



## MODULE 1 ASSESSMENT

In this TTS Talking podcast episode, Alistair Bryce-Clegg is joined by renowned Forest School experts Mel McCree and Sarah Lawfull. Sharing their passion for the Forest School approach, Sarah and Mel explain to Alistair the 6 key principles and how this ethos really benefits child development. The Forest School ethos offers children a play-based approach to learning in the great outdoors. The approach focuses on all children having the opportunity to develop in a hands-on learning environment with experiences that aim to enhance key skills from the early years onwards and advise how this approach to learning supports the development of life-long learners.

Through this assessment, you will reflect on the importance of Forest School activities interests but also how to find the right balance of educators sharing their own competency, passion, and skills to enrich and scaffold children's learning in the great outdoors.

You will be able to demonstrate that the information you have listened to has embedded, and your answers will create opportunities to implement sustainable action in your setting.

### QUESTION 1

Can you give a definition of what Forest school is?



## MODULE 1 ASSESSMENT CONTINUED

**QUESTION 2**

Forest School has 6 Key principles. What are these?

**QUESTION 3**

A key part of forest school is?



## MODULE 1 ASSESSMENT CONTINUED

### QUESTION 4

Qualified and reflective leaders are important and why?

### QUESTION 5

How can you adopt a forest school approach if you live in an urban area and have limited access to nature, woods or outdoors?





## MODULE 2 ASSESSMENT

### QUESTION 1

How can practitioners build confidence with taking children outdoors?

### QUESTION 2

Giving children outdoor experiences is so important, why is this?

### QUESTION 3

What are some of the key benefits to outdoor learning?



## MODULE 2 ASSESSMENT CONTINUED

### **QUESTION 4**

What is the concept of enchantment in The Early Years

### **QUESTION 5**

Why is it important to have the forest school training?





## MODULE 3 ASSESSMENT

### QUESTION 1

Why is risk taking important and what are some Forest School risk examples?

### QUESTION 2

Having a shared ethos in your setting is important, why is this?



## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 3

Risk can be viewed as a varied diet, can you explain why?

### QUESTION 4

How can practitioner experience impact the ethos and opportunities for an outdoor learning approach at a setting?

### QUESTION 5

What is a stretch zone for a practitioner?





## MODULE 4 ASSESSMENT

### QUESTION 1

What is the truth about forest schools and why is the truth important rather than the perception?

### QUESTION 2

Forest school association review their approach continuously why is this?





## MODULE 4 ASSESSMENT CONTINUED

### QUESTION 3

Practitioners who are starting on their journey into a forest school approach could begin with what steps?

### QUESTION 4

By completing tasks for children and helping them with what they are capable of doing themselves can have what effect?

### QUESTION 5

Forest school can be summarised as:





## REFLECTION SECTION

*From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.*

**Key areas to reflect on:**

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

*Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.*





REFLECTION SECTION CONTINUED

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# ANSWER SHEETS





## MODULE 1 ASSESSMENT

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### QUESTION 1

Can you give a definition of what Forest school is?

Answer 1 (Answers may vary)

- Forest school is play-based, outdoor and regular through the seasons.
- Forest school gives us space to able to let learners take control of their learning and their own motivations.



## MODULE 1 ASSESSMENT ANSWERS CONTINUED

### QUESTION 2

Forest School has 6 Key principles. What are these?

Answer 2 (Answers may vary)

- Long Term (about children revisiting learning and exploring at their own pace, creating new relationships others and the environment and themselves being comfortable to take risks and practicing new skills).
- Forest school takes place in a natural wooded environment – being surrounded by woodland is one of the integral elements of forest school.
- Forest school aims to promote holistic development – Inspiring a complete human and creating independent learners.
- Forest school offers learners the opportunity to take supported risks – Risk is part of life and exposure.
- Forest school is run by qualified forest school practitioners – Level 3 qualification is the minimum requirement to lead a group as they are knowledgeable in the benefits and practices from training.
- Forest school uses a range of learner centred processes - Being learner-centred creates a community for development and learning that is open to hearing and responsive to those that take part in sessions. The leader should lead by example, living the principles and values and spirit of forest school while carrying out planning to ensure the experience is positive.

### QUESTION 3

A key part of forest school is?

Answer 3 (Answers may vary)

- The nature connection as this helps us relax and destress which is important with the increase of mental health.
- Benefits to health from being in nature.
- Discovering new learning opportunities
- Using natural material outdoors is multi-sensory.
- Risk taking – assessing and managing risk.
- Building resilience
- Giving children opportunities to challenge themselves.



## MODULE 1 ASSESSMENT ANSWERS CONTINUED

### QUESTION 4

Qualified and reflective leaders are important and why?

Answer 4 (Answers may vary)

- Model behaviour and communication
- Leaders are learners themselves and learning of forest school benefits the entire setting and children.
- Forest school gives adults a space to question and challenge practice.
- Growing holistically as practitioners

### QUESTION 5

How can you adopt a forest school approach if you live in an urban area and have limited access to nature, woods or outdoors?

Answer 5 (Answers may vary)

- Implementing a roof garden
- Look for land locally that you can access to get children out with nature.
- Getting outside is a first step, and adopting some of the principles and/or approach but then ensuring there is a long-term plan to increase this outdoor play.





## MODULE 2 ASSESSMENT

### QUESTION 1

How can practitioners build confidence with taking children outdoors?

Answer 1 (Answers may vary)

- Kindergarten forest school training is a good first step to develop knowledge and then confidence.
- Take children to local nature spots, the park or your local town.
- Children getting outside the gate of their setting to be aware of nature around them.
- Research the benefits to the children to ignite practitioner passion.

### QUESTION 2

Giving children outdoor experiences is so important, why is this?

Answer 2 (Answers may vary)

- If children do not get out and have experiences outdoor in the early years then they could be risk averse, limited levels of resilience
- A connection to nature is important for every area of children's development.

### QUESTION 3

What are some of the key benefits to outdoor learning?

Answer 3 (Answers may vary)

- Social and emotional time and space giving children space and choice
- Unstructured time for children to learn for themselves and be the leaders of their learning
- Ownership of their own experiences is important for self-regulation
- Freedom and space for children to be themselves





## MODULE 2 ASSESSMENT ANSWERS CONTINUED

### QUESTION 4

What is the concept of enchantment in The Early Years

Answer 4 (Answers may vary)

- When children reach a stage in their engagement in a space they become enchanted by the movement and lose sense of time and sensation as they are absorbed.
- When children reach enchantment, they go through a learning transformation through being engaged and then will be changed by this experience.

### QUESTION 5

Why is it important to have the forest school training?

Answer 5 (Answers may vary)

- You learn to understand woodland ecology and woodland management.
- You gain the confidence to understand what is going on ecology in a woodland space.
- Learn to manage and create this space within school ground.
- How to encourage children to care for the woodland environment which gives children opportunity to engage children in climate change and sustainability
- Practical skills
- How to use resources sustainably
- How can you plan for these sessions and a programme that has progressions and builds on developmental needs whilst being responsive to the environment.
- Understanding how freedom, choice and effective play promotes development.
- How to embed the forest school ethos when indoors at your setting.
- Opportunities to review how the outdoor rich learning environment can impact learning back at the setting.
- What is the intent of the principles and how to implement and embed them.





## MODULE 3 ASSESSMENT

**QUESTION 1**

Why is risk taking important and what are some Forest School risk examples?

Answer 1 (Answers may vary)

- Risk builds children's confidence, resilience and self esteem.
- Lighting fires and using tools effectively which supports problem solving, cause and effect, risk assess and risk management.

**QUESTION 2**

Having a shared ethos in your setting is important, why is this?

Answer 2 (Answers may vary)

- The whole team needs to be on board and have a joined up approach across all practice.
- To be active reflective practitioners, working as a team encourages this and challenges your own assumptions by discussing the benefits to a new approach, opportunity or experience to the children as a team.



## MODULE 3 ASSESSMENT ANSWERS CONTINUED

### QUESTION 3

Risk can be viewed as a varied diet, can you explain why?

Answer 3 (Answers may vary)

- What are the ingredients we are using in this diet we are presenting and providing to children.
- Reflect on if the children have any choice in the ingredients.
- Reflect on whether you have a rainbow of different ingredients.

### QUESTION 4

How can practitioner experience impact the ethos and opportunities for an outdoor learning approach at a setting?

Answer 4 (Answers may vary)

- Practitioners come with preconceptions about the world due to their own experiences that affect and can impact their practice and the opportunities they give to children.
- If practitioners haven't had positive experiences of the outdoors this can impact their approach to learning outdoors as practitioners' own perception could narrow the opportunities given to the children.

### QUESTION 5

What is a stretch zone for a practitioner?

Answer 5 (Answers may vary)

- Peak performance process of a practitioner, there are three strands to the zones - Comfort, stretch and panic. This means by staying in your comfort zone you are not challenging yourself but when you enter the stretch zone you positively challenge your preconceptions about who you are, how you learn and then how you teach.





## MODULE 4 ASSESSMENT

**QUESTION 1**

What is the truth about forest schools and why is the truth important rather than the perception?

Answer 1 (Answers may vary)

- Making sure the needs and the interests of the children are core and central to what is happening.
- Forest school leaders influence practice by their passions
- Social media can portray forest school in the wrong way so researching further is vital.
- Letting nature be the teacher rather than planning
- There are threads of forest school practice and by learning and weaving these threads together with your preferences and knowledge you can review which aspects or how much you would like to adopt.
- Getting children back into nature and providing an awareness of different resources and environment than what they are used to.

**QUESTION 2**

Forest school association review their approach continuously why is this?

Answer 2 (Answers may vary)

- We are lifelong learners and the approach needs to be flexible
- We learn new things everyday so reviewing the approach and making changes to our practice in line with these new developments.



## MODULE 4 ASSESSMENT ANSWERS CONTINUED

### QUESTION 3

Practitioners who are starting on their journey into a forest school approach could begin with what steps?

Answer 3 (Answers may vary)

- Be friends with mud and the weather and review the impacts these natural sources can have on the children such as the bacteria that is in mud that has a huge benefit to the children.
- Review habitats as a team to discuss collectively the possible learning opportunities.
- Think about real practicalities and sharing responsibilities of adopting a new approach between your team.
- Get lots of kit so you can rotate when wet and muddy.
- No need to prepare and plan, follow the interest of the child and nature.
- The only planning needed would be on the kit needed to ensure children have what they need to explore nature effectively.
- Your forest school journey can start small such as a walk and give this time to develop and grow.
- Research and network for tips and hints from others in the sector

### QUESTION 4

By completing tasks for children and helping them with what they are capable of doing themselves can have what effect?

Answer 4 (Answers may vary)

- Disempower children and narrow their opportunities to be independent thinkers.
- Reduce the learning and developmental opportunities.
- Children should be helping pack and carry the kit for forest school as they are capable.
- Review the role of the adult and child to empower the children.

### QUESTION 5

Forest school can be summarised as:

Answer 5 (Answers may vary)

- Forest school is a place of belonging, connection and taking responsibility also engaging in understanding who humans are as part of the natural world as we are all nature.
- Building a community of care, care for ourselves, each other and our environments