

LEVEL 3

Unit 4 – Planning a Forest School Programme

Planning a Forest School Programme

Evidence Monitoring Form – Unit 4

ASSESSMENT CRITERIA On completion of this Unit you will have demonstrated the ability to:				Evidence: Please show where you have evidenced each element	Student	Assessor	Internal Verifier	External Moderator
1	Understand the development of the Forest School ethos.							
1.1	Summarise the history of Forest School;	1.1.1	Locally					
		1.1.2	In the UK					
1.2	Evaluate 2 pieces of research on forest School practice							
2	Understand the ecological impact of a Forest School programme.							
2.1	Assess the ecological impact of running a Forest School programme on own site							
2.2	Develop a 3 year management plan for the sustainable use of own Forest School area, based on the ecological impact assessment							
3	Know the relevant policies and procedures required for a forest School programme.							
3.1	Create a Forest School handbook containing relevant policies and procedures in line with statutory requirements and good practice specific to own client group and Forest School site							
3.2	Explain the process of managing risk and how it applies to Forest School							
3.3	Produce relevant risk assessment and risk-benefit assessments for own Forest School sessions							
4	Be able to plan a forest School programme.							
4.1	Plan initial 6 Forest School programme sessions, showing links to own client groups learning and development objectives and needs							
4.2	Develop a communication strategy to exchange information with;	4.2.1	Those assisting a Forest School programme					
		4.2.2	Other interested parties					

PFSP 1.1 Summarise the history of Forest School;

PFSP 1.1.1	Locally
<p>Leicestershire County Council Children’s and Young Peoples Services have never really had a hand its development, I have previously worked for this service for just over 20 years and I remember reading a booklet about it the early 2000’s, sent out via the Outdoor Ed Team however it was not embraced in anything like the same way Kent or Norfolk did.</p> <p>I say did, because I am unsure of the changes and survival of services with austerity measures in the last 8 years</p> <p>It feels like Primary Schools seem to be managing they own Forest School Provision Locally.</p> <p>The are 8 to 12 Forest Schools in Leicestershire, some attached to nurseries, some attached to organisations and some independent.</p> <p>It seems like a recent phenomenon that I am hearing more and more about, most schools seem to have and outdoor classroom and wooden areas.</p> <p>I am unsure of the ethos of Forest School being compatible with a School with rules and overzealous Health & Safety officers.</p> <p>At Above and Beyond we are attempting to develop after school provision and not on School sites.</p>	
PFSP 1.1.2	In the UK
<p>There is an associated history that is obviously early then this that can be seen in the chart below From www.forestschoollassociation.org/history-of-forest-school/</p> <p>In 1993 a group of nursery nurses at Bridgwater College, Somerset, visited Denmark to look at the pre-school system. The open-air culture ('frulitsliv') is seen as a way of life in Scandinavia and permeates early years education. The Bridgewater nursery nurses returned enthused by the largely outdoor, child-centred/play-based pedagogy employed by the Danish pre-school pedagogues. They started their own 'Forest School' with children attending the college creche. They observed children, watching their own creativity blossom and ‘scaffolded’ skills and ideas. Their entire practise was impacted as a result.</p> <p>In 1995 the college developed a BTech in Forest School and started to offer it to early years practitioners in particular. Many involved in outdoor learning saw this as something that built on the UK’s outdoor learning heritage and soon Forest School was being offered around the UK.</p> <p>From 2000 Wales and various local authorities in England took up Forest School – notably Oxfordshire and Worcestershire, both of which worked with local colleges to deliver the training. Other authorities soon followed suit including Shropshire, Norfolk and Warwickshire. At the same time, other training providers emerged and in Wales a group of trainers from England and Wales, with the support of the Forestry Commission in Wales, developed the Open College Network (OCN) qualification, which began in 2003.</p> <p>In 2002 a network of practitioners held the first national conference at which a UK definition of Forest School was formulated: <i>'An inspirational process that offers children, young people and adults regular opportunities to achieve, develop confidence and self esteem through hands-on learning experiences in a local woodland environment.'</i></p>	

Along with this, the network also identified some of the key features of Forest School:

- It is run by qualified level 3 practitioners.
- It is a long-term process with regular contact with a local wooded environment (preferably over the seasons).
- It follows a child-centred pedagogy where children learn about and manage risk.
- It has a high adult:child ratio.
- Observations of the learners are key to enabling scaffolding of the learning.
- Care for the natural world is integrated.

In 2011, the definition, principles and criteria were reviewed and built upon during the consultation for the establishment of the FSA.

The main national networking support for Forest School practitioners throughout the UK from 2000 onwards came from the Forestry Commission through the Forest Education Initiative (FEI). Forest School continued to grow and the FEI co-ordinators in England, Wales and Scotland took on an increasingly larger role supporting practitioners on the ground.

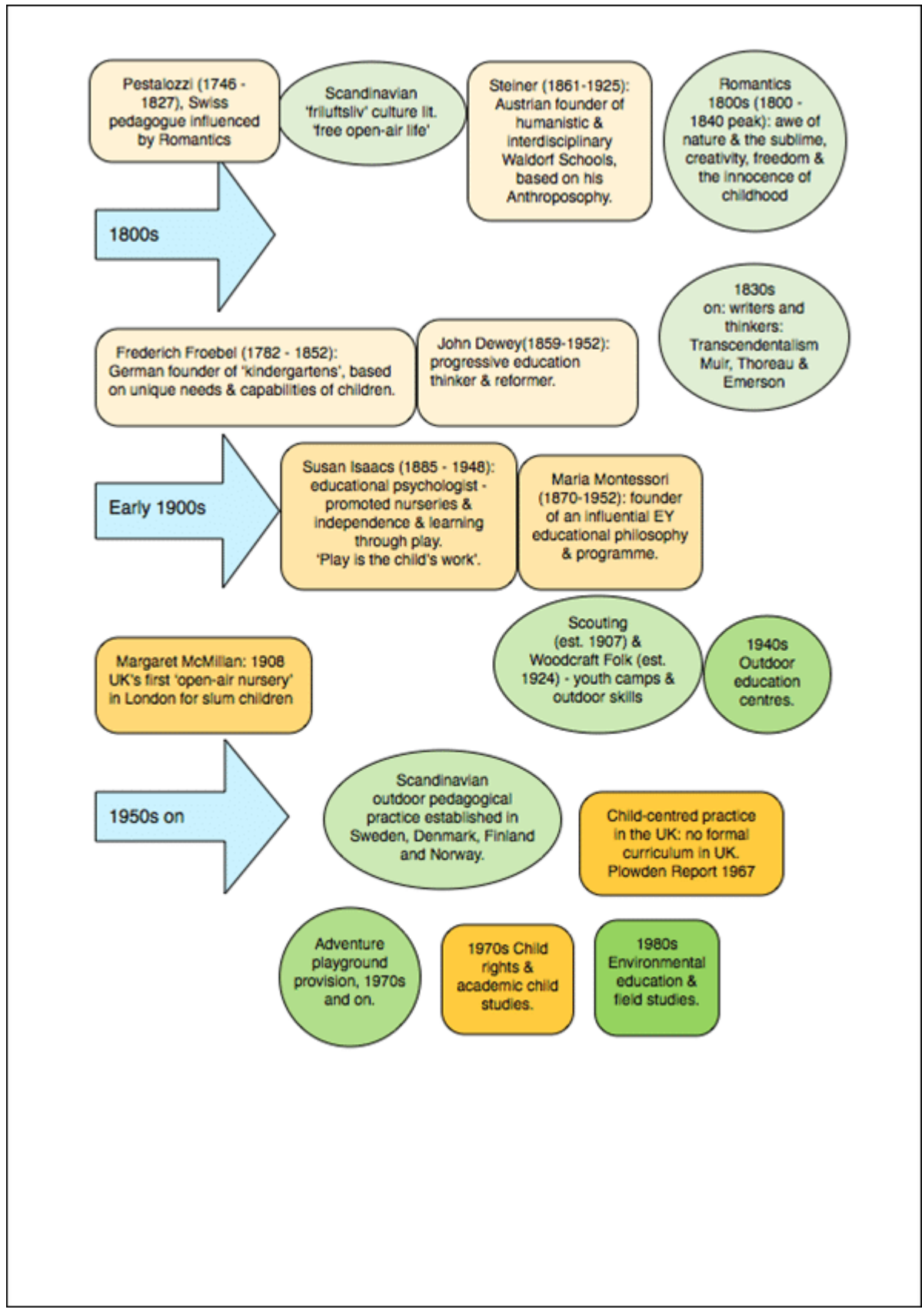
In Wales this particularly took the form of the establishment of the Forest School Trainers Network in 2005 and the hosting of a number of conferences. In 2001 Forest School Wales was formed – a practitioners' support network. The Forestry Commission also commissioned some of the first quantitative and qualitative research into Forest School. In 2005 Murray and O'Brien (a partnership between the New Economics Foundation and the Forestry Commission) published their study on Forest School in Oxfordshire, Worcestershire, Shropshire and Wales, 'Such Enthusiasm – a joy to see'.

The Forestry Commission was devolved in Scotland in 2003, and Forestry Commission Scotland immediately supported Forest School training in Scotland. They also went on to commission a study into Forest School in Scotland published by Lynnette Borradaile in 2006.

In England many of the FEI cluster groups increasingly got involved with Forest School and its growth became almost meteoric, aided by a growing number of training providers and courses. The Forestry Commission also gave grants for local Forest School provision. In 2007 the Wales Trainers Network was joined by more providers. Criteria for joining the network were formulated to ensure certain standards should be met.

In 2008, after talks between practitioners involved with the England network and the Institute for Outdoor Learning (IOL), it was decided to form a practitioners' network and the IOL Forest School Special Interest Group (FSSIG) was formed with a steering group duly elected. During the same year the

On 7th July 2012 the Forest School Association (FSA) was launched at Elvaston Castle in Derbyshire as the new professional association for Forest School and the governing body for training. Directors were duly elected and the work of the FSA began! In November 2012 the first development officer, Gareth Davies, was appointed, initially for one year.



Research 1 title	Forest School: a marvellous opportunity to learn
<p>Pleased I found this at only two pages – See Appendix 16 for the whole Document</p> <p>This document summarises two pieces of research that I have seen mention repeatedly. The two pieces of research are</p> <p style="padding-left: 40px;">“Phase 1 started in Wales in 2003 and developed a methodology for capturing the link between Forest School activities and their impact on children. Phase 2 was undertaken in England and tracked a small number of children over an eight-month period as they participated in Forest School; this work was completed in late 2005.”</p> <p>The document summarises the Background, Objectives and Methods pertaining to the pieces of research.</p> <p>The Findings Concluded that</p> <ul style="list-style-type: none"> • Confidence – this was developed by the children having the freedom, time and space to learn and demonstrate independence. • Social skills – children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. • Communication – language development was prompted by the children’s sensory experiences. • Motivation and concentration – the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time. • Physical skills – these improvements were characterised by the development of physical stamina and gross and fine motor skills. • Knowledge and understanding – the children developed an interest in the natural surroundings and respect for the environment. <p>The two themes concerning wider impacts were:</p> <ul style="list-style-type: none"> • New perspectives – Forest School gave teachers a new understanding of the children as they observed them in a different setting. • Ripple effects – children took their experiences home and talked about them to friends and family, which sometimes led to families visiting woodlands more frequently. <p>An amazing piece of research that tells me what I need to hear, you don’t have to be a rocket scientist to figure all this out. This just confirms what I have been seeing for the last 25 years.</p> <p>It now gives me the credibility and confidence to promote the value of Forest Schools, not that I had an issue with that before, but educationalists have endorsed it.</p> <p>The research is a little out of date at ten years old, (2007), I am hope now to find something a little more up to date.</p>	

Sara Knight, seems to be a bit of a Guru of Forest Schools in the UK. The interesting part about this Document – See Appendix 17 for a full version, is that it sort of brings together the conclusions of several Forest School Academics.

Sara does suggest that ‘the amount of research on the impact of Forest School on children in the Foundation Stage has been quite limited so far’

However, it does draw similar conclusion such as

- Increased self-esteem and self-confidence;
- Improved social skills;
- The development of language and communication skills;
- Improved physical motor skills;
- Improved motivation and concentration;
- Increased knowledge and understanding of the environment;
- New perspectives for all involved

And it speaks about the wider impact in the child’s life.

I have just added Sara’s Conclusion in here

Conclusion The EYFS (Early years foundation stage), recognises the importance of outdoor experiences. Those of us who have experienced Forest School will enthuse about its value to young children. Somehow those values need to be introduced to more of our practitioners so that they can offer rich outdoor experiences to the children in their care.

Tricia Maynard (2007) writes about the difficulties that some practitioners have with this way of working. In order to develop an appreciation and an understanding of the values of Forest School certain things need to happen. More research needs to take place, to support with tangible evidence the messages we are trying to get across. More explanatory materials need to be written, or made accessible (there are quite a lot of these). And more EYPs need to pull on their wellies and spend a day in the woods!

Two final thoughts here – this paper again has given credibility and confidence, and the last one is about what keeps being referred to as the ethos. There is no continuity in the delivery of Forest Schools, each FS Leader interprets the ethos there own way, and then has to work within the constraints of the organisation, School, Play School, Private provider, all these influences chip away at that ethos. I don’t know what the answers is but I have contacted Sara through Linkin – hopefully she can answer a question or two

PFSP 2 Understand the ecological impact of a Forest School programme



PFSP 2.1 Asses the ecological impact of running a Forest School programme on own site.

Stage one: Description of a Forest School Site Phase One Survey – [SEE APPENDIX 18 For Complete Site Survey](#)

Description of Forest School site SEE APPENDIX 18 For Complete Site Survey		
Name of wood / site	Location	Grid reference
Owner <i>(Including full contact details)</i> SEE APPENDIX 18 For Complete Site Survey		
Other identified stakeholders		
General Description: Landscape context / topography <i>(geographical location and features e.g. alongside river, steep slopes etc...)</i>		
Woodland description		
Flora	Trees	
	Plants	
	Fungi	
	Mosses	
Fauna	Birds	
	Mammals	
	Insects	
Abiotoc elements		
Water		
Soil		
Bedrock / Surface rock		
Archaeological considerations <i>(if present)</i>		
Management history of site <i>(e.g. when was the wood established, previous uses etc...)</i>		
Long term vision		

Impact matrix to assess the ecological effects of Forest School activities

Area Impacted on See Appendix 19 for completed Document									
Activity	Ground Layer	Field Layer	Shrub Layer	Canopy Layer					

Show examples of things you may choose to highlight for your site.

Comments should include:

- Positive or negative
- Short term, medium term, long term
- Permanent (e.g. 100 years) – Temporary (e.g. 0 – Decades) – Reversible

Environmental Impact Assessment

The main steps involved in analysing the impact of projects on the environment (Morris and Trierivel 1998)

1) The Preliminary Review

This is carried out on both the project and the environment to be used in order to decide whether an Environmental Impact Assessment is required at all. It will determine;

- 0 – Key Impacts
- 1 – Issues
- 2 – Alternatives

This is called **Scoping** and will be carried out at the beginning of a project.

Scoping involves;

- A preliminary assessment of the area likely to be affected (the impact area)
- The likely impacts of the project
- Possible mitigation measure

2) Parameters are Selected

This is an overview of the areas that could be assessed;

- *Geology*
- *Soils*
- *Flora*
- *Fauna*
- *Hydrology*
- *Air & Climate*
- *Socio-Economic*
- *Noise*
- *Archaeological & Cultural*

3) Baseline Data

Information regarding each of the above parameters is collected from;

- *Existing information from relevant sources*
- *Conducting field surveys and surveys when additional information is required*

The aim of this is to assess the value of the baseline environment

For example, does the area contain anything of local, national or international importance and will it enable you to predict any changes your project might make

Environmental Impacts Assessment

(Continued)

4) Description and Analysis

Describe and analyse the Baseline System and then predict, if possible, the future condition of the site, without the project.

5) Discuss the project and alternatives to see if any alterations need to be made

6) Impacts are assessed

- *Direct impacts*
- *Indirect impacts*
- *Cumulative impacts*

These may be positive or negative, short, medium or long term, reversible or non reversible and permanent or temporary

7) Mitigation measures proposed in order to minimise adverse impacts of project

8) Monitoring of impacts can be made during the course of the programme and a monitoring strategy developed in order to do it

9) Assessment of components is made, this will incorporate;

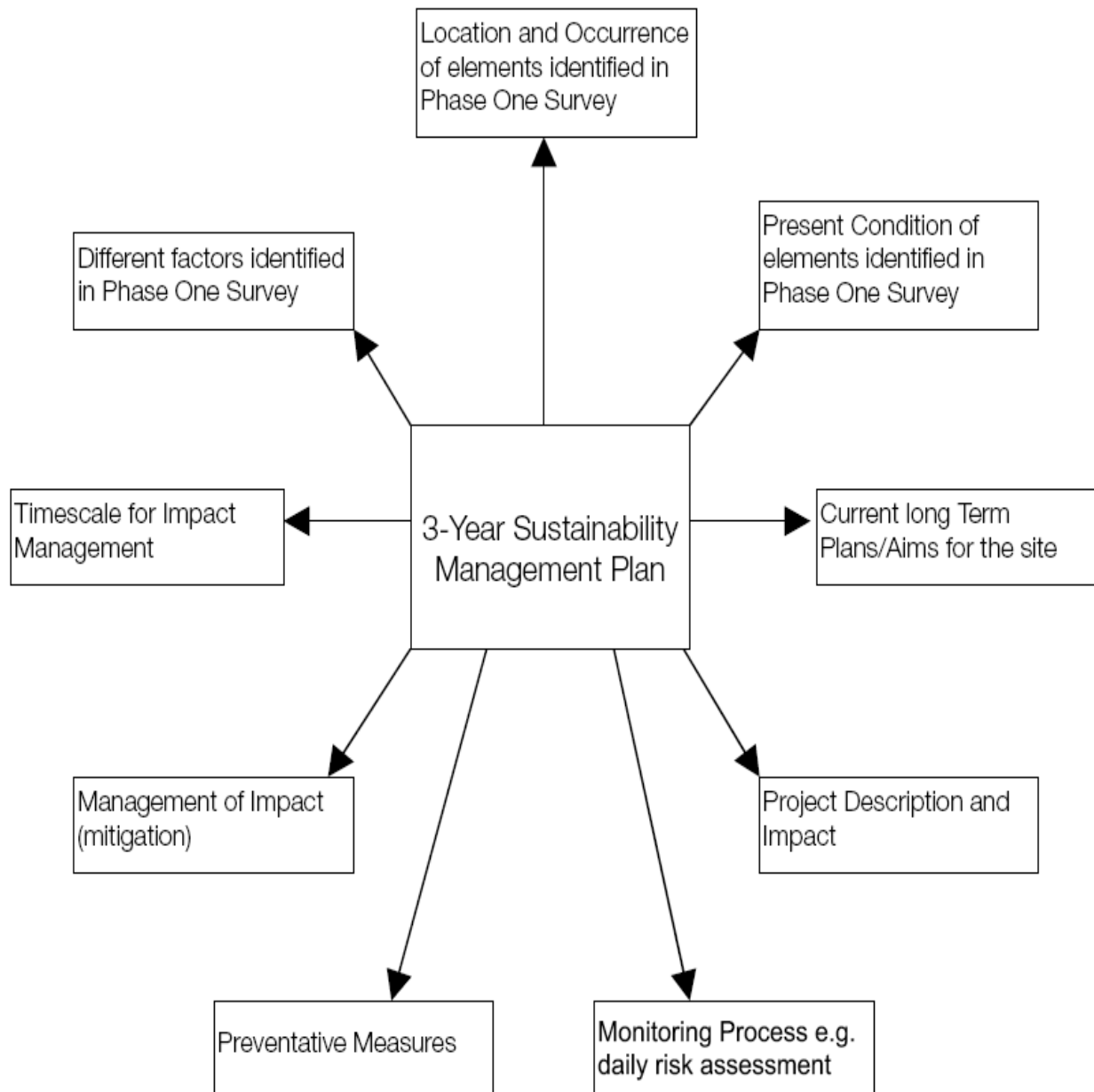
- *Importance of the environment*
- *Conflict of interest*
- *Legislative limits*
- *Carrying capacity*
- *Public concerns*

10) Monitoring is carried out, validates whole mitigation and into Best Practice

PFSP 2.2 Develop a 3 year management plan for the sustainable use of own Forest School area, based on the ecological impact assessment.



Three Year Development Plan



PFSP 2.2 Continued

3 Year Sustainable Woodland Management Plan

Open Award Level 3 Forest Schools Leader
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Portfolio Version 1.6

Name of wood:

Aims:

SEE APPENDIX 20

Factor	Location or Map reference	Current Situation	Target Situation	Preventative Measures	Monitoring	Method of management	Timescale
e.g. Pathways	Main path from entrance N to S Small other tracks throughout	Main established but difficult and muddy during poor weather.	Improved and easier access to site	Groups to use small parallel track for Forest School activities throughout Winter	Review each term, help of the children	Children to help identify which paths to improve and which to open up. Children to assist with laying of bark.	Year 1 – Create bark paths Year 2 – Maintain paths Year 3 – Maintain and extend where necessary
Pathways							
Deadwood							
Nettles							
Ground Cover							
Wildlife							
Other							

Insert extra sheets if required

PFSP 3 Know the relevant policies and procedures required for a Forest School programme.



PFSP 3.1 Create a Forest School handbook containing relevant policies and procedures in line with statutory requirements and good practice specific to own client group and Forest School site

SEE APPENDIX 21

As a Forest School Practitioner, it is your legal responsibility to comply with statutory guidelines set down by the Government, Health and Safety Executive, Local Authority and Employer. When working with children or vulnerable adults, you also have a legal duty of care to maintain their physical and psychological wellbeing. In order to comply with these requirements you will have working documents to guide your practice.

From the following list, highlight which policies you are familiar with and can readily access at your workplace:-

- | | |
|--|--|
| - Admissions and Attendance | - Play |
| - Bullying | - Equal Opportunities |
| - Employment | - Grievances, Disciplinary, Capability |
| - Child Protection (Safeguarding) | - Data Protection |
| - Complaints | - Behaviour |
| - Hygiene | - Healthy Eating |
| - Confidentiality and Access to Information | - Health and Safety / First Aid |
| - Transport | - Fire |
| - Accident Procedures, Incidents and Near Misses | - Special Education Needs (SEN) |
| - Administration of Medicine | - Whistle Blowing |

Within your organisation you will have statutory policies and procedures in place that you must follow. A Forest School programme will require you to follow these in line with your employer's guidelines, but to also adapt these to your own provision. Working with children in education also will require you to follow Local Authority and Department for Children, Schools and Families (DCSF) guidelines.

PFSP 3.1 Continued

Choose 3 of your highlighted policies and for each one add 5 statements which will more specifically support and relate to the running of your Forest School programme.



E.g. Equal Opportunities policy;

1. All children should be adequately dressed so that they can take a full part in Forest School activities

Policy Name	Health and Safety / First Aid
1	We may be at the where we need to say the that the FS Practitioner is responsible for H&S in their setting
2	First Aid – state minimum requirements for FS Practitioner
3	First Aid – State Min Kit needed
4	Food hygiene – State FS Requirements
5	Smoking – FS is still an aea of work
Policy Name	We have a guidance policy for self-employed staff – this may need tweaking a little now to include aspects of FS
1	It talks about Job Descriptions – FS will need adding
2	It talks about session budgets
3	It talks about safeguarding procedures
4	And our minimum Standards for safeguarding training – we will need to look at how FS fits in with the above and modify accordingly
5	It talks a lot about the staff area on the website, FS policies need to be in that area also
Policy Name	
1	Children and Vulnerable Adults Safeguarding Policy – needs rewording to talk about the different settings we work in inc FS
2	Intervention Record – needs to be a FS specific one - perhaps
3	
4	
5	

We are quite lacking in that respect in that all our sessions are out of school sessions and because we an independent CIC our policies and procedures have been written with a variety of settings and outdoor ed in mind



*Discuss and write up and **Emergency Action Plan** in the event of a serious accident on your Forest School site that requires the assistance of the emergency services. Take into consideration who should be involved, who do you call and how many considerations for the rest of the group etc...*

SEE APPENDIX 22

Discussion Notes
Notes Lost on previous phone I remember the session and I remember not long having written one for DOFE, so I have modified that one SEE APPENDIX 22

Write up similar policies and procedures for;

- Siting of use of fires
- Use of tools

(Include these in your handbook)



Discussion Notes

Camp Fire Safety Policy

Campfires are an important part of Forest School and are used in many sessions. A&B aims to ensure that all participants in sessions with fires, will do so safely and with as little risk to their health and safety as possible.

Location

Only the camp fire area or fire pits will be used for campfires. The area will always be kept clear of low branches.

Campfire area is enclosed by logs to make a firepit to prevent the spread of fire

At some sessions, the fire pit and circle will be an actual fir pit with bench to sit on

Positioning of Participants

Fire areas are surrounded by seating logs or Benches at least 2 metres from the firepit. Exit paths are available at each corner.

In some locations, we have a fire pit experience but we do not light the fire. We aim more to ensure that participants learn the process of how to behave around a fire pit.

When the campfire is in use, participants are not permitted to cross the area immediately surrounding the fire without permission.

Once seated around the campfire, remain seated and wait to be directed by an FS Leader.

Long sleeves and trousers must always be worn.

No one is permitted to throw anything onto the fire.

If there is a clear wind direction, seating in the line of smoke is to be avoided.

If wind direction is variable, the leader should rearrange the seating if at all possible. 12

Fire Lighting

Training has been provided to the Forest School Leader regarding the correct way to construct and light a fire

Safety and Responsibility

- A Fire Blanket, bucket of water and Burns kit must be sited close to the camp.
- Fires are lit using a Flint and Steel to paper and natural tinder. Cotton wool, tinder nests and waterproof matches may be used in extremely wet conditions.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go near the fire
- When there is a flame the red fire-retardant gloves need to be worn when managing the fire

Extinguishing

- All fires must be extinguished at the end of a session
- Whenever possible, all fuels should be burnt off to ash
- The Forest School Leader should ensure that any large remains of wood, especially when using logs, are separated from one another
- At the end of the session, the fire must be doused down with water
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered through the woodland to enable natural decomposition.

Tool Policy

A&B Forest School uses the following tools with Participants:

- Bow saw
- Billhook
- Sheath knife
- Loppers
- Hand drill & bits

Tools are used with adult supervision only.

The Forest School Leader is responsible for overseeing safe use and maintenance of all tools.

The Forest School staff are responsible for Tool Talks

The Designated Tool Box, is a large black plastic box is where the tools should be kept when no in use.

*Identify and summarise **3 additional policies** that you see as necessary to have in place as a Forest School Leader*

1	<h3>Toileting</h3> <p>Some of our sites have access to a toilet, some do not.</p> <p>Where there are no toilet facilities available, Above & Beyond provide an Elsan Toilet, inside a Toilet Tent.</p> <p>Anti-Bacterial Gel is available at all sessions.</p>
2	<h3>Our Forest School Code of Conduct</h3> <ul style="list-style-type: none">• We always try to be kind to each other and look after each other• We always listen to the each other• We look after our tools and equipment• We look after plants and animals

	<ul style="list-style-type: none"> • We are sensible with tools and fire and follow the rules carefully • We look after ourselves and clean our hands after touching plants or animals, after going to the toilet or before having our snack • We don't pick any plants or flowers unless we are told we can • We don't put anything in our mouths • We are careful when we play with sticks • We always come back when we hear "1, 2, 3 Where are you?" and we answer with "1, 2, 3 I'm here" • If the whistle is blown three times, there is a reason and everyone must gather together at the camp fire circle • We never wander off by ourselves
3	<h3>Risk Management Policy</h3> <p>Above & Beyond aims to develop Participants self-esteem, independence and motivation to learn in a safe environment. In order that these aims can be met, the Forest School Leader will:</p> <ul style="list-style-type: none"> • Consistently apply the 5 step approach to risk assessment for all Forest School activities: <ul style="list-style-type: none"> o Look out for hazards o Decide who may be harmed and how o Evaluate the risks and decide whether existing controls are adequate or whether more should be done o Record findings, including daily amendments to standing risk assessments based on site visits and observations o Review assessments on a regular basis (or if circumstances change, which may affect the rigour of the assessment) and revise if necessary • Carry out site risk assessments on each site where the activities will take place on a seasonal basis • Pre Session checks will be carried out by the Forest School Leader on sites to be used prior to a day's activities, as near to the start of the activity as is reasonably practicable. • Ensure all staff and volunteers have read the relevant Site and Activity risk assessments prior to the session. • Stop activities, if in the opinion of the Forest School Leader, weather conditions such as high winds or the threat of electrical storms make practice unsafe. • Inform staff, volunteers and Participants of potential hazards and methods of working in order to minimise their risk further • Involve staff, volunteers and participants in risk assessment, as appropriate, as part of learning. • Ensure that all staff, volunteers and participants are aware of the emergency procedures for the Forest School site.

- Be responsible for teaching participants adequate skills in order to keep themselves safe, particularly in relation to the use of hand tools and fire.
- Ensure all Staff, Volunteers and Participants will have access to drinking water during sessions.
- Ensure a nil-by-mouth policy is adopted in all Forest School sessions – except for food cooked as part of a fully risk assessed Forest School activity.

PFSP 3.1 Continued

Identify and / or adapt your toileting policy and procedure to ensure the basic needs of your learners are met. Use the following boxes to explore different toileting options.



Dug Latrine	<p>Both our sites are privately own</p> <p>One has access to a loo, at the other we use an Elsan loo</p> <p>One is very close to a water course – so this possibility is not need by us</p>
Porta Loo	<p>This is the best way we have found to dealing with toileting at the site with no toilet</p> <p>See - Appendix 14 - Management of Waste Disposal</p> <p>Elsan point keys have arrived and the</p> <p>Management of Waste Disposal policy has been implemented</p>
Behind a tree	<p>This is fine but I would probably think about having a designated area, but not near our second site – it is too close to a water course</p>
Nappy bucket	<p>We can't take under 8 without a grown up, however if we did have an influx of parent and babies – I would consider a second toilet tent as baby changing</p>
Potty	<p>Perhaps in with the toilet so it can be disposed of into the Elsan</p>
Straw Bale or treebog	<p>Interesting idea but we have no real need to pursue this idea</p>
Shewee	<p>When I did a lot of Expeditions – I use to give the girls a shewee to keep, perhaps something to consider</p>

PFSP 3.2 Explain the process of managing risk and how it applies to Forest School.

Write definitions in the box below



	Definition
Hazard	<p>A hazard is something that can cause harm, e.g. electricity, chemicals, working up a ladder, noise, a keyboard, a bully at work, stress, etc.</p> <p>https://worksmart.org.uk/health-advice/health-and-safety/hazards-and-risks/what-difference-between-hazard-and-risk</p>
Risk	<p>A risk is the chance, high or low, that any hazard will actually cause somebody harm</p> <div style="text-align: center;"> </div> <p>https://worksmart.org.uk/health-advice/health-and-safety/hazards-and-risks/what-difference-between-hazard-and-risk</p>
Accident	<p>an unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury.</p> <p>http://dictionary.cambridge.org/dictionary/english/accident</p>
Near Miss	<p>an event not causing harm, but has the potential to cause injury or ill health</p> <p>http://www.hse.gov.uk/toolbox/managing/accidents.htm</p>
Incident	<p>An incident is an occurrence of an unusual event, apparently of minor significance. An incident in the context of health, safety and environment is the occurrence of any unintended event that disturbs normal modus operandi.</p> <p>https://www.safeopedia.com/definition/384/incident-occupational-health-and-safety</p>
Safety	<p>The condition of being protected from or unlikely to cause danger, risk, or injury.</p> <p>https://en.oxforddictionaries.com/definition/safety</p>

Use this space to discuss the process of managing risks as it applies to Forest School. Consider the context in which risk is developmentally important and how we create opportunities for risk taking that they can perceive, understand and learn to negotiate.



Found this document interesting - Appendix 23 - Managing risk in play provision

Will ask staff to look at that

Managing risk is about minimising risk

Taking a risk or taking part in a risking activity or what is perceived as a risky activity and succeeding increase confidence and self-esteem – so we need loads of it . . .

Take a low rope bridge cross 50 cm from the ground to a grown up no worries, to a five-year-old it may as well be 50 m from the ground, to the onlooking parent it is 250 m of the ground.

People perceive risk differently

Progressively over the last few weeks our low rope has got higher and higher and no one noticed in particular the children that have been playing on . . .

Using a sheath Knife is a risky business, but we deliver a tool talk, we give a demonstration the following we, we say who can remember the tool talk? And we are constantly equipping the participants to manage their own risk

Explain real / possible scenarios at Forest School and describe how you would manage the involved risk, giving due regard to the ethos and approach of Forest Schools.



Scenarios	Benefit Analysis	Management of Risk
Tree Climbing	Exploring natural environment Sensory awareness Physical exercise Team Work	Agree tree to climb Agree boundaries ie only climb as high as my head Climb with a buddy or adult
Low Ropes	Physical exercise Agility Coordination	Stay with the child to catch them Make sure the knots are good Keep it high enough to offer some risk
Playing in the brook/Pond dipping	Ecological understanding Scientific investigation skills Geographic understanding: processes Wildlife identification Literacy (especially new names/terms) Context and motivation for further study Nature connection Team skills	Children and adults advised to wear suitable footwear/clothing. Safety talk to all visitors Information on Weils/lyme disease provided Appropriate medical precautions taken to cover existing cuts and grazes with waterproof plasters/rubber gloves and new cuts to be treated according to health and safety guidelines. Make sure you have a adult with you
Bows & Arrows	Tool Work String Work Dexterity Safety Risk Awareness	All fire in the same direction Do not shoot at anyone Mindful of splinters
Tool Work	How to use a tool correctly Dexterity Safety Risk Awareness Team work Woodland Crafts	Tool talks each time

<p>All walks around site, including foraging and scavenger hunts</p>	<p>Exploring natural environment</p> <p>Sensory awareness</p> <p>Geographical skills and understanding</p> <p>Wildlife identification</p> <p>Physical exercise</p> <p>Pattern finding abilities</p> <p>Investigation skills</p> <p>Nature connection</p> <p>Increased value of nature</p>	<p>Safety talks on fungi/berries</p> <p>FS Leader should know of all pre-existing medical conditions.</p> <p>Asthma medication to be carried by person with condition</p> <p>Allergy relief to be carried in a sensible manner i.e. by person at risk or by person allocated to be with allergy sufferer. Same system may be used for very young children with asthma.</p> <p>Route to be assessed prior to visit if appropriate.</p> <p>appropriate footwear.</p> <p>Suitable clothing to be worn covering body. (long trousers, long sleeves)</p> <p>Low branches to be avoided or removed if possible.</p> <p>Avoidance of areas known to have large numbers of stinging insects.</p> <p>Any insect bite allergies to be known to first aiders.</p> <p>First aid kit to be carried</p>
<p>Shelter building</p>	<p>Team skills</p> <p>Communication skills</p> <p>Physical exercise</p> <p>Applied design and technology experience</p> <p>Applied maths: properties of shapes, numerical skills etc.</p> <p>Problem solving abilities</p> <p>Resourcefulness</p> <p>Creative skills</p> <p>Cultural/historical/ecological understanding</p> <p>Self-esteem and confidence</p>	<p>Participants appropriately dressed</p> <p>Instructions given on how to carry logs</p> <p>Instructions given on sharing loads</p> <p>First aid kit</p> <p>No entering shelter while building is in progress and until checked for stability</p> <p>Careful planning and building process</p> <p>Careful dismantling of shelters in methodical manner i.e. main supports last of all.</p>

PFSP 3.3 Produce relevant risk assessment and risk-benefit assessments for own Forest School sessions.

Location:	Name:	Date:										
Description of site / activity / tools: <i>(owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)</i>			Hazard	Harm	People at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (PxS) 1-25	New Preventative Measures	Who? When?	Benefits
1												<p>SEE Appendix 24 25 26 27 for risk assessments</p> <p>SEE PFSP 3.2 for benefit assessments</p>
2												
3												
4												
5												
6												
7												
8												
9												
10												
Your comments <i>If visiting this site/activity/tool, your recommendations will be followed.</i>			Your recommendations									
Your main concerns:												
Your main positive features:												

“Security is when everything is settled, when nothing can happen to you.
Security is the denial of life” – Germaine Greer



SEE APPENDIX 27 28 29 30 31 32

Appendix 27 - Covers the Yellow Highlighted Activities

Appendix 28 - Covers the Green Highlighted Activities

Appendix 29 - Covers the Light Blue Highlighted Activities

Appendix 30 - Covers the Pink Highlighted Activities

Appendix 31 - Covers the Blue Highlighted Activities

Appendix 32- Covers the Pink Highlighted Activities

Risk Assessment Sections will be detailed in your Policy Document and will cover the following:

- Site
- Weather and general welfare
- Group
- Individuals (where required)
- Transport
- Building / Shelter
- Activities (to include rope and string, fire, water, collecting natural materials, being off the ground and blindfolds as a minimum)
- Tool Risk Assessments (for all tools used; billhooks, saws, knives and Loppers as a minimum)

Two Points

1 – Most of the risk assessments are gathered from other organisations – rather than reinventing the wheel, however we will over time modify them to become A&B specific

2 – Joe R, will hopefully improve on these and the A&B Forest School Handbook

PFSP 4 Be able to plan a Forest School programme.

PFSP 4.1 Plan initial 6 Forest School programme sessions, showing links to own client groups learning and development objectives and needs.



“A mind that is stretched by a new experience can never go back to its old dimension” – Oliver Wendell

This is based on the Trial Programme we delivered at Shepshed over the 6-week School holidays

We met once a week, Thursday afternoon from 2 pm to 4 pm

We had between 3 and 10 families a week aged between womb and Granddad

Session planning checklist
What are the <i>OBJECTIVES</i>?
<p>1 – To engage a customer base in Shepshed</p> <p>2 – To offer 6 trial sessions to encourage families to become engaged in Forest School</p> <p>3 – To offer a Provision in the holidays</p>
What is your <i>THEME</i>, how will this be developed?
The theme was generally to engage the families in as many FS activities as possible and to encourage a new FS
What <i>EXPERIENCES</i> are you going to do?
<p>As Many as we can . . .</p> <p>We were able to actually offer</p>
What <i>SEQUENCE</i> could they follow?
<p>We would start with simple activities people could succeed in and moved on to advance activities over the weeks for example the Cooking when from simple to more advance, the fire lighting went from Fire to Kelly Kettle, The Rope sing and Low rope got a little higher each week.</p> <p>Week 1 – Wreath Making, Steel & Flint, Fire, Smores, Exploring the Brook</p> <p>Week 2 – Games, Fires, Sausage Hot Dogs, Chocolate Bananas, Exploring the Brook</p> <p>Week 3 – Knives, Whittling, Fires, Cheese Toasties, Exploring the Brook</p> <p>Week 4 – Rope Swing, Low Rope, Tree Climbing, Fires, Smores, Exploring the Brook</p> <p>Week 5 – Sand Art, Bark & Leaf Rubbing, Cheese Toasties, Smores, Rope Work Exploring the Brook</p> <p>Week 6 – Kelly Kettle, Fancy Hot Chocolate, Smores, Rope Work, Exploring the Brook</p> <p>We actually took a lot more activities than we could fit in, probably another six weeks’ worth</p>

Will they have a **LOGICAL BUILD UP OF UNDERSTANDING** for the learner?

I think so – it could have been ‘you need to light a fire to toast marshmallows’

Whereas it was a case of step by step, saying, demo, have a go . . .

- Flint and Steel
- Fairy Blankets
- Collect wood
- Make a small fire – Respect position, red glove
- We need to let the fire die down a bit
- Marshmallows Sticks – sharpened by a volunteer, (Knife Work came later)
- This is how you toast a marshmallow and make a smore
- Squash between two chocolate biscuits
- Enjoy . . .

With big groups, I made sure everyone was at the same stage before throwing in the next instruction

How are you going to get your learners **HOOKED** and **MOTIVATED**?

It happened because the first thing we did was get right in there with Flint and steel and Fairy Blankets, I found that was enough

Perhaps also the atmosphere created – we had a few young people with special needs – and the session was very flexible and inclusive

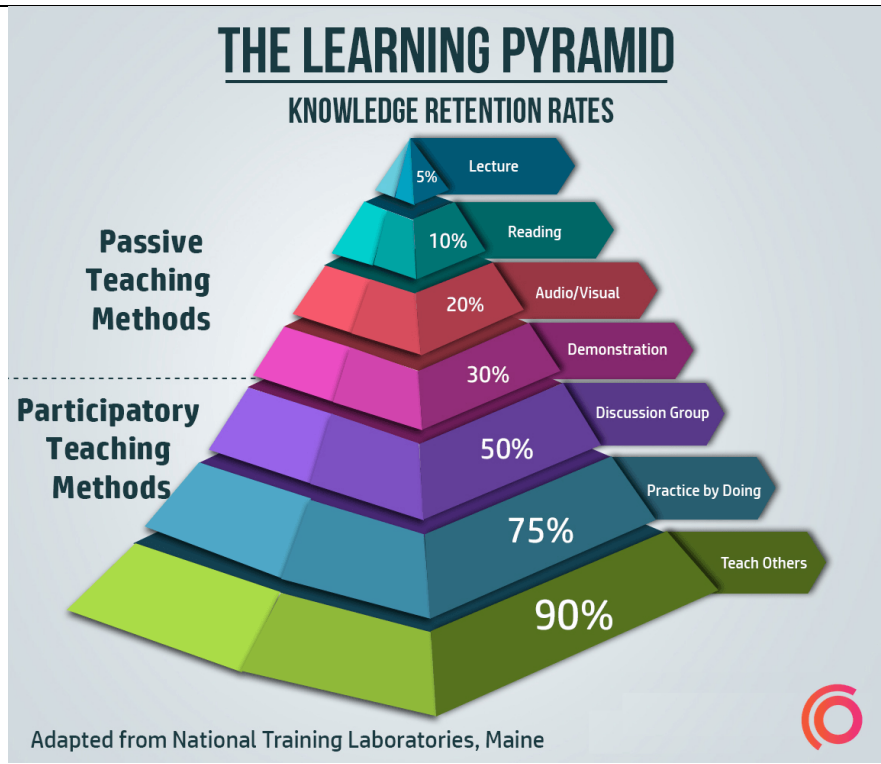
What **LEARNING METHODS** will the activities involve?

If we look

The Seven Learning Styles

1. **Visual:** These people prefer to use pictures, images, diagrams, colors, and mind maps.
2. **Physical:** These are the “learn by doing” people that use their body to assist in their learning. Drawing diagrams, using physical objects, or role playing are all strategies of the Physical learner.
3. **Aural:** People who prefer using sound (obviously), rhythms, music, recordings, clever rhymes, and so on.
4. **Verbal:** The verbal learner is someone who prefers using words, both in speech and in writing to assist in their learning. They make the most of word based techniques, scripting, and reading content aloud.
5. **Logical:** The people who prefer using logic, reasoning, and “systems” to explain or understand concepts. They aim to understand the reasons behind the learning, and have a good ability to understand the bigger picture.
6. **Social:** These people are the ones who enjoy learning in groups or with other people, and aim to work with others as much as possible.
7. **Solitary:** The solitary learner prefers to learn alone and through self-study.

www.learndash.com



www.lifehack.org

Couple of interesting theories above that I know about

Learning Styles – Because we have a diverse group of participants, it’s a good idea to understand how people learn and with that I can see, remember we have parents at our FS, what different learning styles the people have, this comes across when mostly when I see parents out of there comfort zone and they become a little nervous.

If you take those 7 methods

1. Visual: This is me demonstrating an activity to a group
2. Physical: This is the group having a go themselves
3. Aural: This is a Tool Talk
4. Verbal: This is me using words and humor in my demonstrations
5. Logical: A good example of this is talking ab out the Fire Triangle
6. Social: we are learning in groups
7. Solitary: we are learning on our own, two boys I have had who have been Solitary Learners, which is good if we have the Staff to be able to facilitate

Looking at the Learning Pyramid – I like to keep my sessions in the that Learning by Doing Zone – I try to make a demonstration as quick but as informative as possible so the participants can actually get on at having a go at the Task.

How will this sequence affect the ENERGY FLOWS?

Well I think the way I work encourages flow, I try to involve everyone in the learning, keep the demos short keep the session moving

Make sure everyone is at the same level 'ish i.e. we can all light a fairy blanket, right this is the next bit I would like you to have a go at . . .

The other thing that happens when we session flows is that in goes quick, there is a good atmosphere, people are happy . . .

However, I am the first to recognise if people need a little more help and where those solitary learners are and in particular the people who might not be as well engaged as other, so it may be a slightly different way of delivering or even a different activity

PFSP 4.1 Continued

Review

How will your learners REMEMBER the important points?

This happens through repetitive learning

It happens by encouraging tool talks by the participants

It happens when I walk around the session and say 'Respect Position', or 'have you forgotten Something' or 'Remember down and away from your body'

How will you ensure REFLECTION and TRANSFER?

What I have discovered is that we need an ending to the session . . .

I am now going to introduce a sort of sit down at the end and ask the questions 'Did you enjoy yourself? What did you learn? and What was your Favorite bit? What was your least favourite bit?

It will be a verbal evaluation only I think

How will you EVALUATE whether the objectives have been met?

The above section is partially an evaluation but beyond that

- Clear SMART objectives
- Observation
- Evaluation

Create S.M.A.R.T. Goals



Are there any special **HEALTH AND SAFETY** issues relating to the site, activity or group?

Shepshed

- Families wandering off – with it being on a park
- Couple of the participants with ADHD need a little extra time and occasionally a different activity to the rest of the group
- Dogs
- Definite check of dead wood in canopy

St Joseph's

- Nettles

Have you reviewed your **RISK ASSESSMENT** for the site, activity and group?

It is not a case of reviewing a risk assessment as yet but more of a dynamic risk assessment process taking place

Dynamic risk assessment is the practice of mentally observing, assessing and analysing an environment while we work, to identify and remove risk. The process allows individuals to identify a hazard on the spot and make quick decisions in regard to their own safety. (and I would say others as well as their own safety)

www.staysafeapp.com

Why are dynamic risk assessments important?

While steps can be taken to reduce and eliminate workplace hazards, there are some risks that are unpredictable and difficult to control. For example, an aggressive member of the public entering a retail store, or human error creating a trip hazard on a work site.

For remote and lone workers operating within irregular environments such as client's homes, a formal risk assessment is unlikely to have been carried out by the business. Yet when entering unknown environments, particularly behind closed doors, the lone worker could be met with a range of hazards from hostile visitors, animals, trip hazards and even harmful substances.

In any of these situations, the ability to carry out a dynamic risk assessment allows the employee to identify a potentially dangerous environment or situation and take the appropriate steps to leave the environment or remove the risk before it causes an accident or incident.

It is important to note that dynamic risk assessments should in no way replace risk assessments carried out by the business. Risk assessments are a legal requirement and should be carried out by the employer before employees enter the workplace. If the workplace cannot be risk assessed, the job role still requires a risk assessment.

www.staysafeapp.com

What are your *CONTINGENCY / WET WEATHER* plans?

Contingency plans are to have a trailer full of activities that can be used if needed

Shepshed – The area we use is actually quite sheltered when raining, even though on the one occasion it rained we nearly put up a high shelter but that would be the solution.

Negotiations have started with the Town council as well about using the building in bad conditions

St Joseph's – Has a high shelter up but the outdoor classroom is very open to the elements, there is some talk of using another area in the woods which will be more sheltered, but again if we need a room in the T Room area we would be able to use that as well.

PFSP 4.2 Develop a communication strategy to exchange information with;



PFSP 4.2.1	Those assisting a Forest School programme
PFSP 4.2.2	Other interested parties

Produce and Information Pack that is a working document that outlines the roles and responsibilities, paths of communication and methods of information exchange for all stakeholders.

I think this has been covered in

Appendix 21 - A&B Forest School Handbook

Between the FS handbook and the online staff area

The hand book I would give to Parent/Carers, Staff & Volunteers, interested organisations, along with that I would give out a Facebook cards suggesting they join our group to get a real hands on and a good look at what A&B get up to

4.2.1 Staff and Volunteers – also have regular email, text & Messenger contact with Directors

4.2.2 The Forest School Parents have a Message group where we can chat.

4.2.2 We do have a stakeholders meeting once a term so this may be an opportunity to involves some parent and carers

4.2.2 we also have ideas around a young people stakeholders meeting in the future

The above will not just be for Forest School but A&B as a whole