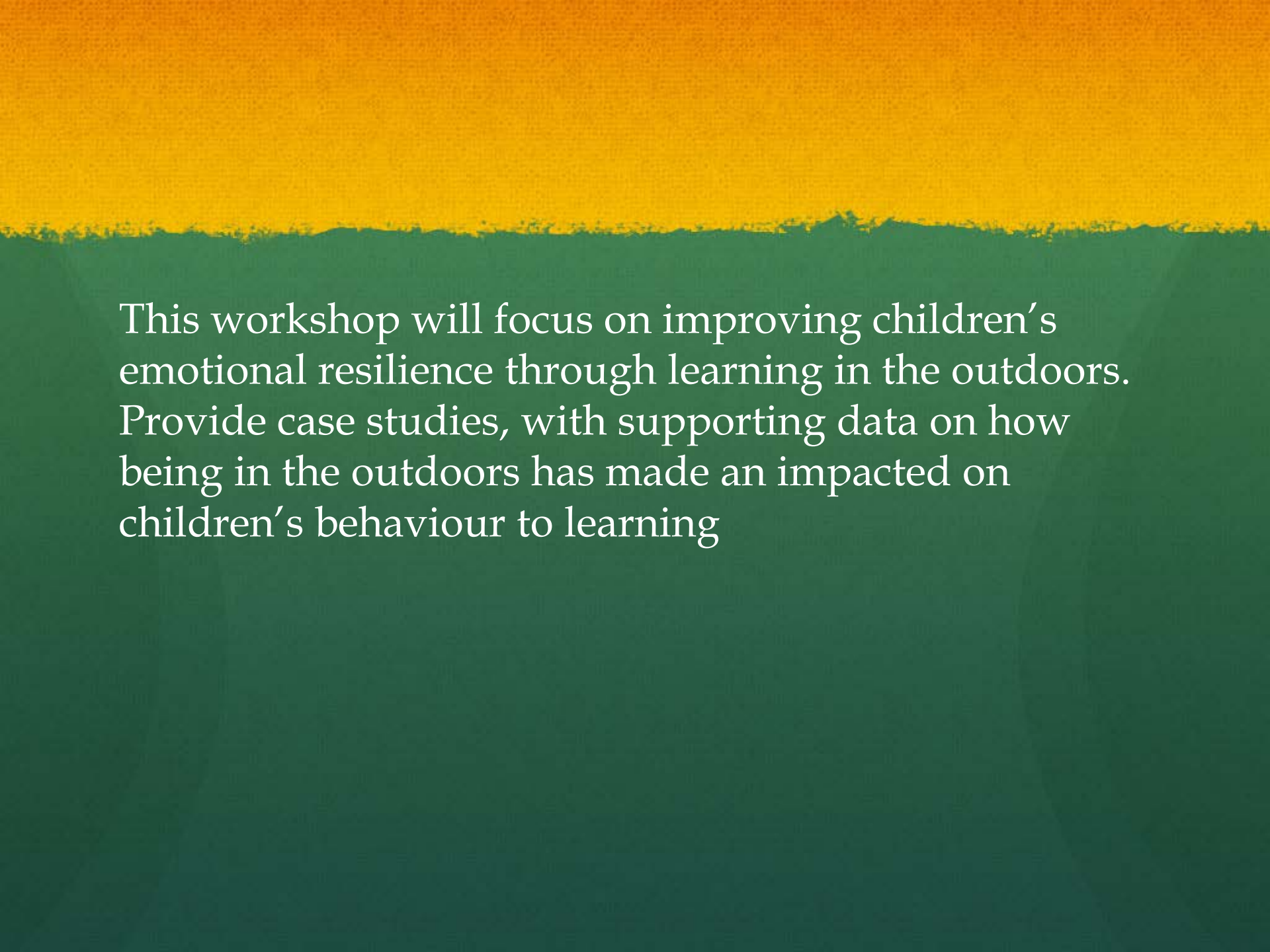


The background of the slide is a landscape. The top portion is a bright, textured orange and yellow, suggesting a sunset or sunrise sky. Below this is a dark, silhouetted horizon line. The bottom two-thirds of the slide is a solid, dark green color.

Improving Emotional Resilience through the outdoors



This workshop will focus on improving children's emotional resilience through learning in the outdoors. Provide case studies, with supporting data on how being in the outdoors has made an impacted on children's behaviour to learning

What is emotional resilience?

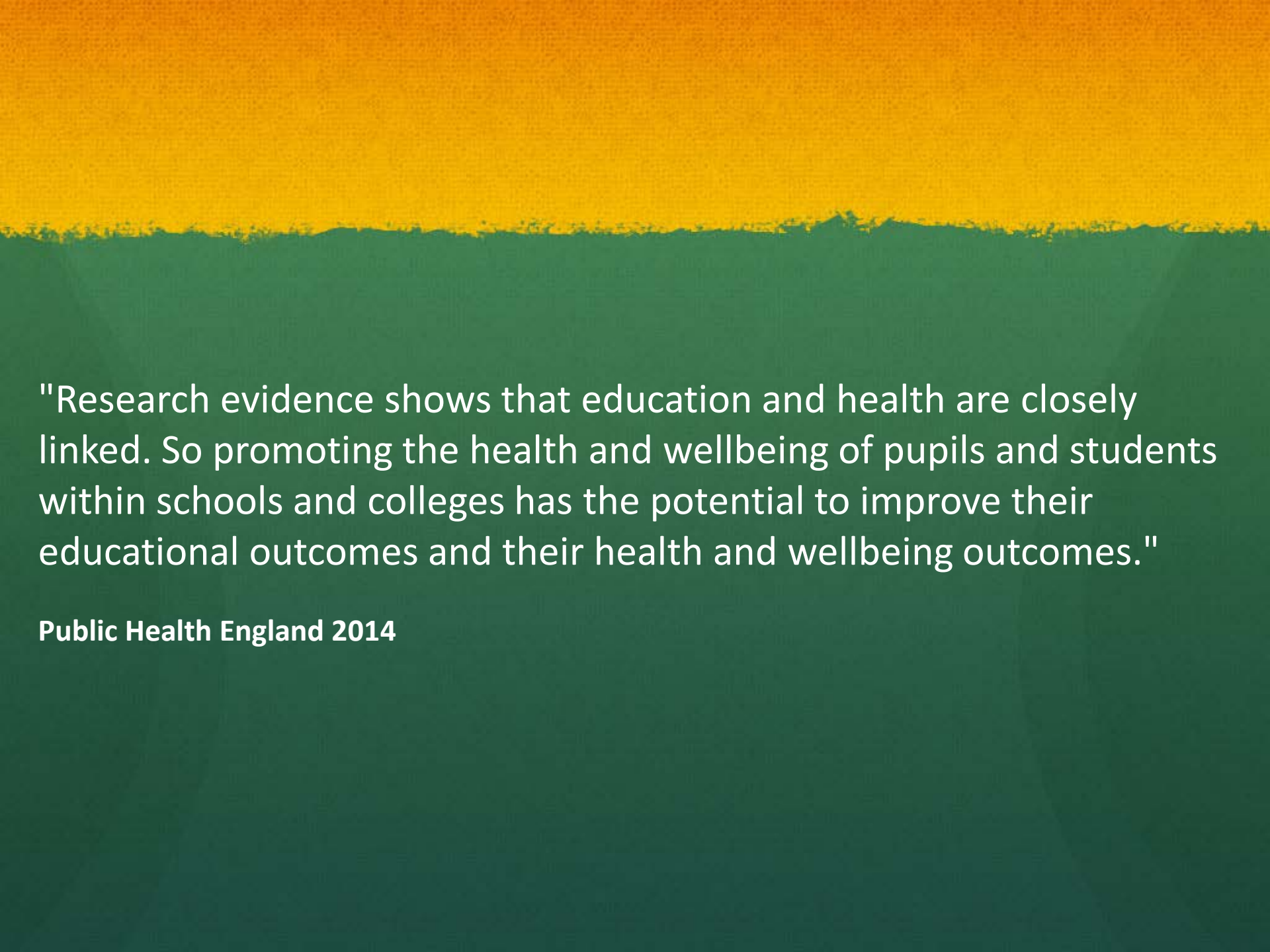
Emotional resilience refers to one's ability to adapt to stressful situations or crises. More resilient people are able to "roll with the punches" and adapt to adversity without lasting difficulties; less resilient people have a harder time with stress and life changes, both major and minor.

Characteristics

- Emotional Awareness
- Perseverance
- Internal Locus of Control
- Optimism
- Support
- Sense of Humor
- Perspective
- Spirituality

Self esteem

- Sense of self
- Sense of belonging
- Sense of personal power



"Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes."

Public Health England 2014

Wild Tribe Explorers

Outcomes of the Explorer programme:

Develop emotional resilience and positive self esteem.

Help build positive classroom/whole school environments and relationships.

Experience practical activities for children across EYFS – KS3 to support SEMH, PHSE and health and well-being, which can be done outdoors.

The programme

- Offers a practical approach to developing confidence and social and communication skills.
- Promotes speaking and listening skills and provide opportunities for problem-solving, independent and collaborative learning.
- Provides tracking data and assessment of SEMH needs.

Success Criteria

- Teaching staff create and demonstrate a 'self-esteem building' environment
- Improved attainment and attendance (inclusion)
- Higher self-esteem through the development of sense of self, belonging and personal power.
 - Recognition of sense of self through recognising and identifying emotions, likes, preferences and unique personal qualities.
 - Recognition of sense of belonging through valuing and accepting others' strengths and preferences; development of skills such as cooperation, clear communication and sensitivity.
 - Recognition of a sense of personal power and achievement by recognising their own competence through problem solving and decision making.

Success Criteria continued

- Stronger relationships with peers and adults
- Better engagement with their own learning and participation in class (inclusion)
- More resilience and the ability to deal with their own challenges
- Improved strategies for managing their thoughts and feelings

Data

Child A has moved from an overall score of 68 to 81 he has stayed at a good level

- Sense of self – 22 to 27
- Sense of belonging – 25 to 27
- Sense of personal power – 21 to 27

Child B has moved from an overall score of 52 to 69 he has moved from a vulnerable level to a good level

- Sense of self – 17 to 23
- Sense of belonging – 21 to 26
- Sense of personal power – 14 to 20

Child C has moved from an overall score of 57 to 84 he has moved from a vulnerable level to a good level

- Sense of self – 22 to 28
- Sense of belonging – 19 to 30
- Sense of personal power – 16 to 26

Child D has moved from an overall score of 29 to 64 he has moved from a very low level to a good level

- Sense of self – 7 to 22
- Sense of belonging – 15 to 21
- Sense of personal power – 7 to 21

Child E has moved from an overall score of 26 to 51 he has moved from a very low level to a vulnerable level

- Sense of self – 11 to 17
- Sense of belonging – 8 to 17
- Sense of personal power – 7 to 17

PHSE Outcomes

- **Mindfulness (being in the moment rather than doing)**
- **Belonging**
- **Sharing**
- **Teamwork**
- **Reflection and review**

Wild Tribe Packages

Bronze Wild Tribe	<ul style="list-style-type: none">• 1 day wild tribe inset training for staff or 1 place on a Wild tribe course• Ranger Day to develop your school site for wild tribe• 6 weeks x 2 hour sessions of curriculum wild tribe at your school	<p>£1300 (actual costings £1500, making a saving of £200)</p>
Bronze Wild Tribe Explorers	<ul style="list-style-type: none">• 1 day emotional coaching inset training for staff or 2 twighlights.• Pre and post course pupil assessment and data analysis including a report produced for you school• 6 weeks x 2 hour sessions of curriculum wild tribe explorers at your school	<p>£1300 (actual costings £1500, making a saving of £200)</p>
Silver Wild Tribe	<ul style="list-style-type: none">• 1 day wild tribe inset training for staff or 1 place on a Wild tribe course• Ranger Day to develop your school site for wild tribe• 6 weeks x 2 hour sessions of curriculum wild tribe at your school• 1 day emotional coaching inset training for staff or 2 twighlights.• Pre and post course pupil assessment and data analysis including a report produced for you school• 6 weeks x 2 hour sessions of curriculum wild tribe explorers at your school	<p>£2700 (actual costings £3000, making a saving of £300)</p>