

Forest School Handbook



ASPIRE, BELIEVE, SUCCEED, EXCEL

Friday Bridge Forest School

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What is Forest School?






Forest School is a long term holistic learning process that aims to raise self-awareness and self-esteem in participants. Regular sessions take place in a woodland environment, where the landscape itself adds to the experience of learning.

Qualified practitioners, trained in child development, self-esteem and learning theories facilitate sessions to gain personal outcomes for each participant. Forest school can be applied to all age groups and abilities, and can be linked to the National Curriculum and Early Years Foundation Stage (EYFS).

Forest School England Definition

Forest School is an inspirational process, that offers children and young people opportunities to achieve, develop confidence and self-esteem, through hands on learning experiences in a local woodland environment.

Forest School England Principles

-  Forest School is for all children and young people.
-  Forest School builds on a child's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves.
-  Forest School is organised and run by qualified Forest School leaders
-  Forest School maximises the learning potential of local woodland through frequent and regular experiences throughout the year, not a one-off visit.
-  Forest School helps children to understand, appreciate and care for the natural environment.







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Site Management Plan:







-  Secure boundary fence.
-  Install gate between woodland and grass area.
-  Remove rubbish, deadwood, hawthorn, blackthorn and bramble.
 -  Establish a log circle.
-  Build wood pile for natural habitat.
 -  Plant some saplings.

-  Continued removal of undergrowth and brambles.
-  Continued clearance of rubbish from the site.
-  Plant additional saplings.
-  Begin planting of hedge around part of boundary.
-  Establish additional wood pile for natural habitat.

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Rules of Forest School:

All children participating are encouraged to be involved in the decisions about their environment and safety; however, there are a few rules that the children will be made aware of at the start of their Forest School experience. Behind each rule, there is a range of learning opportunities that will encourage children to engage with and understand these rules. They are:

-  Look after your Forest School.
-  Do not pick anything growing. *No pick no lick.*
-  Do not put fingers or anything else in your mouth. *No pick no lick.*
-  Carry sticks carefully. *If it's as big as you it takes 2 – If you can cover it with your thumb it takes 1.*
-  Stay within the boundary. *We don't go over it, we don't go under it, we don't go through it.*
-  If there is a gate, we wait.

The Countryside Code:

The Countryside Code gives a few guidelines dedicated to helping us learn how to respect, protect and enjoy the countryside, which will be followed if the group is taking part in Forest School sessions off-site. There are 5 sections to the Countryside Code; these are:





-  Be safe, plan ahead and follow any signs.
-  Leave gates and property as you find them.
-  Protect plants and animals and take your litter home.
-  Keep dogs under close control.
-  Consider other people.

As an adult involved in Forest School, in whatever capacity, please model and uphold these guidelines and encourage others to do so also.







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Forest School Routines:




Procedures to be carried out before each session:

-  A thorough sweep of the site will be done before each session to check for any litter, glass, animal faeces, etc. Any such items should be collected using plastic bags and disposable gloves.
-  A written record will be kept of each sweep. This should state if any hazards were found and how they were dealt with.
-  Trees will be checked for any broken or dead branches which may fall.
-  A check will be made of the weather conditions, and the short term forecast. If it is unduly windy, or a thunder storm has commenced or is imminent then it will not be advisable to carry out a Forest School session.

Procedures to be carried out during each session:

-  Put on protective clothing and footwear.
-  Apply sun screen as necessary.
-  Walk to the area, discussing things to be seen on the way.
-  Discuss any safety issues of the day.
-  Walk to base camp.
-  Sit down; discuss rules and any safety issues again. It is advisable to walk the boundary for at least the first session, possible more dependent on the age and Forest School experience of the children.

Procedures to be carried out at the end of each session:










-  Discuss the session with children, allow the children to choose to give feedback.
-  Return to setting.
-  Clear everything away.

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Forest School Clothing List:

The following list of appropriate clothing is for EVERYONE participating in Forest School; **children, staff and other adult helpers/volunteers.**

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. Arms to be covered in woodland.
-  Light trousers. **No** Shorts. Legs to be covered in woodland.
-  Socks
-  Trainers, shoes or Wellington boots. **No** sandals or flip-flops.
-  Sunhat
-  Sunglasses (if required.)

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

Short sleeved T shirts and shorts cannot be worn - whatever the weather - arms and legs must always be covered in the woodland.

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Off-Site Travel Arrangements:

Any off site Forest School visits will be conducted in accordance with the CYPS and School policy, procedures and code of practice for off-site visits and school trips.

Staffing Ratio will be as follows

- EYFS - 1 adult to every 6 children KS1
- 1 adult to every 8 children KS2
- 1 adult to every 15 children

Although the ratios above are the minimum required, any off site Forest School session requires a minimum of 3 adults. This can be made up of staff and volunteers.

A full risk assessment of any journey and site will be carried out ahead of the Forest School session.







Before leaving school a copy of the risk assessment, travel plan details and a register of all children on the trip is to be deposited with the office.

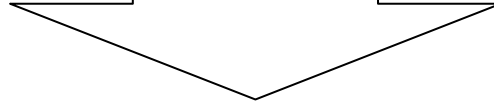
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Designated Person Responsibility







Individual job cards will be available for each individual for the session. These are kept in the emergency rucksack and will be distributed by the Forest School Leader

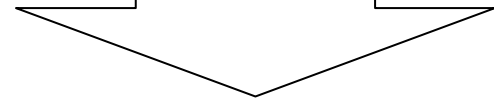
Forest School Leader Responsibilities

-  To comply with the contents of the Forest School Handbook
-  Wear appropriate clothing – positive role modelling!
-  To fulfil the role of responsible person for Health & Safety – keeping the children safe
-  To provide appropriate Forest School activities – according to the age, stage of development of the children, season and weather
-  To lead a facilitative group of adults in observing the children and recording those observations in an appropriate way
-  To appropriately brief other adults participating in Forest School at any given time









Teacher/Learning Support Assistant Responsibilities

-  To comply with the contents of the Forest School Handbook
-  Wear appropriate clothing – positive role modelling!
-  To assist the Forest School Leader in observing the children and recording those observations in an appropriate way
-  To assist in keeping the children safe
-  To deal with any toileting issues
-  To assist the Forest School Leader in any Forest School activities as directed, according to the activity, season and weather



Parent Helper/Volunteer Responsibilities

-  To comply with the contents of the Forest School Handbook
-  To wear appropriate clothing – positive role modelling!
-  To assist the Forest School Leader and other staff in keeping the children safe
-  To be responsible for hand washing
-  To assist in observing the children and recording those observations in an appropriate way
-  To assist the Forest School Leader in any Forest School activities as directed, according to the activity, season and weather

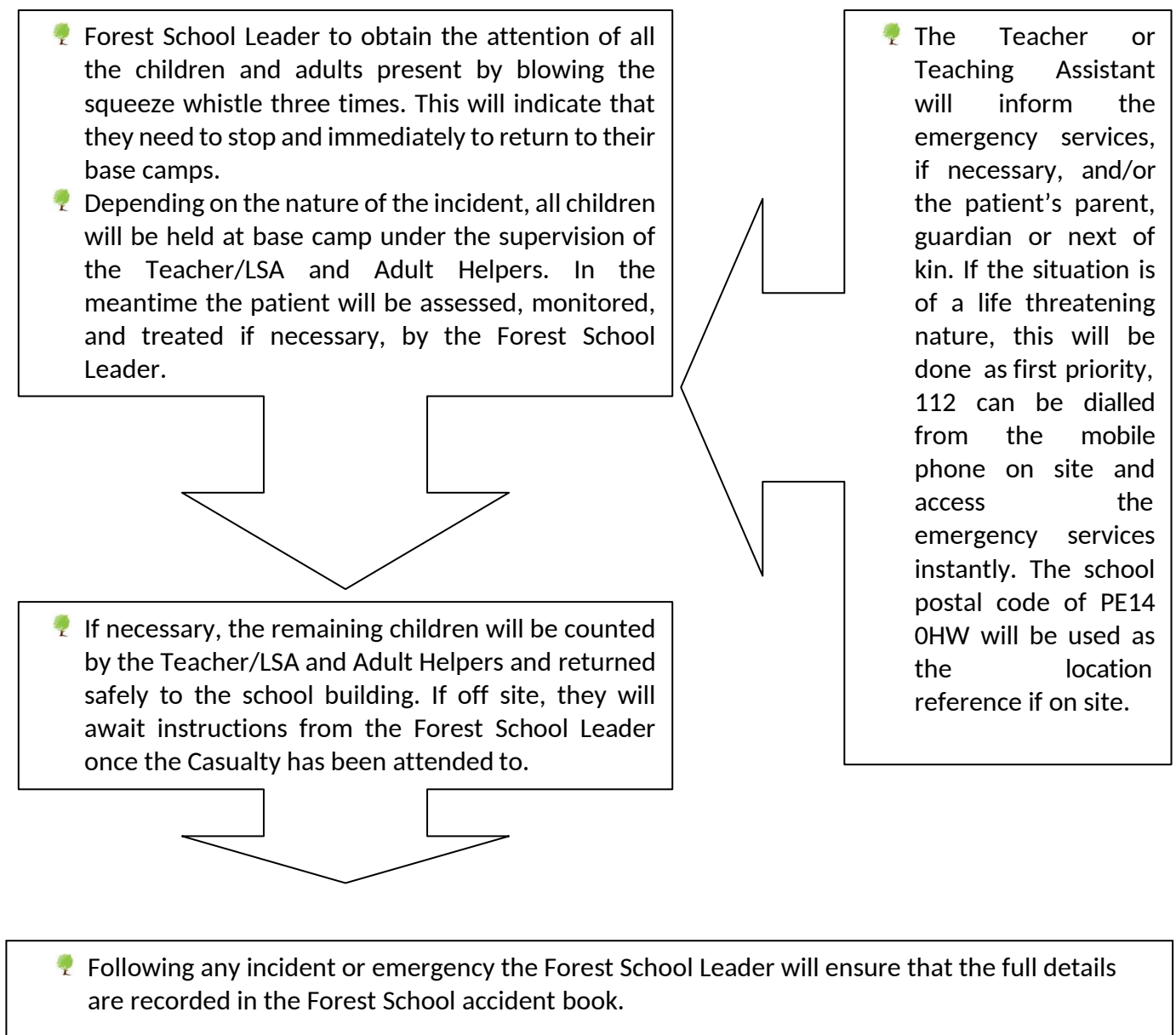
Additional adult volunteers are always welcome.

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Forest School Emergency Procedures:

Medical Emergency (serious injury, poisoning or illness)

The Forest School Leader is the qualified first aider in the outdoors and responsible for the patient until professional assistance takes over. Should an emergency incident occur then the following routine/procedure should be adhered to:




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Forest School Emergency Procedures: **Fire.**


On Site:

Standard school Fire procedures will be followed.

Off Site:

 If a fire spreads or becomes out of control and attempts to extinguish it have failed, the Forest School Leader or assisting adult will blow the squeeze whistle and shout "Fire". Upon hearing this, all adults and children should immediately stop what they are doing, leave any tools, resources or belongings, and follow instructions given by the Forest School Leader (i.e., "walk to 'name'/ place" or "walk to me") guided by supporting adults.

 Staff will account for the presence of all children and adults, and assemble the group ready to evacuate.

 A final head count will be made, and upon all children and adults being present, evacuation will begin immediately, taking the safest (not necessarily the quickest) route. Adults will lead the group swiftly, with the Forest School Leader leading and the session assistant following behind the last child. The Fire brigade will be called en route. Arrangements will be made for children to be returned to school.

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Forest School Emergency Procedures: **Missing Child.**

- 🌳 If anybody suspects a person may be missing, they should immediately alert the Forest School Leader or another member of staff.
- 🌳 If a fire has been lit it will be extinguished immediately and tools gathered to a safe place by supporting adults.

- 🌳 If after an initial sweep of the site, the person is not found, the group should assemble and find out where and when the person was last seen. The Forest School Leader will continue to search for the child while the rest of the group is assembled.
- 🌳 If the person is not found within 5 minutes, the Forest School Leader will seek additional help and begin to organize a search party. Any additional supporting adults will remain with the group and await further instructions. The emergency rucksack will remain with the Forest School Leader during the search.

- 🌳 If outside agencies are involved with the search their advice will be followed

- 🌳 If there is a reason to believe that a child has been abducted, the Police will be immediately informed and their advice followed. The remaining children will be immediately returned to school.

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Policies and Procedures

Health and Safety








The School Health and Safety policy will be followed at all times. A full copy is available. You need to know your responsibilities.

Your health, your safety - A guide for workers

This information is from the Health and Safety Executive (HSE) in collaboration with the Trades Union Congress (TUC). HSE is a government organisation that works to protect the health, safety and welfare of workers by enforcing health and safety law and offering advice and support. The TUC represents over 70 trade unions with over 6.5 million members. It campaigns for fairness and decent standards at work.



If you are an employee (full- or part-time, temporary or permanent), this information explains what your rights are, what you should expect from your employer, what responsibilities you have and where to go for help. It also applies to you if you are a young person doing work experience, an apprentice, charity worker, mobile worker or homeworker. If you are a temporary, casual or agency worker, the employment business/agency, gangmaster, contractor or hirer you are working for has a legal duty to ensure you receive the rights set out here.

You have the right:







-  To work in places where all the risks to your health and safety are properly controlled.
-  To stop working and leave the area if you think you are in danger.
-  To inform your employer about health and safety issues or concerns.
-  To contact HSE or your local authority if you still have health and safety concerns and not get into trouble.
-  To join a trade union and be a safety representative.
-  To paid time off work for training if you are a safety representative.
-  To a rest break of at least 20 minutes if you work more than six hours at a stretch and to an annual period of paid leave.

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You must:

-  Take care of your own health and safety and that of people who may be affected by what you do (or do not do).
-  Co-operate with others on health and safety, and not interfere with, or misuse, anything provided for your health, safety or welfare.

Your employer must tell you:




-  About risks to your health and safety from current or proposed working practices.
-  About things or changes that may harm or affect your health and safety.
-  How to do your job safely.
-  What is done to protect your health and safety.
-  How to get first-aid treatment.
-  What to do in an emergency.

Your employer must provide, free of charge:



-  Training to do your job safely.
-  Protection for you at work when necessary (such as clothing, shoes or boots, eye and ear protection, gloves, masks etc.).
-  Health checks if there is a danger of ill health because of your work.
-  Regular health checks if you work nights and a check before you start.

(Note: If you are genuinely self-employed you are responsible for providing your own first-aid arrangements, training, protective equipment and health checks, and for organising your own working time.)

Your employer must provide you with the following information:

-  Health and safety law: What you should know. This should give the contact details of people who can help.
-  Their health and safety policy statement.
-  An up-to-date Employers' Liability (Compulsory Insurance) certificate visible in your place of work.

What to do if you are concerned about your health and safety:

-  Phone HSE's Infoline 08701 545500 for advice or to complain, or the TUC's Know Your Rights line 0870 600 4882.
-  If you would like to speak to someone in a language more suitable to you please call 08701 545500 and tell the operator which language.

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If you have lost your job because of a health and safety matter you may be able to complain to an Employment Tribunal. Ask your trade union or local Citizens Advice Bureau for advice.

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Policies and Procedures Continued

Considerations for Equality and Inclusion

In Forest School sessions all persons should be treated equally. We aim to and are committed to



Providing a secure environment in which children can flourish and in which all contributions are valued.



Including and valuing the contribution of all children and adults to our understanding of equality and diversity.



A thread which runs through all of the activities of Forest School.

The legal framework for this guidance is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children's Act 1989;
- Special Educational Needs and Disability Act 2001.

Insurance

Certificate of Employers' Liability Insurance (a)

Zurich Municipal

Policy No: QLA-05U002-0063

Policy Holder: Bristol City Council & Vista SWP Ltd.

Date of commencement: 31/03/16

Date of expiry: 30/03/17

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Medical Information Forms

All participants (including visitors) **must** complete a medical information form prior to starting any Forest School activity. The completed forms will be kept in a file in the emergency rucksack. The information provided will be subject to the School confidentiality policy.

All forms must be kept up to date and reviewed 3 times a year.

A copy of the Medical Information Form is found at the back of this handbook.

Risk Assessment

A full risk assessment will be carried out of any Forest School site prior to the start of any Forest School Activity. Due to the nature of Forest School any site being used must have a full Risk Assessment 3 times a year. The latest Risk Assessment must be kept with the Forest School Handbook.

A copy of the Risk Assessment is saved with this Handbook.

Safety Sweep









A safety sweep of the Forest School Site will take place prior to the start of any Forest School Session to look for and assess any immediate risks. All safety sweeps will be recorded and filed in the Forest School Health and Safety Folder by the Forest School Leader.

A copy of a safety sweep form is found at the back of this handbook.







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Risk Management on Tools:








General rules for tool use:

-  All tools must have an individual risk assessment in the Health and Safety folder.
-  Ensure safe storage at school with nominated Forest School Leader access and responsibility.
-  Ensure safe storage and responsibility by Forest School Leader at the Forest School site.
-  Never walk around with tools.
-  Always make sure tools are clean and sharp before using them.
-  When using tools with children it should only be with the Forest School Leader.
-  Always sit when using tools.
-  Tools must only be used in the designated tool area.

Penknife:






-  Must be with the Forest School Leader.
-  Always sit down when using the penknife
-  Ensure penknife is closed and locked when not in use.
-  Open the penknife away from you sitting down with plenty of room around you.
-  Always use the penknife away from your body.
-  Always insure that the children are supported when using the penknife on a 1:1 or 1:2 ratio dependant on their age and experience.

Bow Saw:





-  Ensure that the guard is in place when not in use.
-  Must only be used with the Forest School Leader.
-  Must only be used in the designated tool area.
-  Must be used with a safety glove.
-  Should be used with a saw horse where possible.
-  Talk to the children about how to hold a bow saw.
-  Ensure safe storage and safe handling in Forest School.

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Bill Hook:

-  Ensure that the guard is in place when not in use.
-  Must only be used with the Forest School Leader.
-  Must only be used in the designated tool area.
-  Talk to the children about how to hit the Bill Hook.
-  Ensure safe storage and safe handling in Forest School.




















Pruning Saw:

-  Ensure that the guard is in place when not in use.
-  Must only be used with the Forest School Leader.
-  Talk to the children about how to hold a Pruning Saw.
-  Ensure safe storage and safe handling in Forest School.

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Forest School Essential Equipment List:

The following list of essential equipment must be available for each Forest School Session and should be kept in the emergency rucksack.

-  Register to include emergency contact numbers
-  Medical forms
-  Mobile phone
-  Newspaper
-  Matches 
- Wet wipes
-  Anti-bacterial/anti-fungal gel
-  Protective gloves
-  Sun cream
-  First aid kit (See First Aid Kit List)
-  First aid handbook (must include information on hypothermia)
-  Water for first aid
-  Water for drinking/washing
-  Sleeping bag/survival bag
-  Thermal wrap sheet
-  Map of the local area
-  Containers for medical equipment (adrenaline auto injectors and inhalers)
-  Carry bag for dirty wet clothing
-  Additional clothing
















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Forest School First Aid:

A First Aid Kit will be available for all on and off site Forest School Activities along with individual pupils' medication (adrenaline auto injectors and inhalers etc.). The Forest School Leader is a qualified Paediatric Outdoor First Aider.

First Aid Kit List:

The following first aid kit list is provided by South West Medical Services and is based on a combination of advice from the Health and Safety Executive, the National Child Minding Association, the Pre-School Learning Alliance and the Ambulance Service.

-  1 x handbook giving general guidance on first aid
-  1 x protective face shield for performing CPR
-  20 x individually wrapped sterile adhesive plasters of assorted types
-  2 x sterile eye pads
-  4 x triangular bandages individually wrapped
-  6 x medium wound dressing (12cm x 12cm) individually wrapped and sterile
-  2 x large wound dressing (18cm x 18cm) individually wrapped and sterile
-  5 x low-adherent (Melolin) dressings (5cm x 5cm)
-  5 x low-adherent (Melolin) dressings (10cm x 10cm)
-  1 x roll of hypo-allergic tape (Micro-pore)
-  3 x pairs of disposable gloves
-  1 x scissors with rounded edge
-  10 x packs of 5 sterile gauze swabs (5cm x 5cm)
-  1 x finger bandage and applicator
-  1 x litre of sterile water

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Poisonous Plants and Trees

Ornamental Trees and Shrubs:



Daphne

FATAL

A few berries can kill a child



Wisteria Seed Pods
Mild to severe digestive upset
Poisons many children



Laburnum Seed Pods
Severe poisoning
Excitement, Staggering, Convulsions
and Coma



Broom Seed
Severe poisoning
Excitement, Staggering, Convulsions
and Coma



Laurel (All Parts)
FATAL
Nausea, Vomiting, Difficulty
Breathing and Coma



Rhododendrons (All Parts)

FATAL

Nausea, Vomiting, Difficulty
Breathing and Coma



Azaleas (All Parts)

FATAL

Nausea, Vomiting, Difficulty
Breathing and Coma



Yew (Berries and Foliage)

FATAL

Death is usually sudden and without
warning symptoms

Poisonous Plants and Trees

Trees:



Oak (Foliage and Acorns)

Gradual Poisoning

Affects Kidneys.

Symptoms appear after several weeks.



Holly Berries

Mild Poisoning

Vomiting and Diarrhoea



Privet Berries

FATAL

Nausea, Drowsiness, Vomiting and
Diarrhoea



Cherry Trees (Twigs and Foliage)

FATAL

Releases cyanide when eaten

Poisonous Plants and Trees

Wild Plants:



Cuckoo Pint (Roots and Berries)

Severe Poisoning

Intense irritation and burning of the mouth and tongue



Greater Celandine (Roots and Other)

Severe Poisoning

Diarrhoea, inflammation of the bladder, drowsiness and dermatitis



Henbane (All parts)

FATAL

Roots can be mistaken as parsnips. Intense digestive disturbances. Juices may severely injure digestive system



Nightshade (All parts)

FATAL

Intense digestive disturbances. Juices may severely injure digestive system



Hemlock (All parts)

FATAL

Looks like wild carrot



Thorn Apple (All parts)

Severe Poisoning

Abnormal thirst, distorted vision,
delirium, incoherence and coma



Water Hemlock (All parts)

FATAL

Violent and painful convulsions



Foxglove leaves

May be FATAL

Source of dry digitalis
Irregular heartbeat, digestive upset,
mental confusion

Forest School Medical Information Form: Child

To be completed on behalf of ALL PARTICIPANTS.

Child's Full Name	
Class	
Date of Birth	
Emergency Contact Name	

and relationship to child	
Home Address	
Phone Numbers	Home Work Mobile
Doctor	Address Phone

<u>Illness</u>	<u>Comment/Yes/No</u>	<u>Medication needed</u> (Please specify)
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart Condition		
Diabetes		
Epilepsy		
Allergies: e.g. pollen, nuts, materials		
Has your child ever been stung by a wasp or bee?	If yes, describe the reaction	
Date of last Tetanus injection		

I **do/do not** consent to a member of staff administering an antihistamine if necessary.

I **do/do not** consent to a member of staff removing tics if they are found on my child.

My child requires Halal marshmallows: Yes / No

I understand that I must inform the Forest School Leader of any changes in the above.

Signed:

Date:

Forest School Medical Information Form: Adult **To be completed by ALL PARTICIPANTS.**

Name	
Position E.g. Staff/Volunteer	
Date of Birth	
Emergency Contact Name and relationship	

Home Address	
Phone Numbers	Home Work Mobile
Doctor	Address Phone

Have you had any of the following?

Illness	Comment	Medication needed Please specify
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart Condition		
Diabetes		
Epilepsy		
Allergies: e.g. pollen, nuts, materials		
Have you ever been stung by a wasp or bee? If yes, describe the reaction		
Date of last Tetanus injection		

Signed:

Date:

My child's name is:
.....Class

Safety Sweep Evidence

Before each Forest School session there will be a safety sweep of the Forest School site, to look for and assess immediate risks. All safety sweeps will be recorded and filed by the Forest School Leader.

Safety sweeps will be recorded and kept with the Forest School Handbook.

<u>Date:</u>	<u>Time:</u>	<u>Weather Conditions:</u>	
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Name of Forest School Leader:

<u>Checklist</u>	<u>Yes/No</u>	<u>Comments</u>
Fallen branches		
Low branches		
Protruding thorns		
Brambles/nettles		
Slippery areas		
Broken glass/needles		
Vandalism/intruders		
Weather effects		
Standing water		
Boundary line/fence		
Base camp		
Tool area roped off		
Emergency rucksack		
Equipment ready		
Spare clothes		

Other hazards identified:

Action taken:

Head/SLT Signature:

Forest school activities

 <https://edu.earthwatch.org.uk/> free resources and activities
<http://www.treetoolsforschools.org.uk/>
www.messylittlemonster.com

Forest School Progression of skills

Year Group	Fire	Tools and Connecting	Creative opportunities (suggestions but may change based on topics or children's interests)	Emotional Literacy/Mindfulness
EYFS	Using dragon sneeze fire steel to make sparks	Introduction to tools: Bow saw 1:1, hammers for Happa zome. Teacher lead den/ large structure building	Nature faces (chalk drawing with found items) Happa zome – basic (no brief) Elder beads	Begin to build self confidence, resilience, and cooperation skills. Take part in play based explorative/imaginative/ role play learning. Learn and practice mindfulness techniques - senses meditations,
1	Using dragon sneeze fire steel to make sparks	Introduction to tools: Bow saw 1:1, hammers for nails, scissors cutting string. Weaving using wool and string. Teacher lead den/ large structure building	Decorating forest school 'cookies'. Weaving Clay golems on sticks. Elder crafts	Continue to build self confidence, resilience, and cooperation skills. Take part in play based explorative/imaginative / role play learning. Deepen practice of mindfulness techniques - meditations.
2	Using dragon sneeze fire steel to make sparks Fire safety – Linked to burning of 'buildings' for Fire of London and baking flat bread.	Using palm drills and hand drills independently. Bow saw 1:1 (children are able to give instructions and explain safety) Den/ large structure building in groups – using simple knots to tie rope.	Mini shelters Forest school medals Happa zome flags	Continue to build self confidence, resilience, and cooperation skills. Take part in play based explorative/imaginative / role play learning. Deepen practice of mindfulness techniques - meditations.

Forest School Progression of skills

3	<p>Using two different fire steels to make sparks and light a cotton wool ball</p> <p>Understand what a fire needs – fire pit (adult led). Pop-corn.</p> <p>Fire safety</p>	<p>Choose and use appropriate tools safely when needed: Bow saw (1:1), hacksaws, hammers, hand drills.</p> <p>Den/ large structure building in groups – using simple knots to tie rope.</p> <p>Whittling using potato peelers 1:2</p>	<p>Design a game</p> <p>Natural weaving</p> <p>Assault course</p>	<p>To use feelings language to talk to peers when solving problems.</p> <p>Continue to build self confidence, resilience, and cooperation skills.</p> <p>Further practice of mindfulness techniques</p>
4	<p>Using two different fire steels to make sparks and light a cotton wool ball</p> <p>Build a Kelly kettle fire to heat water (adult supported) – Hot chocolate</p> <p>Fire safety</p>	<p>Choose and use appropriate tools safely when needed: Bow saw (1:1), hacksaws, hammers, hand drills.</p> <p>Whittling using potato peelers small groups</p> <p>Using simple knots (overhand) to join sticks together – e.g. making weaving frames.</p> <p>Den/ large structure building in groups – using learned knots to tie rope.</p>	<p>Making musical instruments.</p> <p>Mirror walk</p> <p>Weaving frames</p>	<p>To use feelings language to talk to peers when solving problems.</p> <p>Continue to build self confidence, resilience, and cooperation skills.</p> <p>Further practice of mindfulness techniques</p>
5	<p>Build a Kelly kettle fire to heat water (independent but supervised)</p> <p>In groups create 'fairy' fires. (Support given)</p>	<p>Choose and use appropriate tools safely including whittling using potato peelers independently.</p> <p>Learning new knots for joining – e.g. clove hitch</p>	<p>Clay tree faces.</p> <p>Natural mini theme parks.</p> <p>Tallest tower competition.</p>	<p>Use school values to discuss ways of being and feelings.</p> <p>Continue to build self confidence, resilience, and cooperation skills.</p> <p>Further practice of mindfulness techniques</p>

Forest School Progression of skills

	Fire safety	Den/ large structure building in groups for a specific purpose/challenge – using learned knots to tie rope.		
6	In groups create 'fairy' fires. (independent but supervised) Fire pit cooking	Choose and use appropriate tools safely including whittling using potato peelers and bow saws independently. Perfecting knots for joining – e.g. clove hitch Den/ large structure building in groups for a specific purpose/challenge – using learned knots to tie rope.	Happa zome banners Stick skeletons Story stones/wooden disks.	Use school values to discuss ways of building and feelings. Continue to build confidence, resilience and cooperation Further practice mindfulness techniques