

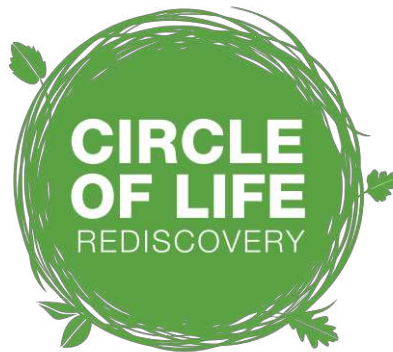
ITC Level 3 Certificate for Forest School Leaders

Forest School Programmes: Practical Skills

Learner Name:		Training dates:	
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UNIT 1 (D) WORKBOOK

UNIT 1: Forest School Programmes: Practical skills



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.



Certificate for Forest School Leaders – UNIT 1

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***).

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:

Credit 3; Guided Learning hours18; Total Qualification Time 30.

This unit has 2 Learning Outcomes

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>1. Be able to apply a range of practical skills relevant to a Forest School programme.</p>	<p>1.1. Select and use appropriate protective equipment (PPE) and personal clothing and for working in a range of situations at Forest School. 1.2. Safely check, clean, maintain and storage of: • Tools • Ropes/cords. 1.3. Safely use different hand tools for a range of applications at Forest School. 1.4. Tie and use a range of knots, selecting ropes/cords for different applications at Forest School. 1.5. Safely make a range of craft items using woodland materials. 1.6. Erect temporary group shelters using tarpaulin/natural woodland materials. 1.7. Safely site, build, light and manage a campfire suitable for purpose. 1.8. Cook on a campfire using a range of methods, with due regard to basic food hygiene and safety. 1.9. Extinguish a fire and leave the site safe.</p>
<p>2. Know how to facilitate a range of practical skills relevant to a Forest School programme in line with the Forest School ethos and principles.</p>	<p>2.1. Explain how to facilitate correct use of PPE with client group. 2.2. Explain how to facilitate the safe checking, cleaning and storage of tools/ropes and cords with client group. 2.3. Demonstrate and explain how to facilitate with client group(s) the safe use of a range of hand tools. 2.4. Demonstrate and explain how to facilitate with client group(s) the tying and use of a range of knots for different applications at Forest School. 2.5. Explain how to facilitate with client group(s) the making of a range of different items using natural woodland materials. 2.6. Explain how to facilitate with client group(s) the safe erection of temporary group shelters using tarpaulin and/or woodland materials. 2.7. Demonstrate and explain how to facilitate safe use of a campfire with client group(s). 2.8. Explain how to facilitate safe camp fire cooking with your client group.</p>

NOTE: As a word document you can expand the boxes as needed to complete your answer.

Use of hand tools and natural materials for craft items:

Assessment Criteria LO 1: 1 .1, 1.3 and 1.5 and LO 2: 2.1; 2.2; 2.3

Describe how you would make and teach 3 items from wood and 2 items from natural materials.

Include:

- A. Which personal protective equipment (including clothing) you would use at Forest School (LO 1; 1.1, 2.1) across the seasons – apply this to tool use and fire, collecting materials, shelter building.
- B. How you would safely use at least 3 different tools (eg. saw, palm drill, knife) and range of operations (minimum of 6 operations e.g sawing, cutting, drilling, whittling, splitting, carving.)
- C. Which type of wood you may use?
- D. Ensure the task/tool and the woodland materials chosen are appropriate.
- E. Refer to country appropriate legislation relating to tools.

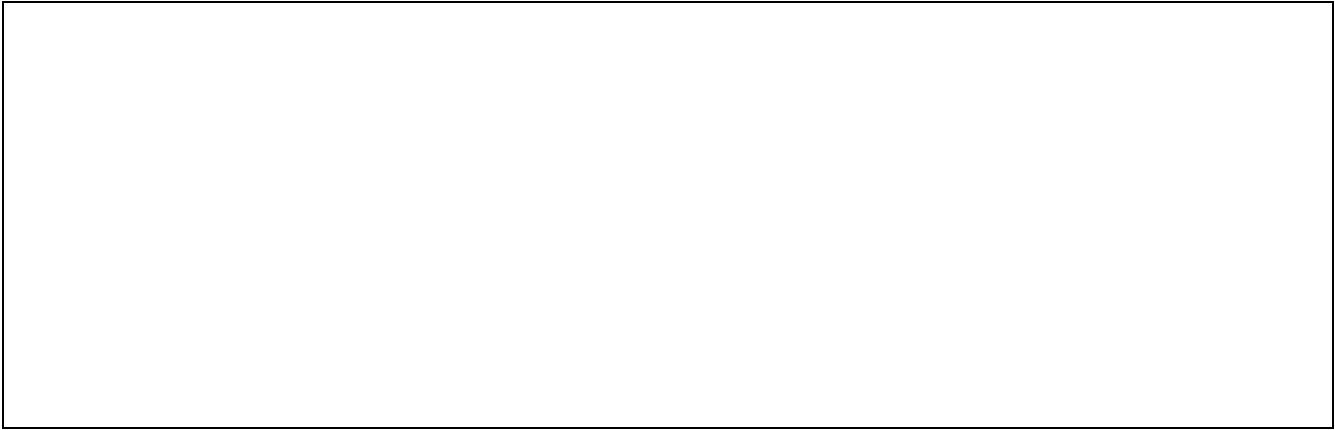
Item 1

Item 2

Item 3

Item 4

Item 5



THINGS TO CONSIDER:

Facilitation of Tool, Rope/Cord maintenance (LO 2: 2.2)

- Safe storage
- Checking
- Maintenance of tools/ropes and cords
- Taking into consideration the following:
 - Age & developmental stage
 - Ratios
 - Competence and confidence of Forest School
 - Leader in maintaining bladed tools

Facilitation of the use of hand tools with own client group(s) (2.3) considering the following:

- FS Ethos and pedagogy
- Differentiation, age & developmental stage
- Previous experience of participants
- Ratios
- Insurance
- Appropriate safe techniques
- Ensuring learners choice of task/tool and the woodland materials are appropriate
- Safe working areas
- Safe working distances

Facilitation of making craft items:

- Choice of materials, techniques, and tools appropriate to the task in hand, age and stage of the learner
- FS Ethos and pedagogy

Tool Maintenance:

Demonstrate the safe checking, cleaning, maintenance and storage of hand tools at Forest School (LO 1: 1.2)

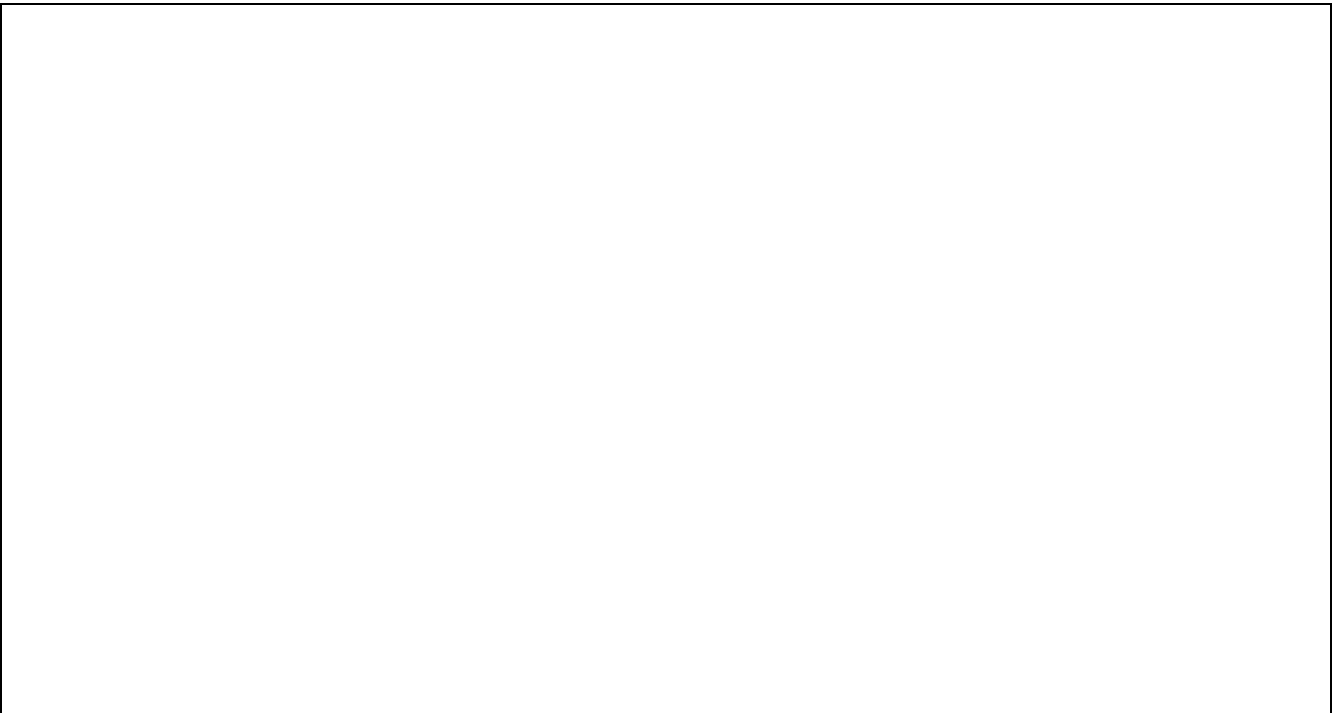
THINGS TO CONSIDER:

Basic tool maintenance is to include:

- Cleaning, drying and oiling
- Stropping

- Changing blades
- Checking tool condition prior to use
- Identifying when tools need taken out of circulation
- Methods of tool maintenance
- Completion of tool maintenance log

Describe how to check, clean and maintain 2 tools at Forest School (LO 1: 1.1, 1.2)



Describe how to check, maintain and store Ropes/cord at Forest School (LO 1: 1.1, 1.2)

Include: Cleaning and drying; Checking rope/cord condition prior to use; Identifying when rope/cord needs to be taken out of circulation; Storage



Knots:

Assessment Criteria (LO 1: 1.4)

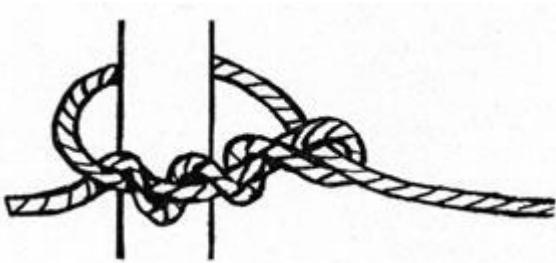
Demonstrate the tying of four different knots and explain how they might be used at Forest School

The range of applications:

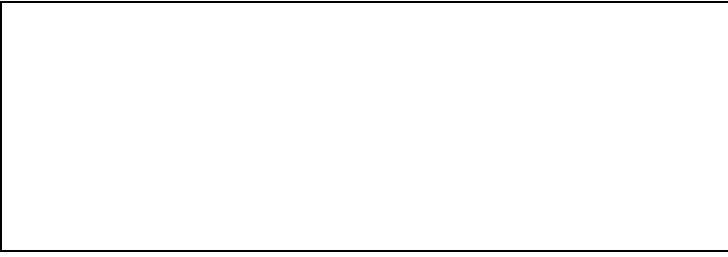
- Join two ropes together
- Attaching a rope to an object
- Attaching two objects together
- Tensioning a rope
- Stopping slippage on ropes
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Here is a basic knot you will use in your Forest School. Describe how you would teach this knot and explain how they may be used at Forest School.

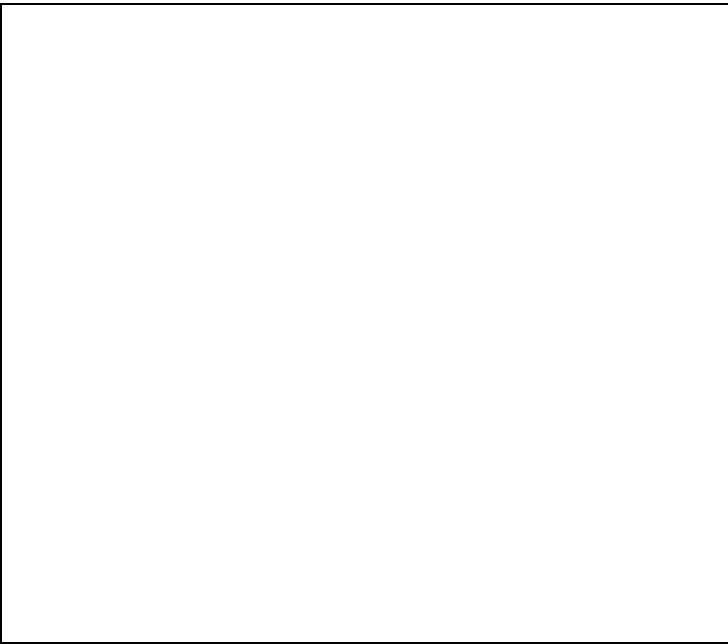
i) Timber Hitch



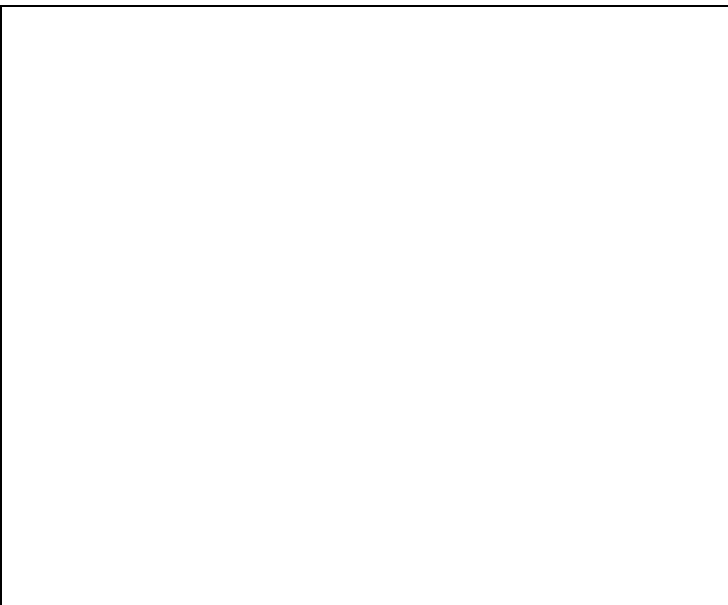
(ii)



(iii)



(iv)



THINGS TO CONSIDER:

Facilitation of knots with own client group(s) with regard to:

- The FS Ethos and pedagogy
- Choice of knot and rope/cord for context
- Differentiation, age & developmental stage appropriate explanations

Temporary Shelters

Assessment Criteria LO 1: 1.6; LO 2:1, 2.6

THINGS TO CONSIDER:

- Weather conditions
- Construction and dismantling
- Group
- Site conditions/natural materials available
- Purpose
- Minimising ecological impact

Facilitation of the erection of temporary group shelters considering the following:

- Forest School ethos and pedagogy
- Source and choice of manmade and/or natural materials minimizing ecological impact
- Safe transportation of appropriate materials
- Safe siting, construction and dismantling
- Rationale & design

Draw a temporary shelter made with tarp and ropes; marking on safety features and any other special features. Explain the relevant ropes/cords used.


Draw a temporary shelter made from woodland materials, marking on safety features etc.

Camp Fire:

Assessment Criteria LO1: 1.7, 1.9; LO2: 2.7, 2.8

1.7 Describe how you would teach safe siting, lighting and management to a client group:

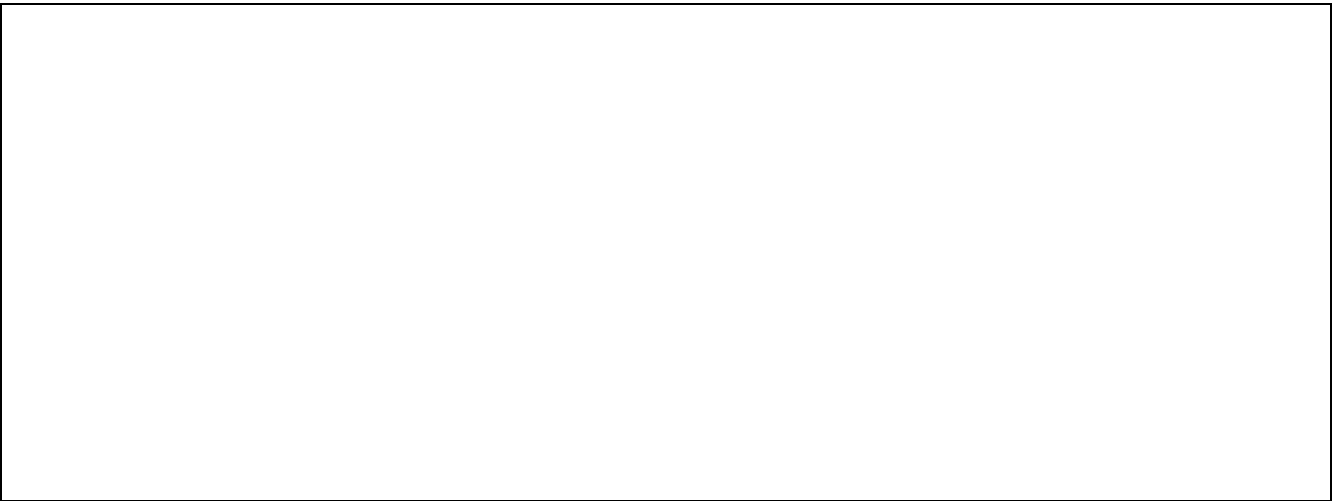
Consider: The purpose, safety equipment, safe positioning, woodland type, soil type, permissions, weather, site conditions, escape routes, legislation.



1.9 Describe how would teach how to safely extinguish a campfire and leave the site safe (1.9)

Consider: permanent and temporary fires, understanding of geographical context, soils, woodland ecology, leave no trace principles, linking to management plan and ecological impact assessments.





Draw a Forest School area with fire circle and log circle show the appropriate distances between seating and fire; fire exits/escape routes and the siting of fire safety equipment.

THINGS TO CONSIDER:

Facilitation of safe extinguishing of fires considering the following: (LO 2: 2.7, 2.9)

- FS Ethos and pedagogy
- Age & developmental stage
- Previous experience of participants
- Ratios
- Insurance
- Managing the group
- Cross reference to communication strategy.

Facilitation of safe camp fire cooking considering the following:

- FS Ethos and pedagogy
- Age & developmental stage
- Previous experience of participants
- Ratios
- Insurance
- With reference to food hygiene procedures and policy
- Managing the group
- Cross reference to communication strategy in relation to specific needs of individuals/client group

Cooking with Fire.

Assessment Criteria (LO 1: 1.8; LO 2: 2.8)

Things to consider:

Demonstrate simple methods with due regard to basic food hygiene and explain how this can be taught to a client group. (Include different ways to cook – e.g boil, fry, baking, roasting, dutch oven.) You may also use a storm kettle, Jet boil or Rocket stove!

Refer to Hazard Analysis Critical Control Points (HACCP`s) for higher risk food groups.

It is considered good practice to have a Level 2 outdoor food safety training

Describe how to cook 3 different foods on the fire using different methods.

Cooking 1

Cooking 2

Cooking 3

UNIT 4 – 3.1 and 3.1b Write three comprehensive risk benefit assessments (RBA):

1. To assess a possible Forest School site (site RBA)
2. To assess the benefits and risks for a specific activity that children may be involved with at Forest School (Activity RBA)
3. To assess a particular activity – tool, ropes, den building, fire (Generic RBA)

The risk assessments need to be attached to this section of the workbook. We need to see the completed risk assessment in advance of your 'Introduction to Forest School' Pilot sessions to check you are writing comprehensive assessments.

Signed by examiner:	
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NOTE: You must have a completed Unit 1 Practical Skills BEFORE you begin your 'Introduction to Forest Schools' – please refer to our document 'Introduction to Forest School' Pilot Sessions.