



SAMPLE PROGRAMMES

- SECONDARY PUPILS AND TEENAGERS

FOREST SCHOOL SCOTLAND

discover, develop, deliver



FOREST EDUCATION INITIATIVE



Section 6 - Sample Programmes

- Secondary



WORKING WITH SECONDARY PUPILS AND TEENAGERS

Traditionally, much of Forest school work with teenagers is with disaffected groups who are not succeeding and may be on the verge of exclusion from mainstream school (see special needs section). Support for Learning staff may particularly welcome the opportunities that Forest School offers these pupils.

Forest School also offers huge opportunities for supporting careers and vocational training. Social and Vocational Skills (SVS) can help young people to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work.



Skills for Work courses are available for young people in Scottish secondary schools and colleges following a 2 year pilot. The aim of the new courses is to enable young people from S3 onwards to develop practical vocational skills and to improve their employment prospects by developing a range of employability skills. As school pupils from Balfron High School, Stirlingshire demonstrated at the FEI and Forest Schools 2007 Scotland networking event, doing 'real work in a real setting' (forestry skills) supported their skills for work/ rural skills/ Intermediate 1 studies.

Exploring the science and engineering of wood links well to vocational studies, and more resources can be found on the 'Firrs' section of the Napier University website <http://www.cte.napier.ac.uk/firrs/>

Students explore the range of life and social skills necessary to make their way in society in terms of three central themes – home, work and community. They are expected to take an active role in their own learning, are encouraged to take responsibility for their work, and are taught skills in the context of real-life situations – all of which can be supported by a Forest School programme.

Otherwise, S1 and S2 students in mainstream education may present the most likely age groups to engage with Forest School before they become 'locked' into academic timetables which constrain other opportunities for teachers and students. Although the emphasis for Forest School may be on social and personal development and the acquisition of practical skills, students who are embarking on NQ subjects such as managing environmental resources, biology and geography may find the hands-on experience of Forest School deepens their academic understanding of their subject.

It may also be worth exploring opportunities to support transition projects between secondary schools and their feeder primary schools through a Forest School programme. Some children may find moving from a small local school to a large secondary school difficult. If they are vulnerable children, the transition can result in emotional, social and behavioural problems. This can also be reflected in low achievement in school. Regular visits to Forest School can offer a secure environment where they can practice their social skills, bond with adults and other children, and provide a stable, fun continuum while they make the transition.

This age group needs, as much as any other, positive feedback and encouragement. Records of Achievement can be drawn up for skills such as 'Safe Use of Tools' described in the Activities section of this pack.

There are other opportunities to promote and encourage take up of Forest School among secondary schools.

Alternative opportunities for teenagers to take part in an award scheme like the John Muir Award may also be successfully linked to a Forest school programme.

Forest School has been shown to be effective at raising levels of physical activity among participants. Currently, high levels of physical inactivity amongst teenage girls in particular, are a concern. Fit for Girls (FfG), is a national drive led by sportscotland with Government support, and is aimed at school girls aged 11-16 years with the intention of encouraging them to adopt more active lifestyles. It will be important to address how your Forest School sessions can make being active fun and achievable for all pupils. The FEI Woodland Workout resource offers useful activities in this context http://www.foresteducation.org/learning_resources.php?id=88

Session plan examples for secondary school students are shown in following Forest School programmes:

- Castlemilk High Forest School, Castlemilk, Glasgow. 12 week session plan: Wendy Gray, Forestry Commission Scotland, Glasgow
- Drummond Community High School, Edinburgh Forest School Pilot Project. 7 week session plan: Ewan Hardie, Biology teacher
- Abriachan Forest Trust, Inverness-shire. 7 week session with 12-14 year old pupils: Suzann Barr & Simon Harry



Session	Activities	leaders
14th Feb	(In class) Introduce – wood cookies, What is Forest School? Presentation Rules, Risk Assessment, First aid, Questionnaire, John Muir Award Knots, Game / activity Video of area – Stuart	Wendy, Chris Stuart, Roxy
21st Feb	Paul's questionnaire, Walk to site, Boundaries, Leave only footprints Pupils take photos of area, Mini dens	Wendy, Chris Stuart, Paul
6th March	Fire safety, 5 min fires, marshmallows / potato peelers tool safety introduction	Wendy, Chris Stuart
13th March	Alan Kain – Environmental art	Wendy, Chris, Stuart
20th March	Fire lighting Tool use begin shelter building	Wendy, Chris Stuart
27th March	shelter building	Wendy, Chris, Stuart Jenny Crick
3rd April	shelter building	Wendy, Chris, Stuart
1st May	shelter building	Wendy, Chris, Stuart
8th May	shelter building	Wendy, Chris, Stuart
14th May	Pupil presentation at staff meeting	Wendy, Chris, Stuart
22nd May	Celebration Day.	Wendy, Chris, Stuart

Sample
Programmes
- Secondary

DRUMMOND
COMMUNITY
HIGH SCHOOL
FOREST SCHOOL
PILOT PROJECT
PROGRAMME
MAY/JUNE
2007

LEADERS:
EWAN HARDIE,
CATH FLEMING &
SUPPORT STAFF

Monday 14th May -	Forest School Session 1 Making Camp
Wed 23rd May -	Forest School Session 2 Tree i.d./uses of timber/fire lighting
Monday 28th May -	Forest School Session 3 Nettle soup / marsh mallows
Monday 4th June -	Forest School Session 4 Dream catchers
Monday 11th June -	Forest School Session 5 Story Telling
Monday 18th June -	Forest School Session 6 Elderflower cordial
Monday 25th June -	Forest School Session 7 Barbeque
Friday 29th June -	End of Term

Drummond Community High School Forest School Pilot Project Programme May/June 2007

Leaders: Ewan Hardie, Cath Fleming & support staff

SESSION 1 – MAKING CAMP

Aim: This session provides an introduction to Forest School. Pupils are introduced to good practice for assessing risk, and deciding how best to proceed, following instructions, lifting and carrying, safety around a camp fire, and basic knots. The making and sharing of hot drinks at lunch time is aimed at developing a convivial atmosphere. The campfire safety game develops social skills³. Constructing a quadrat requires careful measurement. Quadrats are an important biological sampling method.

Curricular Links:

- Curriculum for excellence: Confident Individuals –
Assess risk and make informed decisions; a sense of physical, mental and emotional well-being.
- Curriculum for excellence: Successful learners –
Enthusiasm and motivation for learning.
- Curriculum for excellence: Effective contributors – Communicate in different ways and in different settings
- Curriculum for excellence: Responsible citizens –
Make informed choices and decisions
- Maths: Measurement
- Biology: Using a biological key
- Physics: levers
- Practical Skills: Knots

Equipment:

First Aid Bag, Forest School Rope (all pupils to be given own rope), Sisal twine for making quadrats, plant i.d. books, fire lighting kit, Kelly kettle, Digital cameras, Fruit for lunch, Tea, Coffee, Chocolate, Clipboards, pencils and record sheets.

Travel Activity:

Introduce Forest School knots during train journey. Parts of a rope, overhand loop, figure of eight, figure of eight loop, possibly getting as far as clove hitch.

Activity 1: Establishing base camp (2 hrs)

Arrive in woods ~ 10.45

Prior to entering woods the pupils will be briefed on how to do a risk assessment including the difference between a hazard and a risk. Attention will be drawn to the need for assessing the risk at ground, shrub and canopy level. The group will walk to the site together. Pupils will be asked to conduct a risk assessment and report any potential hazards, deciding on how to keep the level of risk low and agreeing boundaries. Group will decide on where in the wood to establish base camp.

The main activity for the morning will be to create a camp. This will involve delineating a fire pit (although not lighting a fire) and providing seating (logs) around the pit. Pupils will be wearing protective footwear and will be instructed in lifting safely. It is up to the pupils to decide how best to move the logs but it is assumed that team work will be the best way. Advice may be given on the use of levers to make the work easier. I will be looking for how the group organises itself and works together.

Activity 2: The campfire game (30 min)

Begin ~ 12.15 One, Apple, Dog (brain gym)
(see Practical Activities section)

Lunch (12.45 – 1.15)

Packed Lunch. Fruit provided by Forest School. Group leader may light a small fire to boil kettle for tea/coffee/chocolate provided by Forest School.

Activity 3: Knots, lashings and biological sampling (1 hour)

Begin ~ 1.15 (best to have a quadrat to show at beginning)

Pupils in pairs need to go and find four sticks (per pair) of roughly the same length (12 hand widths). Demonstrate clove hitch. Students will work in pairs – one person holding the stick while the other practices the knot. Demonstrate square lashing. Again pupils support each other so that each partner has created an 'L' shape. Each pair then makes a square frame by joining their 'Ls' together. This is then turned into a quadrat by marking off sections using twine.

Each group then needs to find a place in the woods to locate their quadrat for the rest of the term (we will return and check it each week). Each group then tries to identify the plants growing within their quadrat and gives each species an abundance score. This will form the beginning of a record of how things change during the season.

Review: (45 mins)

One of the group leaders will have lit a fire during the last activity. Gathering now, around the fire we will review the day.

Risk Assessment: Session 1 – Making camp

Safety Briefing:

Prior to entering wood students are given safety briefing which includes advice on:

- Taking responsibility for managing own risk
- Awareness of risk at field level, shrub level and in the canopy
- Listening to and following instructions
- Remaining within set boundaries and with the group
- What to do if they do get lost
- Safety in the wood and near the water

Staff are aware of all non-swimmers and students with medical problems.

Group leader has an emergency bag containing: First Aid Kits (one with disposables, the other a mountain kit for more serious incidents), medical information and contact details for each participant, water (deionised), thermos of hot water, emergency shelter, emergency whistle, fire blanket, phone and risk assessment for site including grid reference. Food and extra warm clothing are also carried.

Description of activity:

This being our first time in the woods, the group will walk the site together observing any potential hazards, deciding on how to keep the level of risk low and agreeing boundaries. Group will decide on where in the wood to establish base camp.

The main activity for the morning will be to create a camp. This will involve delineating a fire pit (although not lighting a fire) and providing seating (logs) around the pit. Pupils will be wearing protective footwear and will be instructed in lifting safely.

Once the camp has been constructed we will play a number of games designed to establish the rules for safely moving around a camp fire.

Packed Lunch. Group leader may light a small fire to boil kettle for tea/coffee/chocolate.

Afternoon session will involve some knot work including square lashing. Students will then use these skills to create a quadrat that can be left in the woods and monitored over the coming weeks.

Review, tidy up and travel home (see Risk Assessment for travel).

Aim: This session reinforces the learning from session one about risk assessment and management. It provides the opportunity for working collaboratively on tasks that will require focus. Pupils will use a key to identify the trees in the woods 3 and then learn a poem 4 as an aid to remembering which types of wood are the best for burning 5. They will hear some of the lore and mythology surrounding the trees in our wood 6. It is hoped that they may gain an appreciation of the practical use of stories and poetry 7. Pupils will practice measurement while gathering fire wood of specific dimensions 8. The skill of fire lighting will be introduced 9.

Curricular Links:

- Curriculum for excellence: Confident Individuals – Assess risk and make informed decisions 1
- Curriculum for excellence: Successful learners – Openness to new thinking and ideas 6; use literacy, communication and numeracy skills 4; link and apply different kinds of learning in new situations 5.
- Curriculum for excellence: Effective contributors – Work in partnership and in teams 2
- Curriculum for excellence: Responsible citizens – Understand different beliefs and cultures 6.
- Biology: Using a biological key 3
- Chemistry: Fire triangle 9
- English: Learning a poem / learning mythology 7
- Literacy: Reading and Speaking lines 4
- Maths: Measurement 8
- RME: Celtic culture / mythology 6
- Practical Skills: Fire lighting and fuel identification 9

Equipment:

First Aid Bag, Forest School Rope, Sisal twine, fire lighting kit, Kelly kettle, Digital cameras, plant i.d. books, lunch, Tea, Coffee, Chocolate, Clipboards, Tree keys & WS, Copies of Firewood poem, pencils.

Travel Activity: Review of Forest School knots.

Activity 1: Identifying our trees using a key (~1 hr)

Arrive in woods ~ 10.45

On entering the woods the group will be encouraged to undertake a risk assessment, and will be reminded of the need to consider hazards at all three levels. Any changes since our last visit will be brought to their attention.

The group gathers around the fire circle for a quick check in and for the group leader to outline the plan for the day. Group leader then gives instruction in the use of the key for identifying trees. Working in groups of 2 or 3, pupils then use the keys to identify three different trees growing nearby and complete the WS. Each group will be able to ask for assistance from a leader if they require it but should be left to get on with the task alone if they are comfortable. It is anticipated that some groups may finish quickly in which case they would be set the challenge of finding and identifying a new tree. The teams will then feedback so that we compile a list of the tree species in our wood. The tree growing nearest the fire circle is a Lime which has some interesting lore associated with it <http://en.wikipedia.org/wiki/Tilia> . The telling of this story brings this activity to a close.

Activity 2: Firewood poem

12-12.30

Gather again around the fire circle and use the first part of one, apple, dog so that everyone has a number. Everyone should have a copy of the poem to look over. There are 12, 2 line stanzas, so every group member needs to read one. The group leader reads number 11 and everyone reads the final lines. It is worth emphasising the fact that the stories and poems we have heard have a real, practical value in terms of survival in the woods.

Activity 3: Gathering Firewood

12.30-1

Discussion around what kind of wood makes the best fuel, how to identify well seasoned wood, and sensitive gathering of natural resources. Pupils then sent to collect wood. First kindling (no thicker than a match, no longer than your finger), followed by no thicker than a pencil no longer that the width of your hand and then no thicker that your finger and no longer than your hand span 5min each.

Group leader then demonstrates constructing a fire that can be lit with a match and then left – no building once the fire is going.

Lunch (13.00 – 13.45) Packed Lunch.

Group leader keeps the fire in to boil kettle for tea/coffee/chocolate. Group can try adding Lime leaves to sandwiches.

Activity 4: Fire lighting (5 min fire)

13.45-14.15

Working in pairs pupils now follow the instructions that were given before lunch on how to construct a fire using the wood that they have collected. The leaders can check the construction of the fire before giving each group matches. The challenge is to use as few as possible i.e. 1. Each fire should burn for only five minutes and then be left to go out. One fire can be kept in to provide a setting for the review.

Review: (30 mins)

14.15-14.45

Gathering now, around the fire we will review the day.

Risk Assessment: Session 2 – Tree i.d./uses of timber/fire lighting

Safety Briefing: (as above)

Description of activity:

On entering the woods the group will be encouraged to undertake a risk assessment, and will be reminded of the need to consider hazards at all three levels. Any changes since our last visit will be brought to their attention.

Pupils will use a key to identify the trees in the woods and then learn a poem as an aid to remembering which types of wood are the best for burning. They will hear some of the lore and mythology surrounding the trees in our wood. It is hoped that they may gain an appreciation of the practical use of stories and poetry. Pupils will practice measurement while gathering fire wood of specific dimensions. The skill of fire lighting will be introduced

Review, tidy up and travel home (see Risk Assessment for travel).

Aim: This session reinforces the learning about risk assessment and risk management 1 as well as revising the work from session 2 on biological keys 3 and the value of different timber for fuel as told in the poem 4,5. The success of the session will depend on the group working as a team with each person on a different task 2. Our ultimate goal is to cook a pan of nettle soup 6,8. It is hoped that the pupils will begin to form a conceptual link between the food we eat and the natural environment 7. This was introduced last week when we tried lime leaves on our sandwiches. In the afternoon tool use is introduced through the use of potato peelers 9 for making a marshmallow stick.

Curricular Links:

- Curriculum for excellence: Confident Individuals – Assess risk and make informed decisions 1
- Curriculum for excellence: Successful learners – Openness to new thinking and ideas 6; use literacy, communication and numeracy skills 4; link and apply different kinds of learning in new situations 5.
- Curriculum for excellence: Effective contributors – Work in partnership and in teams 2
- Curriculum for excellence: Responsible citizens – Develop knowledge and understanding of the world and Scotland's place in it 7.
- Biology: Using a biological key 3
- English: Learning a poem / learning mythology 4
- Literacy: Reading and Speaking lines 4
- Home Economics: making soup 8
- CDT: tool use (peelers – pen knives) 9

Equipment:

First Aid Bag, Forest School Rope, Sisal twine, fire lighting kit, Kelly kettle, Digital cameras, plant i.d. books, lunch, Tea, Coffee, Chocolate, Tree keys, Copies of Firewood poem, Ingredients for soup making (see recipe), cauldron, chopping board, kitchen knife, secateurs, potato peelers.

Travel Activity:

Review of Forest School knots.

Activity 1: Revision of tree i.d. & firewood poem plus wood collection (3/4 hr)

Arrive in woods ~ 10.45

The group sets up camp (by now an established routine) including arranging seating, putting up the bin bag etc.

During this time the group leader collects a sample from each of the different tree species in the wood. Gather around the fire circle to have a quick check in and outline the plan for the day.

Start with a group recital of the firewood poem using the sheets and each person reading a line as per session 2. The group leaders then work through the key with each pupil using the samples collected from the trees. Having identified a sample the pupils are asked to find the line in the poem that relates to their sample. In this way it will be possible to draw attention to the trees from which no firewood should be collected and the trees to look out for i.e. Ash. Each pupil will then be asked to go and find an ash tree and stand beside it. Once the leader has confirmed that they've got the right tree they can collect firewood from around or in (providing it is dead wood) the tree.

Activity 2: Getting ready for the soup

11.30-13.00

There are several jobs that need doing. Give pupils the option of what they would like to do while keeping everyone occupied. Firewood collection

- Firewood sorting
- Chopping onions
- Collecting nettles
- Making a tripod
- Washing nettles
- Chopping nettles
- Fire duty

The aim is to have the soup ready on time to accompany the rolls at lunchtime.

Lunch

13.00 – 13.45

Packed lunch. Cheese rolls with lime leaves and nettle soup.

Activity 3: Marshmallow sticks

13.45-14.15

Pupils are set the challenge of identifying the tree from which the group leader has collected several sticks (willow). Leader then instructs the group in the use of a peeler to skin and sharpen a willow stick for use in toasting

marshmallows. Everyone then prepares a stick under close supervision to ensure that they are always working away from themselves.

Review: (30 mins)

14.15-14.45

Gathering now, around the fire we will review the day. Start with questions relating to the whole programme so far awarding marshmallows for correct answers. Include questions about the pupils' experience of the programme.

Risk Assessment: Session 3 – Nettle Soup

Safety Briefing: as above

Description of activity:

On entering the woods the group will be encouraged to undertake a risk assessment, and will be reminded of the need to consider hazards at all three levels. Any changes since our last visit will be brought to their attention.

Today's main activity will be cooking a pan of nettle soup over the open fire. Pupils will gather firewood, collect, wash and chop nettle tops, chop some other soup ingredients and take some part in cooking the soup. Everything will be closely supervised by the group leaders. In the afternoon students will work with potato peelers to strip the bark from a piece of willow practicing always working away from the body. Having created a marshmallow roasting stick pupils will toast marshmallows during the review of the session.

Tidy up and travel home (see Risk Assessment for travel).

Aim: This session reinforces the learning about risk assessment and risk management 1. Pupils will find the task much easier to complete if they work closely with a partner 2. It requires sustained concentration and focus which will provide challenge 3. It is hoped that pupils will learn something about working with natural materials 4. Some of the knots that we've been practicing will be put to use binding willow canes and creating a dream catcher 5. Pupils will learn about the traditional use of dream catchers in Native American culture 6.

Curricular Links:

- Curriculum for excellence: Confident Individuals – Assess risk and make informed decisions 1
- Curriculum for excellence: Successful learners – Determination to reach high standards of achievement 3.
- Curriculum for excellence: Effective contributors – Work in partnership and in teams 2, create and develop 5
- Curriculum for excellence: Responsible citizens – Understand different beliefs and cultures 6.
- CDT: tool use (secateurs)
- Art and design: making and decorating dream catcher 4

Equipment:

First Aid Bag, Forest School Rope, Sisal twine, fire lighting kit, Kelly kettle, Digital cameras, lunch, Tea, Coffee, Chocolate, Tree keys, Copies of Firewood poem, cut willow, wool, secateurs, scissors.

Travel Activity: Review of Forest School knots.

Activity 1: Gathering Firewood, setting up camp (30min)

Arrive in woods ~ 10.45

Revision of what kind of wood makes the best fuel, how to identify well seasoned wood, sensitive gathering of natural resources, and sizes of fuel for fire lighting. Pupils then sent to collect wood while group leader prepares the camp. On returning to camp the pupils are quizzed on some of the things we've covered at Forest School so far and someone is identified to be the person who lights the fire.

Activity 2: Clove hitch (30min)

11.15

The group gathers around the fire circle for a quick check in and for the group leader to outline the plan for the day. Pupils then have to go and find a stick each suitable for practising the necessary knots. When they return the group leader and a volunteer demonstrate a clove hitch and how it can be used to bind two sticks together. Pupils will

practice this and have it checked by group leaders. Once they are confident using their forest school rope and a thick stick they can progress on to binding willow together using sisal. They should be working with a partner to create one hoop per pair. It is possible to work alone if this is necessary. It should take around 20 minutes to bind two pieces of willow together securely.

Activity 3: Duck, Duck, Goose

11.45~12.15

(see Practical Activities section) Finish up with a focus game like one, apple, dog.

Activity 3: Making the hoop:

12.15-13.00

After a demonstration from the group leader the pupils work together to create a hoop from the bound willow. After the first circle is formed additional canes are weaved in to give support. It is important to emphasise the need to take time to achieve the best possible result. This will certainly take us up to lunch and may go on well beyond.

Lunch (13.00 – 13.45)

Packed Lunch, tea/coffee/chocolate.

Activity 4: the web (30min)

13.45-14.15

Group leader first demonstrates and then assists pupils making the web in the centre of the hoop. This is difficult at first but once the principle has been established pupils should be able to proceed unassisted. If they work together they could complete the web within the afternoon session but this is not necessary since they will have the opportunity to complete their dream catcher another day. They should not feel under pressure to complete.

Review: (30 mins)

14.15-14.45

Gathering now, around the fire we will review the day. This may include the toasting of marshmallows.

Risk Assessment: Session 4 – Dream Catchers

Safety Briefing: (as above)

SESSION 5 – Story Telling

Description of activity:

On entering the woods the group will be encouraged to undertake a risk assessment, and will be reminded of the need to consider hazards at all three levels. Any changes since our last visit will be brought to their attention.

Based around, or very close to base camp pupils will work with pre-cut willow to create a dream-catcher. Tool use will be limited to secateurs for trimming willow and scissors for cutting string. The group will be briefed on using them safely.

Tidy up and travel home (see Risk Assessment for travel).

Aim: The telling of stories goes back to ancient times when no one had the means to put folklore and fact down on paper. People relied on good orators and word of mouth was the only guarantee of informing others about history, myths and legends. We are now out of the habit of sharing stories and so our storytelling skills and confidence at speaking out is very limited. In our fast-paced, media-driven world, storytelling can be an engaging way to remind young people that their spoken words are powerful, that listening is important and that clear communication between people is an art. The session uses drama games and exercises to combat the fear of speaking out for young people and offers techniques to develop imagination and creativity to make stories interesting. These learning tools should help young people to communicate thoughts and feelings in an articulate way that will, ultimately be beneficial in daily life. Storytelling does not require wonderful acting skills and no equipment is needed, other than imagination, listening and speaking skills.

Curricular Links:

- Curriculum for excellence: Confident Individuals – Achieve success in different areas of activity
- Curriculum for excellence: Successful learners – Enthusiasm and motivation for learning; think creatively and independently.
- Curriculum for excellence: Effective contributors – Communicate in different ways and different settings, create and develop
- Curriculum for excellence: Responsible citizens – Understand different beliefs and cultures.
- Drama: using voice and physicality and imagination
- English: creating stories using imagination

Equipment:

First Aid Bag, Forest School Rope, Sisal twine, fire lighting kit, Kelly kettle, Digital cameras, lunch, Tea, Coffee, Chocolate, Copies of Firewood poem, paper and pencils.

Travel Activity:

Review of Forest School knots.

Activity 1: Gathering Firewood, setting up camp (30min)

Arrive in woods ~ 10.45

Revision of what kind of wood makes the best fuel, how to identify well seasoned wood, sensitive gathering of natural resources, and sizes of fuel for fire lighting. Pupils then sent to collect wood while group leader prepares the camp. On returning to camp the pupils are quizzed on some of the things we've covered at Forest School so far and someone is identified to be the person who lights the fire.

Activity 2: Introduction and word games

11.15

The group gathers around the fire circle for a quick check in and for the group leader to outline the plan for the day.

Check in - Name and Adjective Standing in a circle, each participant says their name with an adjective to describe them. This is accompanied by an action. e.g. "Euphoric Ewen"

Word Association Sitting in a circle, the group says a word each that is associated with the previous person's word.

Book, pages, yellow, canary, fly, plane, train, platform etc...

Word Disassociation The same exercise but the word must be unconnected to the previous person's word. This is much harder as our brain naturally associates one word with another. Calculator, flamingo, marker pen, keys, Eiffel tower, jeans, living room etc.

These exercises are to encourage participants to be able to think logically but also to think imaginatively.

Activity 2: "He wasn't listening"

11.45~12.15

Groups are divided into sub-groups A & B. Group leader gives instructions to each group separately. Group A have to tell their partner in group B about something that they really like (favourite dinner, pass time, or birthday present). They have one minute to do this. Group B are instructed to listen carefully for 30 seconds and then stop paying attention.

When the group comes back together we discuss the skills that are involved in listening and agree that for the rest of the day we will do each other the courtesy of listening to the speaker.

Activity 3: Story Swap:

12.15-13.00

Working again with a partner pupils exchange stories about a time when they were in trouble or had an accident of some kind. They have one minute each to tell the stories. They then swap partners and tell the story that they have just heard to their new partner as if it were their own and with a few extra exaggerations thrown in. They continue swapping and embellishing the stories that they hear until eventually they are hearing their own story told back to them with arms and legs.

Lunch (13.00 – 13.45) Packed Lunch, tea/coffee/chocolate.

Activity 4: Constructing a story

13.45-14.15

Each participant has a piece of paper and a pencil. At the top of the paper they write when their story takes place: e.g. “once upon a time” or “just the other day”. Then the top of the paper is folded over and passed on to the next person who writes the name of character. The process continues until all the elements of a story are there. The paper is then unfolded to reveal a complete and probably hilarious story. Pupils are encouraged to read out their stories. This could be followed by a story from the group leader.

Review: (30 mins)

14.15-14.45

Gathering now, around the fire we will review the day. This may include the toasting of marshmallows. We should aim to be leaving the woods by 2.45 for the 3.33 train, arriving at Waverley for 3.53.

Risk Assessment: Session 5 – Story Telling

Safety Briefing: (as above)

Description of activity:

On entering the woods the group will be encouraged to undertake a risk assessment, and will be reminded of the need to consider hazards at all three levels. Any changes since our last visit will be brought to their attention.

Based around, or very close to base camp pupils will take part in a number of drama games to encourage confidence in speaking in front of a group and story telling technique. The session ends with stories told around the fire.

Tidy up and travel home (see Risk Assessment for travel).



HS Forest School
~ 9 pupils,
12 -14years

**March – May
2007**

Site location : School grounds

Dates : 29th March (AFT in school),
19th April - 17th May (22nd June all groups in Abriachan woods)

Time : 11.00 – 15.00 each Thursday for 8 weeks

tbc : 2 Visits (3rd May & 22nd June) to Abriachan Woods/ Abriachan Forest Trust will replace two of the HS ones and will involve some mountain bike training with Simon
Programme run by Simon Harry, Suzann Barr
Usually two FS Leaders per session, sometimes Careers Scotland staff

Learning Objectives -This programme will ensure that all the activities are linked to the 5 areas of 5 – 14 Curriculum and that the 4 capacities of A Curriculum for Excellence are met in a variety of ways - thus helping to develop successful learners, confident individuals, responsible citizens and effective contributors

**March 29th
2007**

9.00 – 10.00

People introductions

AFT staff will visit the school to meet the pupils undertaking the Forest School programme and their guidance staff. They will discuss possible activities, plan and also agree on the Forest School rules and consequences... using flip chart mind map coloured markers & Post its
The pupils will record their activities on a digital camera and sometimes video camera – this will be used as the basis of a Forest School Diary for each child and be incorporated in their certificate at the end of the sessions – check this has been cleared with carers??.
Team building games will be played to enable AFT staff to familiarise themselves with the group and vice versa.
Also need to know boot sizes for first day out on site.

Learning Objectives

- familiarise – staff & pupils with each other
- familiarise verbal/visual prompts – listening skills, considerate communication
- introduce RESPECT - hands up, count down etc
- introduce Health & Safety procedures outdoors
- staff learn boot sizes!
- raise interest , anticipation for future sessions

Sample
Programmes
- Secondary

<p>April 19th 2007</p> <p>11.00 – 15.00</p>	<p>Site introduction Walk from school to site with group... meet in foyer, after they have been to registration. Introduce pupils to the Forest School routine and allow the group to play a confident, active role in the development and design of the FS site. This will involve measuring dimensions, laying a weed suppress mat, carrying and spreading 10 bags of wood chips & calculating extra materials needed for whole fire pit area. An introduction to safe tool use will be undertaken as this will be a major part of the following sessions. Team building activities will encourage group working and ensuring we have effective contributors.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> - improve communication skills - improved team working & co-operation in variety of tasks - ability to recognise acceptable & unacceptable behaviour - ability to respond to being told that behaviour is not appropriate - awareness of need for PPE – its non negotiable girls! - measuring and calculating Terram required for a circular area around fire pit. - calculating volume of chips needed to cover total area - improved physical development and stamina through lifting , carrying and walking - an agreement on design of site & its function
<p>April 26th 2007</p> <p>11.00 – 15.00</p>	<p>Forest School furnishings Development of the site, the group will install seating and shelter areas and will actively discuss its ongoing design. Practice square lashings for shelter on sedan chair making and testing. This session will include a fire and its safe use and management. Fireside seats will enable some consolidation of ground rules and RESPECT development... seems like a chat round the fire but has emotional esteem assessment behind it. Tools will be used on a 1 to1 basis. Roles and responsibilities for the day will be allocated</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> - improve communication and social skills through co-operative work on tasks. - an ability to listen and observe instructions and demonstrations – fire, rope work, use of tools - safe use of bowsaw and loppers - care and maintenance of tools - awareness of need for a tidy, safe site during & after - be able to lash efficiently to make sedan chair / shelter - ability to give and accept praise & encouragement

<p>May 3rd 2007</p> <p>11.00 – 15.00</p>	<p>Collecting hazel & shelter building Hazel will be cut in Abriachan and the test shelters will be built in woods. School minibus & driver have been booked for this date. Group will be introduced to shelter design and build. This will include an insight into differing approaches to design by other cultures and will discover how alternative shapes provide different functions and strengths</p> <hr/> <p>Learning Objectives</p> <ul style="list-style-type: none"> - reinforce team ethic in new location - communicate positively with peers – help each other - set targets for selves and achieve them – number of hazel poles each - some native tree identification - facts about red-squirrels, spot a drey - ability to problem solve construction challenges using finite material source - knowledge of different shelter structures used around the world, in Abriachan and in the past - physical challenge – carrying hazel up the hill to site – and recognising fact they feel better after it!
<p>May 10th 2007</p> <p>11.00 – 3.00</p>	<p>Plant trees round school site & make Cu labels We will take some native trees into school grounds and plant them round the perimeter of the site. They will have looked at them growing when in Abriachan the previous week so this will reinforce tree identification skills. The labels are made from waste copper foil and involve some designing and tin snipping work. After collecting hazel last session we will make a new roof frame for the windbreak on site.</p> <hr/> <p>Learning Objectives</p> <ul style="list-style-type: none"> - develop a sense of ownership in site by planting & labelling their own trees - encouraging each other in activities - knowledge of different native trees, how & where they grow best - ability to plant a tree properly using spade. Protect it from deer & rabbit damage tube and stake - creative skills and ability to design personal label using metal foil and tin snips - ability to deduce prevailing wind direction in school site & how to mitigate for it, using prior knowledge to make decisions and meet challenges set - reinforce square lashing skills in roof building

<p>May 17th 2007</p>	<p>Fire Lighting, Kelly Kettles and painting trail markers This session the group will try lighting fire for them selves – either the main fire in the pit using a bow and drill or using the Kelly Kettle to boil water for the drinks. Group will plan and develop ideas for an activity that we can use at Abriachan for nursery groups who come out to play and learn in the woods. Discussion over tea break will hopefully lead to making star orienteering markers to use with younger groups. We will have wooden slices and water based paints with us. They will also discuss how to do a risk assessment for themselves and for a nursery's visit to the woods.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> - reinforce H & S awareness with tools & fire - ability to persevere and keep on task - team co-operation and encouragement - be able to demonstrate H & S awareness to others - ability to think about what others might learn from them - design and create a set of trail markers for map games - build confidence about planning and problem solving - taking initiative in the team situation... - healthy eating facts and suggestions - end result will be a plan and requirements list for the celebration day for all groups in June.
<p>June 22nd 2007</p>	<p>Demonstration & Celebration Day at Abriachan Set up site, set fire, prepare barbecue and invite guests to come along for a visit over picnic time. Pupils will show what they have learned and done and why! Art that Falls apart and an opportunity for the forest school group to learn and practice mountain bike skills at Abriachan Forest Trust. The group will be presented with their Forest School badge and awards presented for best shelter design.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> - improved social skills and ability to work, learn and play as a group - raised self esteem and confidence as day's challenges are met and appreciated by others - develop some mountain biking skills - create installations for others to enjoy within the forest - improved physical stamina after cycling, climbing, balancing, running around forest for the day. - an awareness of healthy eating and its benefits - identifying each others' strengths - RESPECT
<p>Aims – to facilitate active participation, responsible co-operation, promote teamwork and develop self esteem through focussed, stimulating learning activities in the outdoor environment.</p>	