**Workbook A**

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| **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. I have included a bibliography detailing the reading and research I have done for this unit and have referenced any quotes, sources of information and images I have used appropriately.  Written signature: Date: | |

**Important notes**

Candidates must not alter any headings given in this document.

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

**A1** Summarise the key characteristics of play and its role at Forest School.

**A2** Compare the structures and biodiversity of native broadleaf and coniferous woodland ecosystems including coniferous plantation. *Note: candidates can use annotated photos or diagrams as part of this answer.*

**A3** Provide a drawing or photograph of one species of each of the following from your Forest School training site: a) tree, b) smaller plant, c) insect and d) mammal or bird. List or label three identifying characteristics for each species, which, taken together, belong only to species. (Note: using an ID key will really help you with this).

Example



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

***Trait 1*** *Leaves: long (16-28cm) narrow (5-9cm) individual leaves with a saw-tooth edge.*

***Trait 2*** *Bud: round, reddish, alternate;*

***Trait 3*** *Fruit: encased in spiky green shells.*

**A4** Insert annotated diagram/photo(s) or written description of steps showing how you built a temporary group shelter using a tarpaulin and ropes during Forest School training and include steps you took to minimise the ecological impact of using the resources.

*Note: All steps in the process need to be clearly described. You need to write about:*

* *the purpose of your shelter,*
* *the resources used and techniques applied,*
* *any improvements or modifications you might make if doing over.*

**A5** Insert annotated diagram/photo(s) or written description of steps showing 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.

*Note: all steps in the process need to 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.*

**A6** Carry out a) a site risk assessment and b) a risk–benefit assessment related to an experience at Forest School by completing the forms at the end of this workbook.

**Level 2 only**

**A7** Summarise the Forest School approach to learning, making reference to all six of the Forest School principles.

**A8** Summarise how the Forest School principles support holistic development.

**A9** Define the terms ‘hazard’ and ‘risk’ with reference to Forest School.

**Level 3 only**

**A10** Summarise how the Forest School principles apply to your own programme.

*(Note: do make reference to all of the 6 principles.)*

**A11** Summarise some of the key influences that affect the behaviour of all participants at Forest School, linking these to human needs.

**A12** Explain how any participants total behaviour can impact on their learning and development and that of others at Forest School.

**A13** Identify local Forest School practice and networks.

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| **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** | **Evaluation** | **Control action** | **Residual evaluation** |
| --- | --- | --- | --- | --- | --- |
| **Access to the site**:   * Public rights of way * Roads * Parking |  |  |  |  |  |
| **Boundaries around the site**:   * Barbed wire * Streams * Ditches * Roads * Tracks |  |  |  |  |  |
| **Other people using the site**   * Rangers * Contractors * Walkers * Cyclists * Horse riders * Other children |  |  |  |  |  |
| **Canopy layer**   * Deadwood in overhead trees * Leaning, dead trees * Branches dying back * Branch dropping species |  |  |  |  |  |
| **Shrub layer**   * Deadwood in smaller trees * Leaning smaller tree * Poisonous/irritant species |  |  |  |  |  |
| **Field layer**   * Branches sticking out at eye level * Poisonous plants * Prickly plants |  |  |  |  |  |
| **Ground layer**   * Hidden logs lying in the grass * Broken glass, rubbish & rusty metal * Fungi * Dog faeces * Pond, stream, boggy areas * Slope, embankments * Holes in ground |  |  |  |  |  |

**Activity Risk Benefit Assessment**

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

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| --- | --- | --- | --- | --- |
| Hazards | **Risk** | **Evaluation** | **Control action** | **Residual evaluation** |
|  |  |  |  |  |