

# Learning and Development at a Forest School Programme

## Evidence Monitoring Form – Unit 3

<b>ASSESSMENT CRITERIA</b> On completion of this Unit you will have demonstrated the ability to:		<b>Evidence:</b> Please show where you have evidenced each element	<b>Student</b>	<b>Assessor</b>	<b>Internal Verifier</b>	<b>External Moderator</b>
<b>1</b>	<b>Understand relevant theories of learning and development and their application to a Forest School programme.</b>					
1.1	Summarise 2 recognised learning theories and explain their relevance to a Forest School programme					
1.2	Explain how learning theory has been applied to own Forest School programme					
<b>2</b>	<b>Understand how a Forest School programme can support holistic development and learning.</b>					
2.1	Summarise the Forest School approach to learning					
2.2	Outline the concept of holistic development					
2.3	Explain how holistic development is facilitated through Forest School.					
2.4	Explain how Forest School promotes self-esteem and emotional intelligence					
2.5	Explain ways in which Forest School fosters resilient, confident, independent and creative learners					
2.6	Explain how Forest School promotes appropriate risk taking and how this impacts on learning and development					
2.7	Evaluate the key principles of play and their relevance to Forest School					
2.8	Explain how learning and development through play has been implemented during own Forest School sessions					

# Learning and Development at a Forest School Programme

## Evidence Monitoring Form – Unit 3

Continued

<b>ASSESSMENT CRITERIA</b> On completion of this Unit you will have demonstrated the ability to:		<b>Evidence:</b> Please show where you have evidenced each element	<b>Student</b>	<b>Assessor</b>	<b>Internal Verifier</b>	<b>External Moderator</b>
<b>3</b>	<b>Understand the impact of behaviour on learning and development at a Forest School Programme.</b>					
3.1	Summarise factors affecting the behaviour of Forest School learners					
3.2	Explain how a learners behaviour could impact on own and others learning and development					
3.3	Evaluate methods of encouraging behaviour that is appropriate at Forest School					
<b>4</b>	<b>Be able to reflect on own Forest School training.</b>					
4.1	Explain the role of the Forest School programme leader in promoting learning and development					
4.2	Summarise own personal development and learning during the Forest School training process and explain how this may inform own wider practice					

## LDFSP 1 Understand relevant theories of learning and development and their application to a Forest School programme.



LDFSP 1.1 Summarise 2 recognised learning theories and explain their relevance to a Forest School programme.

- **Schema** (Piaget, Chris Athey, Cathy Nutbrown)
- *Wellbeing* (Ferre Leavers)
- *Zone of Proximal Development/Scaffolding* (Vygotsky)
- **Multiple Intelligences** (Howard Gardner)

Please insert information outlining at least 2 theories of learning and development of your choosing that you can use in a Forest School approach.

<b>Multiple Intelligences – Howard Gardner</b>	
Well I find Mr Gardner's theories a little complicated, in a nutshell the guy says there are eight intelligences or as the Forest School Handouts book calls them, 'Smarts'.	
From what I have read of Gardner, he was a bit of a game changer when it comes to taking intelligence as a single entity at suggest (at first) that the we have, or people share seven different types then later eight different intelligences and the	
These were, as in the Forest School Handouts book, referred to in a much easier to understand way	
<b>Smarts (Intelligences)</b>	<b>Interests &amp; Traits</b>
People	Caring, sharing, group work, has lots of friends, communicates well, enjoys playing with others and can get over a point of view.
Nature	Interested and at ease in the natural world, understands the natural world, interested in flora and fauna, likes gardening, animals, recycling and being outdoors
Maths/logic	Counting, puzzles and problem solving, reasoning, abstract patterns and computer games
Body	Lifting, uses gestures, likes to touch and feel, likes to build things and role play. Dancing sports and sculpting
Self	Independent, alone, telling stories, quiet space and own time, self-motivated, planning and thinking
Word	Learning by listening, reading and understanding, able to verbalize feelings, word games, remembering songs and trivia
Music	Singing, remembers songs, play an instrument, music, nonverbal sounds, listening to rhythm tapping and clapping
Picture	Learning by looking, attention to detail, making things look right, creative, colours, choosing their own clothes to wear

Multiple Intelligences theory can and has helped me to understand the needs of my participants better, I can see how it would influence my programme to meet the needs of my participants.

What I am clear about already is to have a good variety in what is on offer, try to have something that everyone as an individual enjoy and learn from.

So, Puzzles, games, art, bugs, bridges, team work, space away, music, stories sport . . .







**Schema**



‘A schema is a pattern of repeated behaviour into which experiences are assimilated and gradually co - ordinated. Co - ordinations lead to a higher and more powerful schema.’ Chris Athey

‘Schemas are patterns of linked behaviours, which the child can generalise and use in a whole variety of different situations. It is best to think of schemas as being a cluster of pieces, which fit together. (Bruce 1997, ch5)

I am beginning to think this is very similar to Mr Gardner’s theory, both seem to be about traits and putting some kind of logical reasoning behind them, don’t get me wrong, but there is fine line here between labelling a child and having a person-centred approach.

As practitioners, we need to learn from this knowledge so as to understand the child more and give us the opportunity to give them the opportunity to develop.

Common Schemas	Interests & Traits
Vertical Trajectory 	Jumping, running water, building high, bouncing balls and ladders
Horizontal Trajectory 	Objects in a row, pushing prams, walking on lines, sweeping and bikes
Transporting 	Carrying bags, pushing prams, carrying water from sink to bath, carrying planks, being the bus driver
Connection 	Gluing and sawing, nailing, tying objects together, drawing a series of linked pictures, tying table legs and door knobs together, toys which link pieces
Rotation 	Enjoying whisks, turning globes, spinning on a chair, washing machines, wheels, taps and cogs, anything with wheels and riding in circles on a bike
Circularity 	Drawings of heads, bodies, eyes, ears and circles to represent animals, flowers the sun etc

<p>Enveloping</p> 	<p>Covering of objects and self, dressing up, wrapping toys in blankets, wrapping things in paper, wrapping themselves in blankets, collages, putting collections in bags</p>
<p>Enclosure</p> 	<p>Building enclosures with blocks or leave the enclosure empty or carefully full, put a line around drawings</p>

A simple video that has help me to relate the theory Schemas and how they can be useful to make a Forest School more relevant to the learner

The Benefits of Identifying Schemas can be accessed here

<http://aboveandbeyondcic.org/fs-portfolio>

And here

<https://www.youtube.com/watch?v=Q-hmoWVU7vE>

I do believe the learning from this question is going to help me really meet the needs of the families I work with, it will enable me to have a better understanding and tailor activities to individuals.

## LDFSP 1.2 Explain how learning theory has been applied to own Forest School programme.



Well it hasn't consciously been applied, however after reading and summarising learning theory earlier on in this unit, I can now utilise the knowledge to enhance the learning experience.

Another big however is though that I have always been a nationally qualified level 6 youth and community worker with, to date 25 years of experience in that field, and the values and ethos of youth work I find very similar to Forest School values.

So, youth work is about

Empowering, Educating, Participating and equality of opportunity

Empowerment is about passing on social skills, equipping people to become resilient and emotionally intelligent

Education is about learning and passing on and sharing skills and knowledge

Participation is about involving the stakeholders and letting them have a say in the experiences we offer

Equality is not about making sure everyone has the same but about making sure everyone has the same opportunities to meet their needs

All of the above is a very simple short synopsis but the links are there to forest school and the language is slightly different but the attitudes and values are the same, and this is how I have worked with young people and communities over the last 25 years.

Another example of my practice is that the sessions are planned, or I go to the session with things in mind and usually a couple of new activities not all the activities happen because the families also have things in mind that they would like to do, sometimes I am asked by a child if they could do whittling instead of the fire, which is ok, I find, I am asking the children would you like to do this or this or even what would you like to do now?

We also have children who have experience a totally different type of forest school, usually with in a school and they almost don't believe the freedom they have to discover and develop.

## LDFSP 2 Understand how a Forest School programme can support holistic development and learning.

### LDFSP 2.1 Summarise the Forest School approach to learning.



I wrote this letter to families and newbies to explain Forest School

Dear Families

Please see the attached dates and contact details for our Forest School at St Joseph's Tea Room.

Our Forest School is open to all young people of all abilities. Under eights need to bring a grown up with them, while over eights if they feel confident enough, can stay on their own, however in our experience families that come together and stay to play and learn together have an amazing experience.

The science behind Forest School is - A Forest School is an inspirational process, that offers ALL learners regular opportunities to achieve, develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment - Forest School is what it says on the tin, in a nut shell its, Learning in the Woods.

The sessions are child led and there is always lots of things to do such as, Den Building, Tool use, making useful gadgets, Arts & Craft, Fires, Bug hunting, Cooking and generally playing in the outdoors.

We always have something planned but we are not that fussed if it doesn't happen, having fun and learning is what we like to see.

We also occasionally put a hammock up for a rest and just listen to the birds and the wind in the trees.

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I found this explanation of FS ethos <http://www.forestschooltraining.co.uk/ethos/> that I sort of like

#### **Ethos**

The ethos of Forest School is based on a fundamental respect for children and young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in children's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential.

Forest School is based more on the process of learning than it is on the content - more on the 'how' than the 'what'. This means that genuine Forest School practice steps boldly out of the shadow and limitation of 'planned activities' and ventures collaboratively into the realms of the unplanned, unexpected and ultimately unlimited. Children and young people are given encouragement to direct their own learning - this often requires catalysing on the part of the Forest School leader either through stimulating play in the outdoors or through 'scaffolding' a

child's learning, but mostly through simply observing how children are in the outdoors.

Significantly, and on many levels, a woodland environment is central in supporting this very dynamic approach to learning: the passage of time, from the changing of the seasons, to the contemplation of an ancient tree; the dynamic nature of an outdoor environment - an infinite source of smells, textures, sounds and tastes; a range of visual stimuli from near to far, high to low, very big to very small; and the infinite layers of historical, cultural, spiritual and mythological significance that speak of our deep relationship with trees and woodland through the ages.

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What I do find frustrating is how people interpret the FS Ethos different, the part I understand the most is its 'child led', in my language person centred, or even child, young person, or family centred, there is a lot of talk about FS taking part in woodland, but does it? the ethos or values of FS can happen anywhere with any activity, woods, forest, beach, inner city park, detached youth work, a community room on an estate, these values are not just for the outdoors . . .



## LDFSP 2.2 Outline the concept of holistic development.

*Areas of Development:*

**Physical Intellectual Language Emotional Social Spiritual (PILESS)**

**Social Physical Intellectual Communication Emotional Spiritual (SPICES)**



### What is meant by holistic development?

Now I found this explanation on Wikipedia, which I can relate to, it describes the role of the 'person in charge' – in my practice I think I am about 75% there, because I still believe young people should/need qualifications and recognition, but not just the gifted and talented, if an approach is made to an award, where it is about a person's ability, the approach can still be holistic . . .

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In holistic education, the teacher is seen less as person of authority who leads and controls but rather is seen as "a friend, a mentor, a facilitator, or an experienced traveling companion".<sup>1</sup> Schools should be seen as places where students and adults work toward a mutual goal. Open and honest communication is expected and differences between people are respected and appreciated. Cooperation is the norm, rather than competition. Thus, many schools incorporating holistic beliefs do not give grades or rewards. The reward of helping one another and growing together is emphasized rather than being placed above one another.

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So, let's look at areas of development

Physical Intellectual Language Emotional Social Spiritual (PILESS)

Social Physical Intellectual Communication Emotional Spiritual (SPICES)

I find it easier to work backwards (occasionally) – for example

My last session at Forest School looked something like this

Meet & Great – Tea

Rope Swing

Rope Bridge

Sand Art

Digging (to trip me up)

Playing in the brook

Fire lighting

Cheese Toasties and Smores

I had loads of stuff we could have done, bear in, that these six weeks at our new site in Shepshed are pretty much tasters so I am trying to squeeze loads in.

Let's take that programme and relate it to		
Physical Intellectual Language Emotional Social Spiritual (PILESS)		
Social Physical Intellectual Communication Emotional Spiritual (SPICES)		
Activity	PILESS	SPICES
Meet & Great – Tea	Social, Intellectual, language	Social, intellectual, communication
Rope Swing	Physical, Intellectual	Physical, Intellectual
Rope Bridge	Physical, Intellectual	Physical, Intellectual
Sand Art	Spiritual, Emotional	Spiritual, Emotional
Digging (to trip me up)	Physical	Physical
Playing in the brook	Social, Spiritual	Social, Spiritual
Fire lighting	Intellectual	Intellectual
Cheese Toasties and Smores	Intellectual	Intellectual
Ending	Spiritual, language	Spiritual, Communication
<p>What I mean by working backwards is here is a programme where holistic development wasn't in the forefront of my mind, however all areas of development are touched up on.</p>		
<p><b>How have you used this concept to promote balanced educational opportunities for your client group during a Forest School programme?</b></p>		
<p>I have a good understanding of holistic development before taking part in the course, although I do feel 'updated' now.</p> <p>The use of this concept is about offering a balance session plan/programme, over a period of time, a term for example, rather than each session but still be mindful of the child lead nature of the work.</p> <p>Seems like a fine balancing act but I have found it comes with experience, I am quite lucky really because these ideas have been part of a 25-year career so it comes easily but terminology changes.</p> <p>Come September an academic year starts and I hope after all the taster session people start to settle an we get a regular crowd, that way planning can take a more serious holistic approach.</p> <p>I still start all my sessions with 'Right I have a few things in mind for today, it doesn't matter if don't do them, do you have anything you would particularly like to do'.</p>		

LDFSP 2.3 Explain how holistic development is facilitated through Forest School.



Holistic development is facilitated by offering a wide range of activities that take in to account SPICES, (I am going to stick with SPICES because it registers in my brain better and is the most similar to other development theories I have studied).		
SPICES	Meaning	Activity
Social	Being with others, team work	Bridge building, Den Building
Physical	Exercise, Activity,	Rope Swing, Walk, Games
Intellectual	Using your mind, problem solving	Understanding of Fire lighting
Communication	Talking, listening	Show and tell games
Emotional	Caring, sharing	Cooking together, Helping each other
Spiritual	Awareness, Appreciation	Bug hunt, Tree identification

LDFSP 2.4 Explain how forest School promotes self-esteem and emotional intelligence.

A few paragraphs from [A teachers guide to Forest School](#) Kent County Council, that I have found useful

Forest school allows children and young people to use their initiative, problem solve and work with others. These skills help develop empathy and respect for others, respect for the material and tools that are used. It allows young people to grow and develop at a pace that is right for them: there are no targets, timescales with forest school. Small achievable tasks give young people a sense of achievement, not failure.

How can forest school help to develop self-esteem and emotional intelligence?

Working with a range of materials and tools helps with concentration levels, coordination, independence and communication. Working with nature helps develop empathy, creativity, imagination and self-awareness. All these skills will work towards developing increased self-esteem and emotional intelligence. In working with young people with emotional and behavioural difficulties, forest school helps these young people to develop trust by being allowed to manage themselves appropriately, it enables pride by giving young people the chance to see progress in themselves.

Working with fire and tools allows young people to manage risk and take responsibility for their learning, themselves and the people around them. This responsibility in turn leads to young people gaining a greater sense of self-worth, self-confidence, self-esteem, leadership and communication skills.

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Now there is nothing I can add to that really, apart from, yes the above fits with my ideas of a Forest School, it fits with the Ethos, Values, Principles, whatever you refer to it as, and I get it, to me it is Youth Work, the biggest issue is helping others to understand. . .

My Shepshed parents ask questions such as 'Where or how does this activity fit into the curriculum?' – I answer that with the truth, its maths, science, English or whatever but I follow that up with but that is not necessarily what we are trying to achieve with a holistic approach. I tell them it is about discover and being child led, but newbies come to the session with the concept that it is a school or a preschool in the traditional word . . .

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More on Self-esteem from the FS Handouts

With the diagram below from the FS Handout Book it is clear to see how the five contributing factors to self-esteem, if managed correctly can be nurtured at Forest School.

With the ethos being about individual development, the diagram helps us to understand how we can move to meet individual needs around self-esteem – for example Competence, it is very easy to help a young person succeed and have a feeling of success, with climbing a tree making a piece of art etc

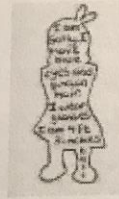
## Five Contributing Factors to Self Esteem

### Security



Ease and trust

### Selfhood



Ease and trust

### Competence



Feeling of success

### Self Esteem

### Affiliation



Belonging and connectedness

### Mission



Purpose and responsibility

LDFSP 2.5 Explain ways in which Forest School fosters, resilient confident, independent and creative learners.



I am going to start with – what does that question mean?

**Resilient** – able to withstand or recover quickly from difficult conditions

**Confident** – feeling or showing confidence in oneself or one's abilities or qualities.

**Independent** – capable of thinking or acting for oneself

**Creative** – relating to or involving the use of the imagination or original ideas to create something

**Learners** – a person who is learning a subject or skill

Forest School is a safe learning environment because of the attitudes and values of the staff and volunteers working with in the setting

Considering the definitions above FS activity encourages and nurtures resilience, confidence, Independent and creative

So how does this manifest itself in real terms within a real Forest School – I have given examples below

**Resilient** – The frustration of lighting a Fairy blanket, when lots of people around you have managed to do it, FS practitioners encourage the re trying and perseverance of this particular activity

**Confident** – Completing a low rope, while a carer watches, they are just as nervous as the young person most of the time, increase a young person and careers confidence in their abilities

**Independent** – Free play, at out forest school this usually happens as digging, playing at the brook, exploring

**Creative** – FS arts, Fairy houses, wreaths, woodland decorations, these are not prescribed but left to the imagination

LDFSP 2.6 Explain how Forest School promotes appropriate risk taking and how this impacts on learning and development.



I suppose this sort of means controlled risk as in the practitioner has reduce the risk to participants but there is still an element of safe risk

For example, climbing a tree, this is fine, but between the learner and yourself limitations and boundaries are negotiated

Such as Tree Climbing

It's great to climb a tree but can you climb only to the height of my head?

I will stand behind you to help if needed, is that ok?

Only climb a tree if an adult is present

Low ropes – are constructed high enough to feel an element of risk but low enough that if a fall did happen the risk to the participant hurting themselves is minimised.

So the feeling of danger, excitement and risk is felt by the participant, but because they are able to succeed, it increased confidence and self-esteem, it helps participants to understand their limitations and all these factors can be transferred into everyday life

## LDFSP 2.7 Evaluate the key principles of play and their relevance to Forest School.



Play England suggest that the key principles of play are <a href="http://www.playengland.org.uk">www.playengland.org.uk</a> & FS Handout Book	Their relevance to Forest School
1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well-being of individuals and communities.	FS offer ample opportunity for young people to play in the outdoors
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.	The fits with the FS child led approach
3. The prime focus and essence of play work is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.	FS practitioners are facilitators and we like to share ideas and good practice
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult-led agendas.	FS practitioners need to have a good understand so as to speak highly and in good regards for the benefits of Forest School
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.	This again is about Forest School being participant led
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.	Forest School training encourages you to reflect on your practice and is about meeting the needs of individuals
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.	This is about understanding your own limitations, prejudices, skills and knowledge and how they should and should not impact on the people you are working with
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well-being of children.	FS Practitioners choose an intervention based on their understanding of needs and learning styles, the risk is well managed and help the participant develop.
Conclusion – The Key principles of play are very relevant to FS and FS is encompasses this principles	

LDFSP 2.8 Explain how learning and development through play has been implemented during own Forest School programme.



I have Just completed a 6 session, at 2 hours per week, as a trial in a Shepshed Park.

I have attempted to bring in all the aspects of FS as possible that were covered on my level 3, this has not always happened as planned, because we seem to run out of time and are not able to fit everything in and because of the child led approach we occasionally end having a go at what the participants have enjoyed along the Journey.

So, lets return to the SPICES model

This time read the Activity first and then see how it relates to Learning and Development

SPICES	Meaning	Activity
Social	Being with others, team work	Bridge building, Den Building
Physical	Exercise, Activity,	Rope Swing, Walk, Games
Intellectual	Using your mind, problem solving	Understanding of Fire lighting
Communication	Talking, listening	Show and tell games
Emotional	Caring, sharing	Cooking together, Helping each other
Spiritual	Awareness, Appreciation	Bug hunt, Tree identification



## LDFSP 3 Understand the impact of behaviour on learning and development at a Forest School Programme.



### LDFSP 3.1 Summarise factors affecting the behaviour of Forest School learners.

*"Adventure education is a recent phenomenon in the widespread business of teaching and learning. Its emergence has, ironically, coincided with the decline of the wilderness resource upon which it depends. This is not surprising since the reason people now program "adventure" is because it is no longer a normal part of life. Humans sought for millennia to subdue wilderness. That process was dangerous, uncomfortable, and often fatal. Now that wilderness seems to be conquered, humans miss the challenges the struggle provided. They recognise the values provided by that struggle, values not appreciated then and not now available in the normal course of life. So in compensation, they venture forth in growing numbers in adventure sports and even programmes for their youth."*

– Miles, 1990, p. 327

**Describe how external and internal impacts such as biology, environment, age, gender, nutrition, education and disability can impact on social behaviour**

Some external factors that may impact on behaviour are issues such as

- Incident causing emotional trauma
- Weather
- Poverty
- Abuse

Some internal factors are

- Illness
- Tiredness
- Hungry
- Disability

See Appendix 15 Factors that Influence Behaviour – a pretty good tip sheet to help with understanding a child's behaviour

This is about, understanding people's needs, not just children but carers as well so what can be done?

external factors

- Bereavement - Show empathy & understand, opportunity for time out
- Weather – FS has spare jumpers and water proofs
- Poverty – waver charges so the family can still be involved
- Abuse – Listen, record, report

internal factors

- Illness – Consent form available to contact parent
- Tiredness – Quiet zone of hammock available
- Hungry – Emergency rations available, Chocolate, sweets
- Disability – make your programme accessible, have a good understanding of issues

## LDFSP 3.2 Explain how a learners behaviour could impact on own and others learning and development.



Interesting just read two articles about this subject, one from an online portfolio and one from Ofsted

Both in my opinion are making things too complicated

The on-line portfolio suggests behaviour being subjective and either good or bad, which is correct depending on your perception of what good or bad behaviour is, everyone including for example Jong-un Kim, has a perception of what good or bad that is completely different to mine.

The Ofsted report focused only on bad behavior.

What about the child that comes along to FS with enthusiasm, zest and general happiness and drags all the other children along in to this frame of mind . . .

Schools have too many rules from my experience in working in them over the years, I think it's simple, cater for everyone needs and behavior will change for the better.

The biggest issue where my last office was, were young people getting in trouble for uniform misdemeanors, well don't have a school uniform, then you can't get in trouble for not wearing it.

To answer the statement any kind of behavior can have an impact on learning and development

Always consider the factors discussed in the previous section, internal and external.

Keep rules to a minimum and that way people can't get in to trouble as much.

As discussed though behavior does have an impact whether it is perceived good behavior or bad

Perceived good behavior – a positive impact on the group and the activity, creates a buzz and atmosphere, Perceived bad behavior, can bring the session down and take your attention away from others or/and the group. The session could slow down and the plan things may not get done.

Interesting article here from Forest School Wales, better to try some of these strategies then let behavior get in the way

### **Challenging Behaviour at Forest School**

As Forest School Practitioners, we understand 'challenging behaviour' to be something someone does, NOT something someone is or has. This means under the right conditions we can help them develop different coping strategies. Creating these conditions, and helping to develop these strategies, are intrinsic elements of all Forest School programs.

Forest School Practitioners also work from a person-centred perspective, which explores how we can help participants to work with their feelings and improve their emotional intelligence.

Celebrating & promoting positive behaviour at Forest school

- Practitioners model positive behaviour
- Agree mutual behaviour guide lines with the group
- Create a positive camp atmosphere
- Reward positive behaviour
- Create opportunities for participants to talk about issues/ feelings
- Involve participants in a range of engaging activities/ opportunities

- Ensure 'small achievable tasks' which do not set people up to fail, but still challenge them

#### Reducing challenging behaviour at Forest School

- Practitioners separate the behaviour from the person
- Practitioners and participants are all aware of the mutually developed behavioural guide lines
- Practitioners challenge inappropriate behaviour in an appropriate way
- Sanction systems are clear and open
- 'Coping strategies' are developed with participants

Probably the best way is to take a look at these suggestions from Wales

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If we are able to create this environment less behavioural issues may occur, this does fit with the way I run groups and has worked for me over a long period of time.

In reality what I do is, listen, care, respect, try to understand, & challenge positively – this has always worked for me, (except in a few rare cases) . . . .

## LDFSP 4 Be able to reflect on own Forest School training.

LDFSP 4.1 Explain the role of the Forest School programme leader in promoting learning and development.



I have read it a few times now, that the role is about facilitating and not teaching, we do teach but I like to think as it more in the terms of I am sharing Skills and Knowledge I have, to equip the young people with enough curiosity to take a person centre approach at the session.

It's not a case of you build a fairy house like this, it is a case of build a fairy house however you would like to my friend . . .

I have also discovered this on [www.forestschoollassociation.org](http://www.forestschoollassociation.org) – very complicated stuff but I am clearer now – I think I will stick with my explanation

### **Roles & responsibilities of a Forest School leader**

- Promote and provide Forest School experiences which adhere to and apply the 6 principles of the Forest School ethos.
- Adhere to their own values, policies and procedure as outlined in their Forest School handbook.
- Have an awareness of school/setting/organisation policies and possibly negotiate some issues with management if there are discrepancies between these and their own Forest School handbook
- Undertake risk–benefit analyses and implement risk management systems.
- Ensure appropriate welfare requirements are in place for the group (clothing/shelter, hand washing, drink & food, toilets).
- Communicate with all stakeholders, including landowners, other staff, parents, management, participants, local community etc.
- Ensure appropriate ratios are maintained at their Forest School and provide clear guidance and induction processes for helpers supporting their Forest School programme, to ensure a consistent approach.
- Share planning and evaluations of sessions recorded with relevant staff.
- Record observations of individual learners learning processes and share with other relevant staff.
- Reflect on their own practice, undertake continued professional development and network with other local Forest School practitioners.
- Undertake a baseline ecological survey of the Forest School site, establish environmental impact monitoring systems and create a simple management plan for the site for the duration of the programme.
- Implement the management and maintenance of the Forest School area. This may be negotiated with the landowner.
- Ensure that equipment, tools and outdoor clothing are fit for purpose and appropriately stored and implement maintenance schedules.

LDFSP 4.2 Summarise own personal development and learning during the Forest School training process and explain how this may inform own wider practice.

*Make a diary and record your own journey of learning and development, relate this to your own practice. You could make your own journal out of natural objects, voice recording, video footage. What is important is the reflective nature of the work regarding your own approach and perspectives.*

3



Ref: [http://www.creepingtoad.org.uk/outabout\\_archive.html](http://www.creepingtoad.org.uk/outabout_archive.html)

Some of my reflection around my learning has been mentioned in this portfolio, unfortunately my reflective recordings for sessions must be private and confidential, (when I do them . . .)

However [www.facebook.com/groups/aboveandbeyondcic/](http://www.facebook.com/groups/aboveandbeyondcic/) - is an excellent place to see my journey

But on this journey, I have learnt or taken on board

- That all young people and families can turn their hand to and excel at activities in Forest School
- People in authority, such as council officers, heads, chairs have no conceptual idea about what a forest school is, people outside of a school think it is attached to a school, heads tend to add their tuppence worth around health and safety thus killing the real forest school experience and hence using potato peelers and never having a fire and even a trip to the top of the playing field is classed as a forest school experience
- My management of a camp fire is better now than it was before
- There is never enough time on a session to do all you have planned
- Listen to your parents/carers
- There are so many skills I still need to have a go at
- Put those learning theories into practice, it will really help you to meet the needs of your participants
- Relax and chill out if the session goes this way instead of that – its ok
- Really listen and hear what young people and children are trying to tell you