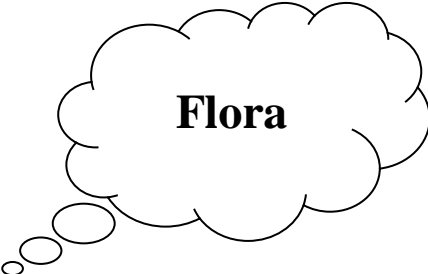


Forest School Workbook A

Learner Name:	
Training Venue:	
Training Dates:	
Return Address:	Postcode:
Statement of authenticity: I hereby confirm the work contained in these pages is my own work, and that I have referenced any quotes and images I have used appropriately. Written signature: _____ Date: _____	

1.1a Make a mind map or list below describing types of evidence that could identify flora.



1.1b Make a mind map or list below describing types of evidence that could identify fauna.



1.1c Identify a range of local woodland flora and fauna for your own site and include four common species that are dangerous to humans.

You need provide photographs or drawings (preferably your own) of a total of 12 species of flora and fauna (trees, ground flora, and at least two different types of fauna (eg a minibeasts and a mammal).

Please ensure you include 4 species potentially hazardous to humans and write about how these are hazardous.

You will need to give **at least 3 ID traits** for each of the **species** (see example below). *(Attach additional pages as necessary)*



Sweet Chestnut, Photo taken by M. Shakespeare FSTC
September 2010.

Leaves: long (16-28cm) narrow (5-9cm) individual leaves with a saw-tooth edge. *(Good detailed description and sizes distinguish this from other similar leaves)*

Bud: round, reddish, alternate;

Fruit: edible and encased in spiky green shells;

Bark: when young is dark olive green colour and when mature has deep parallel fissures which begin to spiral in veteran trees.

1.2a Draw or describe the typical vertical and horizontal structure of broadleaved woodland, labelling the structures and labelling examples of species and non living features within each. *Candidates may insert photo or drawing.*

1.2b Draw or describe the typical vertical and horizontal structure of coniferous plantation woodland, labelling these structures and labelling examples of species and non living features within each. *Candidates can insert photo of drawing.*

1.3 Outline how Forest School can harm the woodland and how that impact can be minimised. Use the form below for your answers.

Compaction	
i)	Explanation (using examples) How it can be minimised:
Pollution	
ii)	Explanation (using examples) How it can be minimised:

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Managing Risk at Forest School

1.4a Define the terms hazard and risk.

1.4b What is Personal Protective Equipment (PPE)? Describe its function, importance and give examples of PPE items.

1.4c How is the decision to wear PPE made within a Forest School programme?


1.5 Identify appropriate Personal Protective Equipment (PPE) for a range of tasks at Forest School. The table below lists 4 situations that may occur within a Forest School programme. Complete the right hand column to identify what sort of PPE may be required for these tasks.

Forest School situation	Possible PPE to be used?
<p>a. It is winter and the weather is cold and raining. The Forest School session is 3 hours</p>	
<p>b. Conservation type activities – the group are involved with clearing areas and managing habitats. They are using tools to cut down small diameter trees, moving logs to build woodpiles, clearing brambles and other plants, using spades to plant trees etc</p>	
<p>c. To get to and from the Forest School site the group have to walk along a road. It is a quiet lane but does not have any pavements.</p>	
<p>d. Some individuals in the group are interested in campfire cooking, and have started to experiment with recipes that involve using metal grills, pots and pans. They will need to move these items around safely whilst the fire is burning.</p>	

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1.6a Carry out a Site Risk Assessment

Venue:	Assessment Carried out by:
Postcode:	Signature: Date:
Location Grid Reference:	

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Control action	Acceptable? (yes/no)
Access to the site: eg <input type="checkbox"/> Public rights of way <input type="checkbox"/> Roads <input type="checkbox"/> Parking 				
Boundaries around the site: eg <input type="checkbox"/> Barbed wire <input type="checkbox"/> Streams <input type="checkbox"/> Ditches <input type="checkbox"/> Roads <input type="checkbox"/> Tracks				
Other people using the site eg <input type="checkbox"/> Rangers <input type="checkbox"/> Contractors <input type="checkbox"/> Walkers <input type="checkbox"/> Cyclists				

<input type="checkbox"/> Horse riders				
<input type="checkbox"/> Other children				

Areas to check	Hazards	Risk	Control action	Acceptable? (yes/no)
Canopy layer eg <input type="checkbox"/> Deadwood in overhead trees <input type="checkbox"/> Leaning, dead trees <input type="checkbox"/> Branches dying back <input type="checkbox"/> Branch dropping species				
Shrub layer eg <input type="checkbox"/> Deadwood in smaller trees <input type="checkbox"/> Leaning smaller tree <input type="checkbox"/> Poisonous/irritant species				
Field layer eg <input type="checkbox"/> Branches sticking out at eye level <input type="checkbox"/> Poisonous plants <input type="checkbox"/> Prickly plants				
Ground layer eg <input type="checkbox"/> Hidden logs lying in the grass <input type="checkbox"/> Broken glass, rubbish & rusty metal <input type="checkbox"/> Fungi <input type="checkbox"/> Dog faeces <input type="checkbox"/> Pond, stream, boggy areas <input type="checkbox"/> Slope, embankments <input type="checkbox"/> Holes in ground				





1.6 b Carry out a risk–benefit assessment for an experience at FS that carries significant risk such as using tools, climbing trees or using ropes

Activity Risk Benefit Assessment

Brief description of activity:	Completed By: Date:
Benefits of Experience/Activity:	

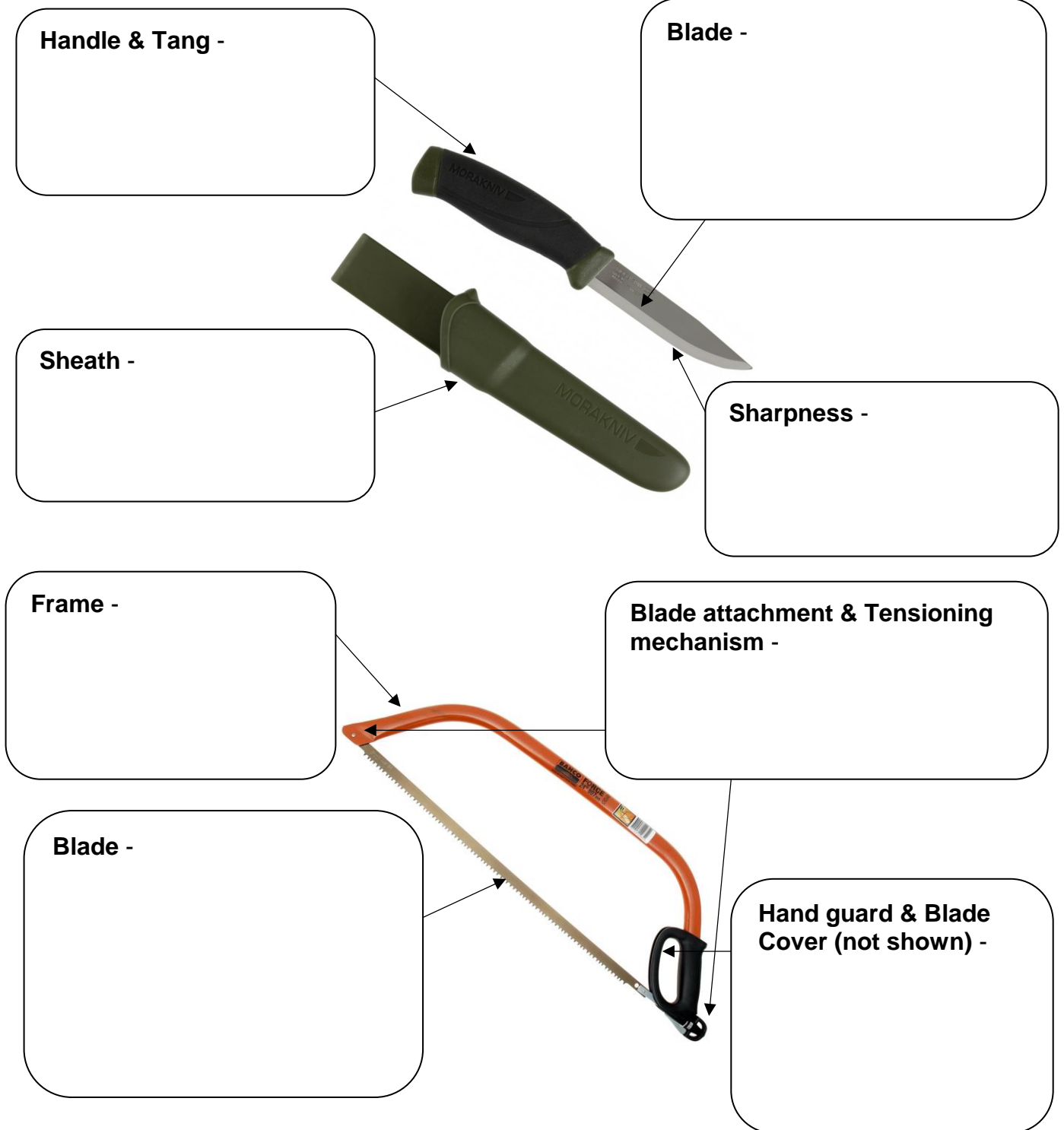
Activity/Experience steps	Risk	Control Actions	Acceptable? (yes/no)
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***Continue on the next page if you
need to***

Activity/Experience steps	Risk	Control Actions	Acceptable? (yes/no)

Forest School and Practical Skills

1.7 Annotate the pictures below of a **Fixed Blade Knife** and **Bow Saw** to describe how you would check that the tool is fit for purpose.



1.8 Annotate the pictures below to illustrate safe use of these tools.



Stance

Hand position

Stance



1.9 Comment on the knot you might use in this situation and say why.



A large, empty rounded rectangular box with a black border, intended for a student to write their answer to the question above. A small arrow points from the top-left corner of the box to the right edge of the photograph.

1.10 Provide descriptions of how you made two items using natural materials during FS training and include steps you took to minimise the ecological impact of using the resources. All steps in the process must be clearly described. You need to demonstrate a craft technique in at least one of the objects, for example knots, weaving, tool use, processing natural materials.

1.10a Annotated diagram/photo or written description of steps

How I minimised impact....

1.10b annotated diagram/photo or written description of steps

How I minimised impact....

1.11 Erect a temporary shelter using a tarpaulin and ropes. Insert a photograph/s or diagram/s of a shelter you have build during the Forest School training and annotate it to describe the resources used, techniques applied and the strengths and weaknesses of the design created. Also write about the steps you took to minimise the ecological impact.

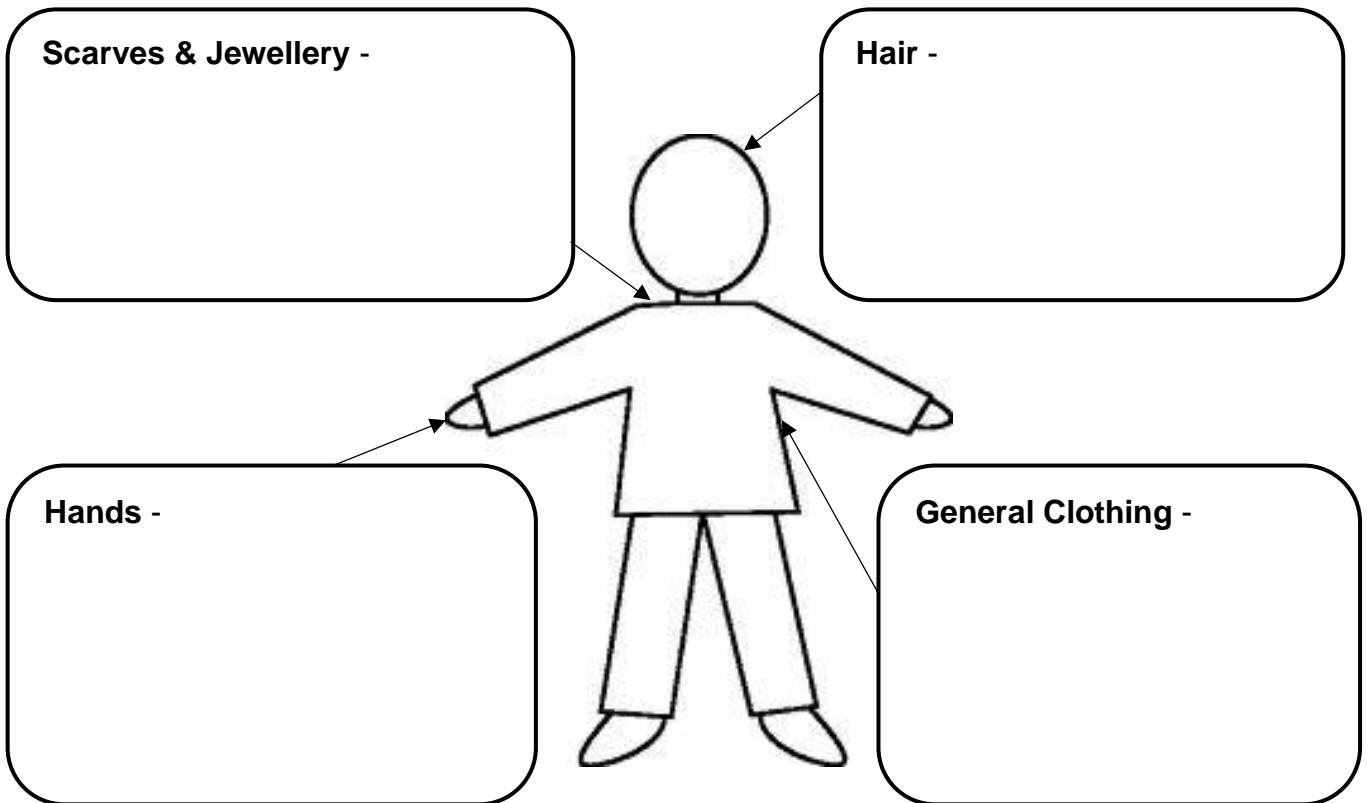
Description of shelter built

How I minimised the impact ...

1.12 a Draw a diagram or insert a photograph of a safely situated fire area. Annotate the picture/photograph to describe features that need to be considered when deciding on where to site a fire.

Picture or Photo	Description of Features to consider
	Safety Equipment –
	Overhead -
	Vicinity to paths/seating/structures -
	Ground layer & Soil -

1.12b Annotate the picture below to outline how people managing the fire (or cooking on it) should be appropriately dressed.



1.12c Describe how you would safely extinguish a fire.

A large empty rectangular box provided for writing the answer to question 1.12c.

1.13 Annotate the pictures below to illustrate safe use of a Kelly Kettle

Handle

Fire Bowl

Why is the kettle lifted on and off like this?



Spout

Fire Surround



Cork

<http://www.kellykettle.com/faq?limit=all>

1.14 Demonstrate how to check that the Forest School site is left in an appropriate state.

List four checks to be made at the end of each Forest School session.

	Check to be made
1	
2	
3	
4	

Supporting Learning & Development at Forest School

The questions in this section are assignment based. You will need to complete your answers on separate paper or type them in here. Please make sure you refer to Guidance on Standard of Work and Why reference? before attempting your answers.

Suggested word counts are given for each question. These total 2600 words.

1.15 Summarise the Forest School approach to learning mentioning how it differs from other forms of outdoor learning. (Word count around 500)

1.16a Outline the main features of Holistic Development, making reference to one theorist. (Word count around 600 for a&b combined)

1.16b Give examples of how Holistic Development can be supported at Forest School, making sure to mention a rounded selection of areas of development. (Word count around 600 for a&b combined)

1.17a Describe the key elements of play with reference to playwork principles, including freely chosen, intrinsically motivated and self directed. (Word count around 600 for a&b combined)

1.17b Describe three methods you might use to promote play at Forest School (Word count around 600 for a&b combined)

1.18 Describe 3 ways of encouraging behaviour that is appropriate at Forest School. (Word count around 300)

1.19a Describe a model of self esteem, making reference to at least one theory. (Word count around 600 for a&b combined)

1.19b Explain 3 methods which may be used at Forest School to promote self esteem. Level 2 candidates also need to describe 3 ways that improving self-esteem can impact on learning and development. (Word count around 600 for a&b combined)

Bibliography – please include a bibliography detailing the reading and research you have done for this unit. Where you have used quotes please reference the source clearly. For help with this look at the website support materials on academic referencing.