

**Supporting the creation of a Child and Nature Alliance:** *support the creation of a child and nature alliance with the vision of providing increased opportunities for children and families to get outside to play and explore....*

<b>Q: Building collaboration among sectors:</b> <i>increase opportunity for and channels by which inter-sectoral planning can occur</i>			
<b>WHO/audience</b>	<b>WHAT/Objectives</b>	<b>HOW/Actions...</b> The CN Alliance will:	<b>Other/Some priorities</b>
<p><b>CRITICAL COMPONENTS</b></p> <p>All levels –provincial, regional and community</p> <p>Parents-families, child-youth friendly, intergenerational (all ages)</p> <p>Diversity of cultures, languages and disabilities</p>	<p>Web support</p> <p>Active face to face networking</p> <p>Use technology but don't replace the personal</p>	<p>Develop a communications – outreach strategy</p> <p>Identify sectors/themes to ensure full representation (Spider-web)</p> <p>Identify crucial and unusual champions</p>	<p><b>MAKE IT EASY!</b></p> <p>Website a great start need 1) child tab, 2) Face Book ability 3) streams and portals</p>
<p><b>ROLE OF ALLIANCE</b></p> <p>Not just another group for the sake of another group – acts as an umbrella – not another organization</p>	<p>Determine the role of the alliance – mission/purpose</p> <p>How to empower? Build</p>	<p>Bring together and work in a new way</p> <p>Identify critical groups/individuals to</p>	<p>Ensure youth/children involved in an integral way (not patronizing)</p> <p>Find common ground – common language</p>

	<p>for future?</p> <p>Develop overarching message about health – physical mental and spiritual for humans, ecosystems and communities</p> <p>Messages about the value of unstructured/free play</p>	<p>engage</p> <p>Lead the movement</p> <p>Create dialogue opportunities</p> <p>Create avenues for hope not fear</p> <p>Clarify Alliance’s role vis a vis the message</p>	<p>Messages cannot burden or be fear-based – don’t download to youth</p> <p>Respectfully nudge gov’t to develop policy and legislation</p>
<p><b>GOVERNANCE AND MEMBERSHIP</b></p> <p>Inclusive membership</p> <p>Not top-heavy, collaborative</p> <p>Direct involvement from people not just organizations and sector</p> <p>Cultural diversity reflected in membership</p> <p>Include youth on governance board as equals, youth to help run alliance</p>	<p>Develop governance structure</p> <p>Create membership structure that empowers</p> <p>Lead theme conversations, not sector conversations</p>	<p>Structure that can implement, deliver and will continue over time</p> <p>Budget and finances that allow mission (not grow too big, influence not size matters!)</p> <p>Focus on themes of advocacy, research, projects, and programs (key themes in Louv’s book)</p>	<p>Structure must be accessible at provincial, regional and community and people level</p> <p>Be an “active member” or an “affiliate or supporting member” – both options</p>

**Q: Increasing Public Awareness:** *Initiate a public education campaign aimed both broadly and at families. Also, commit resources for in-service training and the continued education of health, education, recreation and other professionals*

<b>WHO/audience</b>	<b>WHAT/Objectives</b>	<b>HOW/Actions...</b> The CN Alliance will:	<b>Other/Some priorities</b>
<p>ADVOCACY</p> <p>We are the 'choir' and now we need to increase the choir – advocacy from this forum</p> <p>Find champions and networks and include multi-cultural and intergenerational sectors</p> <p>Find youth where they are at (the mall?) Also find natural youth leaders – encourage child advocates</p>	<p><b>Always ask ourselves—is this in the best interests of the child?</b></p> <p>Encourage advocacy</p> <p>Face to face is best</p> <p>Wider membership and increased awareness</p> <p>Breakdown elitism</p> <p>Make nature cool – if it is “stuff” then make it ecologically sound (nature bag) – make it real</p>	<p>Determine what do we “sign on” for with Declaration and advocacy?</p> <p>Tap into healthcare professionals and prof organizations where they typically don’t have children/nature on their radar – yet!</p> <p>Tap into or encourage the creation of experiential learning that threads ecological learning through math, science, art, languages,</p>	<p>MAKE IT EASY – make change irresistible!</p> <p>Tap into designers of gardens/hospitals, care facilities, planners, - go where the people are</p> <p>Use blogging, social networking, ... David Mohr – using human element, parents to parents</p> <p>Peer to peer mentorship, youth mentorship programs</p>

<p>Assist the teachers</p> <p>Tap into Grey Power</p>	<p>Train the trainers, teach the teachers, not just ecological education in K-12 but core curriculum as a “way” throughout all levels of learning through to post sec</p> <p>Approach newly retired from all sectors to go back and approach colleagues</p>	<p>etc...not a separate and apart subject</p> <p>Make toolkits available on line for families, parents, grandparents, caregivers, tie into exiting ECE methodologies and networks</p> <p>For further buy-in – possible sponsorships and in kind, advocacy</p>	<p>Bridge and connect to existing programs and learning opportunities</p> <p>ELE curriculum – matrix videos</p> <p><a href="http://www.bcff.ca/eepsa/ele">www.bcff.ca/eepsa/ele</a></p> <p>Retired teachers and boomers, FN elders and leaders for walking school buses, birding, gardening, and other nature programs, etc</p> <p>Encourage or support “shovel-ready” projects for parks and playgrounds</p>
<p>SPONSORSHIPS and FUND-RAISING</p> <p>Approach sponsors to support alliance awareness campaigns</p>	<p>Create a <b>CLEAR</b> message with wide appeal in universal language</p> <p>What is our <b>BRAND?</b> Our identity?</p>	<p>Pay professional agency or this message to be created?</p> <p>More than a return to the “good old days” we need a high level of branding to be effective to all ages and stages and cultures</p>	<p>Approach gaming world for funds – or make sure they are a part of creating the message – what about cartoons, music, pop culture to buy in? Star power needed?</p> <p>Let’s ask what is membership? Who are we? Do we charge?</p>

<p>MAINSTREAM MEDIA</p>	<p>Reach as many people as possible (this is a motherhood issue!)</p>	<p>Island parent, community papers, TC, Focus, Globe, regular columns, letters to editors, doc films, presentations to school and groups. Show faces not just words – we are people! This is a human issue (and more than human) issue!</p>	<p>Speak and infiltrate at conferences that sit outside of the “choir” – have them create their own ‘declarations’ and sign on!...conversations and dialogues are better than telling!</p>
<p>WEBSITE</p>	<p>Link up to existing newsletters, websites, maps, events, orgs, etc</p>	<p>Create a map that taps into existing events, people, skills, spaces and places (use existing green maps?)</p>	<p>Be a source that makes it easy for others to join in and find useful info</p>
<p>FUN – RAISE!</p> <p>Help dispel safety issues</p>	<p>For schools to become active in the movement outdoors</p> <p>Reduce fear factor and stranger-danger that holds kids at bay –a gain make nature cool not scary or dorky!</p>	<p><a href="http://www.bcgreengames.ca">www.bcgreengames.ca</a> = \$50k for new games</p> <p>GO! logo competition or Alliance logo comp</p> <p>Educate, share knowledge and personal stories (collect stories on the website?) help encourage the creation</p>	<p>Bring confidence and make it personal – share stories with others</p> <p>Declare Child Nature Week- have Prime Minister declare it</p> <p>Have all new Canadian citizen “sign on” when they land and receive membership and a Bateman print!</p>

		of safe experiences in nearby nature that are accessible for larger groups	Celebrate with street parties, organize clubs, fun options
OTHER/RESEARCH	<p>Publish in academic journals and trade papers</p> <p>Show link to health Garner wider attention with this issue if you tie in health benefits</p> <p>Be a gov't WATCHDOG – examine what is being done and what is not!</p>	<p>Write up the Get Outside Forum to start and use as precedent for other events</p> <p>Demonstrate cost benefits to gov't and communities</p> <p>Continue to examine, educate, hold accountable those in power</p>	<p>Be a “loose parts” organization</p>

**Q: Engaging urban land and planning professionals in a dialogue about planning places within the community where children can safely be outside and in natural surroundings** *(alternate wording – engaging professionals and communities in their living environments in a dialogue about transforming...)*

<b>WHO/audience</b>	<b>WHAT/Objectives</b>	<b>HOW/Actions...</b> The CN Alliance will:	<b>Other/Some priorities</b>
<p>Elected Local Government officials</p> <ul style="list-style-type: none"> <li>• Municipal councilors/RD board members</li> <li>• School district trustees</li> </ul>	<p>Ensure that they understand the issues and importance of CNC, and the actions that they can take to create change</p> <p>Ensure that they understand how CNC fits with other high level goals of sustainability and carbon neutrality</p>	<p>Identify impacts, including economic benefits and who they accrue to, and promote a dialogue.</p>	<p>Focus on school grounds and getting better and more imaginative play area designs</p> <p>Identify examples from other countries (Denmark) and places in Canada where things are changing/being done well (Langley)</p>
<p>Professionals in Local Government</p> <ul style="list-style-type: none"> <li>• Municipal managers</li> <li>• School district administrators/superintendents</li> </ul>	<p>As above plus: Have examples of successful communities to refer to and learn from</p> <p>Can earn professional development credits for being involved in CNA activities</p>	<p>Identify champions</p> <p>Promote innovation</p> <p>Trumpet successes</p>	<p>Identify opportunities for action within prescribed programs such as OCP Review</p> <p>Develop inter-professional forums (eg UK's PlayShaper Workshops)</p>

<p>Elected Provincial Officials (MLAs)</p>	<p>As local government elected officials above</p>	<p>Identify changes in required provincial statutes (such as Community Charter, School Act, Societies Act)</p> <p>Identify goals and standards required to be set by the provincial government for local government</p> <p>Promote the allocation of funding resources as a means by which local government can implement changes and achieve the required goals and standards.</p>	<p>Consider the subdivision regulations and how they can be reworked into creating more friendly places for connecting children to nature</p> <p>Link to community sustainability in its broadest sense – moving beyond climate neutral</p>
<p>Professionals in Provincial Government</p>	<p>Develop then tools and resources that can be used by communities/local governments</p>	<p>Develop by-law kits</p> <p>Develop success stories</p> <p>Promote inter-ministry workshops</p>	<p>Ensure commitment to and collaboration in the CN Alliance</p>
<p>Professionals in not-for-profit organizations</p>	<p>Support the goals of CNC to their constituencies</p>	<p>Identify the potentials for collaboration eg inter-generational</p>	<p>Ensure commitment to and collaboration in the CN Alliance</p>

		linkages/planning for seniors/age friendly communities	
Developers and the private sector design community (eg landscape architects)	Generally as above	Link resources to innovation (eg design competitions, sectoral awards)	Encourage 'non-design'
<b>Q: Bringing Nature Back into Education:</b> <i>Ensure that educational policies provide opportunities for children to be outside, in nature, for both curricular and extra-curricular experiences.</i>			
<b>WHO/audience</b>	<b>WHAT/Objectives</b>	<b>HOW/Actions...</b> The CN Alliance will:	<b>Other/Some priorities</b>
ENGO's, Health Orgs, NGO's and School Board Trustees  Gov't Agencies	Build from grassroots  Support relationships with nature stakeholders  Apply pressure to Min of Ed	Plan an event for School Board trustees to Get outside!  Leverage existing network (federal govt)  Link with School District's, School Board Trustees, Superintendents for EE and Outdoor activity support	Be wary of top-down approach  Create a list of simple activities as toolkit on website  Address the challenges of existing formal and non-formal integration (assessments)  Federal and provincial challenges of engaging with quality education  At the federal level nature ed includes both formal and non-formal

<p>Teachers/teacher champions</p>	<p><b>Teacher training is paramount</b></p> <p>Recognition and support networks</p> <p>Encourage robust education projects</p> <p>Support teacher-mentoring programs</p> <p>Better access to green spaces</p> <p>Better connection with nature through exploring existing IRPS (integrated Resource Packages) and PLOS (Prescribed learning Outcomes) within teaching disciplines (eg. biology, math, etc)</p>	<p>Support teacher capacity training and nature as core curriculum</p> <p>Create awards and modules and highlight projects</p> <p>Identify examples. Build into core curriculum (Integrated Resource Plans and Prescribed Learning Outcomes)</p> <p>Support schools and SD's in setting goals for nature education, active learning</p> <p>Make it okay to Go Outside! (Reduce scariness)....</p>	<p>Support school greening – bring nature back into the CO2 and eco-footprint focus</p> <p>Link to existing facilities (school-linked camps, etc)</p> <p>Teacher enviro-clubs</p> <p>Address some of the time issues in adapting curriculum</p> <p>Expand on Environmental Learning Experience doc released by Min of Ed</p> <p>Support ENGO's and NGO's to create teacher packages</p> <p>Network with RRU MAEEC and Mount Royal College for support in teaching opportunities for teachers</p> <p>Legislate that everyone walks to school</p>
<p>Early Childhood Educators</p>	<p>Help review licensing issues for preschool and</p>	<p>Work on these for non-urban settings</p>	

<p>Students</p> <p>Parents</p>	<p>kindergarten</p> <p>Identify succession planning for green jobs</p> <p>Empower youth in the movement and engage youth and children as an integral part of the movement</p> <p>Non-formal teaching a priority</p>	<p>Provide skills and opportunities</p> <p>Overcome boundaries btwn school and out of school education</p> <p>Help develop model programs with NGO's ENGO's community groups, parents, etc</p>	<p>Integrate with formal education</p>
<p>PUBLIC</p>	<p>Identify needs</p> <p>Virtual Club-house website</p>	<p>Support or create programs "Adopt a shoreline" – support time-oriented nature programs</p> <p>Involve parents, teachers, students</p> <p>Lunchtime activities in schools (bioblitzes)</p>	<p>Identify insurance and liabilities options</p>
<p>OTHER</p>	<p>Speaker's bureau</p>	<p>Provide contact info and connections to teachers</p>	

		and educators across Canada – identify our own C&NN experts	
DEFINE 'NATURE'	Refocus?	How about bringing <b>education</b> back into nature? Be more holistic by approach - be culturally relevant	Text change recommendation: <i>to provide children and families with ongoing first-hand experiences in nature” ...?</i>
<b>Q: Increase budgets dedicated to children and nature:</b> <i>stimulate increased research capacity, increased knowledge exchange and the ability for professionals to facilitate this dialogue.</i>			
<b>WHO/audience</b>	<b>WHAT/Objectives</b>	<b>HOW/Actions...</b> The CN Alliance will:	<b>Other/Some priorities</b>
Government	<p>Improve understanding of gov't about CN – who is responsible for this shift?</p> <p>Not just a provincial responsibility or just MoH or MoE</p> <p>X Canada Health Ministries push</p>	<p>The health promotion aspect and benefit to mental health - shift resources</p> <p>Change lens</p> <p>Show spiraling costs and create incentive programs</p> <p>“Canada Fit for Children” already exists – tap in</p>	<p>Show future spiraling costs with NDD to society – research what the economics are</p> <p>MESSAGE – Healthy living = healthy children</p> <p>Advocate for current ‘on the ground’ initiatives in all sectors</p>

Schools – School Districts	Target communication to those responsible for the shift	Position it within Health and Education to become preventative	Develop funding criteria
People without Children	Seek resources and buy-in, funding		This is a world-wide issue!
Regional Districts	Referendum for parks How to measure existing activities?		
Teachers	Teacher Education Programs		
Research Forum – NSERC Centre for Excellence	Gives credibility Fills ID gaps – links university and college – apply research	Alliance to link to consortium and to programs	

BC Healthy Living Alliance (formed collective \$22 million – Winning Legacy – 7 NGO's)	Pull current initiatives together	Approach as funders to the Alliance  Create political constituency	
Associations of Municipalities	Champion this association	Children's wellness parks for disabilities, build on current initiative-  per population charge for disabilities in North  Also senior's wellness	Parks – build on it!
Planning Professionals	Professional Development– give credit for ProD	Connect the training of professionals with existing and new training	Receive buy-in and gain credibility
Insurance Barriers	Link to Parks State of Victoria, AUS	Charges \$15 per	
National Parks	Have targets and measurables	Youth focus – what help do they need?  Fund interpretation!	Get rid of jurisdictions and borders – scope is trans-boundary

<p>Website</p>	<p>Summary of research</p> <p>Report on what we're doing – do public presentations</p> <p>Toolkit</p>	<p>Help others write grants and proposals</p> <p>1/3 fund-raising, 1/3 PR, 1/3 reporting</p> <p>Create "how-to" funds database</p>	<p>Cases for support</p> <p>Make accessible to all people to understand – all forms, multi-media</p>
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	Agricultural funding	Farm tours -“ag” in the classroom	Children as base
	Sponsorship campaigns	Expand awareness Could help change practices “sponsor” may mean no \$ but credibility	

OTHER	<p>Give full cost accounting</p> <p>Leverage Alliance</p> <p>Social Enterprise model or Private enterprise model?</p> <p>Accreditation? – Role of Alliance</p> <p>Association of Nature Centre Administrators</p> <p>Spread the message GREEN NOW PAYS!</p>	<p>Show cost savings of protecting environment</p> <p>Send smart media message to media machine</p> <p>Leverage outdoor schools, child friendly consultants, LEEDS systems</p> <p>(ie Canadian Environmental Professionals Branch?)</p> <p>Donate time and help with plans</p> <p>Landscape preferences – ie cheaper to manage storm sewage – research exists to use</p> <p>Use it – federal lobby initiative</p>	<p>Tap into Bateman media machine</p> <p>(Victor)</p> <p><a href="mailto:Johans@greenlearning.ca">Johans@greenlearning.ca</a></p>
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	<p>Green Budget Coalition has 3-5 priorities and 21 groups</p> <p>Living Building Challenge (Beyond LEEDS)</p> <p>Create Sector Council</p> <p>Co-opting existing \$</p> <p>Alliance represents and organizes</p> <p>How to measure existing community activities?</p>	<p>Become one – get funding from gov't (meet with all sectors)</p> <p>Power of the LINK</p> <p>Family hiking group as one way to measure and ensure quality and safety</p>	<p>Cascadia – role of humans, part of land, locally produced. <a href="http://www.nvos.ca">www.nvos.ca</a></p> <p>Silo issue</p>
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**Q: What is missing from the Declaration?**

<b>Missing Element</b>	<b>Suggested Action</b>	<b>Suggested Declaration Edit</b>	<b>Other priorities</b>
<p>Intentional and explicit goal to empower and engage youth</p>	<p>Authentic youth involvement in governance of Alliance</p> <p>Alliance should set precedent for youth engagement so other orgs and events will follow (make it the norm)</p> <p>Clearly define terminology (children vs. youth)</p>	<p>“For, with or and through children...”</p> <p>Add a statement about the commitment to include youth (see Youth Declaration)</p>	<p>Need to “enshrine” youth in this movement and by doing so we will empower the child in everyone!</p> <p>Be a model for other organizations with respect to empowering youth</p> <p>Youth representation needs to be authentic</p> <p>This is for children 0-14 and they have not been a part of this process</p>
<p>Acknowledgement of the human connection to the earth</p>	<p>Explicitly state our human connection to the earth in the declaration</p> <p>-recognize children as spiritual beings</p>	<p>“Whereas, we are all connected to the earth,...or ...whereas, we all have the right to be connected to the earth,...”</p>	<p>Respect for the earth and the human-ness of nature</p> <p>Children and nature are INTER-connected</p>

<p>Clear vision of what a child connected to nature look like</p>	<p>Addendum to Declaration outlining a Child's Outdoor Bill of Rights (EG. California's)</p>	<p>"Every child in Canada will..."</p> <ul style="list-style-type: none"> <li>-see stars at night</li> <li>-know the name of three native plants in their neighbourhoods</li> <li>-experience unstructured play everyday."</li> </ul>	<p>Not all children are alike</p> <p>Connection to nature is a birthright</p> <p>Just let kids PLAY. There is no mention of just slowing down (wild, unstructured play)</p> <p>Opportunity for children to fill their potential</p>
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<p>Language inclusive of culture, gender and economic status</p>	<p>Recognize through the Declaration and any adjoining documents that there are inherent cultural and socio-economical factors that influence people's ability to access nature</p> <ul style="list-style-type: none"> <li>-include cultural representation on the Board</li> <li>-Partner with First Nations organizations</li> </ul>	<p>Include a context document that outlines our intention to include minority and marginalized populations.</p> <p>This document should also indicate that this is not an independent movement, we are working in the context of a lot of other organizations, networks, etc.</p>	<p>What is inclusion? (make and hold true space, eg. Peace-making circles)</p> <p>Inclusion of all voices – make this explicit in the Declaration</p> <p>Recognize socio-economic diversity as well as abilities</p> <p>Social context of this movement (eg. gangs)</p>
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	Make information about the movement available in multiple languages		
Specific strategies for engaging and building community	Create a holistic vision and strategies for building community	The “community effort” in the “whereas’ statement needs to be addressed in the ‘therefore’ section	Build community connections, Where are the teachers and practitioners in this? They need our support.