**Supporting a Forest School Programme: Learning & Development**

**Level 2- Workbook**

**(Modules 1 & 2)**

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| **Learner Name:** |  |
| **Training Venue:** |  |
| **Training Dates:** |  |
| **Return Address:** | **Postcode:** |
| **Statement of Ownership:**  I hereby confirm the work contained in these pages is my own work, and I have referenced any pictures or photos appropriately.  Signed: Date: | |

**Section A – To be completed after Module 1**

**Part 1 – Understanding the Forest School approach to Learning**

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| **1.1** **(AC: 1.1)** Summarise the Forest School approach to learning by writing about its key principles and ethos. |

**Part 2 – Understand the value of Play at Forest School**

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| **2.1 (AC: 2.1)** Describe 3 key characteristics of ‘play’ and outline why they are important. You can make reference to documents defining ‘play’.  **3.** | |
| **2.2 (AC: 2.1)** Summarise the role of ‘play’ (by the definition above) at Forest School. Describe 3 ways that play contributes to the ethos and principles of Forest School.    1.  2.  3. |

**Section B – To be completed after Module 2**

**Part 3 – Understanding the holistic approach to learning**

**3.1a (A.C:1.1)** Summarise the concept of ‘holistic development & learning’. Give a general overview of the theory and indicate its main features. Give examples of the aspects of a person’s development/learning that it covers.

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| **3.1b (AC:1.1)** How does the Forest School approach to learning support holistic development? |

**Section C – To be completed during and after assisting at a Forest School Programme**

Part of the level 2 accreditation is for students to assist at a minimum of 3 sessions at an existing Forest School Programme. It is expected that students will make arrangements for this themselves directly with Forest School leaders. The 3 sessions must be:

* Led by a Level 3 Forest School Practitioner
* Be with the same group of children/young people
* Consecutive (this will depend on how the programme is being run – usually weekly)

**Finding a Forest School if you do not already have links with one**

Many Forest School practitioners welcome helpers to their sessions. There are various networks of Forest School people across the UK. If you are not yet in touch with Forest School Leaders in your area, here are some possible links for you to try:

* The Forest School Association (FSA) – [www.forestschoolassociation.org](http://www.forestschoolassociation.org) – There are some local groups forming through the FSA and these groups have online forums through FSAs website.
* Forest Education Network (FEN) - [www.lotc.org.uk/fen/](http://www.lotc.org.uk/fen/) - The FEN (previously was the Forest Education Initiative or FEI in England) has local groups consisting of various people who have links to various woodland and forest education (often including Forest School).
* Local Authorities – Some Children Services within local authorities have Forest School co-ordinators who may be able to put you in touch with local practitioners.
* Facebook – [www.facebook.com](http://www.facebook.com) – Many local Forest School networks have groups within Facebook and other social media.

**Work to be completed when assisting at these sessions**

Some of the coursework of the Level 2 accreditation is required to be completed during this part of the training. This workbook outlines the requirements; however some elements will need to be added. To summarise the work required:

* Carry out a site risk assessment (see Practical Skills Workbook)
* Carry out a risk-benefit assessment (see Practical Skills Workbook)
* Planning & evaluation notes from 3 sessions
* Witness statement from Level 3 FS practitioner & a copy of their certificate
* Rest of the questions in this workbook

**Part 4 – Assist with the planning & evaluation of 3 consecutive Forest School sessions**

**4.1 (AC:3.2 & 3.3)** Insert planning and evaluation notes from the 3 sessions you have assisted with. This can be in any format as long as it highlights your contributions to the planning process. It should be clear how the evaluations have informed future session plans. If you wish to use the FSTC planning format – blank forms can be downloaded from the student section of the FSTC website – [www.forestschooltraining.co.uk](http://www.forestschooltraining.co.uk)

**Part 5 – Assist with the delivery of 3 consecutive Forest School sessions**

**5.1** Insert a copy of the Forest School Leaders Level 3 certificate.

**5.2 (AC:3.2)** Witness statement from the Forest School leader. Ask the Level 3 practitioner to complete the table below.

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| Location of Forest School: |  | | | | |
| Description of group: |  | | | | |
| Dates of sessions assisted at: |  |  | |  | |
| I confirm that ....................................................................... (name of level 2 student) has assisted the delivery of the Forest School sessions described above. | | | | | |
| Name of FS Leader: |  | | | | |
| Signature of FS Leader: |  | | Date: | |  |
| Comments: | | | | | |

**Part 6 – Experiences at Forest School**

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| **6.1 (AC:2.2)** Explain, giving at least 3 real life examples, how play (by the previous definition) and choice have been integrated into the Forest School programme.  **1.**  **2.**  **3.** |
| **6.2 (AC:2.3)** Describe how to develop a community of learning by meeting the needs of all participants, giving at least 3 examples from your own Forest School experiences (on training or when supporting the sessions).  **1.**  **2.**  **3.** |

**Part 7 – Observation of a Learner at Forest School**

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| **7.1a (AC:3.4)** Whilst you are assisting at the 3 Forest School sessions, choose 1 learner and make observations of them throughout the sessions. Summarise your observations of the learner over the 3 sessions below:  **Session 1:**  **Session 2:**  **Session 3:**  **7.1b (AC:3.4)** From your observations, write about the impact of Forest School on their learning and development. |

**Section 8 – The Role of the Forest School Assistant**

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| **8.1 (AC:3.1)** Describe the role of the Forest School Assistant. Give examples from your own Forest School experience of at least 3 ways you supported the ethos and principle of Forest School  **1.**  **2.**  **3.** |

**Section 9 – Your Personal Learning Journey**

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| **9.1 (AC:4.1)** Summarise your own development and learning gained whilst training to be a Forest School Assistant by considering the following questions.  **A.** What have you discovered about yourself during the training?  **B.** How will this impact on the way you work with learners at Forest School?  **C.** Is there anything you would have done differently during the training? | |
| **Bibliography/References:** |