SCQF Level 6

Assistant Forest School and Outdoor Learning Leader

# Final course workbook

**Learner Name:**

**Training Venue:**

**Course code:**

**Checklist and statement of authenticity**

I hereby confirm that work contained in these pages:

* is substantially my own work, and use of other people’s work is clearly identified and referenced
* includes a bibliography detailing the reading and research I have done for this workbook

Written signature: Date:

**Important notes**

Candidates must not alter any headings given in this document.

Candidates should type or paste answers in after each question listed below.

Candidates should ensure that any photographs used are minimised in size, with total file size no more that 10 MB.

**Unit 1 Being in the Forest and Outdoors**

**Learning outcome (LO) Learners will support others in self and peer reflection within the context of forest and outdoor environments.**

**1.1a)** 🕮 Support others in discussion on the importance of the forest and outdoors to human beings, particularly the concept of ‘nature connection’. *Candidates should describe the format, prompts or provocations used to meaningfully engage their chosen group in this (staff team, parents/carers, Forest School participants), and give examples of results.*

**1.1c)** 🕮 Assist in the leadership of others to participate in autonomous activity and play. *Give examples from your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group of ways in which you have assisted in the leadership of others to participate in autonomous activity and play.*

**LO Learners will take some supervisory responsibility for the behaviour of others in ways that are sustainable in the forest and outdoor environment in relation to the Scottish Outdoor Access Code (SOAC)**

**1.2a)** 🕮 Assist in the leadership of others to behave in ways that demonstrate responsibility in the outdoors. *Give an example from your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group of ways in which you have assisted in the leadership of others to behave in ways that demonstrate responsibility to other people, the environment and wild inhabitants.*

**LO Learners will apply, by supporting others, knowledge and understanding of techniques and terminology of safe practice.**

**1.3a)** 🕮 Apply, by assisting others, safe practice in forest and outdoor environments. *Give examples from your 3 sessions of ways in which you have doene this.*

**1.3biii)** 🕮 Apply, by assisting others, the use of suitable clothing and equipment for a given situation. *Give examples from your 3 sessions of ways in which you have assisted others to use suitable clothing and equipment for a given situation.*

**Unit 2 Knowing the Forest and Outdoors**

**LO Learners will relate knowledge of ecology to demonstrate good practices of woodland/land management and conservation**

**2.2a)** Explain the conservation of woodlands as a sustainable learning environment. *Candidates should complete the environmental impact assessment below for at least 3 significant impacts your 3 sessions of assisting.*

**Emvironmental impact assessment**

**1. Use the headings below to consider the ecological impact of your FS programme for your chosen site.** (Remember to include general daily activities such as travelling to site, free play, toileting, snack etc)

**Example**

FS activity: Fire

How will this affect the woodland? (compaction, overharvesting, pollution, corruption): *1) Denudation of deadwood, 2) Compaction around the fire area, 3 Corruption of soil nutrient levels and ground flora.*

Level of impact (high =several years to recover, medium = will recover in 1-3 years), low = will recover by next year): *Medium*

How will you limit the impact : we will bring in fire wood and only gather kindling from the site, we will limit fire to last two sessions, we will limit the size of our fires

FS activity

How will this affect the woodland?

Level of impact

How will you limit the impact

FS activity

How will this affect the woodland?

Level of impact

How will you limit the impact

FS activity

How will this affect the woodland?

Level of impact

How will you limit the impact

**LO Learners will take responsibility for a site survey**

**2.3a)** Independently identify and record a range of flora and fauna on a given site. *Candidates should complete the following information for four species from your Forest School assisting site: a) tree, b) smaller plant or fungi, c) insect and d) mammal or bird.*

* Three identifying characteristics for each species, which, taken together, belong only to species (using an ID key will really help for this)
* Interesting life cycle info
* Ecological niche,
* Relevant health and safety info
* Relevant conservation info
* Possible uses at Forest School
* Interesting folklore
* Interesting history

**Unit 4 Making in the Forest and Outdoors**

***Note – candidates may be able to create a holistic assessment incident for this unit addresses all performance criteria together.***

**LO Learners will assist in leading others to apply knowledge and skills to make meaningful outcomes in practical forest and outdoor based activities**

**4.1a)** 🕮 Work independently to plan a simple activity such as making a skewer or mallet. Consideration should be given to aims & objectives, resources and skills required and the group involved*. From your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group, describe an example in which you have worked independently to plan a simple activity offer, perhaps using craft, knots and/or low-risk tools with learners. Describe the needs and interests of the prospective learners. aims & objectives of activity offer, and resources and skills required.*

**4.1b)** 🕮 Assist participants in the above tasks. *Reflect on your experience of offering the above activity to participants.*

**4.1c)** 🕮 Assist participants to evaluate the process of how skills were used to address the challenge and adapted to solve problems. *Describe or provide other evidence of how you assisted participants as appropriate to evaluate the process of how skills were used to address the challenge and adapted to solve problems. You may wish to cross-reference to 4.1b) for this.*

**LO Learners will use knowledge and skills to assist in leading others to approach challenges in the forest and outdoors**

4.2a) 🕮 Assist in the leadership of others to participate in a practical challenge with some non-routine elements such as making a shelter for a particular purpose, fire for cooking or other tasks. *From your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group, describe an example in which you used knowledge and skills to assist in leading others to approach challenges in the forest and outdoors. You may wish to cross reference to 4.1.*

**LO Learners will assist in leading others to respond imaginatively to the forest environment**

4.3a) 🕮 Assist in leading others in one or more creative activities involving natural materials such as storytelling, wood craft, visual art or digital media. *From your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group, describe an example in which you of assisted in ‘leading’ others in one or more creative activities involving natural materials such as storytelling, wood craft, visual art or digital media. You may wish to cross-reference to 4.1a. Your example may be learner initiated, including freely chosen play.*

4.3b) 🕮 Assist in leading participants in evaluating the activities undertaken above and activity and plan for future work. Describe how you have facilitated participants to reflect as appropriate on the activities undertaken above and plan for future work. *You may wish to cross-reference to 4.1a.*

**Unit 5 Learning in the Forest & Outdoors (Unit level: 7): *Level 6 only***

**LO Learners will explain how the ethos of Forest School can support holistic development**

**5.1b)** 🕮 Describe person-centred holistic approaches to learning situations. *Candidates may refer to your experience of training days, assisting at Forest School, and/or wider work. You may wish to cross-reference widely to other learning outcomes.*

**LO Learners will support positive outcomes for participants through an understanding and application of a variety of learning and teaching methods**

5.2a)  🕮 Apply a range of methods in the delivery of learning and teaching to ensure participants needs are catered. *Give examples from your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group.*

**5.2 b)** 🕮 🕮 Reflect on own learning experiences and evaluate how this impacts on the learning of others.

**LO Learners will apply understanding of behaviour within forest and outdoor learning**

**5.3c)**🕮 Describe the positive approaches used to support behaviour management. *Give examples from your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group.*

**LO Learners will reflect on their own learning about Forest School.**

**5.5a)** 🕮 Evaluate personal experience and areas for further development in the Forest School training process.

**Unit 6 Leading in the Forest & Outdoors (Unit level: 7)**

***Level 6 only***

**LO Learners will be able to understand and contribute to decisions about learning and development within forest and outdoor learning.**

**6.2a)** 🕮 Describe learner centred theories and pedagogy in supporting sessions for participants. From your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group, describe where these have or could have been used in supporting sessions for participants.

**6.2d)** 🕮 Use a recognised range of techniques when interacting with individuals or groups, for example: open questions, invitations, participation by choice, modelling. *From your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group, describe how you have used these. Candidates may wish to cross-reference to 6.2a).*

6.2e) 🕮 Demonstrate good practices of behaviour management, for example: restorative practice, collaborative approaches, contracting. *From your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group, describe how you have demonstrated these. Candidates may wish to cross reference to 5.3c.*

**6.3  Learners demonstrate developing intrapersonal and interpersonal skills.**

**6.3a)** 🕮 🕮Understand the importance of self-management of emotions, actions and decisions in the context of supporting a group. *Candidates should given an example of when self management of thoughts, actions, emotions and physiology has been important at Forest School, perhaps relating to building a shelter together, working with learners at Forest School, or reflecting as a team after sessions.*

**6.3b)** 🕮 Develop communication skills. *Candidates should describe how their skills have developed over training and sessions of assisting.*

 **6.3c)** 🕮 Maintain professional relationships within a team. *Candidates should reflect on their strengths and challenges in this area, perhaps relating it to group shelter-build and or team work during cycle of plan, do, review, plan at forest school assisting sessions.*

**Level 2 Award in Forest School Programme Support**

**Fully qualified Level 3 Forest School leader witness statement**

Ask the Level 3-qualified leader you assist for 3 consecutive Forest School sessions to complete this. (You can print these two pages and ask your leader to complete by hand, including signature. You can then scan the pages and submit with the workbook. Alternatively, you could send you workbook electronically to your leader and they could complete electronically by typing in their answers and pasting a copy of the their signature. )

a) List Forest School session dates and session length:

b) How did the student assist you with planning and evaluation (type your answers)

c) How did student assist you with working with children (type your answers)

d) Did student read, understand and help apply the relevant risk assessments and standard operating procedures for session? Yes / no

Any comments: (type your answers)

Witness details:

Name of Forest School leader .........................................................................

Date of level 3 certification ...................................................................................

Forest School Leader signature ...................................…......................………………

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Forest School Leader email ...................................…......................………………

NB Please enclose a photocopy of the Level 3 leader’s qualification.