**Supporting a Forest School Programme: Practical Skills (Woodland Environment)**

**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 Woodland Ecosystems**

**Visiting 2 different woodlands - Broadleaf and Coniferous**

To help you develop your understanding of woodland types visit 2 contrasting woodlands – one broadleaf (naturally formed if possible, rather than a plantation) and one coniferous (plantation). You can find woodland to visit using the Woodland Trust’s website – [www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk) . Whilst in these woodlands:

* See if you can recognise the main species present (this may contribute to your ongoing Species ID project – see part 2 below)
* Pay attention to the layers within the woodland – what is growing beneath the canopy? How are the trees themselves growing (shape)? Are there climbing plants present? Is there much deadwood present? Are there signs of animal life? You might like to take a photo or sketch a picture of these layers for use in part 4 below.
* Find an ‘edge’ to the woodland (a boundary or perhaps a pathway, ride or glade within the woodland) walk slowly from the open space, into the woodland. What do you notice as you move inwards – about the physical conditions? about the plant communities?
* Can you find evidence of (or information about) the history of the site – perhaps looking for groundworks (ditches, excavations etc)?
* Can you find any evidence of human impact that is affecting the woodland? – litter, felling operations, footpaths, facilities (visitor centres/toilets/café/car parks), dogs etc?
* Can you find evidence of (or information about) the current management of the site? – perhaps there is evidence of trees being cut, access paths maintained, habitat boxes etc.

*This task is not assessed, however it will help develop your understanding about woodlands and possibly support your answer to the questions below (and future course elements for those doing Level 3).*

**1.1a** **(AC:1.1)** Define and explain the ecological process of succession and how this process affects woodlands. You can use diagrams/photos in your answer (please reference them).

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**1.1b (AC:1.1)** Draw (or insert a photograph of) the typical structure of a **broad-leaf natural woodland**. Label and describe the biodiversity (plants and animals) found in the layers, including specific named species.

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| **Picture or Photo** | **Name and Description of Layers** |
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**1.1c (AC:1.1)** Draw (or insert a photograph of) the typical structure of a **coniferous plantation** woodland. Label and describe the biodiversity (plants and animals) found in the layers, including specific named species.

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| **Picture or Photo** | **Name and Description of Layers** |
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**1.1d** **(AC:1.1)** Compare the structure and biodiversity of native broadleaf and coniferous woodland ecosystems. Please consider factors such as: Species present (native vs non-native, biodiversity), structure of woodland (planted? Naturally generated?), soil, light levels, nutrient cycling, affects of humans/industry etc

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| **Native Broadleaved Woodland** | **Coniferous Plantation** |
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**Part 2 - Woodland Species Identification Project**

**2.1** **(AC: 2.1)** Identify a range of woodland flora (plant) and fauna (animal) species that are present on your Forest School site. Investigate your Forest School site to find out what species of plants and animals are present.

Create a learning resource that provides:

* The name of the species
* Photo/s or diagram/s of the species – ideally taken by yourself on site. Pictures of tracks and signs may be used for animal species (as taking photos of the actual animal can be tricky!).
* A brief description of its identifiable features – traits that are specific to the species.

Optional information could also include:

* Relevant uses of the species (Properties as a resource, edibility, crafts, medicinal etc) – if any
* Facts or folklore – if any

The project should contain at least 12 species of woodland plants and animals.

This is an ongoing project that we expect students to add to throughout the course. It will be assessed at the final hand-in date.

Please reference all photos/diagrams used in the project appropriately (including your own) e.g *‘Photo taken by L.Ambrose on 10.09.21’.*If you have used books and websites to complete the project please list them in a bibliography at the end.

**Part 3 – Ecological Impact Assessment**

**3.1** **(AC: 3.1)** Assess the ecological impact of running Forest School programmes on the site. Whilst supporting the Forest School programme observe how the site is being impacted and discuss with the Forest School Leader how this is monitored and managed. Complete the table below to undertake a simple Ecological Impact Assessment.

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| **Name of site:** | **Location:** | **Postcode:** |
| **Name of landowner/ land manager:** | **Name of Forest School Leader using site:** | **Do they have a management plan?****Yes / No** |
| **What are the overall management objectives for your chosen site?**  |
| **FS Activities** | **How will this affect the woodland?** (compaction, overharvesting, disturbance, pollution, corruption, introduction of pests) | **Where will this impact?**(ground, field, understory, canopy layers) | **How will you limit the impact?** |
| *Eg.: Fire* | *1) Overharvesting of deadwood* *2) Compaction around the fire area**3) Corruption of soil chemistry**4) Pollution – smoke, causing disturbance to birds/animals*  | *1) understory in whole site**2) ground layer around seating**3) ground layer in fire area**4) all, particularly downwind*  | *1) Limit the frequency of fire at FS. And possibly bring in firewood from offsite.**2) Dedicate a sacrificial area for fire & seating (honey pot)**3) Periodically remove excess ash/charcoal and add to compost.* |
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| **Bibliography/References:** |