





### APPENDICES

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## Introduction

The Forest School sessions consist of series of activities, both educational and conservation based designed to achieve the overall objectives of Forest School. The following operating procedures are a guideline for Forest School Leaders who have been trained and assessed in the use of the relevant tools and equipment.

### Objective

The main objectives for these sessions are the promotion of self-esteem, independence skills, emotional resilience, team building and the observation of a young person's natural learning ability in an outdoor environment. The latter is encouraged by the support of the peer group and the trust gained by the participant in the leader and their own abilities.

### Equipment

Each leader must have the following:-

- First Aid Kit
- Medical details of participants
- Mobile phone
- Fresh Water

As appropriate:-

- Emergency Rucksack
- Spare Clothing
- Set of tools
- Adequate supply of appropriate Personal Protective Clothing

### Setting Up

- 1 Carry out Daily Risk Assessment of site and advise/act accordingly
- 2 Collect necessary equipment (as above)
- 3 Meet and register group
- 4 Check phone signal

### Management of the Group

- 1 Introduce yourself to the group.
- 2 Confirm with the group any medical requirements that you should be aware of i.e. inhalers, restrictions on activity due to previous injury etc.
- 3 Check that they are all wearing suitable clothing and that footwear does not have anything that will trip the wearer.
- 4 Take the group to the location in an orderly manner and with the minimum of noise.
- 5 Instruct students on the boundaries for the day,
- 6 Confirm safety procedures that apply for the location and activity.
- 7 The individuals should be praised on the amount they have achieved and encouraged to extend their learning.  
It is sometimes appropriate to allow the group to make mistakes as too much guidance can take away the experience of their own learning.

### During the Session

- 1 Always keep the group members in sight
- 2 Visually check all equipment before use
- 3 Check individuals are functioning at own level
- 4 Check each knot during structural work
- 5 Check on pastoral needs of group i.e. sun cream, sunhats, warm clothes etc.
- 6 Ensure appropriate Personal Protective Clothing is worn

### After the Session

- 1 Check fires are extinguished
- 2 Remove structures
- 3 Check for litter etc.
- 4 Collect in equipment
- 5 Walk group back to school
- 6 Farewell to group
- 7 Thoroughly check equipment

- 8 If damage is evident label and enter in the logbook
- 9 Fill in appropriate student reports

#### Safety/Emergency Procedure

- 1 A mobile phone should be on site at all times
- 2 Any emergency that may arise, whether in the form of a medical emergency or relating to a piece of equipment that has failed, will be dealt with by the qualified leader
- 3 Anything of a medical nature that is beyond Immediate Temporary Care has to be dealt with by proper medical staff based at a hospital
- 4 The health questionnaire, (completed with emergency contact details written on) must accompany the casualty to hospital.
- 5 A member of staff, normally from the school/ organisation will take the casualty to hospital/ accompany the casualty in an ambulance
- 6 The remainder of the group will be left in the charge of the Forest School Leader(s) and a member of staff from the school/ organisation group. A decision will be made as to whether to continue with the session.
- 7 The school should be contacted as soon as is practicable of any such incident
- 8 No statements must be made to anyone, especially the press, and details given to hospital staff must be to the point, without offering anything more than is asked
- 9 As full a detail of any incident must be entered in the "Accident Book" on the day of the incident or as soon as possible. The "Accident Book" should be kept with the group First Aid Kit.

#### Photography

Forest School Leaders will usually photograph activities and will ask group leaders to inform participants of this prior to the commencement of the programme. Photographs and video footage will only be used out with the school/ organisation where written permission has been given either by the individual (if an adult) or by parental/ guardian consent.

#### Paperwork

The following paperwork must be completed before or after each session:-

- Daily Risk Assessment
- Register
- Reports on students learning

### Useful ground rules in woodland

A minimum impact planning approach should be taken at all times. Encourage the group to participate in setting acceptable ground rules. Playing '1-2-3 Where are you?' is a useful way of keeping everyone in close contact with each other and show how to avoid getting lost.

#### ► **Boundaries**

Establish safe boundaries at the start of any programme and reinforce these at the start of each session, noting for the location of the roads, or any dangerous trees for example.

#### ► **Fire safety**

Introduce fire and fire safety gradually.

Ensure proper training in fire lighting and proper supervision at all times.

Keep first aid and water on site.

Fire to be kept small and within boundaries, ensure fire is properly extinguished and ashes scattered at end of session.

Ensure proper supervision.

#### ► **Leaving The Site**

Part of the Forest School experience for children is developing an understanding and respect for the natural environment, and ensuring any impact is minimal and temporary. This ensures that the Forest School practice is sustainable and environmentally sound.

*"Take only memories, leave only footprints"*

### Disclosure Scotland

Any adult working closely with children requires an Enhanced Disclosure check.

### First Aid

A fully equipped First Aid kit should be kept on hand during the Forest School session for any emergencies. Each Forest school Leader should be trained in First Aid (e.g. Immediate Temporary Care) and hold a valid First Aid certificate.

A health questionnaire and emergency contact details form must be completed for each participant before the Forest School starts. These will be the responsibility of the client group leaders on site.

Minor first aid issues will be dealt with on site by a Forest School Leader or, if applicable, a first aid trained leader from the client group.

A First Aid Kit and Accident book will be kept on site at all times. All first aid incidents, including minor ones, must be recorded.

Forest School Leaders will carry mobile phones at all times.

### Risk Assessment

Risk assessment is required to assess whether a hazard is significant and whether it is covered by satisfactory precautions so that the risk is small.

There are five steps to risk assessment:

- 1 Look for the hazards
- 2 Decide who might be harmed and how
- 3 Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
- 4 Record you findings
- 5 Review your assessment and revise if necessary.

When delivering a Forest School programme, a daily risk assessment should be carried out prior to any visit by a group to the site. In addition, an activity risk assessment should be carried out for any activity that may require it, for example - fire lighting, or cutting wood with tools.

### Safe tool use

Tools that may be used with a group in a Forest School setting may include potato peelers, bowsaws, loppers, penknives, and billhooks. It is important to introduce tools to groups in structured way.

The following guidelines should be followed:

- All staff and young people need to be trained in correct and safe use of edged tools and hand saws.
- All young people should be supervised by adults until deemed trust worthy to work unsupervised.
- All knives to be closed/ sheaved immediately after use.

- Bill hooks/ spar hooks/ loppers to be returned to safe containers or in a safe visible place (designated tool area)
- All saw guards to be replaced immediately after use.
- Potato peelers to be returned to a secure container.
- No walking around with open/ unmasked tools

#### Protective clothing & Safety equipment

All group members should wear suitable boots/ shoes and outdoor clothing. Where any cutting or felling is taking place, helmets should be worn, and gloves provided for handling brash etc.

### LOCAL AUTHORITY POLICIES

Local Authority Policies generally must be observed for all woodland activities for schools operating beyond the school boundary.

**Activities Outwith School Premises:** Activity Excursions – Parental/Guardian Consent form may need to be completed prior to the commencement of any activities. A copy of the returned form for each child should be taken by the Forest School leader responsible for the group and a copy retained by the school. Your local authority may issue guidelines on the additional hazards and risks which must be addressed during the planning of these activities.

**Child protection:** When working with children in a voluntary or professional capacity, all adults must be aware of their local authority Child Protection procedures. All adults working on Forest Schools must acquaint themselves with these points and be aware always of where to find contact details. If there is any confusion, they should seek advice from the Child Protection Officer within the school.

**Sun Awareness Guidelines:** Check if your local authority can provide you with a copy of its guidelines. These are drawn up to protect children from the danger from over exposure to sun. Usually the completion of Parents/Carers Consent Form is required prior to the commencement of any activities.

#### Staffing ratio

Good practice Forest School ensures a high ratio of leaders to participants and generally exceeds the standard (minimum) recommended staff/ child ratios which are:

0-2 years = 1:3; 2-3 years = 1:4; 3-5 years = 1:8; 5+ years = 1:10



Session	Date	Location:	Class	No. of children
Leaders				
Aims				
Learning Outcomes				
Activities				
Methodology				
Assessment/ Comments				
Contingency for bad weather				
Resources needed				
General Comments				
Session Review				

<b>A First Aid Kit, complying with current Health and Safety requirements, should be available at all times. For projects involving up to 10 people, the contents should be as follows:</b>	<b>Additional Forest School kit</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> 1 guidance card</li> <li><input type="checkbox"/> 20 waterproof plasters</li> <li><input type="checkbox"/> 2 no. 16 sterile eye pads</li> <li><input type="checkbox"/> 6 triangular bandages</li> <li><input type="checkbox"/> 6 safety pins</li> <li><input type="checkbox"/> 6 medium sterile dressings 12 x 12cm</li> <li><input type="checkbox"/> 4 large sterile dressings 18 x 18cm</li> <li><input type="checkbox"/> 10 alcohol free cleansing wipes</li> <li><input type="checkbox"/> 2 pairs latex gloves</li> <li><input type="checkbox"/> 1 pair scissors, blunt-ended</li> </ul> <p><b>The following welfare kit is also useful:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pair of tweezers</li> <li><input type="checkbox"/> Pair of scissors</li> <li><input type="checkbox"/> Safety pins</li> <li><input type="checkbox"/> Needle and thread</li> <li><input type="checkbox"/> Pencil</li> <li><input type="checkbox"/> Sanitary towels</li> <li><input type="checkbox"/> Whistle</li> <li><input type="checkbox"/> Toilet roll</li> <li><input type="checkbox"/> Cotton wool</li> <li><input type="checkbox"/> 30 plasters</li> <li><input type="checkbox"/> 3 finger pouches</li> <li><input type="checkbox"/> Rubber gloves</li> <li><input type="checkbox"/> Insect repellent</li> <li><input type="checkbox"/> 2 x 10p pieces</li> <li><input type="checkbox"/> Sun cream</li> <li><input type="checkbox"/> Barrier cream</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spare clothing/kit including hat, gloves</li> <li><input type="checkbox"/> Survival bag or extra blanket if more remote</li> <li><input type="checkbox"/> Session plan</li> <li><input type="checkbox"/> Mobile phone</li> <li><input type="checkbox"/> Whistle</li> <li><input type="checkbox"/> Torch</li> <li><input type="checkbox"/> Camera (with spare batteries)</li> <li><input type="checkbox"/> Shelter sheets and rope</li> <li><input type="checkbox"/> Rugs</li> <li><input type="checkbox"/> String and rope</li> <li><input type="checkbox"/> Water</li> <li><input type="checkbox"/> Matches</li> <li><input type="checkbox"/> Specific activity or craft kit</li> <li><input type="checkbox"/> High visibility boundary tape</li> <li><input type="checkbox"/> Compass and map if necessary</li> <li><input type="checkbox"/> A list of local hospitals with casualty departments should also be to hand.</li> <li><input type="checkbox"/> Nominal role and emergency contact numbers</li> </ul>

The tools you take will depend on the type of work you wish to do and the age/ ability of your group.

Tool	Use
Potato Peelers	For peeling & sharpening sticks. Amount depending on agreed ratios
Knife	Cutting. To be held by Forest school Leader.
Secateurs	For cutting/ pruning. The bypass action types are recommended.
Lopper	For cutting/ pruning. Various grades are available for cutting branches up to 3 or 5cm (1 or 2") diameter.
Silky Saw	For cutting/ pruning. Extension poles available for high pruning.
Bow Saw	A 53cm (21") bowsaw is suitable for most coppicing work, as its triangular shape makes it possible to use in confined spaces. It is suitable for cutting wood up to 12.5cm (5") diameter. The 60cm (24") bowsaw is suitable for felling large coppice stems, small trees, and for cross-cutting felled trees or tree limbs.
Billhook	Used for coppicing and clearance. Various patterns are available. A fairly light, single edged tool is suitable for most users.
Sharpening Stone	
Variety Of Rope (Polypropylene)	

**NOTES:**

A visual check must be undertaken before using tools and the correct ratios applied with adults that have been deemed competent to supervise. It is useful to have a laminated kit card, and any faulty tools or tools needing maintenance should be labelled and removed from the kit bag.

*Cleaning tools:*

Tools must always be cleaned before they are put away. Drying mud can accelerate rusting, and makes handles rough for the next user. Clean tools as far as possible in the field, whilst the mud is wet and easy to remove, and thus keep tool boxes and vehicles clean. At the tool store, make cleaning easier by providing, if possible, an outside tap for washing muddy tools, plenty of rags and oil, and drip trays beneath tool racks. Saw blades and spades are especially susceptible to rust if not cleaned and dried. All tool handles should also be wiped with an oily rag from time to time, using linseed oil. Alternatively, the tool can be immersed in a tank of linseed oil for a few days.

For general oiling buy ordinary vegetable oil. This becomes sticky with age, so purchase in the quantity which suits your needs. Old sump oil contains impurities which can cause damage and may be carcinogenic.

Like general tidiness, the system will work as long as everyone keeps to it. Once a few tools are put away uncleaned, other people will cease to bother. Check tools regularly for signs of damage, and repair as a preventative measure. This is better than waiting for tools to break in use.

*(BTCV handbook Toolcare, 1986-2007)*

Source: adapted from Forest Schools in Norfolk – Manual (March '07)

[http://www.norfolkesinet.org.uk/FileSystem/upfile/j00035/Forest%20Schools%20manual%20\(2\).doc](http://www.norfolkesinet.org.uk/FileSystem/upfile/j00035/Forest%20Schools%20manual%20(2).doc)

and BTCV <http://handbooks.btcv.org.uk/handbooks/content/chapter/685>

For a useful leaflet on how to introduce tools to a group see the Muddy Faces H&S Consultancy website:

<http://www.muddyfaces.co.uk/downloads/how%20to...safely%20introduce%20tools%20to%20a%20group.pdf>

See also *Practical resources & tools* in the reference section of this handbook



Children should bring some spare items of clothing in case of any accidents or clothes becoming wet.  
E.g. spare gloves / socks.

Forest School leaders should ensure that they carry items of spare clothing in the kit bags.

As a responsible person, the Forest School leader has the right to exclude any child they think is inappropriately dressed for Forest school activities.

### **Winter**

Vest or T-shirt

Long sleeved top

Hooded top / fleece or thick jumper

Waterproof jacket

Thick socks (thermal or two pairs of thin ones)

Trousers

Waterproof trousers

Wellington boots

Hat, gloves and scarf.

### **Summer**

Long sleeved T-shirt or top

Light trousers

(Arms and legs must be covered in the woodland)

Socks

Trainers, shoes or Wellington boots.

(Sandals and flip-flops are not suitable.)

Sunhat

Sunglasses (if required.)

Participants are also responsible for providing their own insect repellent and sunscreen.

Date of Project:	Site Name:	Leader(s)
Session focus		
List	Tick out	Tick in

## Emergency Procedures

**In case of emergency dial **999** for ambulance / police / fire brigade.**

**Ask for required service**

**Give as many details as possible:**

- Telephone number you are calling from
- Details of location:
- Your name
- Description of problem / symptoms of injury.
- State that the crew will be met at a pre- agreed location.
- Speak clearly and slowly and be ready to repeat information if asked.

### Ambulance

- If required, give as much information about the condition of the patient as possible and where on the site the accident has happened.
- If possible, arrange for some one to wait at the road entrance to flag them down

### Fire Brigade

- In case of fire, withdraw to agreed assembly point and contact fire brigade.

**If possible, arrange for some one to wait at a visible access point to flag them down**

## FIRST-AID

### General

First-aid is a statutory welfare provision. For detailed procedures check your Local Authority Health and Safety Policy.

**The Health and Safety (First-Aid) Regulations 1981 were made under The Health and Safety at Work etc Act 1974.**

Whilst there is no requirement under the Regulations to take pupils etc into account, schools and other educational establishments have a moral and civil law duty to make reasonable provision for them.

When assessing the risks of any proposed visit, heads of establishment should consider first-aid provision. As a minimum, each group leader should be able to cope with the most common problems and all adults in the group should know how to contact emergency services.

Leaders engaged in activities in remote areas, where help is not readily available, should possess a first-aid qualification.

### First-aid qualifications

It may be helpful to define first-aiders as those persons who have successfully completed the four-day course or its equivalent. Those with the lesser qualification should be termed emergency aiders.

When assessing what level of first-aid facilities will be required, head teachers and group leaders should consider the following:

- The hazards and associated risks relating to the specific activity/activities;
- The proximity of hospital/s or qualified medical staff;
- The location of the outing's venue i.e. Urban, rural or remote;
- The number of pupils involved.

Whilst heads of establishment are responsible for checking that group leaders/ supervisors are appropriately qualified, each holder of a first-aid qualification has a personal responsibility for ensuring that his/her certificate has not time lapsed.



#### First-aid kits

A first-aid kit should be carried on all but the most local journeys.

All first-aid containers must be marked with a white cross on a green background.

#### Legal liability and insurance cover

Concern is sometimes expressed about the legal position of first-aiders should they cause injury to a casualty.

Teachers and other staff in charge of pupils have a common law duty to act as any reasonably prudent person would, to ensure that pupils are healthy and safe. This duty can extend to administering medicine and/or taking action in an emergency.

Section 5 of the Children (Scotland) Act 1995 provides scope for teachers to do what is reasonable for the purpose of safeguarding or promoting children's health, development and welfare. This can give protection to teachers acting reasonably in emergency situations which may arise on an off-site activity or trip.

**See Forest School Kit List and Tools Appendix**

## GENERIC/LOCAL RISK ASSESSMENT

### EQUIPMENT TO BE CARRIED/ WORN

#### GROUP LEADER

Mobile Phone  
Camera  
Clip board with R.A form  
Sharps Box

#### PROCEDURE

On the morning of every F.S Activity Day, the site will be visited and a detailed Local Risk Assessment will be undertaken (see next page for a specimen copy). This Local Risk Assessment will take account of:-

- Canopy Layer
- Shrub Layer
- Field Layer
- Ground Layer
- Environmental Impact Assessment, for planned activities

If the Hazards and Risk for the site are deemed to be high, despite taking measures to control the risk, then an alternative site / area within the woodland will be used. Alternatively Plan B will be put into action, or the activity day will be cancelled.

#### RATIO

Preferably two Forest School Leaders

<b>Location</b>	
<b>Leaders</b>	
<b>Contact numbers (mob)</b>	
<b>Date</b>	
<b>Weather Conditions</b>	
<b>Organisation Name &amp; Address &amp; Tel No.</b>	
<b>Visitors to site</b>	

HAZARDS	LOCATION OF HAZARD	RISKS – who could be harmed?	LEVEL OF RISK	CONTROLS	Implementation / Monitoring

Assessment by .....

Approved by .....

Signed..... Date.....

Signed..... Date.....

<b>Name:</b>	<b>Date:</b>	<b>Location:</b>
<b>Organisation Name &amp; Address:</b>		
<b>Activity:</b>		

1	<b>Hazards</b>	What hazards are there?
2	<b>Risks</b>	Who might be harmed?
3	<b>Evaluation</b>	How likely is this? What consequences? Are existing precautions sufficient? Don't over-complicate.
4	<b>Record Findings</b>	What control actions are necessary?
5	<b>Review Assessment</b>	Check precautions still adequately control the risk

<b>Hazards</b> List significant hazards here. Can I get rid of the hazard? If not, how can I control the risk?	<b>Risks</b> List people at risk from the identified hazards. Children, staff, volunteers, visitors, other site users (public).	<b>Evaluation</b> Aim to make <b>ALL</b> risks <b>LOW</b> . List existing controls. You must decide if remaining risks are high, medium or low. List these risks & the control actions needed (suitable and sufficient, not perfect).	<b>Record &amp; Review</b> Date: 3 mths/ 6 mths/ annually. If any significant change (at any time), review assessment. List who is responsible. Keep written records.

Signed.....



**NOTICE TO PARENTS OF ..... PUPILS****FOREST SCHOOL AT ..... DATES OF SESSIONS .....**

We hope that your child enjoys and benefits from these Forest School sessions. Your feedback and comments are welcome, and will help us to evaluate our programme and the children's individual thoughts and feelings.

It would be really helpful if you can use this sheet to keep a note of any comments your child makes about Forest School sessions over the course of this programme. You may wish to comment on any changes, if any, you observe in your child, such as behaviour and attitude, energy levels, new skills or knowledge gained, and feelings about themselves – using their own words where possible. Please add your own thoughts too!

Please return this to school by..... Many thanks.

Forest School Leader(s): .....

**COMMENTS:**

.....

.....

.....

.....

.....

.....

We may use these comments when describing these sessions or promoting future sessions. Please indicate below whether you give permission for your comments to be used in this way (names will be not be given in full, only by first initial).

I give/ do not give permission for my comments to be reproduced (delete as appropriate)

Signed: .....name: (block capitals) .....

Name:

<b>1</b> Self Esteem/Confidence	<b>2</b> Relationships
<b>3</b> Behaviour	<b>4</b> Independence and Self-Care
<b>5</b> Participation and Active Involvement	<b>6</b> Concentration and Perseverance
<b>7</b> Communication and Language	<b>8</b> Creativity/Imagination
<b>9</b> Exploration/Curiosity	<b>10</b> Physical/Practical Skills
<b>11</b> Taking appropriate risks	<b>12</b> General Comments/Dispositions

**Observations of Individual Pupils**

Name of Pupil:

(For scores and/or comments)

Session	General Comments	Changes in self-esteem and self-confidence	Changes in ability to work co-operatively and awareness of others	Changes in levels of motivation and attitudes towards learning	Demonstration of ownership and pride in the local environment	Demonstration of an improved relationship with, and understanding of the outdoors	Changes in levels of skills and knowledge (Including key skills*)

Scoring Notes: 1 = No Change 2 = Slight Change 3 = Dramatic Change

\*Key Skills: Speaking = S Listening = L Reading = R Writing = W Numeracy = N Information Communication Technology = ICT Personal, Social, Health Education = PSHE

<b>Forest School Leader name(s):</b>				
<b>Date of Session:</b>	<b>Time of Session:</b>	<b>No of Pupils:</b>	<b>No of Adults: (Incl. FS Leaders)</b>	<b>Class:</b>
				<b>Age range:</b>
<b>Context:</b>				
<b>Activities:</b>				
<b>What changes in behaviour did you expect to result from these activities?</b>				
<b>How successful were they?</b>				
<b>General Comments (e.g. How successful were these activities compared to the last time you used them with this group?)</b>				



<b>Date of Project</b>	<b>Site name</b>	<b>Leader(s)</b>

**Before the Project**

How would you rate the site visit? (please circle)

Poor                                  ok                                  worthwhile                                  very informative                                  couldn't have done project without it

What improvements/what other things would you like to happen next time?

**Paper Work**

How would you rate the usefulness of the Group Leaders handbook? (please circle)

Poor                                  ok                                  worthwhile                                  very informative                                  couldn't have done project without it

What improvements could be made to it, what other information would be helpful?

**The day of the Project**

How would you rate the project – do you think it was a success i.e., children want to come back, (please circle)

Nobody's Coming Back                                  ok-ish                                  was fine but some problems                                  majority enjoyed it                                  very successful day

Please describe in detail any problems that occurred and the reason why you think it happened.

### Participants

### You – The Leader

How did you feel about yourself leading, is there any training you would like before leading again?

### Equipment

Please describe any problems with any of the tools/equipment.

### Further Comments

Please use the space below to detail anything else you might think would be useful.

Signed..... Date.....

Please return this form to the Forest School Group Leader in the s.a.e. provided.

<b>Date:</b>	<b>Session</b>
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Schema	Identified children	Possible lines of direction /activities
Connection / joining		
Enveloping		
Enclosure		
Rotation		
Transporting		
Trajectory		

V= visual learner  
Discussion notes

A = auditory learner

K = Kinaesthetic learner

The following activity templates are included in this Appendix:

- Scavenger Hunt activity template
- Sound map activity template
- Special Place invite activity template
- Seed distribution cards (PDF format) activity template
- Sustainable lunch cards

## ***Special Place Invite***

Dear .....

You are invited to come and visit  
my special place:

.....

Your guide is

.....

## ***Special Place Invite***

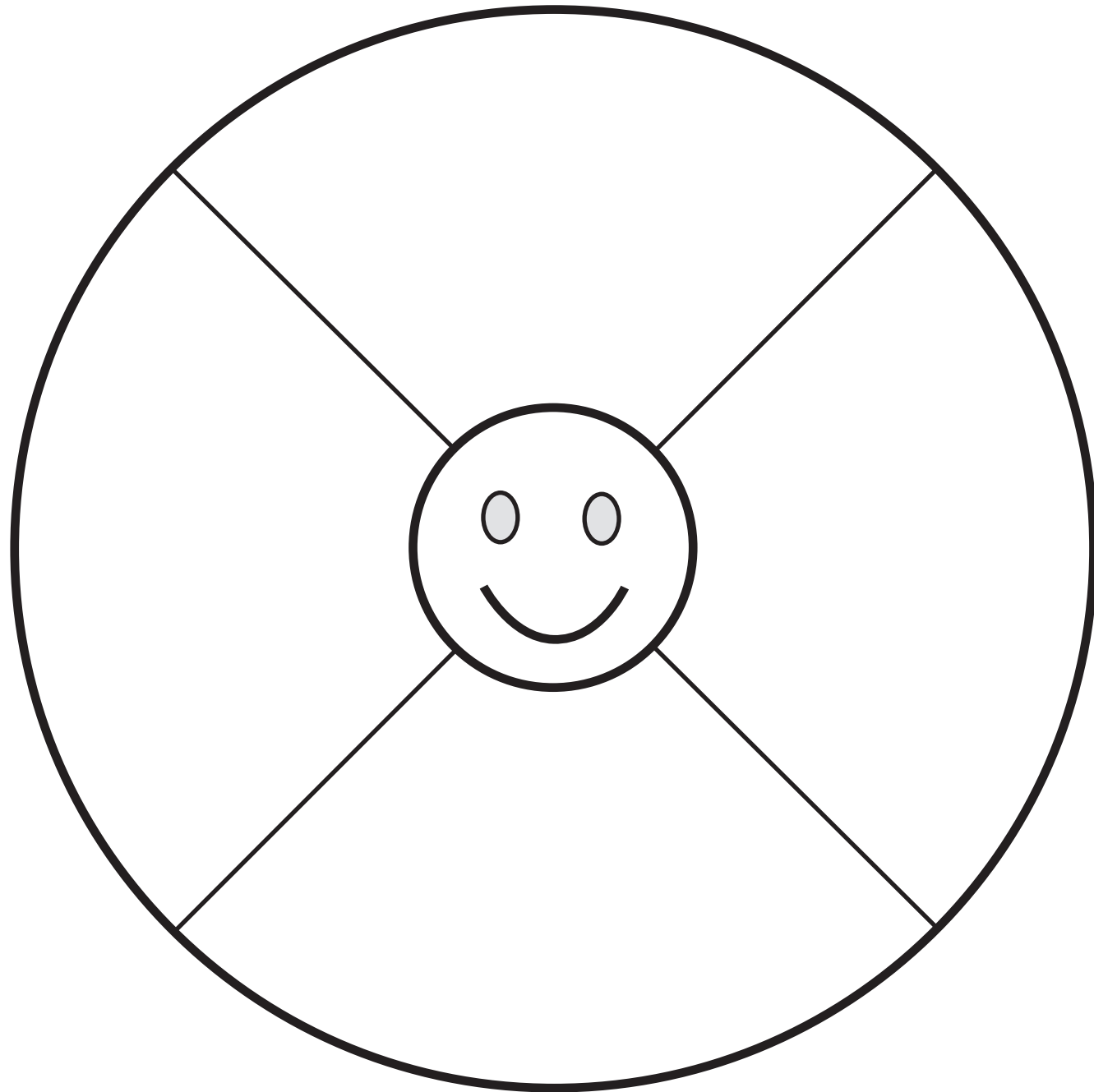
Dear .....

You are invited to come and visit  
my special place:

.....

Your guide is

.....



Use your senses and skills of observation.

Can you bring back the following things to win a prize?

1. Something that makes you smile	
2. Something that shouldn't be in a Forest	
3. Something white	
4. Something that an animal has eaten	
5. Something pretty	
6. Something dead	
7. Something red	
8. Something with a smell	
9. Something prickly	
10. Something tickly	
11. Something smooth	
12. Something spongy	
13. Something shiny	
14. Something rough	
15. Something cute	

Now make up an interesting story or poem about one of your objects. Make a picture with all your objects.

# LUNCH BOX CHALLENGE



ustainable



oints



sed



uring



coffing

How many **SPUDS** do you have?

Bringing a pack lunch to school is great, having one given to you is better, but what really goes into your lunch box? - we're going to find out.

You are going to get points called SPUDS to show how sustainable your pack lunch really is, the higher the points the better. This means the better your lunch is - the less resources are used to make it!

Look at the five topics that make up your lunch box. These are **Waste**, **transport**, **Type of food**, **Wrapping** and **Good for you**. Now look at your lunch and count up how many **SPUDS** your lunch has, then see how good it is!

SPUDS  
points

5-9

10-12

13-15

mmm....not very good! You really need to increase your **SPUDS**. There is lots of the earth resources wasted in making your lunch!

Not too bad, but still lots of room for improvement. Check where you have scored the most and see how you can increase your **SPUDS** total.

Well done, you have a sustainable lunch! Not only is it good for the environment but it's good for you too. You can feel chuffed!!



# WASTE



**SPUDS  
points**

**1**

Your lunch produces lots of waste and most of this is not recycled or reused.

**2**

Your lunch produces very little waste (not much packaging/wrapping) and the waste that's left can be recycled or reused.

**3**



# WRAPPING/ PACKAGING



**SPUDS**  
points

**1**

Your food comes in lots of colourful wrapping mostly made of plastics with lots of dyes (inks and colours)

**2**



**3**

Your food comes in plain wrapping made of paper or foil. Most of this can be reused or recycled and does not contain lots of inks and colours

# TYPE OF FOOD



**SPUDS  
points**

**1**

Your food is processed. That means it is not made fresh and contains lots of colourings and preservatives. This lunch takes up lots of energy to make.

**2**



**3**

Your food is freshly made or bought fresh. It contains lots of vegetables and fruit. Also there are not many colourings. This lunch uses less energy to make.

# TRANSPORT



## SPUDS points

1

Your food comes from far away (sometimes from other countries) which uses lots of energy in transportation.

2

Your food comes from local producers and shops so only a little energy was used in getting the food to you.

3



# GOOD FOR YOU?

**SPUDS**  
points



**1**

Your food contains lots of processed food. It will be high in fat, salt and sugar. It may taste nice but it doesn't help you grow and stay healthy.

**2**

Your lunch is made up of fresh ingredients and has some fruit in it. Your sandwiches are made of wholemeal bread and contains salad.



**3**

# LUNCH BOX CHALLENGE



WASTE	
WRAPPING/ PACKAGING	
TYPE OF FOOD	
TRANSPORT	
GOOD FOR YOU?	
TOTAL SPUD POINTS	

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<b>TOTAL SPUD POINTS</b>	



**SEEDS**



**SEEDS**

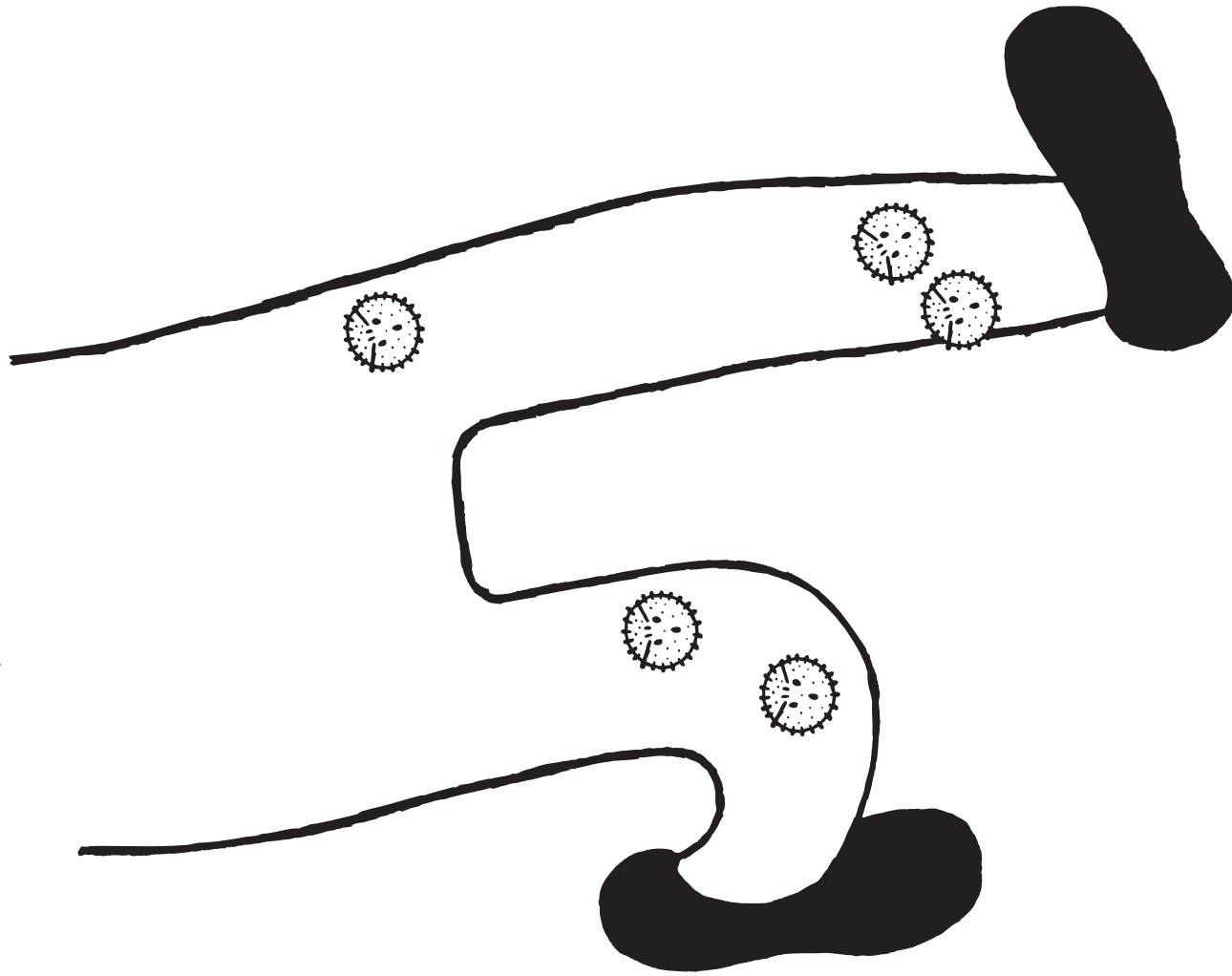


Winged seeds ...

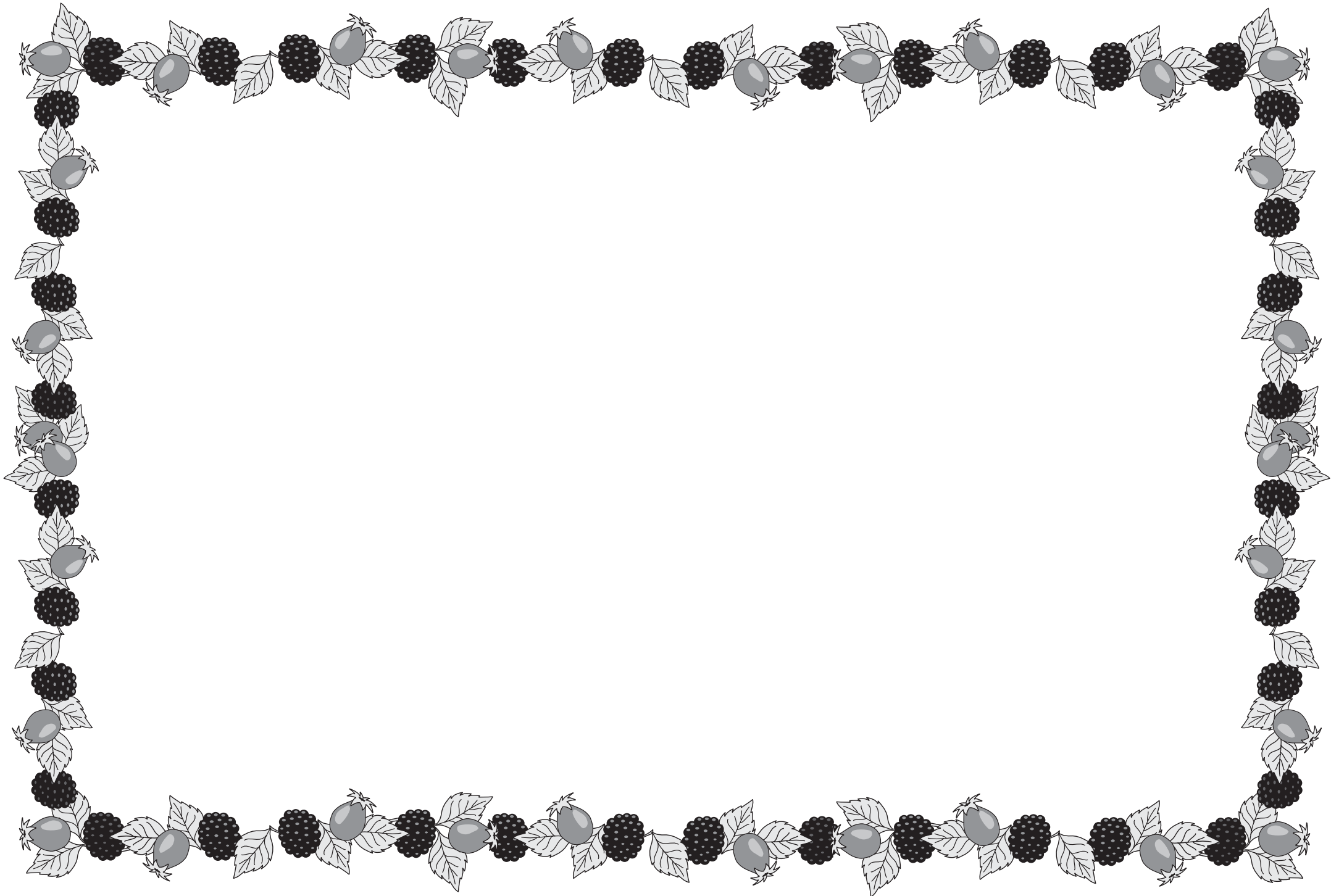


... which spin and  
glide in the wind.

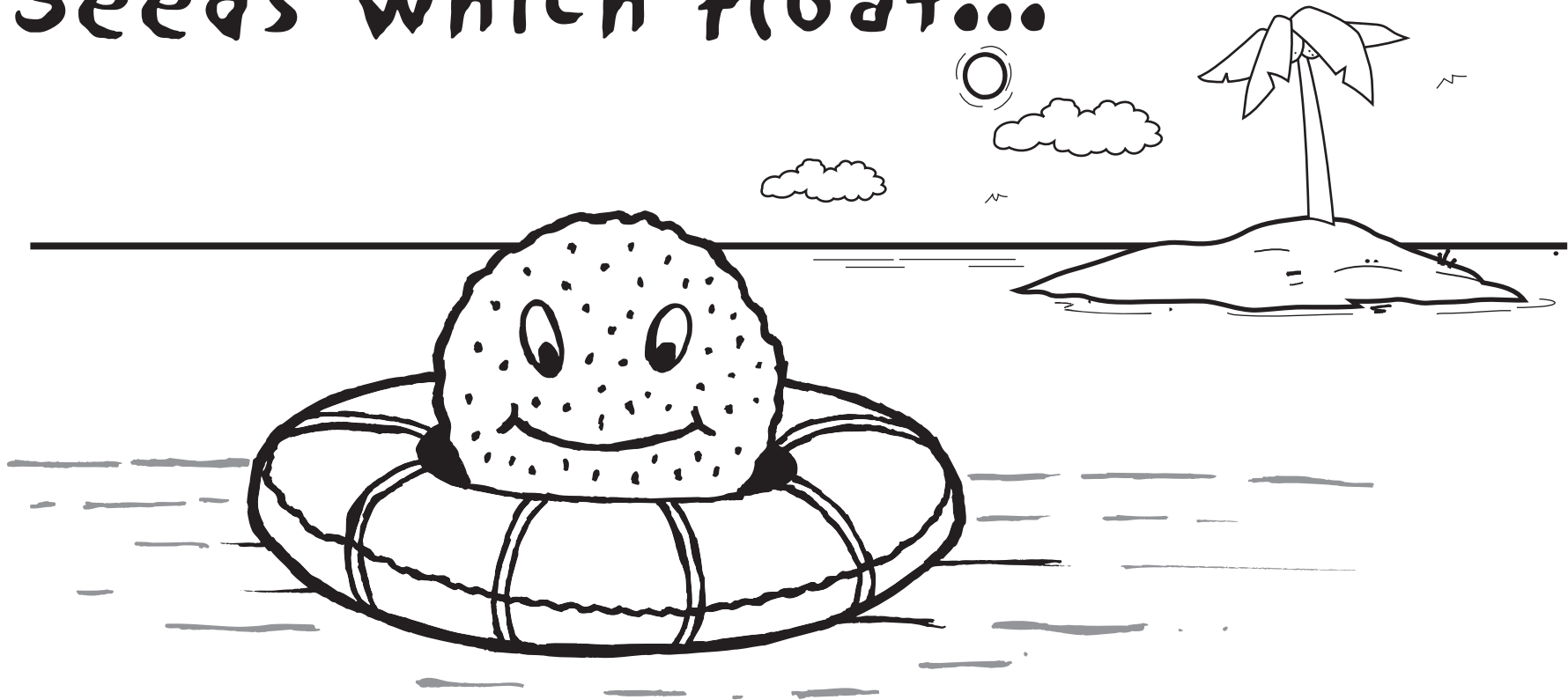
**Sticky or prickly  
seeds ...**



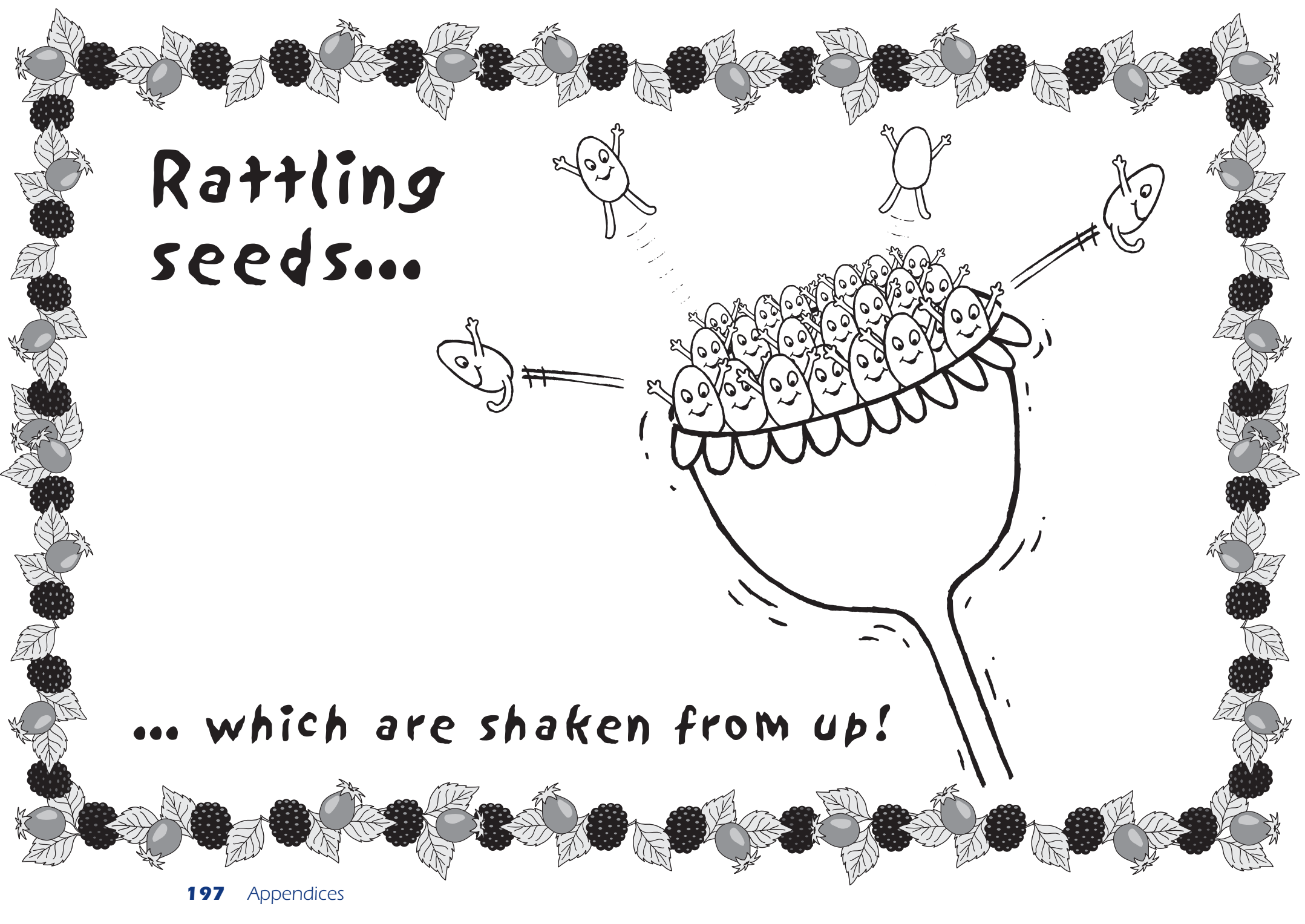
**... which hitch a ride  
on clothes or fur.**



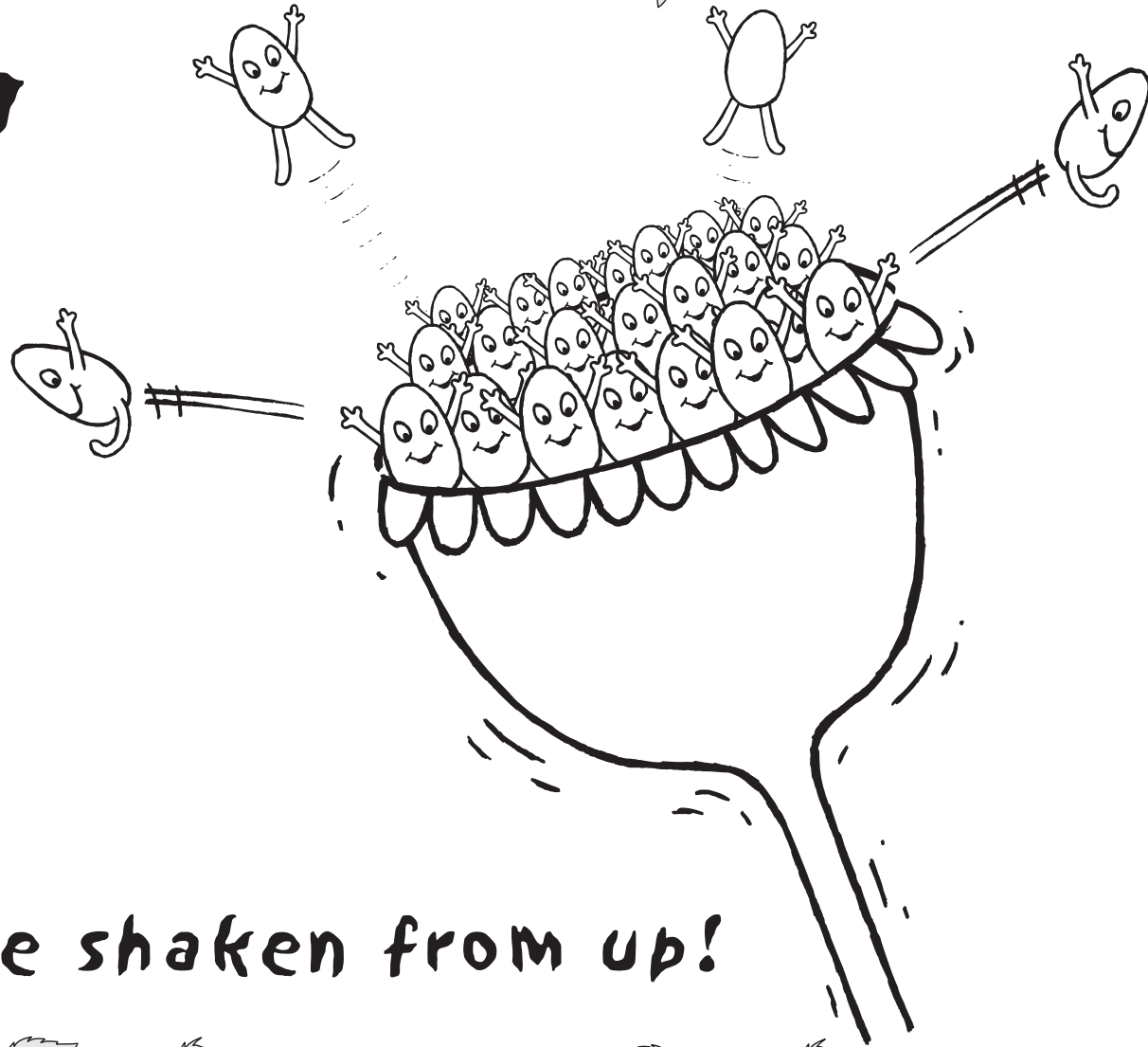
Seeds which float...



... and are dispersed by streams and tides



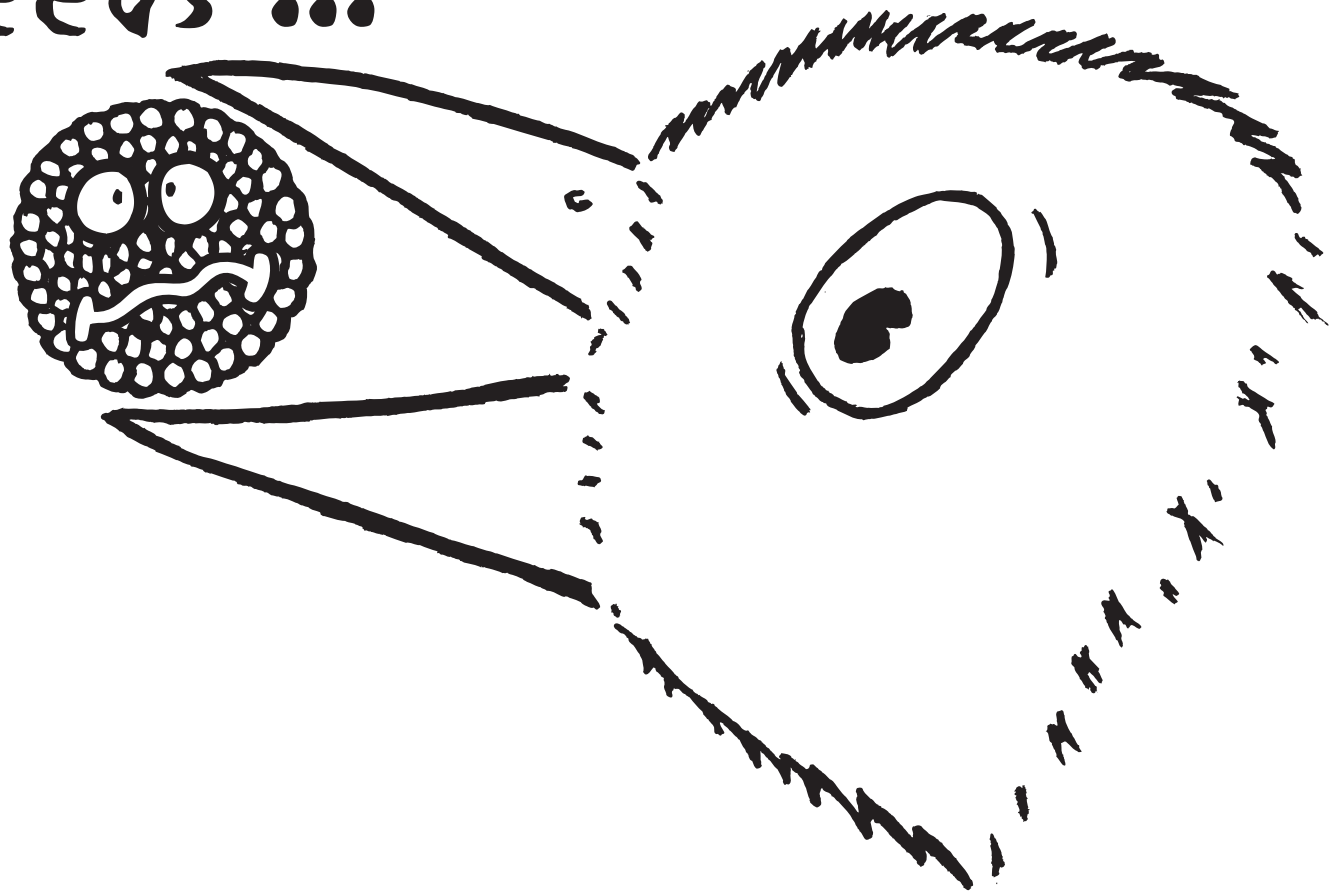
# Rattling seeds...



... which are shaken from up!



Fruit seeds ...



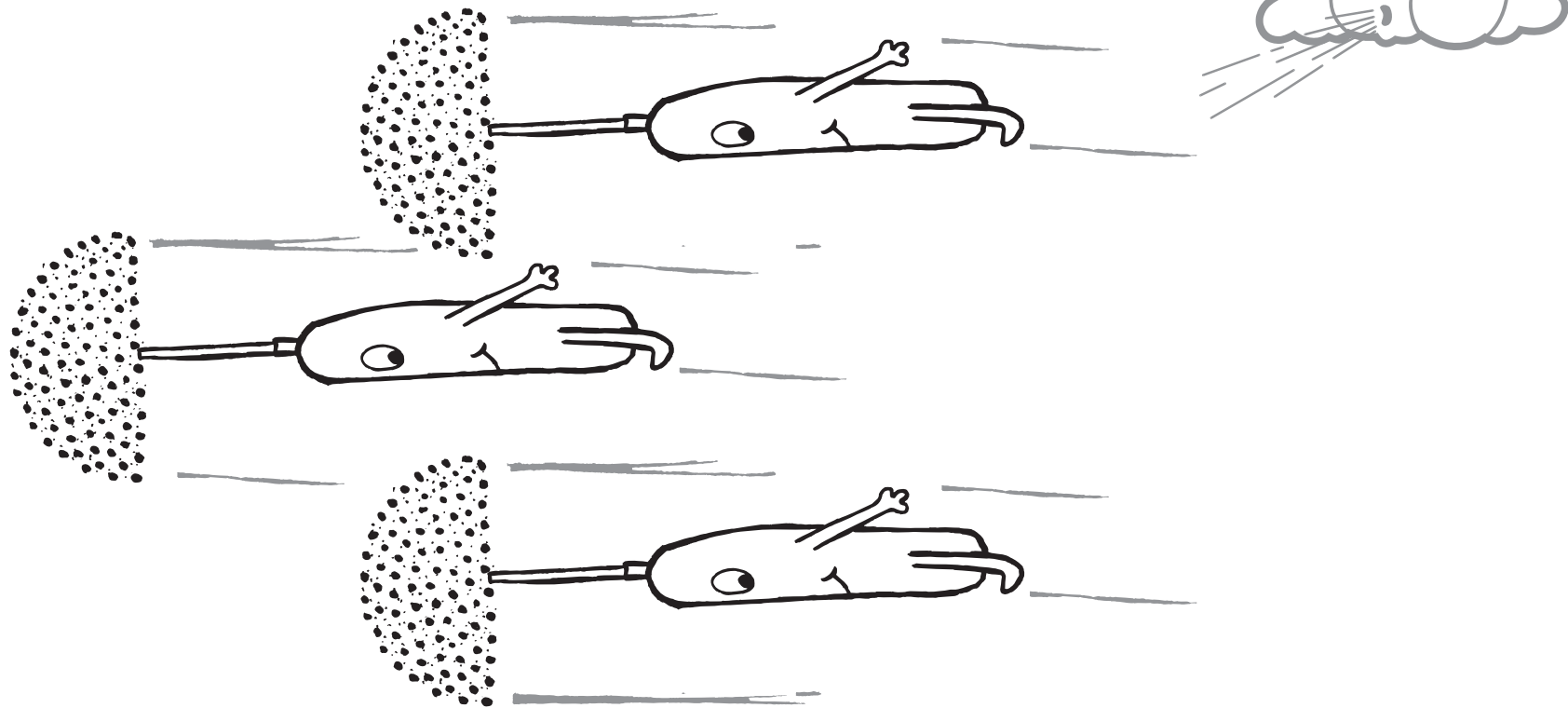
... which are eaten and dispersed.



Seeds which are catapulted...



Light feathery seeds...



... which are blown by the wind.