SCQF Level 6

Assistant Forest School and Outdoor Learning Leader

&

 SCQF Level 8

Forest and Outdoor Learning Leader

# Workbook A

**Learner Name:**

**Training Venue:**

**Course start date:**

**Checklist and statement of authenticity**

I hereby confirm that work contained in these pages:

* is substantially my own work, and use of other people’s work is clearly identified and referenced
* includes a bibliography detailing the reading and research I have done for this workbook

Written signature: Date:

**Important notes**

Candidates must not alter any headings given in this document.

Candidates should type or paste answers in after each question listed below.

Candidates should ensure that any photographs used are minimised in size, with total file size no more that 10 MB.

**How will I be assessed?**

FSTC are working hard to make assessment for your Forest School award streamlined, useful, formative and fit for purpose. To do this, we have:

* divided your performance criteria into three workbooks (A-C). (This allows you to complete the work in stages and receive feedback during the training process.)
* identified cross-references for a number of performance criteria within the units, and have removed them so that you are not evidencing them in two places.
* committed to assessing holistically, gathering evidence from a number of sources as the training progresses. (These may include the following:
* tutor observations during training sessions and your delivery assessment
* records of discussion between student and tutor
* records of discussion between groups of students)
* created a number of holistic assessment contexts in which you can address a number of performance criteria together in a useful, real life way. (These are listed at the top of the unit to which they most strongly apply but may also take in assessment criteria from other units.

Your course tutor will make sure that you are given clear feedback on how you are progressing through the qualification, using both discussion and feedback sheets

**Key to this workbook**

Unit title

**Unit 1 Being in the Forest and Outdoors**

Learning outcome (LO)

**LO Learners will apply, by supporting others, knowledge and understanding of techniques and terminology of safe practice.**

1.1b) Assist in the leadership of others to develop respect for people in forest and outdoors.*.*

Performance criteria (PC)

|  |  |
| --- | --- |
| Grey text | Performance criteria has been fully cross-referenced to another one. You don’t need to do anything. |
| 🕮 | Suggestion for reflective journal item. |
| 🖑 | May be assessed by tutors during a practical demonstration, or individual contributions to a group discussion. |
| ***Italicised text.*** | FSTC suggestion as to how to evidence this performance critieria (PC). Candidates may wish to discuss ideas for alternatives with their tutor. |

**Unit 1 Being in the Forest and Outdoors**

**LO Learners will apply, by supporting others, knowledge and understanding of techniques and terminology of safe practice.**

**1.3bi)** Apply, by assisting others, the use of suitable clothing and equipment for a given situation. *Make a list or draw a picture of how you were dressed appropriately for the woodlands during a training session of your choice. Note the weather conditions and any suggested improvements.*

**1.3bii)** Apply, by assisting others, the use of suitable clothing and equipment for a given situation. *Make a list or draw a picture of how your learners should dress appropriately for the woodlands during a Forest School session in each of these other weather conditions: sunny warm day; rainy day; snowy day.*

**1.3ci)** Produce a basic risk assessment for a given site. *Complete grid at end.*

**Unit 2 Knowing the Forest and Outdoors**

**LO Describe a range of habitats including woodland habitats and explain how these habitats are managed**

**2.1a)** 🕮 Describe the structure of deciduous, coniferous and mixed woodlands. *Can be labelled picture or drawing and/or written.*

**2.1d)** Understand processes of identification and explain why they are important. *Use examples including specific species. (Suggested word count: 200)*

**LO Learners will relate knowledge of ecology to demonstrate good practices of woodland/land management and conservation**

**2.2c)** Level 6 only. Explain woodland management methods and their significance for sustainability. *Level 8 cross reference to 7.4. (Suggested word count: 150)*

**2.2d)** Explain the importance of management of forests and natural environments. *(Suggested word count: 200)*

**LO Learners will take responsibility for a site survey**

**2.3a)** Independently identify and record a range of flora and fauna on a given site. Candidates should complete the following information for four species from your Forest School training site: a) tree, b) smaller plant, c) insect and d) mammal or bird.

* Three identifying characteristics for each species, which, taken together, belong only to species (using an ID key will really help for this)
* Life cycle
* Ecological niche,
* Any relevant health and safety info
* Any relevant conservation info
* Any possible uses at Forest School
* Any folklore
* Any history

**Unit 3 Working in the Forest and Outdoors**

**LO Learners will work independently and collaboratively to successfully assist other to apply a range of skills in different tasks**

**3. 1a)** 🕮 Describe how you have assisted others to complete a range of tasks using a variety of skills. *Give two examples of when and how you have assisted your peers during training.*

**3. 1b)** 🖑 Describe how you have worked with others to complete a task that has complex elements.

**3. 1c)** 🖑 Describe how you have demonstrated safe working practices.

**LO Learners will use a variety of tools, and assist others, to practice a range of tasks**

**3. 2a)** 🖑 Describe how you have used of a range of tools used in forest and outdoor learning activities.

**3. 2b)** 🖑 Describe how you have used tools to produce a range items useful within a forest school setting. *(Suggested word count: 200)*

**3. 2c)** 🖑 Describe how you have demonstrated safe working practices in relation to tools used.

**3. 2d)** Produce a Risk–Benefit Assessment to ensure safe system of work and explain the benefits in relation to the client group. *Use the grid at the end.*

**3. 2e)** 🖑 Describe how you have maintained and stored tools appropriately.

**LO Learners will use cord, and assist others, in order to participate in a range of tasks.**

**3. 3a)** 🖑 Describe how you have tied a range of knots for a variety of given tasks.

**3. 3b)** 🖑 Describe how you have used cord in a range of given situations to complete tasks independently.

**3. 3c)** 🖑 Describe how you have maintained and stored cordage / rope appropriately.

**3. 3d)** 🖑 Describe how you have help others apply a Risk Assessment to ensure safe practice with ropes in a range of situations e.g. rope swings, shelter building.

**LO Learners will be able to assist others to work with fire in a range of situations**

**3. 4a)** 🖑 Describe how you have assisted others to build, manage and extinguish a fire.

**3. 4b)** 🖑 Describe how you have assisted others to safely boil water on a camp fire.

**3. 4c)** 🖑 Describe how you have cooked a variety of food paying particular attention to food safety and hygiene.

**3. 4d)** 🖑 Describe how you have assisted others apply a Risk Assessment  to ensure safe practice with fire.

**3. 5a)** Describe how you have demonstrated at least two practical woodland management tasks. *(Suggested word count: 150)*

**LO Learners will be developing knowledge of different woodland and/or land management skills**

**3. 5b)** 🖑 Explain the reasons for undertaking woodland/land management tasks appropriate to the site.

**Unit 4 Making in the Forest and Outdoors**

**LO Learners will use knowledge and skills to assist in leading others to approach challenges in the forest and outdoors**

**4.2b)** Assist others to solve problems to support basic needs including making a group shelter. Cross-reference 3. 1 b)

**4. 2c)** 🖑 Describe how you have facilitated participants to reflect on their approaches to challenges and problems encountered during group shelter-build (3. 1).

**Unit 5 Learning in the Forest & Outdoors (Unit level: 7)**

**LO Learners will explain how the ethos of Forest School can support holistic development**

**5. 1a)** 🖑 Explain how the Forest School ethos and principles compliment approaches to learning.

**5. 1c)** 🕮 Level 6 only. Explain the importance of learning in the forest and outdoors in relation to personal and social development. *(Suggested word count: 200)*

**5. 1d)** 🕮 Level 6 only. Explain how forest and outdoor learning can relate to health and well being. *(Suggested word count: 200)*

**LO Learners will apply understanding of behaviour within forest and outdoor learning**

**5. 3a)** Explain how behaviour impacts on learning and development. *Do make reference to at least two categories of total behaviour (Glasser). Give four examples. (Suggested word count 200).*

**5. 3b)** Level 6 only. Describe the factors relating to meeting the needs of participants in order to support positive behaviour. *(Suggested word count 200).*

**LO Learners will apply an understanding of self-directed activity, or play, as a central aspect of the ethos of Forest School**

**5. 4a)** 🕮 Describe the key characteristics of play and its role in forest and outdoor learning. *Ensure to describe the three basic factors in a definition of free play. (Suggested word count 200).*

**5. 4b)** Level 6 only. Produce a risk assessment for play and self-directed activities in relation to the benefits to learning.

**Unit 6 Leading in the Forest & Outdoors (Unit level: 7)**

LO Learners will apply knowledge and understanding of the **purpose and values** of forest school in different contexts

**6. 1a)** 🖑 Level 6 only. Explain potential benefits of Forest School and outdoor learning for learners.

**6. 1b)** Level 6 only. Explain the growth of Forest School. *Candidates should produce a mindmap or list of key drivers in the growth of Forest School within the UK and Scotland.*

**6. 1c)** Level 6 only. Explain the importance of forest and outdoor learning based on learning theory and research. *(Suggested word count 200).*

|  |  |
| --- | --- |
| **1.3ci) Site risk assessment** **Venue:**  | **Assessment Carried out by:**  |
| **Postcode:** | **Signature: Date:** |
| **Location Grid Reference:** |

| Areas to check (only check and tick those relevant to your site) | Hazards | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
| --- | --- | --- | --- | --- | --- |
| **Access to the site**:* Public rights of way
* Roads
* Parking
 |  |  |  |  |  |
| **Boundaries around site**:* Barbed wire
* Streams
* Ditches
* Roads
* Tracks
 |  |  |  |  |  |
| **Other people using site*** Rangers
* Contractors
* Walkers
* Cyclists
* Horse riders
* Other children
 |  |  |  |  |  |
| **Canopy layer*** Deadwood in overhead trees
* Leaning, dead trees
* Branches dying back/stress signs
 |  |  |  |  |  |
| **Shrub layer*** Deadwood in smaller trees
* Leaning smaller tree
* Poisonous/irritant species
 |  |  |  |  |  |
| **Field layer*** Branches sticking out at eye level
* Poisonous plants
* Prickly plants
 |  |  |  |  |  |
| **Ground layer*** Hidden logs lying in the grass
* Broken glass, rubbish & rusty metal
* Fungi
* Dog faeces
* Pond, stream, boggy areas
* Slope, embankments
* Holes in ground
 |  |  |  |  |  |

**1.3cii)** **Activity Risk­–Benefit Assessment – wood cookie**

|  |  |
| --- | --- |
| **Brief description of activity:**  | **Completed By:****Date:**  |
|
|
| **Benefits of Experience/Activity:** |
| Hazards (activity steps) | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazards (cont) | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
|  |  |  |  |  |

**5.4b)** **Activity Risk­–Benefit Assessment (Level 6 only)**

|  |  |
| --- | --- |
| **Brief description of activity:**  | **Completed By:****Date:**  |
|
|
| **Benefits of Experience/Activity:** |
| Hazards (activity steps) | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazards (cont) | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
|  |  |  |  |  |