

# FOREST SCHOOL ENRICHMENT

## Key Question - What can you discover in Forest School?

### **Main area of focus: Exploration and discovery**

Fire- Being safe in the fire circle, helping to build a fire, cooking items on a fire.

Minibeasts - Minibeast hunt, identification, creating minibeasts using natural resources, making a minibeast 'hotel'.

Birds- Bird watching, identification, drawing birds, making bird feeders.

An expectation would be pupils or class have:

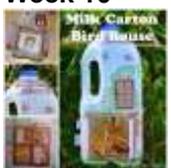
- Group Enrichment books- including scrap book, photos, quotes, drawings

### Teaching and Learning Role

- As teaching and Learning Lead, my role will be to advise and support on the programme development, act as a critical friend to challenge thinking and practice, analyse pedagogy and effective practice. I will engage in initial ideas, and help pupils to develop and become confident in managing a social enterprise event. I will review the social enterprise work with staff, outside visitors, pupils and parents.

### Blue class Programme

Date	Activity	Outcome
<b>Week 1</b> 	<b>Introduction to Forest School</b> Including how to sit in the fire circle correctly. Explore the Forest and understand risks- as a class. <a href="https://www.twinkl.co.uk/resource/t-c-7150-indoors-and-outdoors-child-friendly-risk-assessment-pack">https://www.twinkl.co.uk/resource/t-c-7150-indoors-and-outdoors-child-friendly-risk-assessment-pack</a> Look around forest School- what can we find? What is a risk to us? Can we describe these things?	Risk assessment produced by pupils
<b>Week 2</b>	<b>How do you stay safe around a fire?</b> Introduction to fire safety- how to behave when there's a fire. How are fires made? Introduction to flint and steel, collecting appropriate size sticks for the fire, observing how it is set a light.	Photographs of fire, quotes of fire safety rules.
<b>Week 3</b>	<b>How do you build a fire?</b> Practising using the flint and steel to produce a flame. Stacking the sticks to create an appropriate fire to start. Cook marshmallows on the fire.	Photographs of pupils completing activity.
<b>Week 4</b>	<b>How do you cook on a fire?</b> Cooking vegetable skewers on the fire. Children to make skewers by placing pre-chopped vegetables onto a wooden	Photographs of children cooking and enjoying skewers, quotes of what the children think.

	skewer and cook it on the fire with adult support.	
<b>Week 5</b> 	<b>What lives in Forest School?</b> Scavenger hunt- find and identify a range of things using identification sheet- in pairs. What can you find? What do you already know the names of? Did we find anything else exciting?	Scavenger Hunt Checklist Photographs of the pupils and what they find.
<b>Week 6</b> 	<b>What can be found in the Forest?</b> Art- Creating their own minibeast using natural resources- individually. Children to paint a minibeast using mud paint and natural things that can be collected from Forest School. Pictures of a range of minibeast for pupils who need a prompt.	Photographs of minibeasts created.
<b>Week 7</b> 	<b>What kind of habitats do minibeasts live in?</b> Shoe box minibeast habitat. Children to be provided with pebbles painted into minibeasts (children to have done in class). Children to use shoe boxes to make their own minibeast habitats.	Minibeast hotels and photographs.
<b>Week 8</b> 	<b>What birds can be found in the Forest?</b> Bird watching in the bird hide and identification of birds. Also to have pictures of birds to identify in case not many birds around. Colouring sheets of simple birds with pictures to match the correct colours.	Pupils pictures of birds. Photos of bird watching.
<b>Week 9</b> 	<b>How can we support birds in the Forest- food?</b> Making bird feeders. Pupils to be given a choice of bird feeders to create. Coconut halves, pine cones and cereal strings.	Bird feeders in Forest School and photographs.
<b>Week 10</b> 	<b>How can we support birds in the Forest- habitats?</b> Making bird houses. Using milk bottles, children to cut them open and make them into bird houses- with adult support.	Bird houses in Forest School Photographs.
<b>Week 11</b>	<b>Celebration event</b> Taking quotes from pupils about their 'best bits' of Forest School to make a video montage.	Video footage and quotes.

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<b>Week 1</b> 	<b>Introduction to Forest School</b> Including how to sit in the fire circle correctly. Explore the Forest and understand risks- as a class. <a href="https://www.twinkl.co.uk/resource/t-c-7150-indoors-and-outdoors-child-friendly-risk-assessment-pack">https://www.twinkl.co.uk/resource/t-c-7150-indoors-and-outdoors-child-friendly-risk-assessment-pack</a> Look around forest School- what can we find? What is a risk to us? Can we describe these things?	Risk assessment produced by pupils
<b>Week 2</b>	<b>How to stay safe around a fire?</b> Introduction to fire safety- how to behave when there's a fire. How are fires made? Introduction to flint and steel, collecting appropriate size sticks for the fire, observing how it is set a light.	Photographs of fire, quotes of fire safety rules.
<b>Week 3</b>	<b>How do you build a fire?</b> Practising using the flint and steel to produce a flame. Stacking the sticks to create an appropriate fire to start. Cook marshmallows on the fire.	Photographs of pupils completing activity.
<b>Week 4</b>	<b>How do you cook on a fire?</b> Cooking bananas on the fire. Choice of marshmallows and chocolate chips as filling. Children to cut, open and fill banana, then to wrap them in foil and teacher to put on fire.	Photographs of children cooking and enjoying bananas, quotes of what the children think.
<b>Week 5</b> 	<b>What animals can be found in the Forest?</b> Minibeast Hunt- complete a minibeast hunt and identification using bug collection pots and identification sheet- in pairs. What can you find? What do you already know the names of? Can we identify any new minibeasts?	Minibeast Hunt Checklist Photographs of the pupils looking and identifying minibeasts.
<b>Week 6</b> 	<b>What minibeasts live in the Forest?</b> Art- Creating their own minibeast using natural resources- individually. Children to choose any minibeast to create using natural resources they can find in Forest School. Pictures of a range of minibeast for pupils who need a prompt.	Photographs of minibeasts created.
<b>Week 7</b> 	<b>How can we support minibeast ecosystems?</b> Creating their own minibeast hotel- in groups. Teacher to provide additional materials such as pallets and tubes, pupils to find	Minibeast hotels in Forest School and photographs.

	other resources in Forest School such as sticks and leaves. Staff to support.	
<b>Week 8</b> 	<b>What birds can be found in a Forest?</b> Bird watching in the bird hide and identification of birds. Also to have pictures of birds to identify in case not many birds around. Pupils to complete a naming the bird identification sheet. Drawing birds- pupils to draw pictures of birds, have pictures of a range of birds for pupils to use for support.	Pupils drawings of birds. Bird ID sheet. Photos of bird watching.
<b>Week 9</b> 	<b>How can we support bird survival?</b> Pupils to be given a choice of bird feeders to create. (Tins and milk cartons) Pupils make bird feeders and then hang them around Forest School.	Bird feeders in Forest School and photographs.
<b>Week 10</b> 	<b>How can we support bird survival?</b> Making bird houses out of items we can collect- or possibly using a bird house kit (budget dependent).	Bird houses in Forest School Photographs.
<b>Week 11</b>	<b>Celebration event</b> Taking quotes from pupils about their 'best bits' of Forest School to make a video montage.	Video footage and quotes.

## Purple Class Programme

### What can we create using natural resources?

**Main areas of focus: Fire and Tools.**

Building and cooking a range of food on a fire. Using tools to create bird feeders, birds houses etc using materials found in Forest School.

Date	Activity	Outcome
<b>Week 1</b>	<b>Introduction to Forest School</b> Including how to sit in the fire circle correctly. Explore the Forest and understand risks- as a class. Look around forest School- what can we find? What is a risk to us? Can we describe these things? Pupils create their own risk assessment.	Risk assessment produced by pupils
<b>Week 2</b>	<b>How are fires made?</b> Introduction to fire safety- how to behave when there's a fire.	Photographs of fire, quotes of fire safety rules.

	<p>Introduction to flint and steel and practising how to use it, collecting appropriate size sticks for the fire, observing how it is set a light. Cook marshmallows.</p>	
<b>Week 3</b>	<p><b>Building and lighting a fire</b> In two groups pupils to collect own sticks and build their own fires, then to light their own fires. Cook s'mores on the fire that they have built.</p>	Photographs of pupils completing activity.
<b>Week 4</b>	<p><b>What can be cooked on a fire?</b> Cooking chocolate orange brownies on the fire. Pupils to cut the oranges and scoop all the flesh out. Mix the brownie mixture together and pour into the brownie. Wrap in foil and cook on the fire.</p>	Photographs of children cooking and enjoying chocolate orange brownies, quotes of what the children think.
<b>Week 5</b>	<p><b>What can be cooked on a fire?</b> Cooking Soup on the fire. Children are to chop vegetables and combine with water and stock cube. Then cook it in a pan on the fire. Pupils to taste the soup.</p>	Photographs of children tasting soup.
<b>Week 6</b>	<p><b>How can we support bird survival?</b> Making bird feeders out of coconuts and pine cones. Pupils to use pans on the fire to melt the lard, mix in the bird seed and make coconut bird feeders. Leave to set and then place them around Forest School.</p>	Bird feeders in Forest School. Photographs of activity.
<b>Week 7</b>	<p><b>What tools could be used in the Forest?</b> Learn how to use a hand saw. Pupils to cut branches and twigs found on the Forest School floor to practise skills.</p>	Photographs of pupils using hand saw.
<b>Week 8</b>	<p><b>What can we create using a hand saw and wood?</b> Using a saw and hand drill, pupils to create wooden notebooks.</p>	Notebooks and photographs of the activity.
<b>Week 9</b>	<p><b>How can we support bird survival?</b> Pupils to build a bird house. Using a range of tools, pupils to build a bird house from a set of instructions.</p>	Bird houses and photographs of the activity.
<b>Week 10</b>	<p><b>How could we shelter in the Forest?</b> Pupils to build a shelter for themselves. Can use tools if required. Staff to provide prompts and ideas for support if needed.</p>	Photographs Shelters left up in Forest School
<b>Week 11</b>	<b>Celebration event</b>	Video footage and quotes.

	Taking quotes from pupils about their 'best bits' of Forest School to make a video montage.	
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## Appendix 1

<p><b>Creative thinker</b></p> <p>Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value</p>	<p>generate ideas and explore possibilities – link to developing a successful idea to use for social enterprise</p> <ul style="list-style-type: none"> <li>• ask questions to extend their thinking</li> <li>• connect their own and others' ideas and experiences in inventive ways</li> <li>• question their own and others' assumptions</li> <li>• try out alternatives or new solutions and follow ideas through</li> <li>• adapt ideas as circumstances change</li> </ul>
<p><b>Team worker</b></p> <p>Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p>	<ul style="list-style-type: none"> <li>• collaborate with others to work towards common goals of a successful social enterprise</li> <li>• reach agreements, managing discussions to achieve results</li> <li>• adapt behaviour to suit different roles and situations, including leadership roles</li> <li>• show fairness and consideration to others</li> <li>• take responsibility, showing confidence in themselves and their contribution</li> <li>• provide constructive support and feedback to others.</li> </ul>
<p><b>Self manager</b></p> <p>Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p>	<ul style="list-style-type: none"> <li>• seek out challenges or new responsibilities and show flexibility when priorities change</li> <li>• work towards goals, showing initiative, commitment and perseverance</li> <li>• organise time and resources, prioritising actions</li> <li>• anticipate, take and manage risks</li> <li>• deal with competing pressures, including personal and work-related demands</li> <li>• respond positively to change, seeking advice and support when needed</li> </ul>

	<ul style="list-style-type: none"> <li>• manage their emotions,</li> </ul>
<p><b>Effective participator</b></p> <p>Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p>	<ul style="list-style-type: none"> <li>• discuss issues of concern, seeking resolution where needed</li> <li>• present a persuasive case for action</li> <li>• propose practical ways forward, breaking these down into manageable steps</li> <li>• identify improvements that would benefit others as well as themselves</li> <li>• try to influence others, negotiating and balancing diverse views to reach workable solutions</li> <li>• act as an advocate for views</li> </ul>
<p><b>Reflective learner</b></p> <p>Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p>	<ul style="list-style-type: none"> <li>• assess themselves and others, identifying opportunities and achievements</li> <li>• set goals with success criteria for their development and work</li> <li>• review progress, acting on the outcomes</li> <li>• invite feedback and deal positively with praise, setbacks and criticism</li> <li>• evaluate experiences and learning to inform future progress</li> <li>• communicate their learning in relevant ways for different audiences</li> </ul>
<p><b>Independent enquirer</b></p> <p>Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p>	<ul style="list-style-type: none"> <li>• identify questions to answer and problems to resolve</li> <li>• plan and carry out research, appreciating the consequences of decisions</li> <li>• explore issues, events or problems from different perspectives</li> <li>• analyse and evaluate information, judging its relevance and value</li> <li>• consider the influence of circumstances, beliefs and feelings on decisions and events</li> <li>• support conclusions, using reasoned arguments and evidence.</li> </ul>