

# 5 **SAMPLE PROGRAMMES**

- PRIMARY

**FOREST SCHOOL SCOTLAND**  
discover, develop, deliver



FOREST EDUCATION INITIATIVE





## Section 5 - Sample Programmes

### - Primary



#### WORKING WITH PRIMARY AGED CHILDREN

Primary children, particularly the older 8 – 12 year olds, are a group that commonly engage with Forest School. This age group thrives in a woodland setting, young enough to be uninhibited about their enthusiasm and to enjoy stories and games, but also developing a reasonable level of practical skill and dexterity. Obviously there will be a huge range of behaviour within this range – some older primary pupils will show adolescent attitudes and may be more self conscious about boy/ girl relationships, and yet they will still take joy in self expression. Gaining confidence and becoming emotionally resilient and literate through Forest School processes will be of great benefit to these young people in the transition from primary to high school. Depending upon their needs and abilities, many of the early years activities and session plans can, with a little added depth and extension, be equally enjoyed by older primary pupils.



This age group are ready for a number of challenges:

- They are old enough to think about health and safety issues and personal responsibility – performing simple risk assessments, and working out a safety code for their forest school.
- They can be introduced to a wider range of tools with careful supervision, although smaller pupils may have difficulty in handling some. If possible stock your toolkits with smaller billhooks and bowsaws.
- Teambuilding activities and group task, involving co-operation are very important.

As with other age groups, it is equally important to continue to allow for self determination and a child led approach wherever possible. However, school timetables and adult:child ratios may constrain your ideal programme.

For example, the Dunning primary sessions outlined below were limited to afternoon sessions, which meant the experience was not as in depth and activities not as open ended as they should be. Some activities did not take place because of shortage of time. The children still benefited from the sessions, however, as shown in the feedback from parents and progression in the pupils' learning and behaviour – and from their enthusiasm to take part!

**Similar constraints have been recognised by some Forest School leaders: “...some of the Fauldhouse sessions...aren't as child led as they should be due to the fact that there were 32 kids with only 3-4 leaders ” - Wendy Gray, FCS. These session plans are included here with this caveat in mind. Despite this, there were individual and community benefits, and a more child led approach such as the one for St Clare's Primary developed from reviewing and evaluating earlier programmes.**

**This illustrates that a good Forest School programme evolves and develops over time, in tandem with the growing skills and confidence of both participants and Forest School Leaders.**

Levels of challenge can be increased according to ability. For example, Fiona Hamilton, Forest School leader and teacher, has been working with P6/7 from Inveraray primary, Argyll & Bute. Their Forest School has taken place in the grounds of Inveraray Castle, where they have been using knot-tying skills to make an adventure-challenge course in the forest. Challenges include a 'balance beam' walk between trees, and investigating a pulley system to lift each other in a bosun's chair – using only rope and wood!

*“This has science; forces as the curricular focus, and the social target is of course working in a team - vital.”*

*Fiona Hamilton*

Session plan examples for primary aged children are shown in following Forest School programmes:

- Edinburgh and Lothian FEI cluster demonstration projects for primary schools (P4 upwards) – Aline Hill
- 10 week Forest School, St Clare's Primary School, Drumchapel, Glasgow: Wendy Gray, Forestry Commission Scotland, Glasgow
- 10 week session plan at Fauldhouse with both St John's the Baptist and Falla Hill primary schools - Wendy Gray, Central Scotland Education Officer, Forestry Commission Scotland, Glasgow
- 6 week Dunning Primary, Perthshire P4 Forest School session plan

**Note:** as an under-8 years group (P2-3), Niddrie Mill Primary session plans have been included in the Early Years rather than Primary section of this pack.

Session 2/4 aim	Experimenting with designs for frame-based shelters – making miniatures
<b>Activities</b>	<p>Review square-lashing and shape properties</p> <p>In groups, pairs or individually, try building mini shelter frames using sisal and sticks (no longer than from your elbow to the tip of your finger).</p> <p>Ideas: encourage children to think of animal homes, and provide illustrations of different shelter structures.</p> <p>Provide children materials for sketching ideas if possible.</p> <p>Make sure each shelter is photographed.</p> <p>As a whole group, review each shelter design, encouraging children to offer praise and present criticisms constructively and sensitively.</p> <p>Hold a debate to decide which shelter, or fusion of ideas, you are going to try and make as a group.</p>
<b>Methodology</b>	<p>Children should be allowed the choice of who to work with and how during this stage, since the challenge is primarily creative exploration and problem solving.</p> <p>Children should be provided with plenty of idea sources, discussion forums and sketch materials.</p>
<b>Contingency for bad weather</b>	<p>Collect sticks for the children and carry out the activity indoors; use plasticine for the ground if necessary.</p>
<b>Resources needed</b>	<p>Sisal, cut to 2 ft lengths</p> <p>laminated sheets with written and drawn square-lashing instructions on them</p> <p>laminates with shelter structures sketched/bushcraft books</p> <p>drawing materials</p> <p>digital camera</p>
<b>General Comments</b>	<p>It works better to present this stage not as a competition, but as an opportunity to take advantage of everyone's ideas to make the best group shelter possible.</p>

Sample  
Programmes  
- Primary

<b>Session 3 aims</b>	<b>Building the full-scale shelter in teams lead by adults</b>
<b>Activities</b>	<p>Work as a group to build the shelter.</p> <p>The adult leaders and assistants model agreeing what needs to be done and dividing out the tasks. Each adult then supervises groups of children working on their part of the project.</p> <p>Children can choose their adult &amp; activity, and move between activities.</p> <p>Throwing leaf-litter on the roof and sides tests water tightness and shedding. Gentle shaking mimics wind. Once the shelter has been built, the final test is getting everyone inside it.</p> <p>Celebrate your achievement with photos and hanging out time inside the shelter.</p>
<b>Methodology</b>	Leaders model group work skills such as active listening, co-ordination, inclusiveness etc
<b>Contingency for bad weather</b>	This can only be undertaken outdoors. However, if you have taken pictures of each shelter design, this allows you to pick up the activity as and when the weather allows.
<b>Resources needed</b>	<p>Sisal</p> <p>sketching materials</p> <p>laminates with knotwork reminders</p> <p>digital camera with stored photo of chosen shelter design/designs (or print offs)</p> <p>long poles (prepare in advance if enough of sufficient soundness are not available on site)</p>
<b>General Comments</b>	You can strengthen the group work element of this task even more by making group work skills an explicit part of the criteria for success (i.e. – not only does the shelter have to fit everyone, keep them dry and stand up to wind – everyone has to feel that they've been involved in deciding on and making the shelter).

Sample  
Programmes  
- Primary

<b>Session 4</b>	<b>Building the full-scale shelter – less leader support</b>
<b>Activities</b>	The children are challenged to work in a group to decide on another shelter to build, and to build it. Clear criteria for success are given, which include group work competencies. Leaders are on hand to provide children with suggestions as necessary and encourage emotional feedback on interactions.
<b>Contingency for bad weather</b>	As above
<b>Resources needed</b>	As above
<b>General Comments</b>	Leaders aim to step out as much as possible here, but observe closely so that they can lead a detailed review session. Leaders step in to suggest alternatives, resolve disputes or redirect according to their own judgement.

<b>Multiple</b>	<b>P4 and upwards</b>
<b>Programme aim</b>	Use of digital media. Exploring woodland ecology – micro habitats Encouraging sense of ownership of woodlands.
<b>Programme learning outcomes</b>	Learning to use digital camera for macro and time-lapse photography Understanding woodland ecology – the importance of light & water, seasons, 4-level structure and plant and animal interrelationships.
<b>Session 1 aim</b>	Creating/adopting a mini-land to explore over the coming weeks.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Main group discussion – what will make an interesting miniland (light, water, away from paths)</li> <li>2. Children are given a 2 m-long piece of string, tied into a circle. This will form the first boundary to the kingdom. (You can also do this using square-lashed picture frames – living pictures).</li> <li>3. Individually, in pairs or groups, children set off to choose their miniland within the boundaries of the Forest School's main work area. Leaders support, discuss and redirect the children's choices as necessary.</li> <li>4. Children replace the boundary with a natural one of their own making.</li> <li>5. Each child takes pictures using digital camera as follows: a) time-lapse, focussing on same spot in centre of picture and sitting in same spot to take the picture; b) macro-mode pictures, to capture detail and magic of nature's small things.</li> </ol>
<b>Methodology</b>	This activity works through a balance of free exploration, supported by resources, and by suggestions for activities. Digital images can be worked with on site, loaded onto a central website for download or given on disc to forest schoolers; individual databases can be built up on school computers.
<b>Contingency for bad weather</b>	Use the time to set up aspects of the activity: look at images of macro and time-lapse photography (British woodland); precise macro and time lapse sequences in the classroom (children are good at being slowly growing plants etc); discuss what conditions plants need to grow.
<b>Resources needed</b>	Digital cameras – one for every 4-6 children is fine, plant and animal id sheets & books, sketching materials.
<b>General Comments</b>	<p>It's important to sell this activity strongly at the beginning, emphasising the exploration and mystery aspects, and the use of the digital cameras.</p> <p>If children shoot a quick picture of themselves before they start taking their sequence of pictures, it becomes easy for the leader to file each child's images.</p> <p>Make sure you set the date and time on all of the cameras.</p> <p>Children can view their pictures on the viewfinder as they take them; you can also bring a laptop to the site for downloading and viewing.</p>
<b>Subsequent sessions</b>	Revisiting and mini-lands becomes part of subsequent sessions – either just for time lapse pictures or for more exploration.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Children can simply visit the miniland, photograph and explore freely (support materials on hand)</li> <li>2. The land can also form the basis for suggested activities – bug and plant surveys (macro mode); storytelling, from a bug or plants point of view; storytelling – ecological threats – litter, chemicals, summer too hot etc.</li> </ol>
<b>Contingency for bad weather</b>	Later sessions – children can work with their growing portfolio of images, creating time lapse flick books or slide shows; adding captions; creating montages.

Sample  
Programmes  
- Primary

## **Session outline**

### **Morning session 9am - 12noon**

9.15am – leave school and walk to site

9.30 – arrive at site / group time

9.45 - activities

10.15 – break and snack

10.30 - activities

11.15 – group time

11.30 – pack up and return to school for 11.45am

### **Afternoon session 1pm – 3pm**

12.45pm – leave school and walk to site

1.00 – arrive at site / group time

1.15 – activities

2.25 – group time

2.40 – pack up and return to school for 3pm



Date	Leaders	Activities
<b>3rd Oct</b>	Wendy Jo John	Classroom – health and safety, First aid, Risk assessment, Fire safety Walk / mark boundaries / caterpillar walk. Forest School rules. Fears and worries. Discussing questions on school wall.
<b>10th Oct</b>	Wendy am John Jo	Woodland walk – get to know the area. Jo – before and after photos. Litter / vandalism - effects on wildlife / people. Litter-pick game
<b>24th Oct</b>	Wendy Jo, John	Fire lighting. Knots and lashings (clove hitches / lashings). Wooden photo frame. Goldsworthy art in frame (most didn't get time). Talking stick review
<b>31st Oct</b>	Wendy, Jo, John (Simon Harry assessing John pm)	Halloween activities –woodland masks, apple dookin Campfire – chocolate bananas and ghost stories. Camouflage face paints. Rope review.
<b>6th Nov</b>	<b>Cancelled</b>	
<b>14th Nov</b>	Wendy (am) Jackie, Jo, John	Talking stick. Miniature Shelter building. Fire lighting. Hot chocolate.
<b>21st Nov</b> Boundary rope round site. In class – importance of adult leading walk.	Wendy Jo	Rope review. Tools intro. Shelter building. Forest mobiles. Marshmallows
<b>28th Nov</b>	Wendy Jo, John	Talking stick. Shelter building. Fire lighting / marshmallows – Stuart Fox and rabbit.
<b>5th Dec</b>	Wendy Jo, John	Bird Xmas trees / bird feeders – popcorn garlands ( popcorn made on fire), tree decorations.
<b>12th Dec</b>	Wendy Jo, John	Xmas decorations – Yule logs / mobiles. Finish of dens / site Prepare celebration day
<b>19th Dec</b>	Wendy Jo, John	Celebration Day - presentations in school – parents and staff invited

Sample  
Programmes  
- Primary

**Notes:**

- Programme subject to change depending on weekly review of sessions.
- Each session 2 hours including 1/2 hour walking there and back
- Treasure chest sets theme for the session.

**19TH APRIL Session 1:  
Dunning P4**
**Theme:**

Getting to know the wood and each other:  
Establishing Trust,  
Understanding  
Safety & Learning  
Boundaries

Sample  
Programmes  
- Primary

SESSION 1	TIMING	PROGRAMME DETAILS
<b>Proposed plan</b>	12 noon	Pre visit H& S site inspection Set up treasure tree
	1300	Meet at school Introduce leaders to children
		Make wood cookies
		Walk group to wood entrance
		Introduce rules for individual & group safety
		Meet treasure tree – find rope/ map/ first aid kit
		Walk to first base – establish site
		Play 1-2-3 where are you near 2nd base
		Play trust game with rope
		Walk remainder of boundary path
		Review session with group
	1430	Return walk to school
	1500	Review session with Leaders
<b>Contingency for bad weather</b>		If activities in wood have to be cut short on return to school could play trust rope games in the class or grounds. Varnish cookies with PVA glue Use homemade charcoal for drawing
<b>Resources needed</b>		Digital camera, First aid kit, materials & tools for wood cookies, map of wood
<b>Review of session</b>		
<b>General comments</b>		Identify child for individual progress monitoring

**Theme:**  
Woodland Journey

SESSION 2	TIMING	PROGRAMME DETAILS
<b>Proposed plan</b>	12 noon	Pre visit H& S site inspection Set up treasure tree
	1300	Meet at school
		Put on wood cookies
		Walk group to wood entrance
		Reinforce rules for individual & group safety
		Meet treasure tree – find twine, postcard
		Make journey sticks on trail around wood
		Play 1-2-3 where are you
		Develop seating area/ den at base
		Choose 3 special items to make postcard home
		Review session with group with postcards
	1430	Return walk to school
	1500	Review session with Leaders
<b>Contingency for bad weather</b>		Gather bits from wood to make sticky cards indoors Do some talking/ writing work around cards
<b>Resources needed</b>		Digital camera, First aid kit, map of wood, Biodegradable twine
<b>Review of session</b>		
<b>General comments</b>		

Sample  
Programmes  
- Primary

**Theme:**  
Identification &  
developing  
trusting relationships

SESSION 3	TIMING	PROGRAMME DETAILS
<b>Proposed plan</b>	12 noon	Pre visit H& S site inspection Set up treasure tree
	1300	Meet at school
		Put on wood cookies
		Walk group to wood entrance
		Reinforce rules for individual & group safety
		Meet treasure tree – find blindfolds & sticky cards
		Go to base
		Play meet a tree with blindfold partner
		Use descriptive language to describe trees – record words - find out real name using identification key
		Make faces with natural materials reinforcing tree parts – take pictures
		Make sticky bracelets with tree bits
		Review session with group with sticky bracelets
	1430	Return walk to school
	1500	Review session with Leaders
<b>Contingency for bad weather</b>	Gather branches for identification Trust game in school Walk blindfolded in more confined space, and with one pair at a time.	
<b>Resources needed</b>	Digital camera, First aid kit, map of wood, Blindfolds, sticky bracelets, tree/ leaf/ twig keys	

Sample  
Programmes  
- Primary



**Theme:**

Woodland wildlife  
- Homes & Habitats

SESSION 4	TIMING	PROGRAMME DETAILS
<b>Proposed plan</b>	12 noon	Pre visit H& S site inspection Set up treasure tree Make up fire site
	1300	Meet at school
		Put on wood cookies
		Walk group to wood entrance
		Reinforce rules for individual & group safety
		Meet treasure tree – find matches, toy bugs
		Go to base – bug hunt on the way
		Make creepy crawlies/ spider webs/ make hedgehog dens
		Hide creations in wood for each other to find – take pictures
		Safety talk around fire
		Light fire
		Review session with group
	1430	Return walk to school
	1500	Review session with Leaders
<b>Contingency for bad weather</b>		Play trust rope games in the class or grounds. Collect sticks to build fire Use homemade charcoal for drawing
<b>Resources needed</b>		Digital camera, First aid kit, map of wood, matches, bug keys

Sample  
Programmes  
- Primary

**Theme:**  
Fire, Tools & Safety

SESSION 5	TIMING	PROGRAMME DETAILS
<b>Proposed plan</b>	1130 am	Pre visit H& S site inspection Set up treasure tree Set up fire site
	1215	Meet at school
		Put on wood cookies
		Walk group to wood entrance
		Meet treasure tree – find matches, tools
		Reinforce rules for individual & group safety
		Walk to den site
		<b>Making fire</b> - Collecting sticks for fire, Measuring & estimating. Make fire
		<b>Shelter/ Den making</b> - Cut sticks for den
		<b>Whittle sticks for marshmallows</b>
		Safety talk around fire
		Light fire
		Review session with group
		Put out fire
	1430	Return walk to school
	1500	Review session with Leaders
<b>Contingency for bad weather</b>		Play trust rope games in the class or grounds. Collect sticks to build fire Use homemade charcoal for drawing
<b>Resources needed</b>		Digital camera, First aid kit, map of wood, matches, bug keys

Sample  
Programmes  
- Primary

**Theme:**  
Woodland conservation  
& Celebrations

SESSION 6	TIMING	PROGRAMME DETAILS
<b>Proposed plan</b>	12 noon	Pre visit H&S site inspection Set up treasure tree Set up fire site
	1300	Meet at school
		Put on wood cookies
		Walk group to wood entrance
		Reinforce rules for individual & group safety
		Meet treasure tree – find matches, tools, marshmallows
		Walk to den site
		Light fire
		Conservation/ woodland management - Cut invasive tree?
		Make habitat piles for hedgehogs etc
		Toast marshmallows
		Review session with group
		Put out fire
	1430	Return walk to school
	1500	Review session with Leaders
<b>Contingency for bad weather</b>		Play trust rope games in the class or grounds. Collect sticks to build fire. Use homemade charcoal for drawing.
<b>Resources needed</b>		Digital camera, First aid kit, map of wood, matches, peelers, billhooks, marshmallows

Sample  
Programmes  
- Primary

Fauldhouse Forest School Session Plan: Wendy Gray, Forestry Commission Scotland, Glasgow

Session 1..... Date .....

Timings	Activities	Leader	Resources
9.30	Classroom discussion:  Forest School Dangers of the Forest. Forest School rules (poster) First Aid		First Aid Kit  Poster paper / pens
11.30	Leave school and walk to base camp.		
12 .00	Arrive at base Camp		
12 - 12.30	Lunch / toilet		
12.30-1.30	Set Forest School Boundaries and walk round them		
1.30	Walk back to school		



Session 2..... Date .....

Timings	Activities			Leader	Resources
9.30am	Leave school				
10.15am	Arrive at base / eat snack				
10.30 – 11.00	Open area games: Woodcutter game (adapted from Welsh education rangers pack 3.10) Bat and moth ( Welsh Education rangers pack 3.12)				Woodcutter game Blindfold
11 – 11.30	Group activities	knots & lashings (Forest School leaders pack pg81)	Potato peelers Whittling - marshmallow sticks		Rope Scissors Sticks Potato peelers Marshmallows (from school?) basin hand wash/towel
11.30 – 12	Group activities	mud monsters potato peelers	Knots & lashings		
12 – 12.30	Group activities	Whittling - marshmallow sticks	Mud monsters		
12.30 – 1	Lunch / toilet				
1 – 2	Class / group activity – Woodland Workout Trail In three groups, following the trail with a leader, leaving at 2-minute intervals.				Woodland workout trail Blindfolds
2 – 2.30	Games - Circle time – Pass the pat on the back / clap / squeeze / smile. Feelings about Forest school.				
2.30	Pack up / return to school.				

Session 3..... Date .....

Timings	Activities				Leader	Resources
<b>9.30am</b>	Leave school					
<b>10.15am</b>	Arrive at Base / Eat snack					
<b>10.30 – 11.00</b>	Open area games: 1. Owls and crows (True and false) (Cornell) 2. Woodcutter game (Welsh education pack 2.10)					Woodcutter game
<b>11 – 11.30</b>	Group activities	1. Fire lighting (Forest School leaders pack)	Weaving frames Forest school leaders pack pg. 98	Group nature stories / poems		Fire lighting and safety equipment string paper pencils
<b>11.30 – 12</b>	Group activities	2. Group nature stories / poems	Fire lighting	Weaving frames Fire lighting		
<b>12 – 12.30</b>	Group activities	3. Weaving frames	Group nature stories / poems	stories / poems		
<b>12.30 – 1</b>	Lunch / toilet					
<b>1 – 2</b>	Class / group activity – Finish off weaving/ read out poems / stories Woodland walk – exploring wider areas in the forest.					
<b>2 – 2.30</b>	Games - Circle time – feelings about forest school / Chinese whispers. Tidy up camp					
<b>2.30</b>	Pack up / return to school.					

## Fauldhouse Forest School Session Plan

Session 4..... Date .....

Timings	Activities				Leader	Resources
9.30am	Leave school					
10.15am	Arrive at base / eat snack					
10.30 – 11.00	Open area games: Woodcutter game 1. Seeds and their needs (Natural leaders pack pg.31) 2. Rabbit in the hole					Seeds and their needs game.
11 – 11.30	Group activities	1. All – tool safety talk and demonstration. 2. Discuss types of shelter				Tools string
11.30 – 12	Group activities	miniature shelter building (Forest school leaders pack pg.85)	miniature shelter building	miniature shelter building		
12 – 12.30	Group activities	mini world (Woodland workout)	mini world	mini world		
12.30 – 1	Lunch / toilet					
1 – 2	Class / group activity – Finish of shelters / tour of shelters special place invites (Welsh education pack 3.37)					Invite cards
2 – 2.30	Games - Eagle eyes ( Earth skills for youth workers) Camouflage ( Welsh education pack 3.2) Tidy up camp					

## Fauldhouse Forest School Session Plan

Session 5..... Date .....

Timings	Activities				Leader	Resources
9.30am	Leave school					
10.15am	Arrive at base / eat snack					
10.30 – 11.00	Open area games: 1. Squirrel game (In woodland Welsh education pack 3.2) 2. Salmon, midges and otters (Cornell)					
11 – 11.30	Group activities	1.Sound map (Welsh education pack 3.17)	Nature palettes Welsh education pack 3.4)	Smelly cocktails Welsh education pack 3.19)		Sound map sheets Pencils Plastic cups Palettes Double sided tape.
11.30 – 12	Group activities	2.Smelly cocktails	Sound map	Nature palettes		
12 – 12.30	Group activities	3.Nature palettes	Smelly cocktails	Sound map		
12.30 – 1	Lunch / toilet					
1 – 2	Class / group activity – Begin den building in groups. (Using tools under adult supervision.)					Tools Rope
2 – 2.30	Games - End finish off squirrel game Capture The Flag Tidy up camp					Flags
2.30	Pack up / return to school.					



# Fauldhouse Forest School Session Plan

Session 6..... Date .....

Timings	Activities				Leader	Resources
9.30am	Leave school					
10.15am	Arrive at base / eat snack					
10.30 – 11.00	Open area games: 1. Sparrows and hawks (Natural leaders pack pg.56) 2. Bat and moth (Welsh education pack 3.12)					Blindfold
11 – 11.30	Group activities	1.Kazoos	Spider's webs (Welsh Education pack 3.22)	Forest School postcard (adapted from nature palettes)		Wool Tools Elastic bands Blank postcards Double sided tape Coloured pencils
11.30 – 12	Group activities	2. Forest School postcard	Kazoos	Spider's webs		
12 – 12.30	Group activities	3 Spider's webs	Forest School postcard	Kazoos		
12.30 – 1	Lunch / toilet					
1 – 2	Class / group activity – finish off crafts / Den building In groups.					Tools Rope
2 – 2.30	Games - team games – Poles / rivers / iceberg game. (Woodland Workout) Tidy up camp					Tarpaulin
2.30	Pack up / return to school.					

# Fauldhouse Forest School Session Plan

Session 7..... Date .....

Timings	Activities				Leader	Resources
9.30am	Leave school					
10.15am	Arrive at base / eat snack					
10.30 – 11.00	Open area games: 1. Noah's ark (Cornell) 2. Animal who am I? (Cornell)					Noah's ark game Who am I? pictures
11 – 11.30	Group activities	1. wood cookies (Welsh education pack 3.25)	Green crowns Forest School leader pack pg.95)	Kites		Wood discs Coloured pens Wool Tissue paper Glue sellotape
11.30 – 12	Group activities	2. kites	Wood cookies	Green crowns		
12 – 12.30	Group activities	3Green crowns	Kites	Wood cookies		
12.30 – 1	Lunch / toilet					
1 – 2	Class / group activity – Finish off crafts / Den building In groups.					Tools Rope
2 – 2.30	Games - Tree tig / Capture The Flag Tidy up camp					Flags
2.30	Pack up / return to school.					

# Fauldhouse Forest School Session Plan

Session 8..... Date .....

Timings	Activities				Leader	Resources
9.30am	Leave school					
10.15am	Arrive at base / eat snack					
10.30 – 11.00	Open area games: 1. Owls and crows (Cornell) 2. Woodcutter game (Welsh education pack 2.10)					Woodcutter game
11 – 11.30	Group activities	1. Scavenger hunt *	Emergency shelter story (Using Welsh education pack story 3.28)	Minibeast sculptures		Scavenger hunt sheets Pencils String Emergency shelter Native American story.
11.30 – 12	Group activities	2. Minibeast sculptures	Scavenger hunt	Emergency shelter story		
12 – 12.30	Group activities	3 Emergency shelter story	Minibeast sculptures	Scavenger hunt		
12.30 – 1	Lunch / toilet					
1 – 2	Class / group activity – Den Building in groups					Tools Rope
2 – 2.30	Games - Take a spot / Hug a tree (Woodland Workout) Tidy up camp					Blindfolds
2.30	Pack up / return to school.					

# Fauldhouse Forest School Session Plan

Session 9..... Date .....

Timings	Activities				Leader	Resources
9.30am	Leave school					
10.15am	Arrive at base / eat snack					
10.30 – 11.00	Open area games: 1. Squirrel game 2. Team relay game					
11 – 11.30	Group activities	1. bread toasting round fire	Minibeast hunt (Welsh education pack 2.8)	Un-nature trail (Welsh education pack 3.16)		Potato peelers Un-nature objects String Paper Pencils Minibeast pots / keys
11.30 – 12	Group activities	2. Un-nature trail	bread toasting round fire	Minibeast hunt		
12 – 12.30	Group activities	3. Minibeast hunt	Un-nature trail	bread toasting round fire		
12.30 – 1	Lunch / toilet					
1 – 2	Class / group activity – Den building in groups					Tools Rope
2 – 2.30	Games - Predator / prey game (Cornell) Tidy up camp					
2.30	Pack up / return to school.					



Session 10..... Date .....

Timings	Activities				Leader	Resources
<b>9.30am</b>	Leave school					
<b>10.15am</b>	Arrive at base / eat snack					
<b>10.30 – 11.00</b>	Open area games: Pupils choice					
<b>11 – 11.30</b>	Group activities	3 favourite	favourite	favourite	1.	
<b>11.30 – 12</b>	Group activities	2. favourite	favourite	favourite	2.	
<b>12 – 12.30</b>	Group activities	3 favourite	favourite	favourite	3.	
<b>12.30 – 1</b>	Lunch / toilet					
<b>1 – 2</b>	Class / group activity Finish of activities / dens /campfire songs / toasting marshmallows / treasure hunt.					
<b>2 – 2.30</b>	Games - pupils choice Tidy up camp					
<b>2.30</b>	Pack up / return to school.					