

# LEVEL 3

## Unit 5 – Delivery of a Forest School Programme

# Delivery of a Forest School Programme

## Evidence Monitoring Form – Unit 5

<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>Be able to deliver a Forest School programme.</b>					
1.1	Lead the first 6 in a series of planned Forest School sessions, demonstrating flexibility in response to individuals needs.					
<b>2</b>	<b>Be able to assess the impact of Forest School on participants.</b>					
2.1	Observe 3 individuals and assess the impact of Forest School on their behaviour and learning					
2.2	Make recommendations for further session aimed at progressing 3 individuals learning and development					
<b>3</b>	<b>Be able to evaluate a Forest School programme.</b>					
3.1	Evaluate each Forest School session and make amendments to next session plan as appropriate					
3.2	Carry out a summative evaluation at the end of the initial 6 Forest School sessions and explain how this will inform future sessions					

## DFSP 1 Be able to deliver a Forest School programme.

DFSP 1.1 Lead the first 6 in a series of planned Forest School sessions, demonstrating flexibility in response to individual's needs.



*Show log book evidence of delivery of a minimum of 6 Forest School sessions and include below how you were flexible in response to the needs of individuals.*

See Galleries at <http://aboveandbeyondcic.org/fs-portfolio> or

Facebook Page <https://www.facebook.com/groups/aboveandbeyondcic/>

<b>Session 1</b>	Week 1 – Wreath Making, Steel & Flint, Fire, Smores, Exploring the Brook
<b>Session 2</b>	Week 2 – Games, Fires, Sausage Hot Dogs, Chocolate Bananas, Exploring the Brook
<b>Session 3</b>	Week 3 – Knives, Whittling, Fires, Cheese Toasties, Exploring the Brook
<b>Session 4</b>	Week 4 – Rope Swing, Low Rope, Tree Climbing, Fires, Smores, Exploring the Brook
<b>Session 5</b>	Week 5 – Sand Art, Bark & Leaf Rubbing, Cheese Toasties, Smores, Rope Work Exploring the Brook
<b>Session 6</b>	Week 6 – Kelly Kettle, Fancy Hot Chocolate, Smores, Rope Work, Exploring the Brook

One of the Objectives of the sessions were generally, to offer tasters in lots of different activities that can take place at Forest School

But to also increase the level for example

Art, Simple Wreath Making to Sand Art

Cooking, Smores to Hot Dogs

Drinks, having hot water available to having to make your own hot water . . .

Some families work together well and simply got on with the task

The families with SEND young people sometimes had to do alternative activities alongside the set ones – this was all ok because we had a lot on offer so there was always an alternative activity

As much as I could the I would spend one to one time with the SEND children

## DFSP 2 Be able to assess the impact of Forest School on participants.

DFSP 2.1 Observe 3 individuals and assess the impact of Forest School on their behaviour and learning.

Please use the example below or create / adapt one which covers the same outcomes

### SEE Appendix 33 34 35

WEEK		GENERAL MOOD	CONFIDENCE WITH PEERS	CONFIDENCE WITH LEADERS or Significant Adults	EYE CONTACT and Body Language	LANGUAGE USED	ENGAGEMENT IN TASKS THE FOUR P's			
		+VE = POSITIVE VE = NEGATIVE R = RESPONSIVE UN = UNRESPONSIVE HYP = HYPERACTIVE	1 = LOW 5 = HIGH	1 = LOW 5 = HIGH	APPROPRIATE	SOCIAL	Participant – actively engaged in task / activity, enjoying it, positive Prisoner – disinterested in task / activity, reluctant, feels like they are forced to be there Passenger – engaged in task / activity, will take easy option, won't actively help Protester – disinterested in task / activity, wants everybody to know it, complains, responds negatively, disruptive, un-engaging	PARTICIPANT PASSENGER	PRISONER PROTESTER	
EMOTIONAL INTELLIGENCE										
Self Awareness		Self Regulation			Self Motivation		Social Skills			Empathy
Consciousness of emotions, feelings, thoughts and how this impacts on behaviours		Consciously and unconsciously manage own emotions and behaviour appropriate to the social situation			Able to identify, set and achieve short, medium and long term goals		Ability to influence and respond to others using appropriate verbal and non verbal communication			Ability to perceive and appreciate things from another's perspective and use that to make appropriate choices
Score	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
WELLBEING										
Extremely low in well being. These young people usually feel and look 'low'. They show no signs of wellbeing		About half the time, these young people display signs of emotional discomfort. They seldom enjoy themselves and may enjoy hurting others.			These young people seem quite happy. Occasionally they show signs of discomfort or leave a neutral impression with regard to well being.		These young people seem generally happy. Moments of well being clearly outnumber the moments of discomfort.			Extremely high level of well being. These young people feel like 'fish in water'. They radiate vitality, relaxation and inner peace.
Score	1	2	3	4	5					
CHALLENGE / ENGAGEMENT										
This young person shows nearly no involvement or activity, absent and passive, no exploration and imagination, no mental activity and can become disruptive.		Often interrupted, limited concentration, easily disrupted, limited results and daydreams			Busy whole time but without concentration, action superficial, is easily distracted, no challenge or deep learning level is achieved.		Clear signs of involvement, but not always to the full extent, feels challenged most of the time and concentration is real, capabilities and imagination is mainly in tune with the activity or provision.			Continually engaged and absorbed in the activity, absolutely focussed and absorbed, shows attention to detail, motivated capable, imagination and skill are engaged. Little can distract this young person.
Score	1	2	3	4	5					
EXCEPTIONAL BEHAVIOUR: General behaviour, from or about young person										



*DFSP 2.2 Make recommendations for further sessions aimed at progressing 3 individuals learning and development*

H – He likes digging and playing in the brook – we are looking at building a bridge across the brook and some properly supervised pond dipping sessions

And just keep up with positive encouragement

E – He likes the Rope Work and Playing in the Brook – Bridge Building will be just up this young person's street

M – My Thinking with M, he is an older young person, if I could give him some responsibility  
Looking after something or maybe buddying up with one of the younger members

### DFSP 3 Be able to evaluate a Forest School programme.

DFSP 3.1 Evaluate each Forest School session and make amendments to next session plan as appropriate.

**I think what I will do here is formulate the next 6 sessions at Shepshed**



Session Number	Formative Assessment <i>(to inform the content of the next session)</i>
1	<b>Session 7</b> <b>Bridge Building (Team Work, Confidence)</b> <b>A look at the brook</b> <b>Smores</b>
2	<b>Session 8</b> <b>Session looking at Wildlife over at the Nature Reserve</b> <b>Pond Dipping and Mini Beast Hunt</b>
3	<b>Session 9</b> <b>Star Making &amp; Clay Faces</b> <b>Smores</b>
4	<b>Session 10</b> <b>Cook out</b>
5	<b>Session 11</b> <b>Shelter building and Hammocks</b>
6	<b>Session 12</b> <b>Sleep over at St J's?</b>
<b>Building on the needs of H &amp; E – Bring building, playing in water (2 Sessions)</b> <b>Find a role for M</b> <b>Build-up skills already acquired and prepare for Sleepover</b> <b>The idea being that we build up the skills to deal with a sleepover</b>	

DFSP 3.2 Carry out a summative evaluation at the end of the initial 6 Forest School sessions and explain how this will inform future sessions.



S (Mum)

Boys love being outside and they have improved if their ability to follow instructions- i.e. C will wait his turn to climb the bridge and make fires which is an achievement for my two four-year olds. They also have talked a lot about the forest class which for E is actually quite an achievement as he is significantly behind in his language ability.

J (Mum)

It has given us something to look forward to. We are able to learn new things and work together to achieve it. It's a bonding experience

A (Dad)

We are addicted to Marshmallows . . .

The evaluation at the end of week six, didn't happen how I wanted it to, however in a previous section I have decided that in future we will have an ending to the session.

What did happen though was the families wanted more, so a lot of the last few minutes involved when and what time.

They loved the location and some of them mention looking forward to the darker nights

Because a lot of the children are back at school we negotiated that I will be there from about 3pm so they can come down straight after school instead of having to go home arriving around 3.15 to 3.45 pm to 5.30 pm for the same cost

There has been no negative feedback and I have spoken to 3 families this morning, although I don't expect that to last for ever, I have said to them if there is a problem to not be afraid to let me know.

Couple of things before I finish

To help with session planning I have found this (Source Unknown)

See Below and Appendix 36 & 37

Date:  
Group:  
Location:

## The 5 minute Forest School plan

...print and scribble away!

What is the **THEME**?

How does it fit in to previous or future sessions?

Objectives

How will you differentiate these activities?

What sequence could your activities follow?

Activity 1

Activity 2

Activity 3

Activity 4

Health and safety issues?

What tools or equipment will you need?

Opportunity for reflection?

And to help with evaluation each family could fill this evaluation in . . .

Write or Draw your Evaluation . . .

Above & Beyond

Developing  
Potential



What did you learn?

What was the best bit?

Which bit did you not like?

Marks out of 10!