

Forest School Leaders
(Level 3 Certificate)

Learner Name:		Training dates:	
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UNIT 4 (C) WORKBOOK

UNIT 4: Forest School Programmes: Planning and Preparation



All answers in this part of the workbook will be completed during the course and may be peer marked. The workbook needs to be handed in and marked before you begin your 6 pilot sessions.

PLEASE NOTE YOU NEED TO SEND IN YOUR FIRST AID QUALIFICATION AND COPY OF YOUR INSURANCE AND DBS (POLICE CHECK) WITH THIS UNIT

Level 3 Certificate for Forest School Leaders – UNIT 4

Name:

Address:

Post code:

Date of Birth:

Email:

Phone Number:

Tutor Name:

Declarations:

Student:

I certify that this workbook and portfolio of evidence presented for assessment and moderation by the above student is my own work and authentic. (*Refer to our Learning Style, Assessment Methods & Plagiarism document in **Policies & Procedures***). **I have included a copy of my insurance, DBS and First Aid Certificate with this UNIT.**

Signature:

Date:

Tutor:

I certify that to the best of my knowledge the evidence presented by the above student was collated under the required conditions and was appropriately supervised.

Signature:

Date:

Internal Moderator (if sampled during the moderation process):

I have sampled this workbook and portfolio during the internal moderation process and confirmed the tutor's assessment decisions.

Signature:

Date:

UNIT 4 WORKBOOK

UNIT 4: Forest School Programmes: Planning and Preparation.

Credits 3; Guided Learning hours 15; Total Qualification Time 30.

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
Understand the development of Forest School.	1.1. Summarise the key factors that have influenced the development of Forest School. 1.2. Identify local Forest School practice and networks. 1.3. Evaluate one piece of research on Forest School.
Be able to manage the ecological impact of a Forest School programme.	2.1. Assess the ecological impact of running Forest School Programmes on own site. 2.2. Use the ecological impact assessment to create a three year management plan for the sustainable use of own Forest School site and to enhance biodiversity.
Be able to develop the underpinning documents required for a Forest School programme.	3.1. Create a handbook containing: <ul style="list-style-type: none">• Relevant policies and procedures in line with statutory requirements, including documents that underpin good practice for own Forest School programmes;• Comprehensive risk assessments and risk benefit analysis;• A. Forest School communication strategy for all stakeholders.
Be able to plan a Forest School programme in line with the Forest School ethos and principles.	4.1. Explain the role of the Forest School programme leader. 4.2. Explain the rationale of own Forest School programme showing links to own client group's learning and development needs. 4.3. Plan the first session of an 'Introduction to Forest School programme'.

Learning Outcome 1: Understand the development of the Forest School
(Word count guideline for answering questions below is between 50 – 500 words)

- 1.1 Summarise the factors that have influenced the development of Forest School: locally and in the U.K.
(Include key events and influences in the FS movement and in outdoor learning/environmental education that have informed the current FS Principles and Criteria).
- 1.2 Identify local forest school practice & Networks
(in you town/city/county/region/country)
- 1.3 Evaluate one piece of research on Forest School.
(Substantive, authentic, relevant and valid using your own opinions on methodology, outcomes and linking to your own experience.

Learning Outcome 2: Be able to manage the ecological impact of a Forest School Programme. (Refer to indicative content within Unit Overview).

- 2.1 Assess the ecological impact of running Forest School Programmes on your own site. Include overview of site and reference to ecological impact.
- 2.2 Use the ecological impact assessment to create a three-year management plan for sustainable use of own Forest School site and to enhance biodiversity.

(Refer to resources on management plans and indicative content).

Learning Outcome 3: Be able to develop the underpinning documents required for a Forest School Programme.

- 3.1 Create a Forest School Handbook containing: Please Refer to Forest School Handbook overview/indicative content.
 - Relevant policies and procedures in line with statutory requirements including documents that underpin good practice for own Forest School Programmes.
 - Include comprehensive risk assessments and risk benefit analysis. *(These need to be appropriate to client group including individual/special needs and should include (not limited to) camp fires, cooking, collecting natural materials, den building, ropes, site, tools and weather.)*Include a Forest School communication strategy for all stakeholders. *(Include: Landowner/manager; management team; neighbours; organisational partners; other site users; participants; parents/carers; staff; volunteers; any other interested parties.)*

Learning Outcome 4: Be able to plan a Forest School Programme in line with the Forest School ethos and principles.

4.1 Explain the role of the Forest School programme leader.

What is the role of the Forest School Leader? Understanding should be mapped to the Forest school Ethos and Principles

This could be presented (*but not limited to*) a:

- Job description
- Detailed mind map
- Written explanation
- Video presentation
- Power Point

4.2 Explain the rationale of own Forest School programme showing linked to the individuals' learning and development needs in your client group.

4.3 Plan the first session of an 'Introduction to Forest School programme'.

Session plans to include (*but not limited to*):

Practical issues:

- Weather check
- Site check
- Staffing
- Resources ie kit, craft resources, refreshments and handbook
- Safety & welfare equipment
- Risk Benefit Assessments for the experiences in that particular session

Possible Lines of Development: linking to the learning and development needs of the **individuals** in the group demonstrating how your planning has been informed by the previous session. (The learner is not required to plan all the sessions for an 'Introductory to Forest School Programme' in advance, as each session will be informed by the previous session).

Other areas to include on the session plan are:

- Establishing a safe community of learning
- Establishing group expectations
- Opportunities for self-directed learning and play
- Opportunities for holistic development

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