

ITC Level 3 Certificate for Forest School Leaders

Learner Name:		Training dates:	
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UNIT 2 (E) WORKBOOK

UNIT 2: Forest School Programmes: The Woodland Environment



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.

Level 3 Certificate for Forest School Leaders – UNIT 2

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:

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 2: Forest School Programmes and the Woodland Environment

Credit 3; Guided Learning hours 18; Total Qualification Time 30.

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the structure of woodlands.	1.1 Compare the structures and biodiversity of native broadleaf and coniferous woodland ecosystems.
2. Know how to identify a range of flora and fauna and understand the importance of identification.	2.1. Explain why flora and fauna identification is important for the Forest School leader. 2.2. Identify a range of woodland flora and fauna for own site, detailing identifying characteristics for each species.
3. Understand the management of woodlands as a sustainable learning environment.	3.1. Describe woodland management methods and their significance to sustainability. 3.2. Explain ways to involve participants in sustainable woodland management on a Forest School site.
4. Understand the importance of the relationship between Forest School and the woodland environment	4.1. Evaluate research articles on the benefits of connection with woodland environments on well-being. 4.2. Explain how Forest School nurtures connection between participants and the woodland environment.



Learning Outcome 1 : Understand the structures of woodlands
(Word count guideline for answering questions below is between 50 – 400 words) Please refer to Indicative Content within OCN Learning Outcomes.

- 1.1** Compare the structures and biodiversity of native broadleaf and coniferous woodland ecosystems.
Identify and explain: Vertical Layers and Horizontal features Discuss related ecological terms e.g biodiversity, abiotic elements, natural succession, ecosystems, habitats, life cycles, seasonality, food chains, effects of light and wildlife corridors

Learning Outcome 2: Know how to identify a range of flora and fauna and understand the importance of identification.

- 2.1 Explain why simple identification is important for the Forest School leader.
Identify protection species; Informing woodland management plans; knowledge & understanding for participants, H & S, including allergies; Uses of plants, sustainability, Life cycle and seasonal considerations.
- 2.2 Identify a range of woodland flora and fauna for own site, detailing identifying characteristics for each species.
Create an identification sheet for flora and fauna found on your forest school site. A minimum of 20 species. Include trees; plants; insects; animals; birds and/or fungi. (Create in your own way – can use photos & anything of personal interest; Life cycle, Folklore etc – example Template provided in Appendix 1).

Learning Outcome 3: Understand the management of woodlands as a sustainable learning environment

- 3.1 Describe woodland management methods and their significance to sustainability.

Identify the significance of sustainable woodland management to maintain and improve the long-term health of the woodland.

Methods to include (but not limited to): Planting, timber crops, monitoring species, rotating sites uses, Habitat creation, management of invasive species, improving biodiversity, Techniques such as: coppicing, pollarding, thinning, managed grazing, scalloping and ride management, woodland products, managing and reporting biosecurity

- 3.2 Explain ways to involve participants in sustainable woodland management on a Forest School site.

This may be included in the management plan: Understanding our role as stewards of the woodland for generations to come; consider the participants and how the management techniques would be implemented by them depending on age and ability.

Learning Outcome 4: Understand the importance of the relationship between Forest School and the woodland environment.

4.1 Evaluate research articles on the benefits of connection with woodland environments on well-being.

The research chosen needs to be substantive, authentic and valid. Refer to the benefits of connection with woodland and natural environments with reference to: Physical well-being; Psychological and/or emotional health and well-being. Link this to your own FS experience. (Please refer to at least 2 research articles).

4.2 Explain how Forest School nurtures connection between participants and the woodland environment.

Comment on approaches to FS delivery that enhances connection with woodland environments, giving examples from practice.

Other useful references

http://www.countrysideinfo.co.uk/woodland_manage/struct.htm

<http://www.lifeonland.org.uk/woodland/Management.htm>

APPENDIX 1

Example of Profiles (please adapt accordingly)

Plant/Fungi Profile

Common Name: Latin Name: Family:	Drawing/photo Description
Taste/Smell/Texture * no tasting if not sure about safety!	Habitat
Medicinal uses	Edible Uses
Cautions	Different seasons?

Animal/Insect/Birds Profile

Common Name: Latin Name:	Drawing - Print
Behaviour	Habitat
Feeding points	Signs