

Cover page

UWTSD – Carmarthen

MA Outdoor Education

Health, Well-being and the Outdoors (BMOE7013)

Assessment 1

Student number: 2109766

AI notice

- AI was only used to format reference list with prompt

"provide me a Uwttd Harvard reference list for the following: Richardson et al., 2020) https://www.natureandhealthalliance.org/articles/2018/7/5/health-benefits-great-outdoors-systematic-review-and-meta-analysis-greenspace?utm_source=chatgpt.com Attention Restoration Theory (Kaplan, 1995) Stress Recovery Theory (Ulrich, 1983) <https://link.springer.com/article/10.1186/s12982-025-00722-3> nature-connectedness pathways framework (Lumber et al., 2017) https://www.ncbi.nlm.nih.gov/books/NBK435817/?utm_source=chatgpt.com (Discover Public Health, 2025: <https://link.springer.com/article/10.1186/s12982-025-00722-3>) Bratman et al. (2015) <https://pmc.ncbi.nlm.nih.gov/articles/PMC4507237>). (Bandura, 1977 (SimplyPsychology, n.d.). (Jordan & Hinds, 2016) Wild Mind, 2018 outdoor-learning.org+1 T outdoor-learning.org "

Week	Theme & Focus	Core Activities	Theoretical Link	Intended Outcomes
1 – Walking & Awareness 🧑🚶	<i>Gentle entry and mindfulness in motion</i>	– Guided mindful walk focusing on sounds, textures, colours– “Sit spot” solo reflection (10 min)– Group discussion on noticing & distraction	Attention Restoration Theory (Kaplan) – soft fascination & cognitive restoration	Build comfort in natural setting, improve attention, reduce mental fatigue
2 – Fire & Foundations 🔥	<i>Arrival, grounding, and group trust</i>	– Welcome & safety briefing– Group fire-lighting demonstration (flint & steel, natural tinder)– Shared reflection circle by fire: “What being outdoors means to me”– Short sensory walk to end	Stress Recovery Theory (Ulrich) – calm sensory immersion Nature Connectedness – emotional entry point	Reduce anxiety, foster trust, awaken senses, introduce group cohesion
3 – Foraging & Connection 🌿	<i>Learning from the land</i>	– Foraging walk (3–5 seasonal edible/medicinal plants)– Discussion on sustainability, gratitude, and ethics– Brew simple foraged tea together	Nature Connectedness (Lumber et al.) – contact, meaning, compassion	Curiosity, ecological empathy, sense of belonging
4 – Challenge & Shelter Building 🏠	<i>Confidence through creation</i>	– Group activity: build a small natural shelter or lean-to– Reflection on teamwork and problem-solving– Optional discussion: applying these skills to daily challenges	Self-Efficacy (Bandura) + Ecopsychology (Jordan)	Build confidence, teamwork, practical skill development, emotional reflection
5 – Environmental Art Walk 🌸	<i>Creativity, observation & environmental engagement</i>	– Guided walk focusing on observing patterns, textures, and natural forms– Collect natural, non-destructive materials to create temporary artworks along the trail (e.g., leaf mandalas, stick sculptures, stone patterns)– Optional group discussion on connections between art, nature, and wellbeing	Nature Connectedness (emotion, beauty, meaning) Attention Restoration Theory (Kaplan)	Increase aesthetic appreciation, creative expression, mindful engagement with nature
6 – Reflection & Integration ✨	<i>Growth circle and carrying insights forward</i>	– Gentle reflective walk revisiting key sites– Group “growth circle”: each participant places a natural object (leaf, stone, pine cone) in a central pattern while optionally sharing a brief reflection on personal growth or learning– Facilitator-led discussion: insights, strategies for continuing engagement with nature	Reflective Practice (Kolb) + SRT + Nature Connectedness	Consolidation of learning, emotional closure, subtle symbolic representation of growth, practical strategies for ongoing wellbeing

Competency Area	Description	Lead Practitioner	Wellbeing Assistant	Peer Volunteer	Staff Name	Signature	Review Date
Outdoor Safety & Risk Management	Ability to assess site hazards, manage fire, shelters, walking routes, foraging risks, and emergency procedures	☐	☐	☐			
First Aid & Emergency Response	Basic or advanced first aid, incident response, and emergency evacuation	☐	☐	☐			
Facilitation Skills	Lead group activities, guide reflection, encourage engagement, adapt to participant needs	☐	☐	☐			
Trauma-Informed Practice	Recognise participant distress, respond appropriately, maintain safe and inclusive environment	☐	☐	☐			
Nature Connectedness & Wellbeing Knowledge	Understand ART, SRT, Ecopsychology, Self-Efficacy, and pathways to wellbeing	☐	☐	☐			
Observation & Monitoring	Monitor participant behaviour, wellbeing, engagement; flag concerns	☐	☐	☐			
Communication & Interpersonal Skills	Active listening, verbal/non-verbal cues, group support, feedback	☐	☐	☐			
Environmental Awareness & Leave No Trace	Respect ecological systems, minimise impact, teach sustainable practices	☐	☐	☐			
Equality, Diversity & Inclusion	Demonstrate inclusive practice, adapt activities for varying needs, promote equity	☐	☐	☐			
Reflective Practice & CPD	Self-reflection on facilitation, participate in training, supervision, ongoing professional development	☐	☐	☐			
Participant Confidentiality & Ethics	Maintain boundaries, data protection, ethical duty of care	☐	☐	☐			

appendices

-  How to use this:
 - Tick off the boxes as staff demonstrate competencies during training or practice.
 - Keep a dated record as part of **safeguarding and professional standards**.
 - Can be used for **induction, supervision, and ongoing assessment** in line with IOL standards.
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- **Role Title:** Lead Outdoor Practitioner — Nature-Wellbeing Programme
 - **Purpose:** Design and deliver the six-week “Grounded Growth” programme, ensuring safe, inclusive, evidence-based engagement in nature for young adults with stress/fatigue.
 - **Key Responsibilities:**
 - Plan each session (90 min) in line with programme aims & theoretical frameworks (ART, SRT, Nature Connectedness).
 - Lead group activities (walking, foraging, shelter-building, fire, art walk, reflection) and manage transitions/timings.
 - Conduct risk assessments, site checks, equipment preparation (first aid, fire safety, accessibility).
 - Monitor participants’ wellbeing and learning outcomes; liaise with support assistant if concerns arise.
 - Facilitate group reflection, encourage engagement in home practice, map progress over six weeks.
 - Evaluate the programme (pre/post measures, feedback) and adjust delivery accordingly.
 - Maintain professional standards: continue CPD, reflective practice, adhere to IOL Code of Conduct. [outdoor-learning.org/g+2outdoor-learning.org/g+2](https://www.outdoor-learning.org/g+2outdoor-learning.org/g+2)
 - **Required Qualifications & Skills:**
 - Outdoor Learning qualification aligned with IOL Occupational Standards (Level 3+ or equivalent) [outdoor-learning.org/g+1](https://www.outdoor-learning.org/g+1)
 - Certification in Outdoor First Aid and relevant activity safety training (firecraft, foraging awareness).
 - Experience (minimum 2 years) delivering outdoor programmes for adults or mixed populations.
 - Strong understanding of nature-based wellbeing theory, risk management, safeguarding, inclusive practice.
 - Excellent facilitation, communication, reflective practice skills; ability to engage participants in group and solo activities.
 - Commitment to equality, diversity & inclusion in outdoor settings. [outdoor-learning.org](https://www.outdoor-learning.org)
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- **2. Wellbeing Support Assistant**
 - **Role Title:** Wellbeing Support Assistant — Nature-Wellbeing Programme
 - **Purpose:** Support the Lead Practitioner by providing psychosocial support, assisting group facilitation, overseeing participant welfare and safeguarding.
 - **Key Responsibilities:**
 - Assist in session setup/pack-up, monitor participants for emotional or physical distress, liaise with Lead Practitioner as needed.
 - Conduct wellbeing check-ins (pre/post-session mood, comfort) and encourage peer interaction and social connection.
 - Help facilitate reflection, group sharing, and home-practice prompts.
 - Maintain safeguarding and confidentiality protocols, refer participants if specialist support is needed.
 - Engage in de-briefing and reflective practice after each session; contribute to evaluation feedback.
 - Uphold professional behaviour and supportive environment consistent with IOL values.
 - **Required Qualifications & Skills:**
 - Background in mental health, counselling, coaching or youth/adult wellbeing (e.g., Level 3 certificate, foundation degree)
 - Knowledge of trauma-informed approaches, group facilitation, inclusive practice
 - Good interpersonal and listening skills; calm under pressure; capacity to observe wellbeing indicators
 - Basic outdoor awareness (e.g., walking safety, outdoor group behaviour)
 - Commitment to continuous professional development and working within safeguarding frameworks
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- **3. Peer Support Volunteer**
 - **Role Title:** Peer Support Volunteer — Nature-Wellbeing Programme
 - **Purpose:** Support participant engagement and group cohesion by acting as a peer link, assisting with practical tasks, and enhancing social connection among the cohort.
 - **Key Responsibilities:**
 - Welcome participants, help with equipment (journals, art materials, foraging ID sheets), assist in group reflection tasks.
 - Model engagement: participate fully in walks, discussions, art tasks and share personal reflections (as appropriate) to foster peer support.
 - Encourage quieter participants, help peer-buddy systems, support social interaction between sessions (informal check-ins).
 - Work with staff to report any concerns about wellbeing or group dynamics.
 - Participate in a short volunteer induction/training covering outdoor behaviour, equipment safety, boundaries and confidentiality.
 - **Required Qualifications & Skills:**
 - Currently a student or young adult relatable to the participant group
 - Good interpersonal skills; friendly, approachable, reliable
 - Willingness to learn about outdoor safety, wellbeing facilitation, group support
 - Basic understanding of confidentiality and group boundaries
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appendices 2

- **2. Sensory item exploration (6 mins)**
go find a natural item:

- leaves, stones, shells, pinecones, feathers, bark, herbs.
Have participants:
- Choose one item
- Notice texture, scent, temperature
- Describe it without naming it (“rough, cool, patterned...”).
This triggers the “sensory” pathway immediately.

- **3. Meaning-making prompt (4 mins)**
Ask:

- “What does this remind you of?”
- “Why might someone find this beautiful?”
- “If this object had something to teach you, what would it be?”

- **4. Reflection link (3 mins)**
Explain how simple micro-moments build deeper nature connectedness over time.

References

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