

A photograph of two hikers walking away from the camera on a dirt path through a dense forest. The hiker on the left is wearing a dark jacket and a backpack with a red circular logo. The hiker on the right is wearing a dark jacket and a backpack with a green and black pattern. The forest is lush with green foliage and tall trees, with sunlight filtering through the canopy in the background.

Nature's Playground: How the Great Outdoors is used as a pathway to help students build resilience, reconnect, and rediscover their potential.

What is Regroup?

- Regroup is an intervention designed to help students re-engage with their learning and develop foundational habits of mind such as resilience, curiosity, and managing impulsivity through time spent in nature.

What is the purpose of Regroup?

- To create a safe, supportive space where students can build confidence, connect with others, and rediscover the joy of learning.

The core goals of Regroup



Build on the foundation level 'Habits Of Mind'

- Gathering data through all the senses
- Responding with wonderment and awe
- Managing impulsivity

To foster and maintain relationships

- Provide opportunities for teamwork and trust building.
- Help students develop communication and empathy skills in a collaborative environment.

Support mental health

- Use nature and physical activity to reduce stress.
- Build confidence and self worth.

Re-engage with learning

- Re frame learning as fun meaningful and achievable
- Foster curiosity through hands on experiences and reflective questioning.

How do we achieve these goals?

- **Guided inquiry to build Habits of Mind**

What our young children do when they face new situations and challenges in which adults are not controlling or determining their actions.

- **Biophilia**

Literally means a love of life or living things. Biophilic design has been found to support cognitive function, physical health, and psychological well-being. Biophilia is defined as the innate human instinct to connect with nature and other living beings.

- **EAA**

Studies have found that having access to an emotionally available adult before the age of 18 can buffer against the risks of childhood adversity (ACES) and prevent a whole range of negative mental and physical health problems, learning difficulties and challenging behaviour.

The Magic of Nature



- Nature offers a unique therapeutic environment that promotes healing and resilience. Fresh air, natural light, and the sounds of wildlife can uplift spirits and provide a sense of calm.
- Playing outdoors helps children develop problem-solving skills and social connections. Activities like climbing, running, and exploring nature not only boost physical health but also encourage emotional strength and adaptability.
- The outdoors serves as a dynamic classroom where kids learn about biodiversity, ecosystems, and teamwork. Learning through exploration fosters curiosity and encourages a love for learning, which is essential for building resilience in children with ACEs.

Forest School sessions

Research showed that outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding, it has also shown an increase in children's self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning following forest school experiences, an inspirational process that offers children, young people and adults regular opportunities to achieve, and develop confidence and self-esteem through hands-on learning experiences in a woodland environment.



Assessment results

Phase Level	Category	Motto	"I Can" Statements	Assessment Category: 1. Novice 2. Apprentice 3. Practitioner 4. Expert	Reassessment date: 16.12.24
Foundation	Gathering Data Through all Senses	<i>"Use your natural pathways!"</i>	- I can pay attention to the world around me and gather data through all of my senses.	1	3
	Responding with Wonderment and Awe	<i>"Have fun figuring it out!"</i>	- I can find the world an awesome and mysterious entity. - I can be intrigued with phenomena and the beauty that surrounds me.	1	2
	Managing Impulsivity	<i>"Take your time!"</i>	- I can take my time and I think before acting. - I can remain calm, thoughtful and reflective.	1	2
Level 1	Thinking Interdependently	<i>"Work together!"</i>	- I can work in and learn from others in reciprocal situations. - I can demonstrate teamwork.	1	2
	Thinking Flexibly	<i>"Look at it another way!"</i>	- I can change my perspective and generate alternatives as well as consider a variety of options.	1	2
	Persisting	<i>"Stick to it!"</i>	- I can demonstrate persistence.	1	2

Phase Level	Category	Motto	"I Can" Statements	Assessment Category: 1. Novice 2. Apprentice 3. Practitioner 4. Expert	Reassessment date: 17.12.24
Foundation	Gathering Data Through all Senses	<i>"Use your natural pathways!"</i>	- I can pay attention to the world around me and gather data through all of my senses.	1	1
	Responding with Wonderment and Awe	<i>"Have fun figuring it out!"</i>	- I can find the world an awesome and mysterious entity. - I can be intrigued with phenomena and the beauty that surrounds me.	1	1
	Managing Impulsivity	<i>"Take your time!"</i>	- I can take my time and I think before acting. - I can remain calm, thoughtful and reflective.	1	1
Level 1	Thinking Interdependently	<i>"Work together!"</i>	- I can work in and learn from others in reciprocal situations. - I can demonstrate teamwork.	1	1
	Thinking Flexibly	<i>"Look at it another way!"</i>	- I can change my perspective and generate alternatives as well as consider a variety of options.	1	1

Phase Level	Category	Motto	"I Can" Statements	Assessment Category: 1. Novice 2. Apprentice 3. Practitioner 4. Expert	Reassessment date: 17.12.24
Foundation	Gathering Data Through all Senses	<i>"Use your natural pathways!"</i>	- I can pay attention to the world around me and gather data through all of my senses.	1	2
	Responding with Wonderment and Awe	<i>"Have fun figuring it out!"</i>	- I can find the world an awesome and mysterious entity. - I can be intrigued with phenomena and the beauty that surrounds me.	1	1
	Managing Impulsivity	<i>"Take your time!"</i>	- I can take my time and I think before acting. - I can remain calm, thoughtful and reflective.	1	2
Level 1	Thinking Interdependently	<i>"Work together!"</i>	- I can work in and learn from others in reciprocal situations. - I can demonstrate teamwork.	1	2
	Thinking Flexibly	<i>"Look at it another way!"</i>	- I can change my perspective and generate alternatives as well as consider a variety of options.	1	2
	Persisting	<i>"Stick to it!"</i>	- I can demonstrate persistence.	1	2