**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. 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.

|  |  |
| --- | --- |
| **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**

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

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