


Aurora Meldreth Manor School

Student name.....



Forest school session and assessment
booklet September 2021

Forest school is a special and relevant part of our curriculum and can help students make progress towards IEP targets, it aims to develop the following skills in our students:

Emotional intelligence- through activities that promote working with others and roles of responsibility that develop independence and self- awareness.

Wellbeing- through engagement in activities in the natural environment.

Challenge and engagement- through encouraging trying new things and creating own play and learning.

Preference and choice making- through motivating and preferred ways of learning.

Participation- through varied activities and time given to exploration.

Physical skills -through the use of tools and interaction with natural objects.

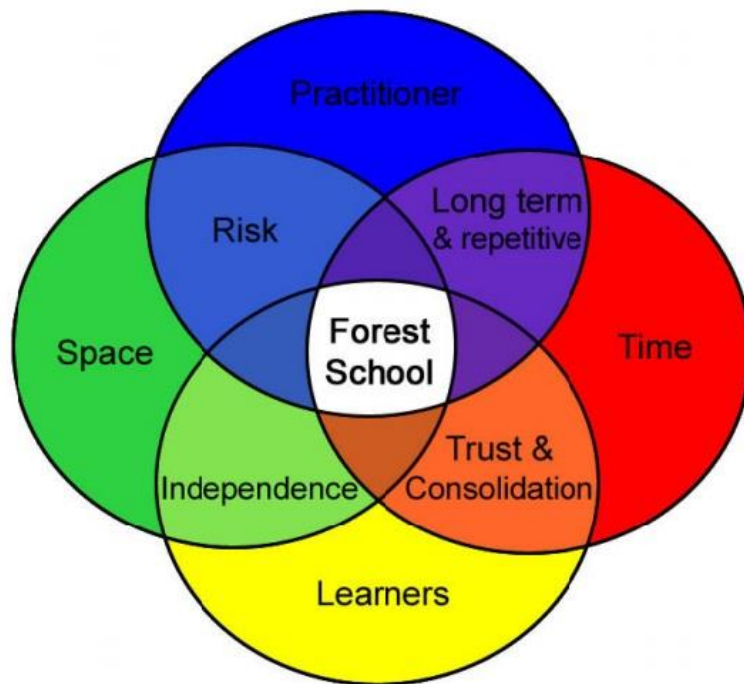
Awareness of safety- through calculated risk taking and developing roles of responsibility.

Following instruction and structure- through routines that care for the environment and keep us safe.

The recommendation is that students have access to forest school for at least 3 hours a week which can be split down into shorter sessions.

To plan relevant sessions and activities that relate to students IEP targets a base line assessment needs to take place over 6 initial forest school sessions.

Teachers and class leaders should conduct the assessment by setting up the activities recommended in the assessment and taking time to observe during the sessions. Supporting staff can also contribute their observations.



Base line assessment (to be completed over 6 sessions)

Date:

IEP targets:

- 1.
- 2.
- 3.
- 4.
- 5.

My confidence and mood during my sessions

General mood (highlight as many as appropriate)	Confidence with peers (highlight as appropriate)	Confidence with supporting adults (highlight as appropriate)	Communication (highlight as appropriate)
Positive/happy	aware of peers - looking at, body language shows they know they are with classmates	aware of adult - looking at, body language comfortable	Subtle body language/ fleeting eye contact
Negative/unhappy	Tolerating them in space/ activities	Tolerating them in space/ activities	vocalising
responsive	Eye contact/ body language towards peer including fleeting	Eye contact/ body language towards adult including fleeting	Using preferred communication gesture/ Makaton/ signing/ words/sounds/ body movements/ TASSELS
unresponsive	Sharing tools/ space/ food independently	Trying activities with modelling, prompting or physical support from adult	Trying topic related new language or communication (signing tree or looking at something new in the environment)
calm	Initiating activities and play with peers	Happy to leave adult to try activity	Initiating others in their activities using preferred communication
Active/ hyperactive	Celebrating peers success	Asking for help/ showing off work	

My engagement (the four p's)

P (choose one)	What was the activity?	Comments (how do you know?)
Participant - actively engaged in activity, positive and enjoying it		
Prisoner - disengaged in activity, reluctant, feels they are forced to be there		
Passenger - engaged in task, needing lots of prompting to take part		
Protestor - disinterested in task and letting everyone know about it, disruptive to others		

Emotional intelligence

Descriptor	Score 1- 5 (5 high 1 low)	IEP target number (1-5)	What was the activity?	Comments and next steps
Self -awareness - Consciousness of thoughts, feelings and awareness of how they impact on behaviour				
Self -regulation - Consciously and unconsciously manage behaviour and emotions in response to the social situation				
Self -motivation - Able to identify, set and achieve short- and long-term goals				
Social skills - Ability to influence and respond to others using appropriate verbal and non- verbal communications				
Empathy - Ability to perceive and appreciate things from an others perspective and use that to make appropriate choices				

Well- being

Descriptor	Score 1- 5 (5 high 1 low)	IEP target number (1-5)	What was the activity?	Comments and next steps
Extremely low wellbeing- feel and look low all the time				
Half the time- show signs of emotional discomfort, rarely enjoy activities				
Seem quite happy- occasional signs of discomfort, seem okay				
Genuinely happy- enjoyment and engagement outweigh moments of discomfort				
High level of wellbeing- relaxed, confident to try things, calm				

Challenge and engagement

Descriptor	Score 1- 5 (5 high 1 low)	IEP target number (1-5)	What was the activity?	Comments and next steps
No involvement- absent and passive				
Fleeting- limited concentration and easily distracted				
Busy- tries activity easily distracted and gives it minimum attention				
Clear signs of involvement- engaged in activity, using imagination, focused and not easily distracted				
Deep learning- absorbed in the activity, creating own meaning and play, motivated				

Life skills and preparation for adulthood

Skill (highlight as many as appropriate)	IEP target number (1-5)	What was the activity?	Comments and next steps
Preferences and choices- -Finds a method of working and taking part in activities personal to them. -Takes time to solve problems in their own way. -Chooses from different activities, tools and objects in order to actively participate - Communicates when they like or don't like something			
Physical skills -Observes and handles different items and tools with prompting -Tries new tools and physical activities with prompting and support -Explores new tools and items making their own play and testing out. -Solves problems to use new tools and items effectively -Independently uses new tools and materials to make play or a finished item - Explores how their body interacts with new tools and items			
Safety - Shows awareness with preferred communication of potential dangers and risks in activities and tool use			

<ul style="list-style-type: none">-Observes and follows safety procedures around tools, fire and activities with prompting-Actively participates in procedures to stay safe such as setting fire, putting tools away- Independently solves problems and takes time to make activities safe by choosing safety equipment or checking an area			
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Other areas of learning experienced: (numeracy, literacy, science, music etc.)

Additional reflections and observations:

Recommended assessment activities (can be several set up in one session)

Activity
Collect and sort natural materials
Natural material garlands and wreaths
Den building
Animal hides and nest building
Mud kitchen and water play
Blind folded physical activities
Blind folded sensory activities
Cooking and hot drink making
Apple and wood carving simple objects
Off the ground activities- rope swing, strap line, crate balance
Transporting activities
Lashing shapes and stick artwork
Sensory story
Cloud gazing and drawing
Musical activities using natural objects
Foraging
Furniture making

After assessment it is recommended that a six-week forest school program is run with the class with reflection at the end of each session and a review at the end of the six weeks before more sessions are conducted.

Forest school lesson plan

Date:

Class:.....

Lesson objectives (relating to IEP targets):

- 1.
- 2.

Activity	Forest school skill (highlight as appropriate)	Resources	Risk assessment (refer to risk assessments on TEAMS)
	Emotional intelligence Well- being Challenge and engagement Preference and choice making Physical skills Participation safety		
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Specific information for supporting staff: (Student need or managing a particular activity)

Session reflections and next steps:

Delivery methodology:

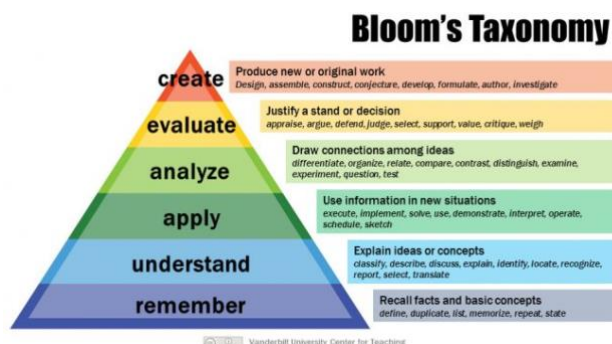
Auditory

Visual

Kinaesthetic

Auditory digital (thinking about thinking)

Individual, pair or group work?



Schemas

A schema is a learning pattern or cluster of patterns that is unique and natural to each individual child. These are spontaneous activities that children use to help them explore and make sense of their world.

When these are incorporated into learning activities and experiences children can become highly motivated, interested and have opportunities to think and learn more extensively.

Some examples of different schemas, activities might be repeated or seen in different formats:

Horizontal and vertical trajectory's children enjoy jumping up and down, running water, climbing, bouncing balls, slides, lining up objects, pushing and rolling items, walking on lines, riding bikes and sweeping the floor.

Rotation children enjoy using whisks, turning a globe, sitting on a swivel chair, wheels, cogs and rotating parts.

Enveloping children enjoy covering objects, dressing up, wrapping items and layering objects.

Filling and emptying children enjoy filling buckets, putting things in bags and boxes, water play with containers.

FOREST SCHOOL=SPICES

S - **Spiritual** – awe and wonder of nature, wow moments, success, small achievable tasks, feel good about oneself.

P - **Physical** – games, play, movement, gross and fine motor skills, using different muscle groups, carrying, lifting, building.

I - **Intellectual** – review and reflection, problem solving, create games, play, story-telling, design and building things, creativity, imagination and thinking skills.

C - **Communication** – conversation, social skills, empathy, team work, listening skills, leadership skills,

E - **Emotional** – self regulation, self-awareness, self-motivation, feel good about oneself.

S - **Social** – working together, turn taking, decision making, negotiation, decision making, supporting others, empathy and developing a sense of community.

Multiple intelligences

Multiple intelligences is a theory that divides human intelligence into seven different modalities:

Visual-spatial, bodily kinaesthetic, musical, interpersonal, intrapersonal, linguistic, logical-mathematical

The theory challenges the educational system and suggests that everybody has a different mind and learns, processes information and understands in different ways. Therefore, all learners have different strengths in these modalities. Gardner suggests that instead of teaching in one way, which could be biased towards certain linguistic and logical modalities that we should differentiate activities to meet a range of the modalities.

Those working with children should observe and assess students for their learning styles and encourage students to recognise their preferred way of learning. Sessions should be planned and delivered that promote opportunities to use, explore and strengthen these modalities.

Opportunities to meet modalities can be provided by providing:

Visuals, sound, motion, colour, realia, demonstration, exemplars and performance

Above all we want our students to:

Achieve

Mature

Have community and environmental identity

Develop confidence

Have self- worth

Resilience

A reasonable and responsible sense of self

Have fun!