamwork, empowerment connection to land, nature appreciation</p> <p>C: higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation, empowerment</p> <p>P: interpreting and responding to sensory information, skill acquisition</p>	<p>pierced skin</p> <p>Minor injury – slips, trips, falls</p>	<b>Low</b>	<p>Respect LNT principles: respect wildlife</p>	<b>Low</b>
<b>Camp Stove</b>	<p>S-E: confidence, community building, empowerment</p> <p>C: concentration, empowerment, planning</p> <p>P: fine and gross motor skill development, manipulation of objects</p>	<p>Injuries: Burns</p> <p>Environmental: Gas spill</p>	<b>Medium</b>	<p>Safe distance from burner</p> <p>handle gas with care</p> <p>Glove for hot things</p> <p>Teacher present</p>	<b>Medium</b>
<b>Canoeing</b>	<p>S-E: self- esteem, confidence, self-concept, managing strong emotions, self- efficacy, teamwork, community building, relationship with others social skills and competence, trust, inclusion, empowerment, pushing comfort zone, connection to land, nature appreciation, sense of agency, cultural appreciation</p> <p>C: decision making, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, pushing comfort zone, emotional intelligence, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, reflection, cultural appreciation, imagination, planning</p> <p>P: fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness, organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy, visualization, pushing comfort zone</p>	<p>Too windy, wavy, tip over, sunburn, separate from group, drowning, blisters, dehydration, cramps, log jams</p>	<b>High</b>	<p>Teach and model basic canoe guidelines (sit in canoe, comfortable in canoe)</p> <p>ensure qualifications are up-to-date</p> <p>boat has proper safety kits</p> <p>students wear life jackets and sunscreen, drink water</p> <p>ensure safe access/no log jams</p> <p>check weather and water conditions</p>	<b>Medium</b>
<b>Carving</b>	<p>S-E: confidence, self-awareness, self- efficacy, trust, empowerment, pushing comfort zone, connection to land</p> <p>C: decision making, deep knowledge and understanding of activity, intrinsic motivation, concentration, empowerment, planning</p> <p>P: fine and gross motor skill development, manipulation of objects</p>	<p>Major Cuts</p> <p>Sliver</p>	<b>High</b>	<p>Proper instructions – sitting, elbows on knees, aware of “blood bubble”, time limits, never cut towards self, sheath when not using</p> <p>Designated area/Safe storage</p> <p>Properly sharpened tools, fixed blades</p> <p>Peelers for less confident carvers</p> <p>Glove on non-tool hand only</p> <p>Students sign “carving contract”</p> <p>Max 3 people carving at a time</p>	<b>Medium</b>

				Only between 10am-2pm to avoid tired students	
<b>Caving</b>	<p><b>S-E:</b> emotional regulation, self- esteem, confidence, self-awareness, managing strong emotions, self- efficacy, teamwork, community building, relationship with others social skills and competence, empathy, trust, inclusion, empowerment, pushing comfort zone, connection to land, nature appreciation, cultural appreciation</p> <p><b>C:</b> decision making, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, pushing comfort zone, emotional intelligence, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, reflection, imagination, planning,</p> <p><b>P:</b> fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness, interpreting and responding to sensory information, perception and decision making, physical literacy, visualization, pushing comfort zone</p>	<p>Minor injury – bumps, scrapes, bruises, cold</p> <p>Major injury – concussion, broken bones, death</p>	<b>High</b>	Proper gear (helmet, harness, running shoes, Safety guidelines: 3 points of contact, single file, spotting, proper ratio	<b>Medium</b>
<b>Check-ins</b>	<p><b>S-E:</b> emotional regulation, healthy attachment, self-image, ideal self, self- esteem, confidence, self-awareness, self-concept, managing strong emotions, self- efficacy, community building, relationship with others, social skills and competence, empathy, trust, perception, inclusion, empowerment, reflection, sense of agency</p> <p><b>C:</b> higher ordered thinking, critical thinking and problem solving, emotional intelligence, empowerment, reflection, imagination, planning</p>	Slip, trip, fall en route to check in, overhanging hazards above seating area	<b>Low</b>	Site risk assessment and dynamic risk assessment to ensure safety	<b>Low</b>
<b>Cooking</b>	<p><b>S-E:</b> self- esteem, confidence, self-concept, self- efficacy, teamwork, community building, relationship with others, social skills and competence, empowerment, pushing comfort zone, connection to land, nature appreciation, cultural appreciation</p> <p><b>C:</b> decision making, higher ordered thinking, critical thinking and problem solving, intrinsic motivation, concentration, emotional intelligence, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, cultural appreciation, planning</p> <p><b>P:</b> fine and gross motor skill development, manipulation of objects</p>	<p>Burns (from fire or stove)</p> <p>Allergic Reaction</p> <p>Cuts (from chopping)</p>	<b>Medium</b>	<p>Open Communication with Parents</p> <p>Know food restrictions (accommodations)</p> <p>Follow food safe guidelines</p> <p>Follow fire or cook stove guidelines</p>	<b>Low</b>
<b>Cross Country</b>	<b>S-E:</b> emotional regulation, self- esteem, confidence, teamwork, community building, relationship with others,	Minor Injury – slips, bruises, bumps	<b>Medium</b>	deliver proper technique and prevention strategies	<b>Medium</b>

<b>Skiing</b>	<p>social skills and competence, empathy, trust, empowerment, pushing comfort zone, connection to land, nature appreciation, cultural appreciation</p> <p><b>C:</b> decision making, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, pushing comfort zone, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, cultural appreciation, planning.</p> <p><b>P:</b> fine and gross motor skill development, spatial awareness, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy, pushing comfort zone</p>	Major injury – collision, head injury, frostbite		regular and consistent clothing check frequent opportunities to drink water/warm up	
<b>Fire</b>	<p><b>S-E:</b> emotional regulation, self-esteem, confidence, self-awareness, self-concept, self- efficacy, teamwork, community building, social skills and competence, inclusion, empowerment, reflection, pushing comfort zone, connection to land, nature appreciation, sense of agency, cultural appreciation</p> <p><b>C:</b> critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, pushing comfort zone, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, reflection, cultural appreciation, imagination, planning</p> <p><b>P:</b> fine and gross motor skill development, manipulation of objects, skill acquisition</p>	<p>Burns</p> <p>Smoke inhalation</p> <p>Hot Rocks</p> <p>Long hair/clothing catching fire</p> <p>Fire Spread</p> <p>Slivers while gathering wood</p>	<b>Medium</b>	<p>Frontloading Fire Safety, Education</p> <p>How/Where to gather wood, Set Guidelines (perimeter, move slowly, wood stays in)</p> <p>Tuck in long hair/clothing</p> <p>Size restrictions, proper materials to burn</p> <p>Supervision</p> <p>Don't light in windy or dry conditions</p> <p>Follow LNT principles (existing pits, clean-up)</p> <p>Bucket of water, dirt, snow or sand nearby</p> <p>Never Leave Fire Unattended</p>	<b>Medium</b>
<b>Fishing</b>	<p><b>S-E:</b> teamwork, community building, relationship with others empathy, empowerment, connection to land, nature appreciation, sense of agency, cultural appreciation</p> <p><b>C:</b> deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, cultural appreciation, imagination, planning</p> <p><b>P:</b> fine and gross motor skill development, manipulation of objects, spatial awareness, organizing, skill acquisition</p>	<p>Caught by hook</p> <p>Line burn</p> <p>Fall in water</p>	<b>Medium</b>	<p>Frontloading Safety, water protocol</p> <p>Proper Technique,</p> <p>At least 10 ft between people casting or only jigging</p> <p>Supervision</p> <p>Handling hooks</p> <p>Catch and Release</p> <p>No running</p> <p>Lifejackets on water or near fast water</p>	<b>Medium</b>
<b>Hiking</b>	<p><b>S-E:</b> emotional regulation, healthy attachment, self-image, ideal self, self- esteem, confidence, self-concept, managing strong emotions, community building, social skills and competence, pushing comfort zone, connection to land, nature appreciation, cultural appreciation</p> <p><b>C:</b> decision making, intrinsic motivation, pushing comfort</p>	<p>Tripping</p> <p>Poisonous Plants</p> <p>Overheating, Too Cold</p> <p>Dehydration</p> <p>Lost Student</p>	<b>Medium</b>	<p>Move slowly</p> <p>Proper Equipment (shoes, water, poles)</p> <p>Education on local species</p> <p>Stay together</p>	<b>Low</b>

	<p>zone, emotional intelligence, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, imagination, planning,</p> <p><b>P:</b> fine and gross motor skill development, manipulation of objects, relationship with others, physical literacy, visualization</p>				
<b>Escape Room</b>	<p><b>S-E:</b> emotional regulation, managing strong emotions, self-efficacy, teamwork, community building, relationship with others, social skills and competence, empowerment</p> <p><b>C:</b> decision making, higher ordered thinking, critical thinking and problem solving, concentration, imagination, planning,</p> <p><b>P:</b> fine and gross motor skill development, manipulation of objects, relationship with others, organizing, interpreting and responding to sensory information, perception and decision making</p>	Minor injury – bumps, bruises	<b>Low</b>	Ensure dynamic risk assessment of area being used	<b>Low</b>
<b>Environmental Clean Up</b>	<p><b>S-E:</b> self-awareness, community building, empathy, empowerment, reflection, connection to land, nature appreciation,</p> <p><b>C:</b> intrinsic motivation, eco-literacy, nature appreciation</p> <p><b>P:</b> physical literacy</p>	<p>Minor injury – slips, trips, falls, scrapes</p> <p>Exposure to hazardous material (needles, oil/paint spills/rusted cans)</p> <p>Clean up close to potentially unsafe environments (river/waterfront, car)</p>	<b>Low</b>	<p>Equip students with proper attire (gloves, bags, reaching sticks)</p> <p>Wash hands afterwards</p> <p>Develop travelling strategy when cleaning up near road (single file, watch for cars) and follow water guidelines.</p>	<b>Low</b>
<b>Geocaching</b>	<p><b>S-E:</b> self- efficacy, teamwork, community building, empowerment, connection to land, nature appreciation, sense of agency, cultural appreciation</p> <p><b>C:</b> decision making, higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, nature appreciation, planning</p> <p><b>P:</b> fine and gross motor skill development, spatial awareness; organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy</p>	<p>Minor injury – slips, trips, falls, scrapes</p> <p>Major – get lost, unsafe weather or terrain conditions</p>	<b>Medium</b>	<p>Carry first aid kit</p> <p>Ensure students know a “lost child” procedure</p> <p>Slow in harder and unfamiliar terrain</p>	<b>Low</b>
<b>Ice Fishing</b>	<p><b>S-E:</b> teamwork, community building, relationship with others empathy, empowerment, connection to land, nature appreciation, sense of agency, cultural appreciation</p> <p><b>C:</b> deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation</p>	Hooked fingers , cold, fall through ice	<b>Medium</b>	Review knots for hook and proper handle techniques, safety guidelines (space when handling ice fishing rods), ice depth is 5” minimum, properly dressed, emergency evacuation plan ready	<b>Medium</b>

	P: fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness, skill acquisition, perception and decision making, pushing comfort zone				
<b>Insect Identification</b>	S-E: confidence, teamwork, empowerment connection to land, nature appreciation C: confidence, teamwork, empowerment connection to land, nature appreciation C: higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation, empowerment P: fine and gross motor skill development, manipulation of objects; organizing, interpreting and responding to sensory information, skill acquisition	Minor injury – bites, stings	Low	Know allergies. Carry first aid kit, including epi-pen Carry field guide, correctly ID insects prior engaging	Low
<b>Kayaking</b>	S-E: self- esteem, confidence, self-concept, managing strong emotions, self- efficacy, teamwork, community building, relationship with others social skills and competence, trust, inclusion, empowerment, pushing comfort zone, connection to land, nature appreciation, sense of agency, cultural appreciation C: decision making, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, pushing comfort zone, emotional intelligence, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, reflection, cultural appreciation, imagination, planning P: fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness; organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy, visualization, pushing comfort zone	Minor – bodily injury slips, trips, bruises, bumps, sunburn, lost paddle  Major injury – become separate, sun stroke, tipping (drowning,  Environmental: Rough water/wind/water temperature/sun exposure  Become separate	High	Teach and model basic kaya guidelines ensure qualifications are up-to-date boat has proper safety kits students wear life jackets and sunscreen, drink water ensure safe access/no log jams check weather and water conditions	Medium
<b>Knife Throwing</b>	S-E: trust, pushing comfort zone C: intrinsic motivation, concentration, pushing comfort zone P: fine and gross motor skill development, manipulation of objects, spatial awareness, skill acquisition, physical literacy	Minor injuries - cuts	Medium	Limited to older students Set up range (1 student at a time) Throwing guidelines and competencies	Low
<b>Maple Syrup</b>	S-E: teamwork, community building, connection to land, nature appreciation, sense of agency, cultural appreciation	Minor Injuries – bumps, scraped,	Low	Educate students and show them potential hazards	Low

	<p>C: higher ordered thinking, deep knowledge and understanding of activity, intrinsic motivation, concentration, local knowledge and identification development, nature appreciation, cultural appreciation</p> <p>P: fine and gross motor skill development, manipulation of objects; organizing, interpreting and responding to sensory information, skill acquisition</p>	bruises, burns from stove		Move slowly	
<b>Natural Shelter Building</b>	<p>S-E: working together, making compromises, expressing a vision</p> <p>C: decision making, critical thinking and problem solving, intrinsic motivation, concentration, nature appreciation, empowerment, cultural appreciation, imagination, planning</p> <p>P: fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness; organizing, interpreting and responding to sensory information, perception and decision making, physical literacy, visualization, pushing comfort zone</p>	<p>Minor Injuries – bumps, scraped, bruises</p> <p>Major Injury – concussion</p>	<b>Medium</b>	Continual dynamic risk assessment, carry first aid kit, ensure emergency plan is intact, establish guidelines related to building structures (carrying sticks, overview of sturdy branches and supportive loads, don't be in the shelter while construction is taking place)	<b>Low</b>
<b>Natural Painting</b>	<p>S-E: emotional regulation, self- efficacy, perception, inclusion, empowerment, reflection</p> <p>C: intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation, imagination, planning.</p> <p>P: fine and gross motor skill development, manipulation of objects; organizing, interpreting and responding to sensory information, skill acquisition, visualization</p>	Minor injuries	<b>Low</b>	<p>Set boundaries</p> <p>Watch out for poisonous plants</p>	<b>Low</b>
<b>Obstacle Course</b>	<p>S-E: emotional regulation, self- esteem, confidence, self-awareness, self- efficacy, relationship with others empathy, trust, empowerment, pushing comfort zone,</p> <p>C: decision making, critical thinking and problem solving, pushing comfort zone, emotional intelligence</p> <p>P: fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness, physical literacy pushing comfort zone</p>	<p>Minor – cuts and bruises</p> <p>Major – concussions, broken bones</p>	<b>Medium</b>	<p>Challenge by choice</p> <p>Slow pace</p> <p>Supervised</p>	<b>Medium</b>
<b>Orienteering</b>	<p>S-E: teamwork, community building, relationship with others (acceptance, love, kindness, ability to read others), social skills and competence, empowerment, connection to land, nature appreciation</p> <p>C: decision making, higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, nature appreciation, empowerment, planning</p> <p>P: fine and gross motor skill development, manipulation of objects, spatial awareness; organizing, interpreting and</p>	<p>Tripping</p> <p>Poisonous Plants</p> <p>Overheating, Too Cold</p> <p>Dehydration</p> <p>Lost Student</p>	<b>Medium</b>	<p>Move slowly</p> <p>Proper Equipment (shoes, water)</p> <p>Education on local species</p> <p>Stay together</p>	<b>Low</b>

	responding to sensory information, skill acquisition				
<b>Photography</b>	<p>S-E: self-concept, managing strong emotions, self- efficacy, teamwork, perception, empowerment, reflection, connection to land, nature appreciation,</p> <p>C: decision making, higher ordered thinking, deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, reflection, imagination, planning</p> <p>P: fine and gross motor skill development, manipulation of objects; organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, visualization</p>	<p>Tripping</p> <p>Poisonous Plants</p> <p>Overheating, Too Cold</p> <p>Dehydration</p> <p>Lost Student</p>	<b>Low</b>	<p>Move slowly</p> <p>Proper Equipment (shoes, water)</p> <p>Education on local species</p> <p>Stay together</p>	<b>Low</b>
<b>Plant/Tree ID</b>	<p>S-E: perception, empowerment, connection to land, nature appreciation</p> <p>C: higher ordered thinking, deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation, empowerment</p> <p>P: organizing, interpreting and responding to sensory information, skill acquisition</p>	<p>Rashes</p> <p>Poison Ivy Nettle</p>	<b>Low</b>	Education on plants	<b>Low</b>
<b>Pond Study</b>	<p>S-E: teamwork, empathy, trust, connection to land, nature appreciation</p> <p>C: higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation, empowerment</p> <p>P: fine and gross motor skill development, manipulation of objects, spatial awareness; organizing, interpreting and responding to sensory information, physical literacy, visualization, pushing comfort zone</p>	<p>Slips, trips, falls, bug bites, fall into pond</p> <p>Hurt Animals</p>	<b>Medium</b>	<p>Respect LNT principles</p> <p>respect wildlife, wash hands before and after</p> <p>Move slow</p> <p>Time limits on keeping and handling creatures</p>	<b>Low to person, Medium to creatures</b>
<b>Rock Climbing</b>	<p>S-E: emotional regulation, self- esteem, confidence, self-awareness, managing strong emotions, teamwork, community building, trust, pushing comfort zone, connection to land, nature appreciation</p> <p>C: decision making, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, pushing comfort zone, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, imagination, planning</p>	<p>Minor – scrapes, cuts, bruises</p> <p>Major – concussions, broken bones, death</p>	<b>High</b>	<p>Properly trained guides</p> <p>Back-ups on everything</p> <p>Gear inspection</p> <p>Proper techniques</p> <p>Age/Weight limits for belayers</p> <p>Student training</p>	<b>Medium</b>

	<p><b>P:</b> fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness; organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy, visualization, pushing comfort zone</p>				
<b>Rope Swing</b>	<p><b>S-E:</b> self- esteem, confidence, teamwork, community building, trust, pushing comfort zone  <b>C:</b> critical thinking and problem solving, intrinsic motivation, pushing comfort zone, imagination  <b>P:</b> fine and gross motor skill development, relationship with others, spatial awareness, physical literacy, pushing comfort zone</p>	<p>Minor – rope burns, cuts, bruises   Major – broken bones concussion</p>	<b>Medium</b>	<p>Not tied in or around  Supervised  One student at a time  One direction  Remove potentially hazardous environmental factors (ie. Stumps or trees)  Approved locations (ie. Strong tree, thicker than adult thigh)</p>	<b>Medium</b>
<b>Service Learning</b>	<p><b>S-E:</b> self-awareness, self-concept, teamwork, community building, relationship with others, social skills and competence, empathy, inclusion, empowerment  <b>C:</b> higher ordered thinking, deep knowledge and understanding of activity, intrinsic motivation, emotional intelligence, empowerment  <b>P (Activity Dependent):</b> fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness, organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy, visualization, pushing comfort zone,</p>	<p>Off property, uncontrolled/unfamiliar area</p>	<b>Low</b>	<p>Make community connections  Supervision</p>	<b>Low</b>
<b>Sewing</b>	<p><b>S-E:</b> empowerment  <b>C:</b> deep knowledge and understanding of activity, intrinsic motivation, concentration, empowerment  <b>P:</b> fine and gross motor skill development, manipulation of objects</p>	<p>Minor injuries – cuts, pricks</p>	<b>Low</b>	<p>Aided by teacher</p>	<b>Low</b>
<b>Sit Spots</b>	<p><b>S-E:</b> emotional regulation, self-awareness, self-concept, empowerment, reflection, connection to land, nature appreciation, sense of agency, cultural appreciation  <b>C:</b> deep knowledge and understanding of activity, intrinsic motivation, concentration, emotional intelligence, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, reflection, imagination, planning  <b>P:</b> fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness; organizing, interpreting and responding to sensory</p>	<p>Cuts, bumps, stings, bites  Get wet</p>	<b>Medium</b>	<p>Supervised (from afar)  Check-in  Daily site-assessment (poisonous plants etc)</p>	<b>Low</b>

	information, perception and decision making, physical literacy, visualization, pushing comfort zone				
<b>Slack Line</b>	<p><b>S-E:</b> self- esteem, confidence, managing strong emotions, teamwork, trust, perception, inclusion, empowerment, pushing comfort zone</p> <p><b>C:</b> deep knowledge and understanding of activity, intrinsic motivation, concentration, pushing comfort zone</p> <p><b>P:</b> fine and gross motor skill development, relationship with others, spatial awareness; organizing, interpreting and responding to sensory information, skill acquisition, physical literacy, visualization, pushing comfort zone</p>	<p>Minor – cuts, bumps</p> <p>Major – head trauma, death</p>	<b>High</b>	<p>Set up aid line to hold onto</p> <p>One person at a time</p> <p>Teacher supervised</p>	<b>Medium</b>
<b>Smudge</b>	<p><b>S-E:</b> emotional regulation, community building, relationship with others social skills and competence, connection to land, cultural appreciation</p> <p><b>C:</b> deep knowledge and understanding of activity, intrinsic motivation, concentration, emotional intelligence, empowerment, reflection, cultural appreciation</p> <p><b>P:</b> relationship with others, spatial awareness, organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy, visualization, pushing comfort zone</p>	<p>Irritated eyes</p> <p>Inhalation of smoke</p> <p>Burns from hot shell</p>	<b>Low</b>	<p>Challenge by choice</p> <p>Ability to opt out</p>	<b>Low</b>
<b>Snowshoeing</b>	<p><b>S-E:</b> confidence, teamwork, community building, pushing comfort zone, connection to land, nature appreciation, cultural appreciation</p> <p><b>C:</b> decision making, deep knowledge and understanding of activity, intrinsic motivation, eco-literacy, nature appreciation, cultural appreciation</p> <p><b>P:</b> Fine and gross motor skill development, spatial awareness, skill acquisition, perception and decision making, physical literacy, pushing comfort zone.</p>	<p>Tripping</p> <p>Fall through ice</p> <p>Cold related threats</p>	<b>Medium – due to weather</b>	<p>Dress properly</p> <p>Proper size shoe</p> <p>Avoid water</p>	<b>Low</b>
<b>Storytelling</b>	<p><b>S-E:</b> emotional regulation, healthy attachment, managing strong emotions, community building, social skills and competence, reflection, connection to land, nature appreciation, cultural appreciation</p> <p><b>C:</b> higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, emotional intelligence, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, reflection, cultural appreciation, imagination</p> <p><b>P:</b> Fine and gross motor skill development, manipulation of objects, relationship with others, organizing, interpreting</p>	<p>Usually around fire</p> <p>Social risks</p>	<b>Low</b>	<p>Encouragement</p> <p>Modelling</p>	<b>Low</b>

	and responding to sensory information.				
<b>Tree Climbing</b>	<p><b>S-E:</b> self- esteem, confidence, self-awareness, self-concept, self- efficacy, teamwork, trust, empowerment, pushing comfort zone, connection to land, nature appreciation</p> <p><b>C:</b> decision making, critical thinking and problem solving, intrinsic motivation, concentration, pushing comfort zone, empowerment, imagination</p> <p><b>P:</b> fine and gross motor skill development, spatial awareness, perception and decision making, physical literacy, pushing comfort zone.</p>	<p>Minor Injuries – bumps, scraped, bruises</p> <p>Major Injuries – broken bones, concussion, death</p>	<b>High</b>	Height limit – twice your height Supervised	<b>Medium</b>
<b>Tobogganing</b>	<p><b>S-E:</b> self- esteem, confidence, teamwork, community building, pushing comfort zone</p> <p><b>C:</b> intrinsic motivation, concentration, pushing comfort zone</p> <p><b>P:</b> spatial awareness, perception and decision making, physical literacy, pushing comfort zone.</p>	<p>Minor injury – bumps, bruises, cold</p> <p>Major injury – collision with person or tree, head injury</p>	<b>Medium</b>	1 person per toboggan, manage site (dynamic risk assessment), set up space-guidelines, properly dressed	<b>Medium</b>
<b>Tool Use (saw, hammer, drill)</b>	<p><b>S-E:</b> self- esteem, confidence, self-awareness, self-concept, self- efficacy, teamwork, trust, perception</p> <p><b>C:</b> decision making, higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, empowerment, imagination, planning.</p> <p><b>P:</b> fine and gross motor skill development, manipulation of objects, spatial awareness, organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy, visualization, pushing comfort zone.</p>	Scrapes, Cuts, Deep Cuts, Bruises	<b>High</b>	Supervised Time limits Time of day: 10-2 Ensure proper tool-handling and front load expectations (ie. Tools, not toys)	<b>Medium</b>
<b>Wild Edibles</b>	<p><b>S-E:</b> community building, empowerment, connection to land, nature appreciation, cultural appreciation</p> <p><b>C:</b> higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, cultural appreciation, planning,</p> <p><b>P:</b> organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making</p>	<p>Minor Injury – rash, slips trips, falls while foraging</p> <p>Major injury - poisoning, severe allergy</p>	<b>Medium</b>	Use local expert Use guidebooks Err on cautious side, be certain No Fungi	<b>Medium</b>

# BENEFITS

## Whole Child Approach

Educators support learning through a pedagogical framework that is child-centered, play and place-based, and roused through inquiry and an emergent curriculum. Forest Nature School encompasses a holistic approach to learning. FNS also includes a challenge by choice approach to engagement and believes in the value of supporting risky play for healthy development. The three domains of the whole child development include Physical, Social-Emotional, and Cognitive. The impacts of engaging in FNS risky play experiences are outlined in the domains below. Please note that the domains are interrelated and influence one another

Social-Emotional (S-E)	Cognitive (C)	Physical (P)
<p>Including the child’s emotional regulation, healthy attachment, self-image, ideal self, self- esteem, confidence, self-awareness, self-concept, managing strong emotions, self- efficacy, teamwork, community building, relationship with others (acceptance, love, kindness, ability to read others), social skills and competence, empathy, trust, perception, inclusion, empowerment, reflection, pushing comfort zone, connection to land, nature appreciation, sense of agency, and cultural appreciation.</p> <p>(<a href="http://www.cde.ca.gov/sp/cd/re/itf09socemodev.asp">http://www.cde.ca.gov/sp/cd/re/itf09socemodev.asp</a>)</p>	<p>Including the child’s decision making, higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, pushing comfort zone, emotional intelligence, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, reflection, cultural appreciation, imagination, and planning,</p>	<p>Including the child’s fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness, organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy, visualization, and pushing comfort zone.</p> <p>(Bushnell and Boudreau 1993)</p>

		Potential Consequences				
		Not Significant – minor injuries/discomfort No medical treatment	Minor – Injuries requiring treatment Temp Impairment	Moderate – Injuries requiring hospital admission	Major – Injuries resulting in permanent impairment	Severe – Fatality
Likelihood of occurring	Almost Certain	Medium	High	Very High	Very High	Very High
	Likely	Medium	High	High	Very High	Very High
	Possible	Low	Medium	High	High	Very High
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Low	Low	Medium