

Read the text about an educational method that takes pupils outdoors. Some parts are missing. Choose the correct part from the list (A-J) for each gap (1-7). There are two extra parts that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.

## Forest School

A Forest School offers a different approach to curriculum delivery because it is child- rather than content-centred. Children are supported in their learning and encouraged to explore the outdoor environment and (0) \_\_\_\_\_. Forest School leaders use accelerated learning and teaching techniques to create a unique learning vehicle that helps participants to utilise their local woodlands for interactive play, to develop confidence, emotional resilience, independence, language and communication skills and increase levels of physical activity, health and mental wellbeing.

Forest School provides enjoyable, experiential learning experiences, based on (1) \_\_\_\_\_ in close proximity to their school for an extended period of time (usually at least 10-12 weeks). Delivering significant learning opportunities that are relevant to a wide range of curriculum outcomes, Forest School has particular benefits for health and enterprise outcomes, as well as sustainable development and citizenship.

### How did Forest School develop?

The Forest School concept was introduced in Sweden in the 1950s when retired soldier, Goesta Frohm, created the idea of 'Skosgmulle' to teach young people about their natural environment, using songs, stories and tools with a practical, hands-on approach. The model's popularity grew so that, by the 1980s, Forest School had become an integral part of Denmark's early years' programme.

Since this methodology was introduced to the UK during the 1990s, originally as an early years' (Forest Kindergarten) approach, it has been broadened and (2) \_\_\_\_\_. The growth of Forest Schools has been unprecedented, spreading across the UK as schools recognise the potential for the model to meet the needs of all ages and abilities. In Scotland, as with the rest of the country, a wide variety of educational settings have experienced Forest School, in a range of woodland areas, with positive, demonstrable success.

Key to this success is the quality and support given to the staff leaders. Extensive training and opportunities to gain practical experience are offered before reaching a qualification standard. The issues of, for example, risk assessment, health and safety, first aid, site selection, ecological impact assessment, and continued learning and development (3) \_\_\_\_\_.

### Activities

The day begins with a walk or journey to the woodland environment, which offers pupils plenty of opportunities to (4) \_\_\_\_\_. At their site, a safety briefing appropriate to the age group attending is delivered, which encourages pupils to self-risk-assess and be more aware of their surrounding environment.

Forest School Leader training empowers staff to be able to set up small achievable activities (in response to the participants' ideas) that (5) \_\_\_\_\_. A structured activity approach is not a Forest School approach, but it can allow progression if participant-directed.

Teamwork and inter-personal skills are heightened through tasks such as shelter building. Numeracy is supported through outdoor maths activities, including taking measurements of trees, and literacy is bolstered through storytelling, woodland poetry and discussions that take place within the group.

Games and activities, (6) \_\_\_\_, support exploration, whereas lighting fires and using tools promote trust, self-awareness, management of risks, self-confidence, while helping to develop gross and fine motor skills. Environmental art projects promote creativity and allow pupils to be inspired by the environment around them. Monitoring flora and fauna and seasonal change allows pupils to experience all facets of the habitat in which they are learning.

### Benefits

There is significant anecdotal evidence that pupils are more highly motivated to learn at Forest School because the learning provides tangible results and it caters to all learning styles. Activities pursued are achievable and often open-ended, (7) \_\_\_\_ that can be transferred back to the classroom. Participating pupils and teachers also comment on their enjoyment of being outside and away from stuffy, overheated classrooms.

A	are all assimilated within the training
B	including hide-and-seek or going on a mini-beast hunt
C	ensuring that a sense of achievement is gained by pupils
<del>D</del>	develop a sense of appreciation for nature
E	are within the capabilities of every person in their group
F	adapted to evolve into Forest Schools
G	asking the children to support each other
H	regular visits to the same area within a local woodland
I	engage in observations and discussions about the day ahead
J	encouraging a healthier lifestyle and regular exercise

## Forest School

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4 <input type="text"/>	5 <input type="text"/>	6 <input type="text"/>	7 <input type="text"/>

*Von der Lehrperson auszufüllen*

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		5 <input type="text"/>	<input type="text"/>	6 <input type="text"/>	<input type="text"/>	7 <input type="text"/>	<input type="text"/>