SCQF Level 6

Assistant Forest School and Outdoor Learning Leader

# Final course workbook

**Learner Name:**

**Training Venue:**

**Course code:**

**Checklist and statement of authenticity**

In submitting this coursework for marking I understand that I am confirming 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

Name: 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’. *Provide a reflection on a time you have done this.*

**1.1b)** 🕮 Assist in the leadership of others to develop respect for people in forest and outdoors. *Provide a reflection on a time you have done this. You may wish to cross-reference to 1.2a.*

**1.1c)** 🕮 Assist in the leadership of others to participate in autonomous activity and play. *Provide a reflection on a time you have done this.*

**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*. In relation to the Scottish Outdoor Access code, write about examples of ways in which you have assisted in the leadership of others to behave in ways that demonstrate responsibility to each of the following:*

*(i) other people,*

*(ii) the environment and*

*(iii) wild inhabitants.*

*Use examples from your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group.*

**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. Provide evidence of two times that you have done this. *This could include writing about them, tutor witness statement or leader feedback.*

**1.3b** 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. *Complete the environmental impact assessment below for at least 3 significant impacts related to your 3 sessions of assisting.*

**Environmental 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.   
*Complete the following information for four different types of 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)*

* *Life cycle\**
* *Ecological niche\**
* *Any relevant health and safety info\**
* *Any relevant conservation info\**
* *Any possible uses at Forest School*
* *Any folklore*
* *Any history* **Unit 4 Making in the Forest and Outdoors**

***Note – candidates may be able to create a holistic assessment context for this unit addressing 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. Consideration should be given to aims & objectives, resources and skills required and the group involved. *Provide evidence that you have done this. This could be written example, planning or tutor witness statement. Your example can be planned responsively “in the moment" or pre-planned and offered as adult initiated/led, preferably* perhaps using craft, knots and/or low-risk tools with learners. *Make reference to needs and/or interests, aims and/or objectives, resources and steps.*

**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. *Provide evidence that you have done this. This could be written example, outcomes of evaluations, reflection. 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. *Provide evidence from your 3 consecutive sessions of assisting at a Forest School that you have done this. This could be a leader witness statement or feedback, written description, reflection, photographs of results, student evaluation. 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. *Provide evidence that you have done this during your 3 sessions of assisting at a Forest School. Your example may be learner initiated, including freely chosen play. Evidence could be leader feedback, written description or reflection, photos, video, examples of results. You may wish to cross-reference to 4.1a.*

**4.3b)** 🕮Assist in leading participants in evaluating the activities undertaken above and activity and plan for future work. *Provide evidence that you have done this during your 3 sessions of assisting at a Forest School. Evidence could be leader feedback, written description or reflection, summary of results. Evaluation could focus on process, and/or strengths and areas for improvement in “product”. 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. *Using examples from your FOLA (Forest School) training days or assisting at Forest school, give a Level 7 description of two person-centred holistic approaches used, making sure to identify which approach or pedagogy was being applied in your view. You may wish to cross reference to 4.1a for some of this answer.*

**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. *Provide evidence that you have done this during your 3 sessions of assisting at a Forest School. Evidence could be leader feedback, written description or reflection, summary of results. You need to give evidence of two methods, and which needs they were addressing.*

**5.2b)** Reflect on own learning experiences and evaluate how this impacts on the learning of others. *Provide a written reflection, or other appropriate format. Candidates may want to focus on their experience of different elements of FOLA (Forest School) training and assisting, including training sessions and 3 assisting sessions. This will allow you to cross reference to 5.5a.*

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

**5.3c)** 🕮 Describe the positive approaches used to support behaviour management. *Describe two examples from your 3 consecutive sessions of assisting at a Forest School. Reflect on these examples.*

**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. *Provide at least two significant reflections and evaluations– from training course including two out of training days, coursework and assisting on sessions. Candidates may wish to cross reference to 5.2b.*

**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. Write about two examples of this from your 3 consecutive sessions of assisting a qualified Forest School/FOLA leader with their group. You need to clearly describe the theory and its use at Forest School.

**6.2d)** 🕮 Use a recognised range of techniques when interacting with individuals or groups, for example: open questions, invitations, participation by choice, modelling. *Provide evidence of using two techniques during your 3 consecutive sessions of assisting at a Forest School. This could be written description or reflection and/or leader feedback. Candidates may wish to cross-reference to 6.2a).*

**6.2e)** 🕮 Demonstrate good practices of behaviour management, for example: restorative practice, collaborative approaches, contracting. *Provide evidence of demonstrating two practices during your 3 consecutive sessions of assisting at a Forest School. This could be written description or reflection and/or leader feedback. Candidates may wish to cross reference to 5.3c.*

**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 write about an example of when and how they managed their thoughts, actions, emotions and physiology in a group context and reflect on its importance. This could relate to perhaps relating to building a shelter during training (3. 1 b), working with learners at Forest School, or reflecting as a team after sessions.*

**6.3b)** 🕮 Develop communication skills. *Provide evidence that you have done this during your 3 sessions of assisting at a Forest School. Evidence could be leader feedback, or written description and/or reflection. This could relate to building a shelter during training (3. 1 b), working with learners at Forest School, or reflecting as a team after sessions.*

**6.3c)** 🕮 Maintain professional relationships within a team. *Provide evidence of this from working professionally within a team during your 3 consecutive sessions of assisting at a Forest School. This could be leader feedback, or written description and/or reflection.*

**Witness statement for Level 6 Assistant Forest School and Outdoor Learning Leader Award**

Ask the Level 3 (OCN)/ Level 8 FOLA-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. )

1. List Forest School session dates and session length:

b) Please provide formative feedback for your assistant in the following areas. Written evidence will help them directly with their coursework. Alternatively, you could ask them to take notes from your verbal feedback.

**1.3a)** Apply, by assisting others, safe practice in forest and outdoor environments.

**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.

**4.3b)** Assist in leading participants in evaluating the activities undertaken above and activity and plan for future work.

**5.2a)** Apply a range of methods in the delivery of learning and teaching to ensure participants’ needs are catered.

**6.2d)** Use a recognised range of techniques when interacting with individuals or groups, for example: open questions, invitations, participation by choice, modelling.

**6.2e)** Demonstrate good practices of behaviour management, for example: restorative practice, collaborative approaches, contracting.

**6.3b)** Develop communication skills.

**6.3c)** Maintain professional relationships within a team.

Any other comments: (type your answers)

Witness details:

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

Date of Level 3 (OCN) or Level 8 FOLA certification ...................................................................................

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

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

NB Please enclose a photocopy of the Level 3/Level 8 leader’s qualification.