

Orchards – Train the Trainer

Live webinar starting soon.....

(To open the chat box click on the icon near the bottom left of the screen)



Housekeeping

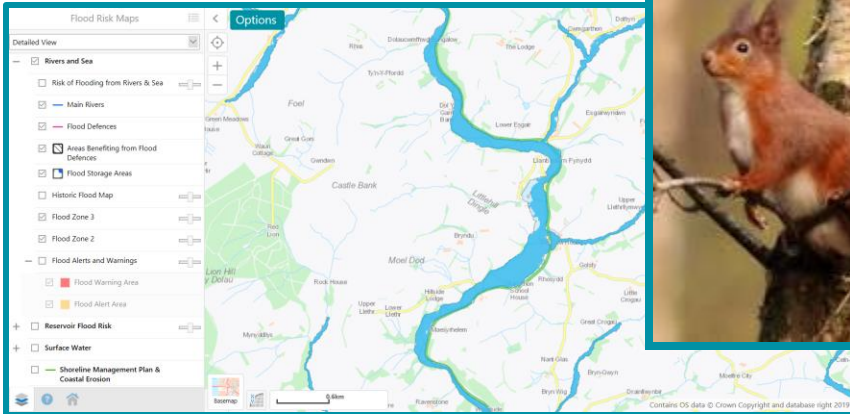


- Make sure your sound is on mute
- Questions in the chat box please (bottom left of screen)
– we will stop twice to answer questions – please bear with us
- This webinar is being recorded and will be made available
- A copy of the slides will be emailed to you

Natural Resources Wales

How we work

We are taking a joined-up approach to managing our natural resources in order to build a healthy and resilient environment that can support economic and social prosperity for generations to come.



Importance of a connection to nature: Biophilia

bio·phil·ia
(bahy-oh-fil-ee-uh) noun

an innate and genetically determined love for the natural world felt universally by humankind.

Being in the natural environment can provide wellbeing benefits

Evidence from across the world shows that being in nature can make us feel better and be healthier.


- Children and young people who experience stressful events in their lives are less distressed if they have opportunities to spend time in nature.
- Trees and green spaces improve air quality as trees naturally absorb air pollution.
- 80% of the happiest people have a strong connection to nature.
- 83% more individuals engage in social activity in green spaces as opposed to heavily vegetated or concealed ones.
- Grounding - evidence suggests that simply being barefoot outside may help to alleviate stress and soothe aching joints.
- Developing natural resources such as school grounds can nurture children and young people by providing opportunities to be responsible, build confidence, practice relationship skills and feel proud.
- Exposure to nature supports the regulation of mood and helps to improve emotional resilience.
- Being in the outdoors can help to reduce the symptoms of ADHD.
- Being outdoors in daylight supports the production of Vitamin D, which prevents childhood diseases and minimises childhood short-sightedness.

Get in touch: For information on this and the wider benefits of connection to nature: www.naturalresourceswales.gov.uk

Evidence used to compile this graphic: See links below from MHF, Health Government, BBC, National Trust, BBC, HGTV, Country Commission, Outdoor, Sutton, Fox and Daftness.


Natural Resources Wales' purpose is to promote sustainable management of natural resources to all of us to work. This means working with all local, national, global, public and private sector, working and providing a better future for everyone.

Alternative format statement: Large print or another language, please contact: enquiries@naturalresourceswales.gov.uk 0300 061 3000

What are the benefits of outdoor learning?
Check out 



information posters.



you're
tree-mendous

What's your connection to nature like?

A natural progression



Use our natural progression steps to find out

An individual has the potential to move from being in and connecting with the natural environment to becoming an active, healthy responsible, ethical citizen able to influence others on the importance of managing our natural resources sustainably now and in the future. When deciding, which intervention should be introduced it is important to understand where an individual is along the Natural Progression.

A NATURAL PROGRESSION... DEVELOPING A SUSTAINED KNOWLEDGE, UNDERSTANDING AND INTERACTION WITH NATURE

Emotional Connection

Cognitive Connection

Step 1
Being in the natural environment, enjoying it and feeling comfortable in it

Step 2
Connecting with nature - observing and experiencing

Step 3
Developing knowledge of the natural environment, its resources and multiple benefits

Step 4
Understanding own and others impact on nature and why sustainable management is needed

Step 5
Taking a personal position on managing our natural resources now and in the future - values and beliefs

Step 6
Influencing society as an active, responsible and ethical citizen - part of a resilient and prosperous community

Multiple benefits of developing a sustained knowledge, understanding and interaction with nature

Prosperous	Resilient	Healthy	More Equal	Cohesive Communities	Vibrant Culture	Globally Responsible
<ul style="list-style-type: none"> Environmental employment & volunteering Outdoor education & skills Attracts investment Economic resilience 	<ul style="list-style-type: none"> Adapting to climate change Flood management Improved air & water quality Assists biodiversity 	<ul style="list-style-type: none"> Increased physical activity Better mental health Prevention of e.g. obesity, Type 2 diabetes Community food growing 	<ul style="list-style-type: none"> Accessible spaces & connecting corridors Tackles social exclusion Deprived communities benefit most 	<ul style="list-style-type: none"> Involvement in design & maintenance instils local pride Places to get to know your neighbours Stronger community identity 	<ul style="list-style-type: none"> Desirable spaces with Welsh culture & identity More visits - arts, sports, recreation Creative, expressive, fun opportunities 	<ul style="list-style-type: none"> Local & national economic development Climate change mitigation Meets national & international policies

Fostering a *Connection to Nature* provides multiple life long benefits

Steps 1 & 2



What you can do...support, influence and advise and do!

- Support families to use and access natural spaces
- Influence the development of access to the outdoors close to where people live, work & learn.
- Advise partners on the benefits
- Get outside and explore!

Physical and Mental Wellbeing benefits – Healthy and Confident individuals

Positive Behaviour Change

Skills and Knowledge for Employment

Fostering a *Connection to Nature* provides multiple life long benefits

Steps 3 & 4



Children are **2.7 times more active** during a **Forest School session** than in an average school day which includes **PE**

What you can do...influence, advise and provide

- Provide direct learning opportunities
- Provide outdoor learning projects
- Influence and advise Eco Schools
- Influence and advise Healthy Schools
- Provide outdoor training and skills for providers

Physical and Mental Wellbeing benefits – Healthy and Confident individuals

Positive Behaviour Change

Skills and Knowledge for Employment

Fostering a *Connection to Nature* provides multiple lifelong benefits

Steps 5 & 6



What you can do...provide, influence and advise.

- Provide or signpost to volunteering, placement opportunities in the outdoors
- Influence the preservation and addition of green infrastructure
- Advise partners on the multiple benefits
- Influence education and training establishments

Physical and Mental Wellbeing benefits – Healthy and Confident individuals

Positive Behaviour Change

Skills and Knowledge for Employment

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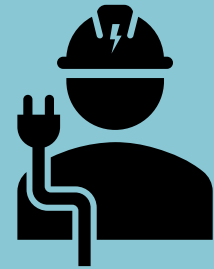
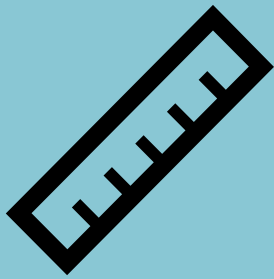
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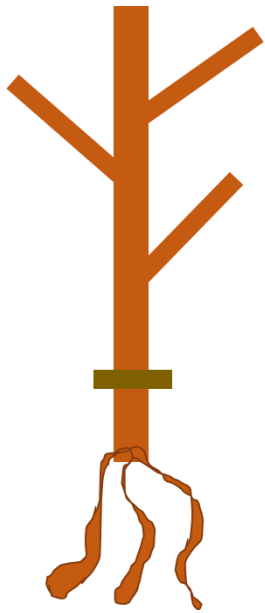


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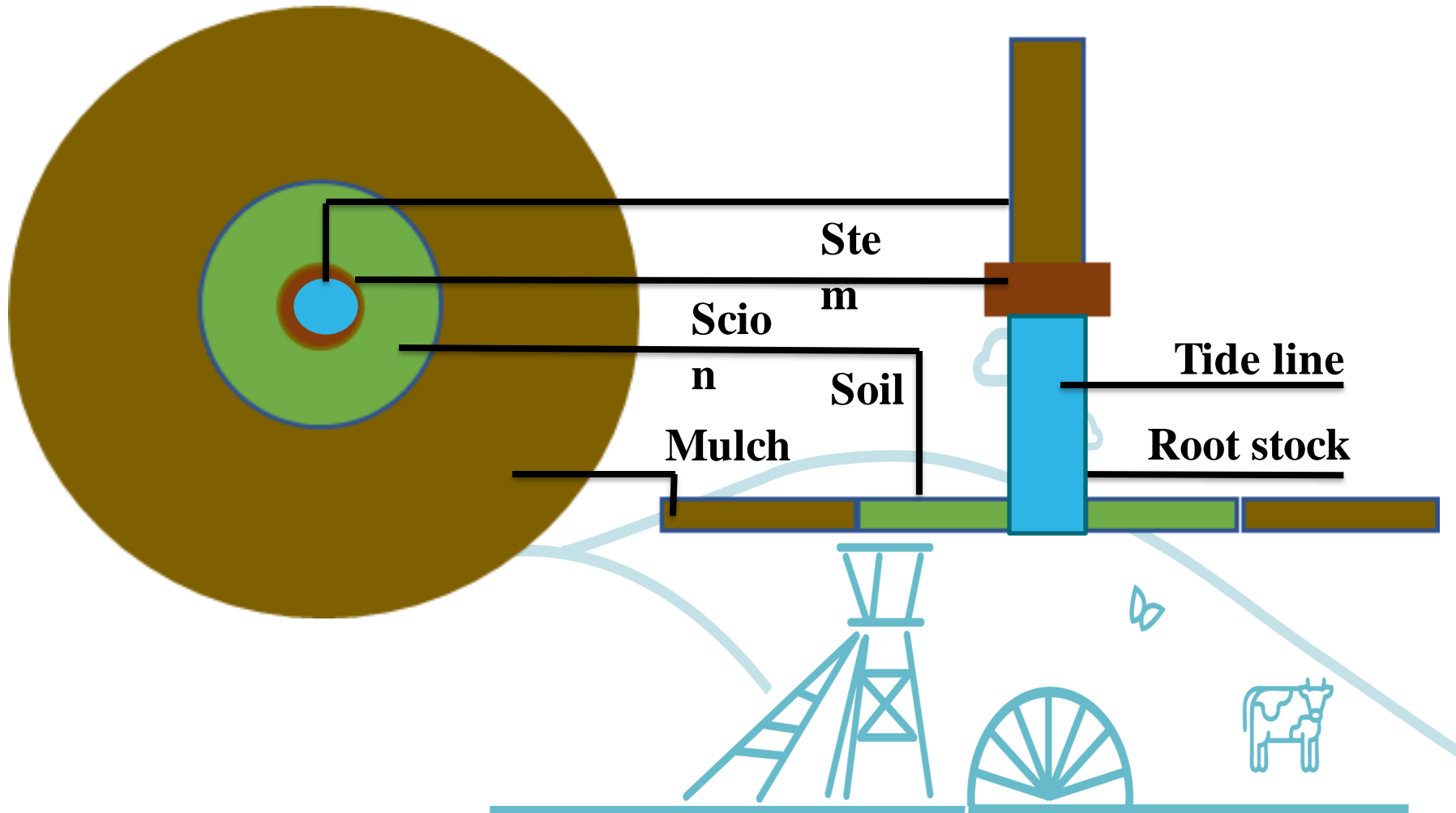
Planning your Orchard



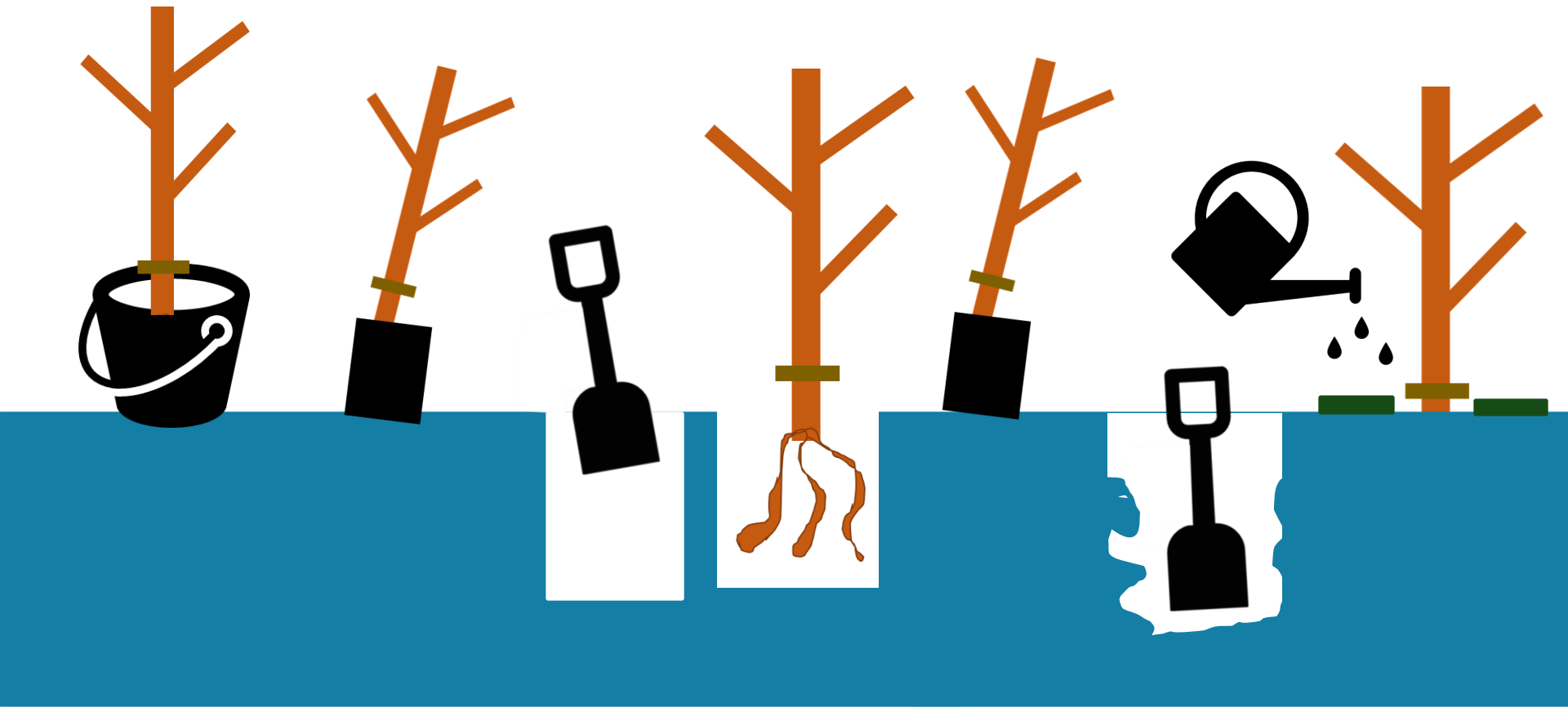
Planting your trees



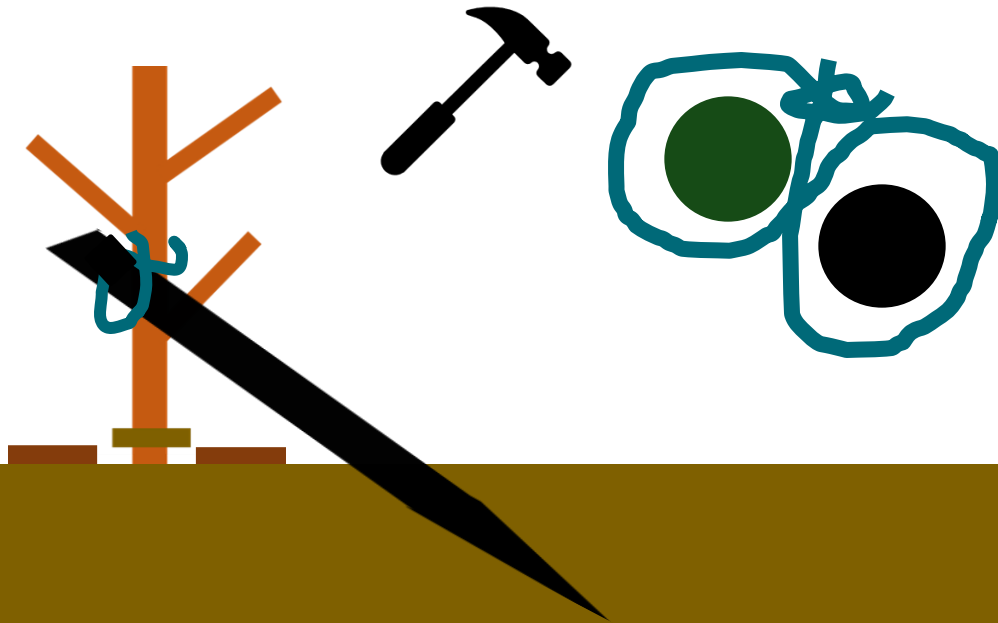
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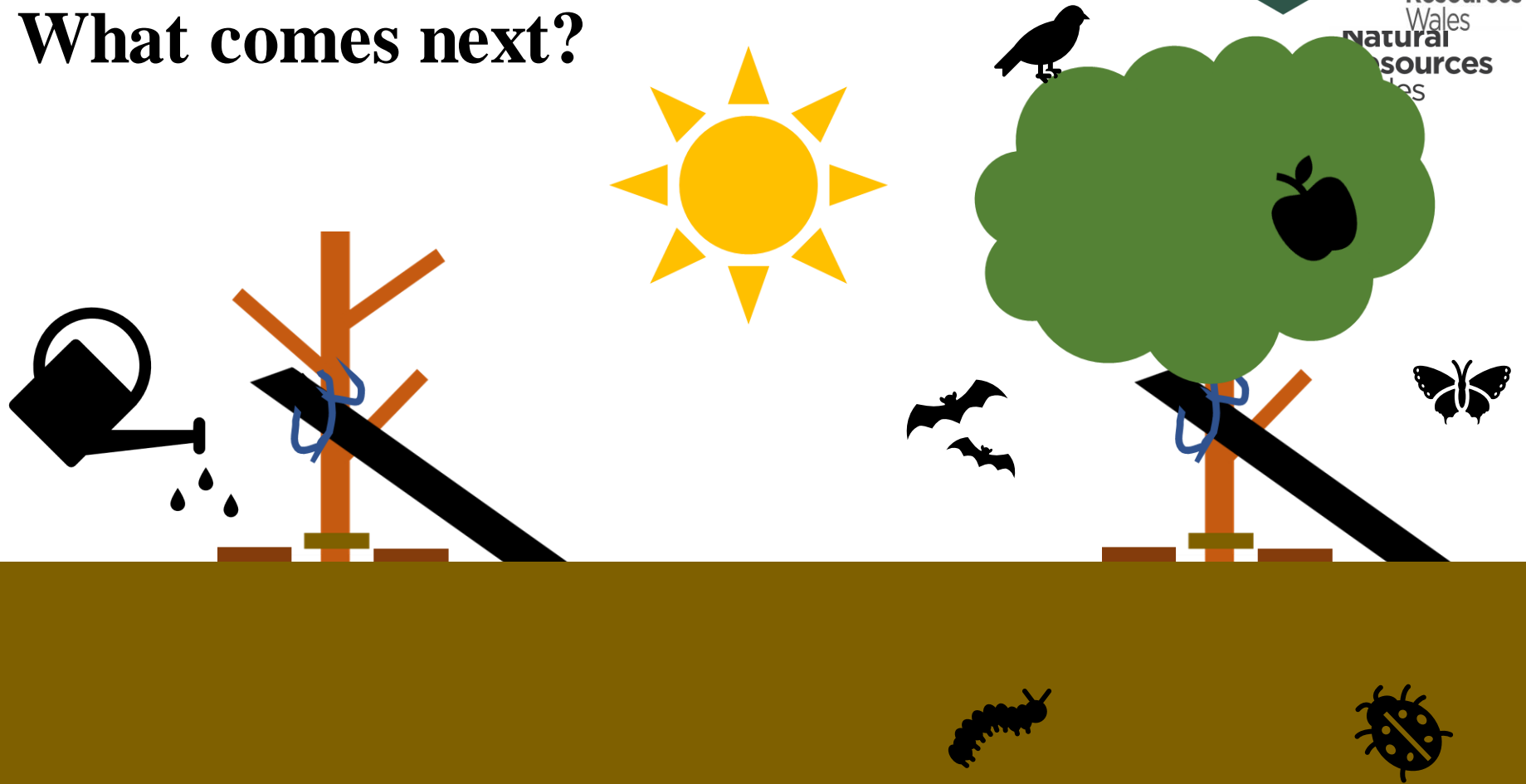
Planting your orchard



Planting your trees



What comes next?

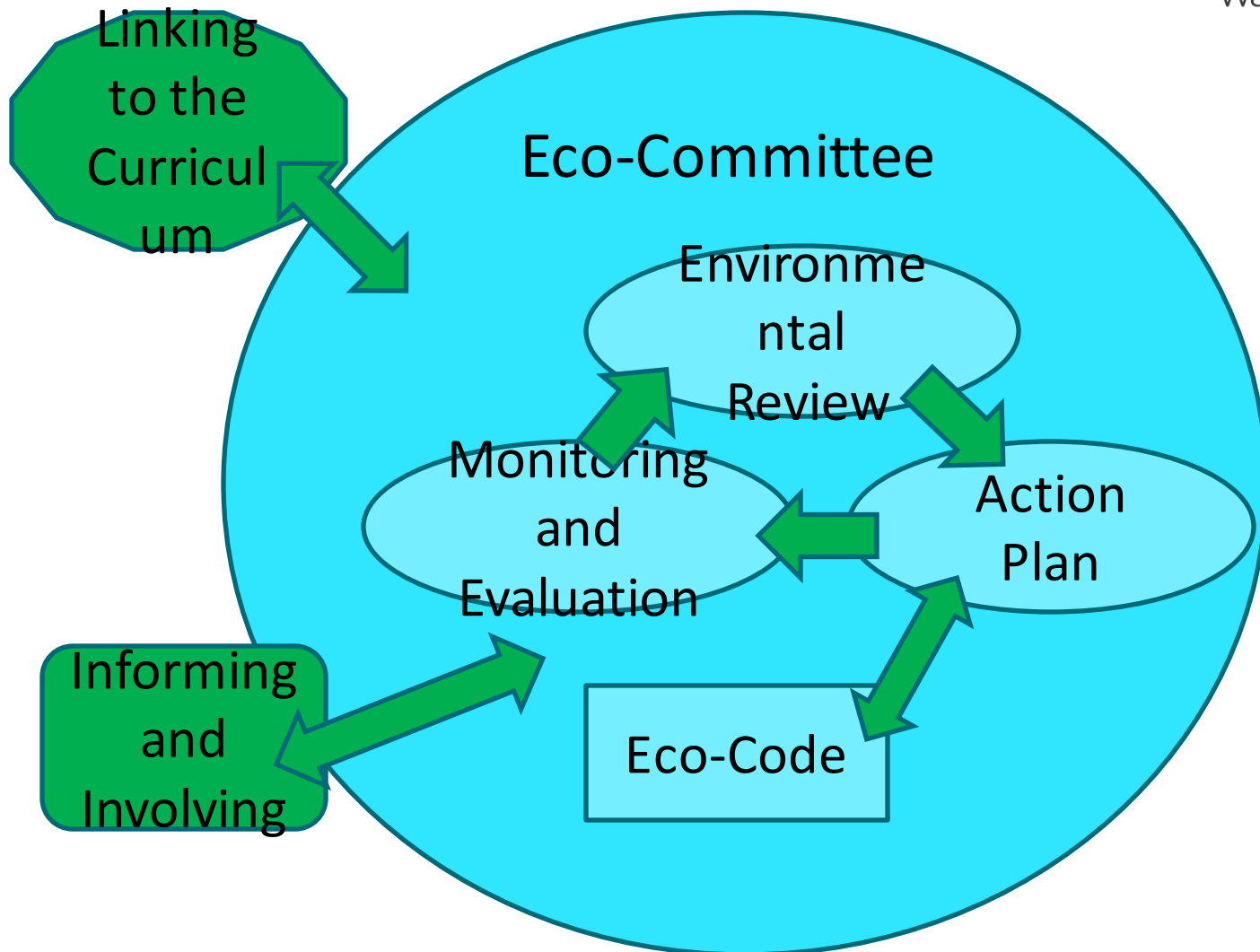


Orchards and Eco-Schools – Making Connections



cadwch keep
gymru'n wales
daclus tidy

Eco-Schools Process



Eco-Committee



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Environmental Review

- Litter
- Waste
- Energy
- Water
- Health, Well being and Food
- Transport
- Global citizenship
- School Grounds
- Biodiversity











Health, Wellbeing and Food













In your school

Do you have fruit every day at break time? 		Yes 	No 
Do children who have packed lunch bring 2 pieces of fruit or vegetables? 		Yes 	No 
Can you have salad with your school dinner? 		Yes 	No 
Can you have water to drink when you are in the classroom? 		Yes 	No 
Do children grow any fruit or vegetables in the school and then cook and eat them? 		Yes 	No 
Do you do some running, jumping or dancing with your teacher or class every day? 		Yes 	No 
Do children have the opportunity to look after and care for animals in their school? 		Yes 	No 
If you are feeling sad is there always somebody to talk to? 		Yes 	No 

In your community

Do children visit local shops, allotments or farms to learn about our food and where it comes from? 		Yes 	No 
Are children involved in projects in the local community like visiting nursing homes? 		Yes 	No 

In our World

When your kitchen staff cook fish, does the packet have this symbol? 		Yes 	No 
Are the fruits in your tuck shop grown locally and in season? 		Yes 	No 
If you have ice cream with school dinners does it include the ingredient palm oil? 		No 	Yes 

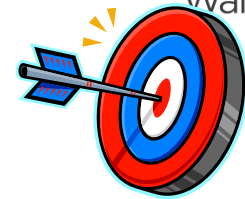
If you have any sad face answers, what could you do to make them happy faces?



Action Plan



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Actions come from:

Review

Previous action plans

Input from members of school
community

SMART targets



So how do we get there?



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Target	Action	Who's Responsible	Cost	Timescale	How will we measure progress? <i>(Monitoring)</i>	What difference have we made? <i>(Evaluation)</i>

Tree Guardians and Eco-Schools



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Clear Litter

Spread the message

Check Growth



Take photographs

Replace Mulch

Weed

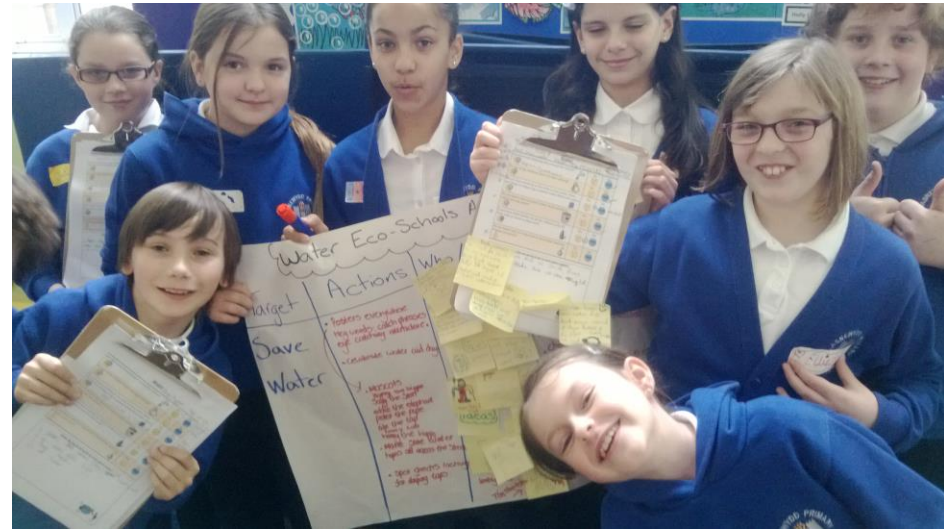
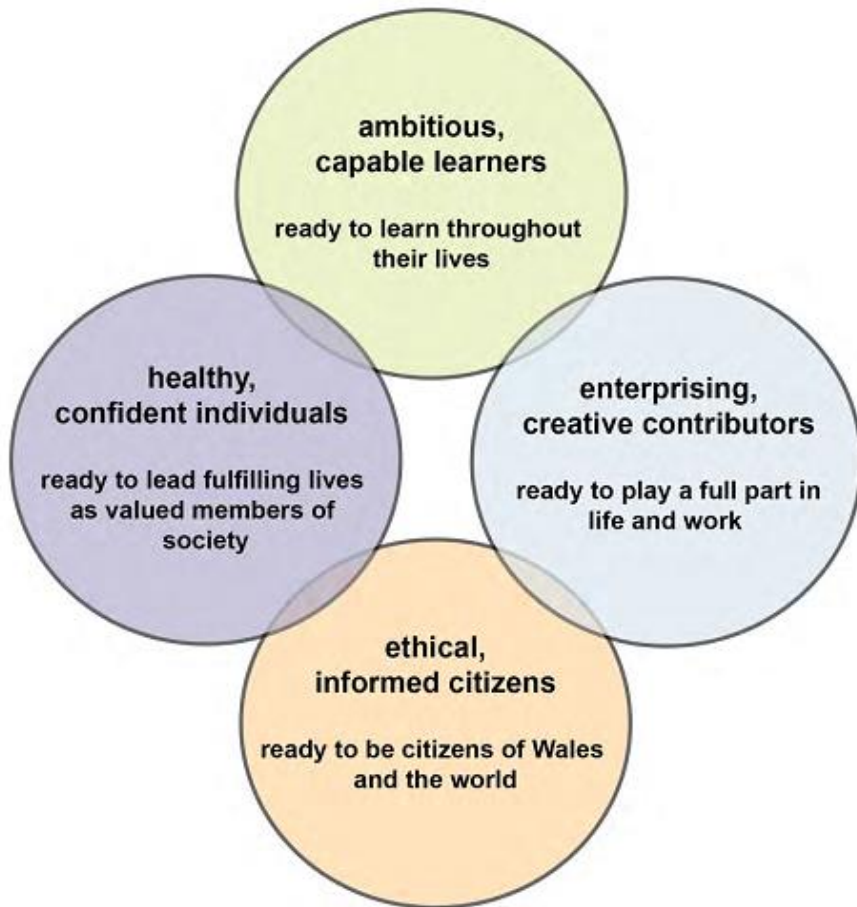
Tree Guardians and Eco-Schools

Example Action Plan



Target	Action	Who	Cost	Timescale	How will we measure progress?
To Combat Climate Change – Tree Management	Measure tree growth – height + girth – once per year	Y5 class (Primary)	None	October	Create a school ground tree scrap book – Take a picture and record growth each year/highlight trees that do not survive (replace).
	Check health of trees – monthly	Eco-Committee (Secondary)		Monthly	
	Remove weeds in tree guards/mulch area – fortnightly	Site Manager Gardening Club (If school has one)		April - Oct	

A pupil driven approach to learning and taking environmental action


















<p>1 NO POVERTY</p>	<p>2 NO HUNGER</p>	<p>3 GOOD HEALTH</p>	<p>4 QUALITY EDUCATION</p>	<p>5 GENDER EQUALITY</p>	<p>6 CLEAN WATER AND SANITATION</p>
<p>7 RENEWABLE ENERGY</p>	<p>8 GOOD JOBS AND ECONOMIC GROWTH</p>	<p>9 INNOVATION AND INFRASTRUCTURE</p>	<p>10 REDUCED INEQUALITIES</p>	<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<p>12 RESPONSIBLE CONSUMPTION</p>
<p>13 CLIMATE ACTION</p>	<p>14 LIFE BELOW WATER</p>	<p>15 LIFE ON LAND</p>	<p>16 PEACE AND JUSTICE</p>	<p>17 PARTNERSHIPS FOR THE GOALS</p>	<p>THE GLOBAL GOALS For Sustainable Development</p>

Climate impact of food






Try and rank the food and drink below in order of least to most CO2e impact on our planet. CO2e means the amount of Carbon Dioxide or equivalent gas that is released while producing the food or drink. This includes growing, processing, transporting and packaging.






All figures were taken from the book *How Bad are Bananas* by *Mike Berners-Lee*

	Cappuccino	
	500 ml o ddŵr tap 500 ml of tap water	
 	Afal (O Dramor/Wedi'i fewnforio) Apple (Overseas/Imported)	
	500 ml dŵr potel (wedi ei gynhyrchu yn lleol) 500 ml bottle of water (locally sourced)	
	Mefus - bocs bach (cnŵd tymhorol o'r DU) Strawberries - punnet (grown in season UK)	
	Caws caled—250g (DU) Hard cheese—250g (UK)	
	Peint o Laeth (DU) Pint of Milk (UK)	

	Mefus - bocs bach (cnŵd tŷ gwyrdd o'r DU) Strawberries - punnet (grown in hothouse UK)	
	Banana	
	Torth o Fara—800g Loaf of bread—800g	
	Bocs o 6 wy (DU) Box of 6 eggs (UK)	
	Afal (Wedi'i gasglu o goeden ardd) Apple (Picked from garden tree)	
	Byrgyr Caws (cig eidion) Cheese burger (steak)	
	Coffi Du (berwj y dŵr sydd ei angen yn unig) Black coffee (boiling only water needed)	

Atebion - Answers

	Afal (<u>Wedi'i gasglu o gaeden ardd</u>) Apple (Picked from garden tree)	0 g CO2 e
	500 ml o ddŵr tap 500 ml of tap water	0.07 g CO2 e
	Coffi Du (<u>berwi y dŵr sydd ei angen yn unig</u>) Black coffee (boiling only water needed)	21 g CO2 e
 	Afal (<u>O Dramor/Wedi'i fewnforio</u>) Apple (Overseas/Imported)	80 g CO2 e
	Banana	80 g CO2 e
	500 ml dŵr potel (<u>wedi ei gynhyrchu yn lleol</u>) 500 ml bottle of water (locally sourced)	110 g CO2 e
	Mefus - bocs bach (<u>cnŵd tymhorol o'r DU</u>) Strawberries - punnet (grown in season UK)	150 g CO2 e
	Cappuccino	235 g CO2 e
	Peint o Laeth (DU) Pint of Milk (UK)	723 g CO2 e

	Mefus - bocs bach (<u>cnŵd tŷ gwydr o'r DU</u>) Strawberries - punnet (grown in hothouse UK)	1000 g CO2 e
	Torth o Fara—800g Loaf of bread—800g	1000 g CO2 e
	Bocs o 6 wy (DU) Box of 6 eggs (UK)	1800 g CO2 e
	Byrgyr Caws (<u>cig eidion</u>) Cheese burger (steak)	2500 g CO2 e
	Caws caled—250g (DU) Hard cheese—250g (UK)	3000 g CO2 e



33-35 Heol yr Eglwys Gadeiriol, Caerdydd, CF11 9HB | 33-35 Cathedral Rd, Cardiff, CF11 9HB
☎ 029 2025 6767 🌐 keepwalestidy.cymru 📧 info@keepwalestidy.cymru

Cadwch Gymru'n Daclus yn gwmni wedi ei gyfyngu trwy warant. Rhif Cwmni: 4011164 Rhif Elusen: 1082058 Rhif TAW: 850 3958 13
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How we can we support you?



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Dysgu yn yr
Awyr Agored
Cymru

Outdoor
Learning
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National network -
regional network groups



Stay in touch



Monthly Education and Learning Newsletter

@ OLW
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Facebook
Closed group



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Education and Learning

Issue 1 - November 2020

Welcome to the first issue of Natural Resources Wales' Children, Education, Lifelong Learning and Skills Newsletter. We hope you enjoy it.

Learning in, Learning about, Learning for our natural environment

High quality outdoor learning and teaching - keeping your learners safe outside

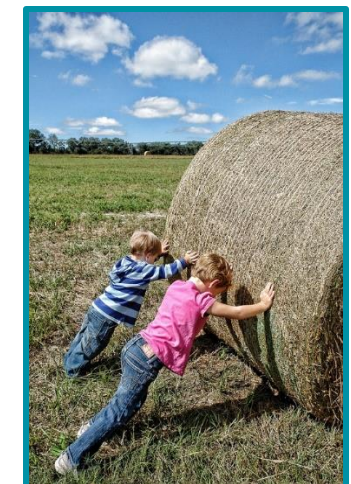
We are very pleased to see references to the health and well-being benefits of learning and playing outside for our children, young people and teaching staff in Welsh Parliament's guidance to support the safe return to school and childcare settings.

Natural Resources Wales whole heartedly supports this guidance and are really pleased to see many schools and settings sharing good practice on our social media channels. From chatting with professionals, we understand the challenges you are facing and are here to help with advice, guidance and resources if we can.

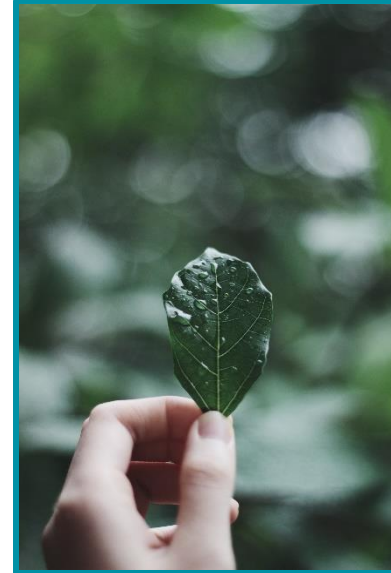
How we can we support you?

National Campaigns

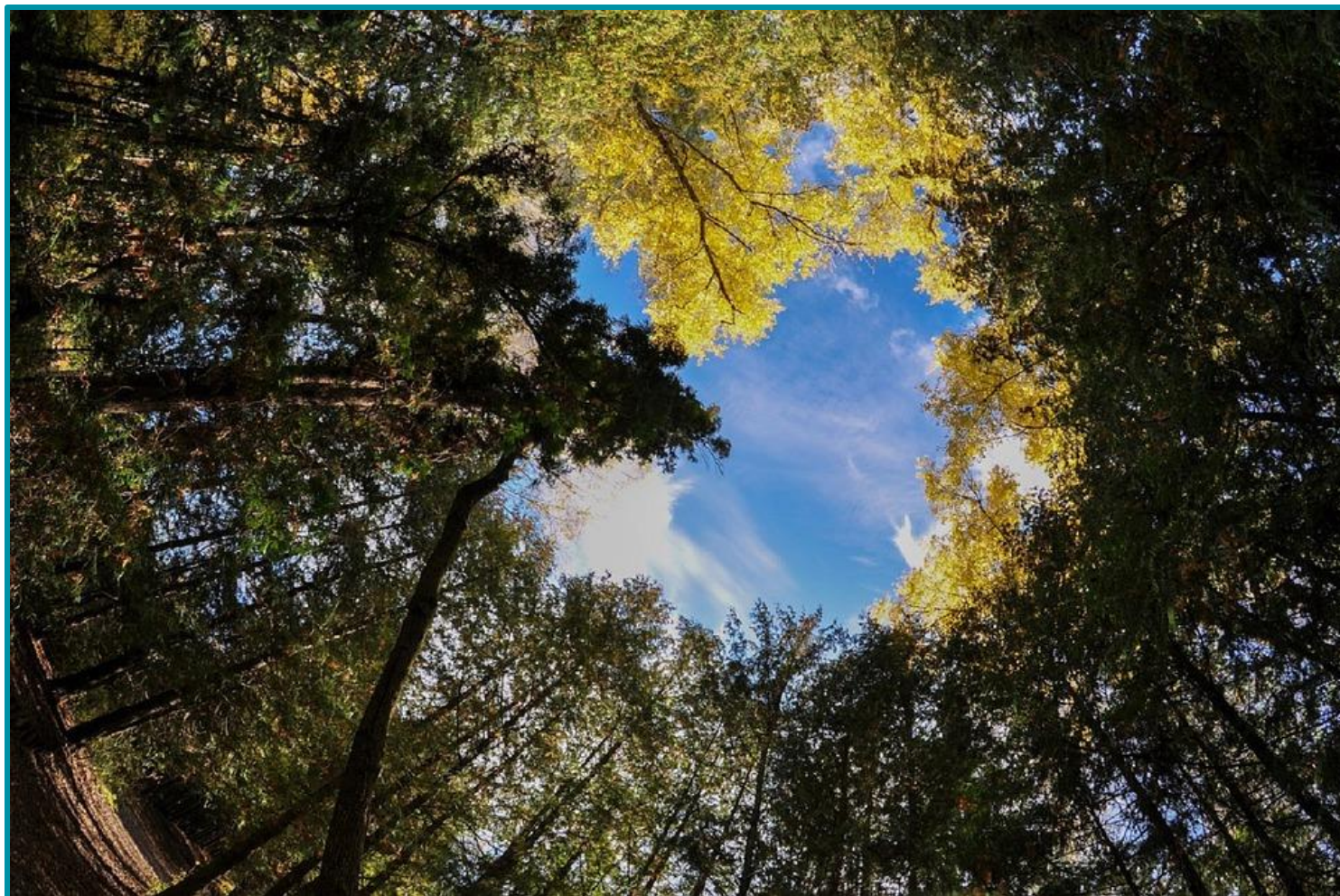
- **Acorn Antics**
- **Wales Outdoor Learning Week: April 19-25th 2021**



Next time... Spring 2021



Questions?



Thank you for listening!



Contact us:

education@naturalresources.wales

Website:

www.naturalresources.wales/learning