



**Childhood and Youth Studies 3396A/B (570)
SPECIAL TOPICS IN CHILDHOOD AND YOUTH STUDIES
Summer 2026**

Instructor: M. Frederick
Email: mfreder2@uwo.ca

Course Information

Calendar Description:

Topic and course description will be available at time of registration.

Prerequisite(s): Any course in Childhood and Youth Studies at the 2200-level.

Extra Information: 3 lecture/tutorial hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: CYS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

King's University College
CYS 3396A/B Forest School Practice and Pedagogy (570)

Summer 2026

Course information:

Course Name, Number, Section: CYS 3396A/B Forest School Practice and Pedagogy (570)

Instructor: Marlene Frederick

Contact Information: mfreder2@uwo.ca

Office hours information can be found on OWL Brightspace

Course description:

In this course, students will participate in community-engaged learning by supporting kindergarten students during weekly forest excursions. Through hands-on experience, reading, discussion, and journaling, students will explore key concepts in Forest School and Nature pedagogy and practice. Reflective journals will help students connect theory to practice, while in-person seminar sessions will offer space to discuss ideas, ask questions, and deepen their understanding through guided discussions and shared reflection with peers.

Course learning outcomes:

CYS 3396A/B contributes to LOs 2,3,4,6,7,10, and 11

- **LO 2** - CYS students become familiar with interdisciplinary approaches to childhood and learn to evaluate and distinguish between them. Those who complete an HSP come to understand how these approaches intersect with other fields and disciplines, and formulate their own research questions in upper division seminars.
- **LO 3** – CYS students gain a working knowledge of case law, statutory law, public policy, and institutional features of childhood and youth in the past and the present. They critically reflect on the significance of various norms, rules, and practices for young people. They consider these structures in terms of power relationships between children, parents, and professionals, as well as those between racial, ethnic, migrant, gender, class, and national groups.
- **LO 4** – CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.
- **LO 6** – CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children's and youths' own experiences and perceptions at the center of research methods and policy/legal debate.
- **LO 7** – CYS students develop lines of argument and to make sound judgements in accordance with major concepts, theories and methods in childhood studies. Be able to use a range of techniques to frame questions, evaluate arguments and concepts and propose solutions.
- **LO 10** – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.
- **LO 11** – CYS students work effectively with others and take personal responsibility for their actions when part of a team. They take initiative and maintain behavior consistent with academic integrity, community involvement, and social responsibility.

Mode of Instruction: In-person community-engaged learning and in-person seminar

Community-Engaged Learning

This course has a community-engaged learning component. Please see Brightspace for particular dates, times, and locations.

In-Person Seminar

Location: TBD

Course textbooks/materials:

- Personal electronic device (e.g., tablet, iPad, or laptop)
- Outdoor clothing and footwear appropriate for all weather conditions
- The readings for this course will be freely available on Brightspace

Method of evaluation:

Community-Engaged Learning Students will be evaluated on their attendance, professionalism, participation and engagement at Forest School.	25%
Seminars Students will be evaluated on their attendance, engagement, and participation and quality of contributions in discussions and learning activities during weekly seminars.	25%
Assignment: Reflective Journals Students are responsible to complete two journals in which they will reflect on their experience at Forest School and draw connections to course readings and topics.	2 Journals 450 words each 25%
Final Assignment: Reflective Journal and Presentation The final journal entry that students complete will have a reflective perspective about the development of their thinking and learning throughout the entire course with a focus on a topic of interest. Students will read their final journal to the class and engage in dialogue about their experience in the forest school program.	Final Reflective Journal and Presentation 1000 words 25%
	Total = 100%

Academic Considerations:

- n/a

Academic Integrity / Remote Proctoring:

- *Link to Western Scholastic Discipline policy:*
https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf
- *Course policy on use of generative AI, including translation/grammar aids*
- *Notice on Turnitin (if using)*
- *Notice on remote proctoring (if using)*

Schedule of Classes, Readings, Assessments:

Week	Seminar Date	Reading and Assignment
1	May 12	<p>Welcome!</p> <p>Historical look at Forest and Nature School and Introduction to Pedagogical Practices</p> <p>The Essential Guide to Forest School and Nature Pedagogy</p> <p>Chapter 1: <i>Nature Pedagogy, Forest School Ethos and Valuing Nature</i> (pp. 7-20)</p> <p>Chapter 2: <i>History of Nature Education - the Influence on Nature-based Practice</i> (pp. 21-41)</p> <p>Optional: <i>Foreword and Introduction</i> (pp. xi-6)</p>
2	May 19	<p>Forest and Nature School in Canada</p> <p>Forest and Nature School in Canada: A Head, Heart, Hands Approach to Outdoor Learning.</p> <p>Introduction and Part 1: <i>What is Forest and Nature School?</i> (pp. 1-19)</p> <p>Forest and Nature School in Canada: A Head, Heart, Hands Approach to Outdoor Learning.</p> <p>Part 2: <i>How do Children Learn in Forest and Nature School?</i> (pp. 20-35)</p> <p>Journal #1 Due</p>
3	May 26	<p>Risky Play and Safety</p> <p>Children's Risky Play and Resilience: Perspective of Emergency Care Practitioners</p>

		<p>The Essential Guide to Forest School and Nature Pedagogy</p> <p>Chapter 6: <i>Play and Nature - The Ludic Process and Risky Play</i> (pp. 114-139)</p> <p>CBC. (2021). <i>Forest School</i> (Season 21, Episode 12) [TV series episode]. In <i>Absolutely Canadian</i>. CBC Gem. https://gem.cbc.ca/absolutely-canadian/s21e12</p> <p>Journal #2 Due</p>
4	June 2	<p>Viewing Forest School through a Social Constructionist Lens</p> <p>Seeing the Forest and the Trees: A Historical and Conceptual Look at Danish Forest Schools</p> <p><i>And pick one of the following:</i></p> <p>‘A New Adventure’: A Case Study of Autistic Children at Forest School.</p> <p>Seeing the Forest through the Trees: At the Intersection of Forest Kindergartens and Art-based Environmental Education</p> <p>Taking it Outside: Engaging in Active, Creative, Outdoor Play with Digital Technology.</p> <p>Elementary Teachers’ Federation of Ontario: Indigenous Land-Based Learning and Cultural Appropriation vs. Appreciation resource.</p>
5	June 9	Presentations
6	June 16	Presentations

CYS Late Penalty Statement:

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. *Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.*

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

CYS AI Prohibition Statement:

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:
https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:
<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:
<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

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King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

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It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammarchecking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

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7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

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<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

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