

Appendices

- **Appendix 1:** Two Examples of Shropshire Early Years lesson plans
- **Appendix 2:** Pilot groups compared
- **Appendix 3:** Examples of completed observation recording sheets from the Worcestershire pilot
- **Appendix 4:** Recorded Scores (out of 10) for one of the Shropshire pupils
- **Appendix 5:** Notes from the Burnworthy Storyboard, Somerset - October 2004
- **Appendix 6:** Storyboards Compared from three pilot groups – Effects of Forest School
- **Appendix 7:** Tools for the Forest School Self Appraisal Methodology
 1. Storyboard
 2. Recording Templates
 3. Reflection Poster

Appendix 1: Two Examples of Shropshire Early Years lesson plans

	11/11/2004	18/11/2004
Setting	Cantlop Woods / Longnor School	Cantlop Woods / Longnor School
Accompanying Adults	FS Leader: Helen Howes Lead Practitioner: Jill Tearle 2 x Support Assistants 4 Surestart Observers	FS Leader: Helen Howes Lead Practitioner: Jill Tearle 2 x Support Assistants
Aims	Familiarise the children with the woodland site; its boundaries; what to do if separated; health and safety near the fire area; exploring the wood habitat. Explore shelter/den construction methods and create some simple dens.	Familiarise the children with the woodland site; its boundaries; what to do if separated from the group; health and safety rules near the fire area; exploring the woodland habitat. Continue shelter/den construction and create some secret gardens.
Intended learning	PSED - Be confident to try new activities; understand what is right and wrong and why; consider the consequences of their actions for themselves. CLL - Sustain attentive listening; extend their vocabulary, and explore the meanings and sounds of new words. Express and communicate their ideas. M - Use language to compare quantities and to describe shape and size. K & U - Investigate objects and materials by using all of their senses as appropriate. C - Respond to a story and variety of shelter types to create their own using simple materials. P - Move with confidence and imagination.	PSED - Be confident to try new activities; understand what is right and wrong and why; consider the consequences of their actions for themselves. CLL - Sustain attentive listening; extend their vocabulary, and explore the meanings and sounds of new words. Express and communicate their ideas. M - Use language to compare quantities and to describe shape and size. K & U - Investigate objects and materials by using all of their senses as appropriate. C - Create dens and secret gardens using simple materials. P - Move with confidence and imagination.
Planned Activities	Whole group: Distribute name necklaces to children. Share memories of last week. Discuss this week's programme. Child Initiated: Allow free time exploration. Suggest collecting sticks for shelters. Whole group: Hear the story of "The House at Pooh Corner". Make an Eeyore-type shelter together. See a demonstration of other shelter types, including health and safety of loppers and mallets. Small groups: Make own shelters. (Loppers to be used 1:1 with HH.) Whole group: Regroup at fire area and reiterate safety rules. Snack time. Whole group: Where are you? Allow small groups to 'get lost' with an adult (if possible in their shelter to enable children to see each other's) for the rest of the group to find. Whole group: Review time - in fire area, encourage children to demonstrate safety rules as they gather. Use the puppet to ask the adults and children "What did you like about the wood today?" Sing the FS song. Gather in name necklaces at exit gate. Back at setting: Develop mini shelters in the school grounds. Read the story of "The House at Pooh Corner". Make a classroom shelter for Eeyore. Write a Forest School Diary or letter home.	Whole group: Distribute name necklaces to children. Share memories of last week. Discuss this week's programme. Child Initiated: Allow free time exploration. Suggest returning to last week's dens. Whole group: Discuss our ideal gardens and what an ideal garden for Sally Squirrel might have in it. Small groups: Make own secret gardens for Sally Squirrel or as part of their dens. Whole group: Regroup at fire area and reiterate safety rules. Snack time. Whole group: Play '1-2-3 Where are you?' Allow small groups to 'get lost' with an adult (if possible in their shelter to enable children to see each other's) for the rest of the group to find. Whole group: Review time - in fire area, encourage children to demonstrate safety rules as they gather. Use the puppet to ask the adults and children "What did you like about the wood today?" Sing the FS song. Gather in name necklaces at exit gate. Back at setting: Make secret gardens in the school grounds or make a classroom secret garden for Sally Squirrel. Write a Forest School Diary or letter home.

Appendix 2: Pilot groups compared

Forest School Evaluation: The Pilot Groups Compared

2004-2005

Forest School Site Information

Pilot Region	<i>Worcestershire</i>	<i>Worcestershire</i>	<i>Oxfordshire</i>	<i>Oxfordshire</i>	<i>Oxfordshire</i>	<i>Shropshire</i>	<i>Shropshire</i>
Name of Forest School site:	<i>Bishops Wood Centre</i>	<i>Bishops Wood Centre</i>	<i>Claughton</i>	<i>Westminster College</i>	<i>Foxcombe Woods</i>	<i>Cantlop Wood</i>	<i>Cantlop Wood</i>
Ownership of site (public / private):	<i>National Grid Transco</i>	<i>National Grid Transco</i>	<i>Private</i>	<i>Private</i>	<i>Private</i>	<i>Private</i>	<i>Private</i>
Is the site fenced off?	<i>yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>

Group Information

Name of Group / School:	<i>The Marlpool First School Speech and Language Unit</i>	<i>The Fairfield Community Primary School</i>	<i>Finmere School</i>	<i>Pegasus Nursery</i>	<i>New Hinksey</i>	<i>Condover Pre School</i>	<i>Longnor School</i>
Name of recording practitioner:	<i>Jane Bailey</i>	<i>Tina Killgallon</i>	<i>Lynne Bowen/Richard Mulvany</i>	<i>Rachel Walding</i>	<i>Jenny Crease</i>	<i>Debbie Wilson</i>	<i>Jill Tearle</i>
Role of recording practitioner (E.g. Forest School Leader/ teacher/ classroom assistant)	<i>Class Teacher</i>	<i>Teacher (nursery)</i>	<i>Lynne-Teacher, Richard - F/S Leader</i>	<i>Forest School Leader and Nursery Nurse</i>	<i>Jenny - F/S Leader</i>	<i>Pre - School Leader</i>	<i>Teacher</i>
Number of children in Study Group	<i>3</i>	<i>6 - (3 in the AM group and 3 in the PM group)</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>

Name of Group / School:	<i>The Marlpool First School Speech and Language Unit</i>	<i>The Fairfield Community Primary School</i>	<i>Finmere School</i>	<i>Pegasus Nursery</i>	<i>New Hinksey</i>	<i>Condover Pre School</i>	<i>Longnor School</i>
Number of children in the Forest School group:	<i>10</i>	<i>12 (in each group)</i>	<i>16</i>	<i>10</i>	<i>12</i>	<i>8</i>	<i>17</i>
Age range of the group:	<i>5-9 Years</i>	<i>3 - 4 Years</i>	<i>4 - 7 Years</i>	<i>3- 5 Years</i>	<i>3- 5 Years</i>	<i>3/4 Yrs</i>	<i>4,5 and 6 yrs</i>
Travel time from School to Forest School site	<i>20 minutes</i>	<i>20 Mins</i>	<i>15 Mins</i>	<i>15 mins</i>	<i>10 Mins</i>	<i>5 Mins</i>	<i>10 Min</i>

Clarifying how the data was collected

How familiar is the recording practitioner with the children being monitored?	<i>Some would have been familiar at the beginning- others new to group</i>	<i>Very, She is Class teacher to group</i>	<i>Very</i>	<i>Very</i>	<i>Very</i>	<i>Very</i>	<i>Very</i>
How much discussion is there between the recording practitioner and the class teacher of the children being monitored?	<i>They are the same person. Dialogue with FSL each session.</i>	<i>Discussion after each session between F.S leader and class teacher.</i>	<i>Full discussion after each session</i>	<i>Full</i>	<i>Full</i>	<i>Same person</i>	<i>Same person</i>

Background to the children and their school

Name of Group / School:	<i>The Marpool First School Speech and Language Unit</i>	<i>The Fairfield Community Primary School</i>	<i>Finmere School</i>	<i>Pegasus Nursery</i>	<i>New Hinksey</i>	<i>Condover Pre School</i>	<i>Longnor School</i>
How long has the school been sending children to Forest School?	<i>School year 04/05</i>	<i>School Year 01/05</i>	<i>2 Yrs</i>	<i>2 Yrs</i>	<i>3 Yrs</i>	<i>1 Year and 1 term</i>	<i>1 Year</i>
How did they find out about Forest School? (Who approached who first?)	<i>Head of school approached Forest School Co-Ordinator</i>	<i>F.S. Co-ordinator approached as it is a fresh start school</i>	<i>Taster Day</i>	<i>Taster Day for teachers</i>	<i>Through Taster Days</i>	<i>Approached by S. county council</i>	<i>SCC approached school</i>
How many children does the school send to Forest School altogether?	<i>10</i>	<i>24</i>	<i>16</i>	<i>50</i>	<i>25</i>	<i>8</i>	<i>8</i>
Which types of group do they send? (Age / special needs etc.)	<i>Mixed age group Speech and Language SHS</i>	<i>Nursery age</i>	<i>Key stage one Class</i>	<i>Nursery and Yr 3 class</i>	<i>Foundation Stage</i>	<i>Foundation Stage</i>	<i>Foundation Stage Forest School/KSI</i>
Size of School (E.g. Small <50 pupils; Medium 50-200 pupils; Large 200+ pupils)	<i>Medium</i>	<i>Medium</i>	<i>Small</i>	<i>Large</i>	<i>Medium</i>	<i>small</i>	<i>Medium</i>
School setting (E.g. Urban / rural)	<i>Urban</i>	<i>Urban</i>	<i>Rural</i>	<i>Urban</i>	<i>Urban</i>	<i>Rural</i>	<i>Rural</i>
Socio-economic status of the children in the study (if known)	<i>Mixed- all backgrounds</i>	<i>Inner City. Sure Start Local Programme. High unemployment/ low wage. High % lone parents</i>	<i>Professional Intake</i>	<i>Education Action Zone (Oxford Excellence Cluster)</i>	<i>Inner City</i>	<i>Professional</i>	<i>Professional (including Farming)</i>

Appendix 3: Examples of completed observation recording sheets from the Worcestershire pilot

Recording sheets including background information for each session.

Reporting Templates

Introductory Sheet for Each Session

Forest School Leader name(s) Tina Kulligan				
Date of Session: 9.6.05	Time of Session: 1.0-2.30	No of Pupils: 8	No of Adults: (Incl. FS leaders) 2	Form: Age Range: 3 1/2 - 4 1/2 yrs.
Context: Weather etc. Dry, bright and warm. No waterproofs needed. Following / part of ongoing Kersy theme on 'walking through the jungle'!				
Experiences e.g. Mini beast hunt, building shelters etc. Exploration of 1st and new ferns / bracken have grown within imaginary context of a 'jungle'. Can children find any 'animals' in the jungle? Find out foxgloves and discuss poisonous - also draw awareness of rabbits / bracken.				
What changes in behaviour did you expect to result from these activities? Chn have become much more adventurous of late → To draw confidence and sketch boundaries. To develop children's imagination and ability to assign meanings to objects / features within their play. To further develop care and consideration for each other in less familiar surroundings.				
How successful were they? Chn were more confident than on group initially, but became less so in longer bracken. Needed more support + wanted to move quickly through. However enjoyed pretending to be and find jungle animals. Very enthusiastic mark making swinging in the tree.				
General Comments (e.g. how successful were these activities compared to the last time you used them with this group?) Day used on return journey - more so than for a while. Would seek to repeat these activities soon to build on confidence gained today.				

Below is an example of the scores for a session shown against prompts from the propositions. General comments for each child were also recorded.

19.05.05 Session cancelled due to illness of teacher.

Forest School Leader Reporting Template: By Session

Observations of Individual Pupils

26.5.05

Name of Pupil	General Comments	Changes in Self Esteem and Self confidence	Changes in ability to work cooperatively and awareness of others	Changes in levels of motivation and attitudes towards learning	Changes in language skills			Demonstration of an improved relationship with and an understanding of the outdoors	Changes in levels of skills and knowledge		
					S	L	M/M		N	ICT	PHY
	Keen to show aunt route to Forest School. Collected materials for map and helped to mark out route.	1	2	1	1	1	2	1	1	1	
	Keen to do own thing, had a look at table top. Prefers to collect bracken spade. Planned to collect soil for badger hill when excavated.	1	1	1	1	1	1	1	1	1	
	Worked well with others to collect sticks for climbing trees.	2	2	2	2	1	1	2	1	1	

Scoring notes 1= no change 2= Slight change 3= Dramatic change

Key skills S =Speaking L= Listening MM= Mark Making N= Numeracy ICT =Information Communication and Technology PHY= Physical development

Appendix 4: Scores (out of 10) for one of the Shropshire children

School: Longnor Primary Shropshire							
Practitioners: J. Tearle							
Anthony Warne	16/09/2004	11/11/2004	18/11/2004	24/11/2004	02/12/2004	09/12/2004	30/06/2005
Self Esteem	1	1	2	3	.	5	8
Social Skills	1	2	1	5	.	4	9
Language and Communication	5	5	5	5	.	6	10
Physical Motor Skills	1	2	2	3	.	3	8
Knowledge of the Environment	1	4	6	4	.	5	10

Appendix 5: Notes from the Burnworthy Storyboard - October 2004

The left hand column shows the expected changes and the right hand column shows how the practitioners taking part in the exercise translated these phrases into the evidence they were looking for.

Behaviour (Identified in the Storyboard exercise)	What can it look like? (Examples)
Storyboard Question 3. Initial results	
Initially daunted or fearful of an unfamiliar environment or activity	<i>Reluctance to take part</i>
Increase in trust between Forest School Leaders and Participants	<i>Participants act on encouragement from Forest School Leaders, and listen to what they say. Leaders allow participants to explore.</i>
Demonstrating confidence	<i>Trying out new things such as making a tool or taking part in an unfamiliar activity without relying on prompts or encouragement from someone else.</i>
Storyboard Question 4. Medium-term outcomes	
Eager to participate	<i>By wanting to learn a new skill, or try something different. Or they just keep wanting to come back.</i>
No longer a fear of failure	<i>A participant tries an activity again, after failing at it first time</i>
Acquiring physical skills	<i>Demonstrating an ability to do new or difficult tasks, or an ability to plan longer-term projects where the results are not immediate.</i>
Increase in concentration	<i>A participant is better at focussing on the task in hand, and is less easily sidetracked.</i>
Increase in an awareness of others	<i>Demonstrating that they are thinking through the cause and effect of their actions (not reacting in the usual way)</i>
Using coping strategies for managing anger / conflict	<i>A participant is self-aware and questions their own behaviour, or acknowledges that they are responding differently than usual to a difficult situation</i>
Forming trusting relationships / friendships	<i>'Getting on with' or 'looking out for' peers in the group</i>
A different attitude from external practitioners towards the participants and towards the Forest School in general	<i>People from the funding and supporting agencies relate to the participants differently, and take a keen interest in what is happening in Forest School</i>
Storyboard Question 5. Longer-term outcomes	
Individuals are able to form lasting relationships and relate positively / constructively to: <ul style="list-style-type: none"> o Members of their peer group o People beyond their peer group 	<i>Changes in conversation style, or body language.</i>
They are demonstrating a positive attitude towards: <ul style="list-style-type: none"> o Forest school activity (in conversations about Forest School) o Non-Forest School activity (in conversations about life outside Forest School) 	<i>Demonstrating pride in achievements, or a curiosity about the world around them</i>
<i>Pro-social behaviour</i>	<i>Employing social skills and demonstrating a positive attitude, encouraging others, looking out for others, helping other people (as opposed to anti-social behaviour)</i>
Respect for the environment	<i>Awareness of relationships between and amongst different ecologies, habitats and organisms. E.g. Understanding 'why not to tread on the ants.'</i>
Ability to deal with failure	<i>Trying something again and not being put off by a fear of making mistakes</i>

Appendix 6: Storyboards Compared – Effects of Forest School

	Storyboard Question 3. <i>Initial results</i>	Storyboard Question 4. <i>Medium term outcomes</i>	Storyboard Question 5. <i>Longer-term outcomes</i>
<p>Somerset Pilot Group Findings (<i>Forest School for an 'Emotional and Behavioural Difficulties' group of teenagers</i>)</p>	<ul style="list-style-type: none"> ▪ Initially daunted or fearful of an unfamiliar environment or activity ▪ Increase in trust between Forest School Leaders and Participants ▪ Demonstrating confidence 	<ul style="list-style-type: none"> ▪ Children eager to participate ▪ Children no longer displaying a fear of failure ▪ Acquiring physical skills ▪ Increase in concentration ▪ Increase in an awareness of others ▪ Using coping strategies for managing anger / conflict ▪ Forming trusting relationships / friendships ▪ A different attitude from external practitioners towards the participants and towards the Forest School in general 	<ul style="list-style-type: none"> ▪ Individuals are able to form lasting relationships and relate positively / constructively to: <ul style="list-style-type: none"> ○ Members of their peer group ○ People beyond their peer group ▪ They are demonstrating a positive attitude towards: <ul style="list-style-type: none"> ○ Forest school activity (in conversations about Forest School) ○ Non-Forest School activity (in conversations about life outside Forest School) ▪ <i>Pro</i>-social behaviour ▪ Respect for the environment ▪ Ability to deal with failure
<p>Worcestershire Pilot Group Findings (<i>Early years and older pupils from a cross-county Speech and Language unit</i>)</p>	<ul style="list-style-type: none"> ▪ Increased use of language (with more opportunities for natural use of language) ▪ Children becoming more self reliant / independent ▪ Forest School routines embedded ▪ Awareness of themselves and others' personal space ▪ Increased fine and gross motor control ▪ Children's increased ability to plan and review (e.g. choose resources for tasks) ▪ Transferring skills (E.g. modelling the good practice of carrying sticks) ▪ Children want to learn ▪ Children want to come back to Forest School 	<ul style="list-style-type: none"> ▪ Children have increased confidence in themselves (their abilities) ▪ Children develop a bonding relationship with peers and with staff (Forest School Leaders / teachers) ▪ Visible improvements to children's: memory; physical development; health; use of language (speech and language group) ▪ Children feel special (leading to raising self-esteem) ▪ Parents take more interest in Forest School due to children's enthusiasm ▪ Parents take their children out into the 'outdoors' more (parents have a different perception of the 	<ul style="list-style-type: none"> ▪ Improvements to physical stamina ▪ Children appear more relaxed in the Forest School learning environment without perceived pressure ▪ Children's creativity developed ▪ Children transferring fine and gross motor skills to life outside Forest School ▪ Improved use of language means children become more confident to communicate with peers, teachers and parents ▪ Improved self-esteem (as a result of feeling listened to and valued) ▪ Children have adapted well to their new outdoor environment

		<p>outdoors – E.g. the perceived risks)</p> <ul style="list-style-type: none"> ▪ Comparable difference between children's behaviour in normal setting (indoors / classroom) and in Forest School ▪ Practitioners gain a better understanding of the children (E.g. their individual learning styles) 	<ul style="list-style-type: none"> ▪ Children are more assertive in a non-aggressive way
<p>Oxfordshire Pilot Group Findings (Early Years groups)</p>	<ul style="list-style-type: none"> ▪ Children are more steady on their feet and don't fall over as often ▪ Children are keen and excited about setting off for Forest School ▪ Children talk freely about Forest School back in the classroom ▪ Children get ready to for Forest School more quickly (as opposed to reluctantly) ▪ Children begin to take more responsibility for their own activities / play / learning (because they are allowed to) ▪ Children begin to be less dependent on Adult company and support – they can work away from adults, less holding hands; will hide independently during '1,2,3 Where are you?' 	<ul style="list-style-type: none"> ▪ Improved and increase use of motor skills ▪ Children working independently from adults ▪ Children initiate their own learning / play activities ▪ Children work co-operatively – they are able to negotiate with others to achieve group tasks ▪ Children demonstrate an increased knowledge of the environment, beginning to recognise tree species and a few mini-beasts ▪ Children demonstrate respect and care for living things and the environment ▪ Children able to make decisions themselves about what to wear to suit the weather ▪ Children aware of seasonal change ▪ Children revisit, extend and develop previous weeks' activities ▪ Children able to focus/concentrate for longer periods 	<ul style="list-style-type: none"> ▪ Improved academic attainment and achievement, especially for children who find the classroom a difficult place to learn

Appendix 7

Tools for the Forest School Self Appraisal Methodology

Appendix 7.1 Self-Appraisal Toolkit: Storyboard Exercise

Introduction

As practitioners evaluating the causes and effects of something as complex as a Forest School, the most important thing is to establish a clear understanding of *how* the project will bring about change. One way to do this involves telling a hypothetical story that describes how the actions and activities will eventually achieve the objectives and desired outcomes of the project.

Technically a *hypothesis* is a tentative explanation for an observation or phenomenon that can be tested by further investigation. As a way to describe the hypothesis for a Forest School project we recommend undertaking a simple thinking and discussion exercise. The exercise uses straightforward questions and answers to paint a picture, or series of pictures, describing the stages that lead to the changes the various stakeholders (including teachers, practitioners and parents) are hoping for. We call this series of pictures a 'Storyboard'.

The exercise as it is outlined below is not a detailed description of how to facilitate a participatory evaluation tool, but it is meant as a guide to structuring an important (and sometimes overlooked) stage of the evaluation process. Practitioners must decide for themselves who and to what extent members of the various stakeholder groups need to be involved in the conversation.

Step One: Questions and a Conversation

In order to build up a shared sense of 'the story', we recommend that everyone taking part in the Storyboard exercise has the opportunity to discuss the following questions and to think about the answers they would give for each one in relation to their Forest School project.

Each answer provides one of the pictures in the sequence representing how the project will bring about change. As far as possible these will be rooted in people's existing experience of this type of work as well as expressing their hopes for what will happen in the future.

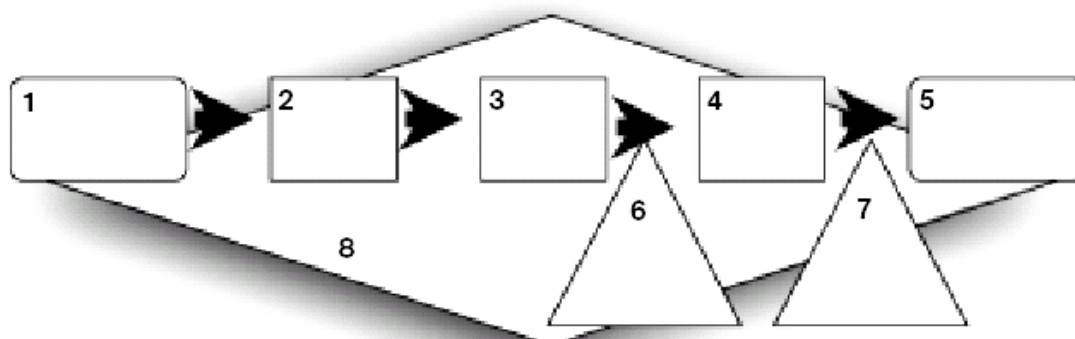
Storyboard Questions	Prompts
1. Describe the world in which you are currently working in terms of the local or wider need that this Forest School is addressing	<i>For example the needs of the target groups, the other stakeholder groups who have an interest in what takes place in Forest School and those who can have an effect on how it operates</i>
2. What are you planning to do as part of setting up and the ongoing activity in relation to Forest School?	<i>Here in your various roles as Practitioners, Forest School leaders, Teachers or Parents you could describe what for you are the key elements of the Forest School ethos that are important for the success of this particular setting.</i>
3. What effects do you expect to see straight away?	<i>For example in terms of the changes in attitudes and behaviour of pupils, teachers, practitioners and parents, and the way they relate to the Forest School setting and each other.</i>
4. What effects and changes do you expect to see in the future?	
<p>5. Where possible, describe the <i>longer-term*</i> or <i>wider changes*</i> for people involved in the Forest School that:</p> <p>a.) your project will be wholly responsible for, and</p> <p>b.) your project may contribute to.</p>	<p><i>For example, by the end of several months' of a child's contact time with Forest School you intend that their experience in the setting will have taught them how to behave safely around a fire (a), and may have contributed to that child's better understanding of the natural environment (b).</i></p> <p><i>You could look beyond the boundaries of their time spent at Forest School and describe the possible effects on the way children relate to each other and the wider world around them – e.g. becoming more confident in their daily life outside school.</i></p> <p><i>Think also about the effects taking part or helping at Forest School may have on practitioners, teachers and parents.</i></p>
6. For every immediate effect you identified in 3 above, ask 'So what?' or 'Why is that important?'	<i>Try and describe precisely how each of the immediate effects will lead to the changes in the future. For example, just teaching a child safety rules may not be enough to ensure that they will always behave safely around a fire.</i>
7. For every effect and change you identified in 4 above, ask 'So what?' or 'Why is that important?'	<p><i>Perhaps some additional intervention, such as encouraging peer pressure, is needed to ensure this.</i></p> <p><i>Questions 6 and 7 present an opportunity to test the assumptions that have been made that one change will automatically lead to another – e.g. that attending Forest School increases a child's confidence. To test that assumption you need to be clear what else needs to happen or be part of the experience in the setting to make it so.</i></p>
8. What barriers do you foresee that could prevent any of this happening?	<i>This question is a useful opportunity for a reality check.</i>

* *Longer-term changes* implies looking into the future.

* *Wider changes* implies more immediately- but perhaps not manifested in the person's experience at school.

Step 2: Building the Picture

Now prepare a large sheet of paper (A3 or larger depending on how many people are taking part in the conversation) by reproducing the blank flow chart diagram as in the picture below.



Once each question has been discussed in detail, the answers should be summarised in each of the corresponding numbered boxes on the flow chart. They can be addressed in any order (if you like you can start with the ones you think are easiest) and extra comments can be added to boxes as and when ideas occur to people during the conversation.

There is an opportunity here to invite people to write summaries of their responses to the questions on separate Post-it notes, and then to attach them to the appropriate boxes on the flow chart. Spend a few moments at the end reviewing and consolidating everyone's contributions. You will now be able to build a shared view – literally a 'big picture', of how you as a group envisage the story of your particular Forest School project. The benefit of this process is not only in the final picture (and the story it tells), but in the act of discussion itself having made a space where people have the opportunity to propose and challenge assumptions that are made about how the project will work.

Step 3: Propositions and Ways of Knowing

Now look at the completed Storyboard, and decide what, for you, are the most important changes that you expect to bring about – i.e. The *ways that you will know* the project has been a success. It is these 'ways of knowing' that must form the basis of the 'propositions', or stated objectives' describing the generic learning and behavioural outcomes resulting from an individual's experience of Forest School. These propositions are essentially positive statements of what practitioners and other stakeholders believe this particular Forest School can achieve and will form the headings or prompts for any notes taken by evaluating practitioners during or after the Forest School sessions.

Appendix 7.2 Self Appraisal Toolkit: Recording Templates

Introduction

When it comes to collecting information, there is no one right method for every project. With the focus on self-appraisal, this means that it is the people involved in each project - the evaluating practitioners themselves - who must decide what are for them the most appropriate and convenient ways to record systematically the changes they see taking place before them.

The frequency of recording information or the extent to which practitioners focus on individual pupils or general reviews of sessions depends mainly on how much time they have available. At the very least written notes from every 10-minute de-briefing discussion amongst practitioners at the end of each session can provide a vital source of information for a longitudinal assessment of the Forest School's effectiveness, as well as a useful opportunity for ongoing review of practice.

The following templates show examples of the prompting sheets that were used either individually or in combination by Forest School practitioners in the course of their work for this study. In each example the headings / prompts are based on the original propositions developed as a result of the Storyboard exercises undertaken at the start.

a) Introductory sheet for each Forest School session

Forest School Leader name(s):				
Date of Session:	Time of Session:	No of Pupils:	No of Adults:	Form:
			(Incl. FS Leaders)	Age range:
Context: Weather etc				
Activities: E.g. Mini beast hunt, building shelter etc.				
What changes in behaviour did you expect to result from these activities?				
How successful were they?				
General Comments (E.g. How successful were these activities compared to the last time you used them with this group?)				

b) Forest School Leader Reporting Template: *By Session*

Page:.....

Observations of Individual Pupils

(For scores and/or comments)

Name of Pupil	General Comments	Changes in self-esteem and self-confidence	Changes in ability to work co-operatively and awareness of others.	Changes in levels of motivation and attitudes towards learning	Demonstration of ownership and pride in the local environment	Demonstration of an improved relationship with, and understanding of the outdoors	Changes in levels of skills and knowledge (Including key skills*)

Scoring Notes: 1 = No Change 2 = Slight Change 3 = Dramatic Change

*** Key Skills: Speaking = S Listening = L Reading = R Writing = W Numeracy = N Information Communication Technology = ICT Personal, Social, Health Education = PSHE**

c) Forest School Leader Reporting Template: *By Pupil - observations over time*

TERM:

Pupil name:

Class:

(For scores and/or comments)

Date of Forest School Session	General Comments	Changes in self-esteem and self-confidence	Changes in ability to work co-operatively and awareness of others.	Changes in levels of motivation and attitudes towards learning	Demonstration of ownership and pride in the local environment	Demonstration of an improved relationship with, and understanding of the outdoors	Changes in levels of skills and knowledge (Including key skills*)

Scoring Notes: 1 = No Change 2 = Slight Change 3 = Dramatic Change

* Key Skills: Speaking = S Listening = L Reading = R Writing = W Numeracy = N Information Communication Technology = ICT Personal, Social, Health Education = PSHE

d) Example of an MS Excel Spreadsheet presenting post-session review notes for a Shropshire FS pupil over a school term

Secret Hills Discovery Centre, Shropshire (Laura Harvey)

Data: Weekly Comments

School: Longnor Primary

Practitioners: Jill Tearle

Main activity: Exploring forest boundary.		Digging for bugs.	Building a house for Sally Squirrel.	Playing a game of 'Will o' the Wisp'.	Collecting sticks and snapping to correct size for the fire.	Hide and Seek (Child-Initiated Session).
[pupil's name]	16/09/2004	11/11/2004	18/11/2004	24/11/2004	09/12/2004	30/06/2005
Self Esteem	Showing very little confidence or independence. Insists on holding an adult's hand. Worried about where he was walking.	Not independent. Dependent on adults. Scared of taking risks.	Took risks today - tramping through mud/using a trowel.	Dug in the mud for the first time independently. Took his gloves off and got his hands dirty. Enjoyed paddling in the mud.	Confidence shown in moving to collect sticks. Working well with a partner not needing adult support.	Amazing development and growth in self-esteem, confidence and risk-taking from Forest School experience, seen now in child-initiated sessions.
Social Skills	No co-operation or collaboration showed. No smiles. Just worried and not joining in with others.	Did not join in - just held the pot.	Co-operative under adult direction. <u>Not</u> working collaboratively with partner.	Worked well with Edward - tried to help him get rid of his nightmare.	Co-operating well with partner.	Now playing as part of a larger group, not just with one 'safe to be with' friend.
Motivation and Concentration	Not seemingly enjoying the forest - concentrating on what was underfoot.	Good concentration but not motivated to task.	Good concentration. Poor self-motivation.	Good.	Not really wanting to keep on task motivated from previous week to continue building a den for Sally Squirrel.	Fully motivated.
Language and Communication	Verbally very good but expressing worries.	Very good language and communication with the adult.	Communication with partner confined to telling him what not to do (things that interfered with personal wishes).	Focused.	Talking about evaporation of water from the plastic on the roof (explained previously) to partner.	Advanced.
Physical Motor skills	Poor.	Poor.	Poor.	Showing more confidence today.	Moving with much more confidence now.	Much improved. Now has the confidence to move freely and skilfully through the wood.
Knowledge, awareness and respect for the environment.	Poor.	General knowledge appears to be book-led.	Enjoyed watching the rain.	Beginning to explore the environment.	Not afraid now to dig in the mud or get hands and knees dirty. Enjoys playing with the muddy water.	[pupil name] retains information well so his knowledge of the woodland is now excellent. He has a great respect for this environment.

e) Example of Two-minute Effective Early Learning¹ observation recording sheets from three consecutive sessions for a Shropshire pupil

Anthony Warne	18/11/2004	24/11/2004	02/12/2004
Moderator	Jill Tearle	Jill Tearle	Jill Tearle
Time			
Main Activity	Building a house for Sally Squirrel	Playing a game of 'Will o' the Wisp' - Anthony and Edward	Bug hunting (working with Edward)
Involvement level	2		4
Child Initiated; Child Led; Adult Led; Adult Directed	AD	CI	CI
Small Group; Whole Group; Pairs; Individual			Pairs
PSED; CLL; MD; KUW; Creative Dev.; Physical Dev.	KUW; Creative Dev.; Physical Dev.		PSED; CLL; KUW; Physical Dev.
Description of the randomly selected Two Minute observation period	Helen had worked with Anthony and Edward on building the house and commented on the amount of support that Anthony needed. Me: "Now, what are you going to do to Sally's house, Anthony?" "I'm going to watch the water and wait 'til it fills up." Anthony watched as raindrops ran down the plastic sheet roof and collected in a puddle at the bottom. "Why don't you help Edward build up the walls for Sally?" I showed Anthony how to use a trowel to dig the mud and pile it up. Anthony took the trowel and used it gently at first but when encouraged again dug into the soil. After a few little goes he gave me the trowel and said "No, I'll just watch the rain". (3 minutes+)	Anthony begins digging with a stick. Edward brings in Sally Squirrel. Anthony: "Better not play it because it will be frightening for you." Edward: "Yes." "It's for Sally to hide in" (referring to hole). "Quick, Anthony, poke her with a stick." Anthony picks up a stick and bangs it on the ground. Then he picks up some bark - "I know, this can be the candle" - blows it. "Now he won't ever come alive again." Anthony holds stick as Edward bangs it with a mallet, then continues digging.	Edward bangs a stick in with a mallet Edward: "I'll just hold it". "I'll pull it out". Anthony: "No we both will". "I'm making this hole wider you put the stick over there Edward". "I'm banging the fungus to kill it". Anthony looks to see if there are any bugs (Adult intervention, Helen - "Is there any treasure there?") Edward takes this on but Anthony remains on bug hunting task. He has found himself a magnifying glass to see the bugs.
Any Other Evidence	Anthony joined in tramping through the mud at the beginning of the session in his wellingtons. He was smiling and pushing the mud with his boots.	Also pulled and pulled on a slim hazel trunk (towards him); watched movement of leaves at top. First (a) independent involvement and (b) willingly getting dirty. *GREAT! The story of 'Will o' the Wisp' was told by a storyteller at school - it frightened Edward and he has had recurring bad dreams about this.	Anthony beginning to take charge of the activity today. He was fully involved digging, looking and offering his own ideas. GREAT!

¹ See Bertram T, Pascal C, Effective Early Learning Programme Child Involvement Scale, Centre for Research in Early Childhood, University of Worcester
<http://www.eddept.wa.edu.au/lc/pdfs/involvementworkshop.pdf> accessed August 2005

Appendix 7.3

Self-Appraisal Toolkit: Reflection Poster

Instructions for the Evaluation Poster Workshop

Introduction

This is the last part of data collection for a self-appraisal of a **Forest School**. It is designed so that those who have been involved in the project can look back over the work and reflect on the impacts it has made and the lessons that have been learnt.

It is a good opportunity to review what has been learnt over the course of a specific period, (E.g. a school term) to explore whether your hypotheses on how the project creates change stand up in reality. To do this you will need to look again at the *Project Storyboard* (the first document in the toolkit) that was prepared when the evaluation of the project was initially planned.

This tool takes the form of a Poster that structures a 1½ to 2½ hour meeting. Participants are guided through a series of stages each focusing on a different aspect of the project's outputs and outcomes. Traditional evaluation using "before and after" indicators is usually best for catching intended outcomes; this Poster Session is designed to acknowledge these as well as to understand some of the un-intended and unexpected consequences of the project, particularly throughout the process of its delivery.

Preparation for the meeting

Who should come?

The session will be attended by up to twelve participants. These are chosen from the various groups who have been involved with or affected by the project. As well as Forest School leaders, you should aim to include members of the school staff, teachers and one or two parents of pupils who have taken part in Forest School activities. This may also be an opportunity to involve some of the pupils themselves, although the tool would need to be modified to meet their needs. As far as possible select representatives from each of these groups to make up an attendance list.

Who runs the session and what should they do?

The Poster session requires little formal knowledge of facilitation. As part of the effort to ensure the fairness of the findings we recommend that the person chosen to run the session should be an outsider who can provide some independence to the proceedings, and give a different perspective to that of those directly involved with this Forest School project.

The Materials

The Poster consists of four separate sheets. It needs to be assembled so that each sheet is reproduced on an A1 ("flipchart") sized piece of paper. This can be done easily by taking the electronic version of the poster to a high street printing shop who can print it out on this large format. Alternatively, print out the four sheets onto normal A4 paper and copy them by hand onto four A1 sized flipchart sheets.

In addition to the poster you will need to obtain a set of Post-it Notes in five contrasting colours, and medium/broad-tipped marker pens for each participant. If different coloured Post-it Notes are difficult to obtain, then make sure that you have at least five different coloured pens.

There are six stages to the workshop. These are numbered in the instructions, and denoted by the large numbers on the Poster. Once the meeting begins, the facilitator needs to make sure everyone keeps to time. Aim to complete the workshop in two and a half hours (including breaks). Not every stage will take the same amount of time, in fact the first three stages may only take a few minutes each, whereas the second three stages will take longer.

Put the poster on a firm flat surface so that everybody in the meeting can see it and can stick things on it. You could put it on a wall, on the floor or on a large table.

Arrange the seating so that everyone can see the poster and each other.

You are now ready to start.

(Note: We have added an estimated time to each stage to help you plan your time. The whole session should take between 1.5 and 2.5 hours including a break.)

Introductions (expected time 5-10 minutes)

Why are we here?

Explain why you have come together and what you hope to achieve.

What will happen?

Explain what will happen: how long it will take and how you are going to fill in the poster together.

How long will it take?

Agree the time at which you will finish. Explain roughly how long you have for each stage and ask someone in the group to keep an eye on the time.

Introduce yourselves

Introduce yourselves if needs be. If some people don't know each other very well, you can ask them to say more about themselves than who they are and where they come from. Questions they could answer include:

- where they live
- what they like about living there
- their involvement with the project
- what they hope to get from the meeting

(**Note:** Even if **you** know everyone in the room, they might not know each other.)

Stage 1: Name of project and attendance (expected time 5-10 minutes)

It might be that you want to discuss a whole years' worth of Forest School, or maybe just a few sessions. Let the group decide and then write the name of the group and the title of the Forest School project you are reflecting on (if appropriate) at the top of the first sheet of the poster (by the number "1").

Stage 2: Signing In (expected time 5-10 minutes)

Look at the **Key** at the top of the second sheet of the poster (number "2"). There is a table with five rows of boxes, four of which have been left blank. Assign a different coloured post-it note to each of the shaded boxes on the left hand side of the table. If you are not using different coloured Post-it notes, denote each shaded box with a different coloured marker pen.

Now check how many people are present at the meeting.

If there are four people or fewer at the meeting:

Ask each person to write his or her name in one of the boxes of the left-hand column entitled: **Names**. People don't have to write anything in the column **Group Name**. Don't divide into groups but give each individual a different-coloured pad of Post-it notes (or a different coloured marker pen) and continue as normal. Now go to the: 'Who is not here?' step in this stage.

If there are more than four people at the meeting:

Ask everyone to divide themselves into no more than four groups. As a rule, people should go in the same group if they have something in common in relation to the project.

For example, you might want to divide up into groups made up of Forest School Leaders, School Teachers, School Staff and Parents. If you don't want to give yourselves group names, just divide yourselves into four, equally sized groups.

Once you have agreed how to divide up, ask each group to write down their group name (if they have chosen one) in one of the boxes labeled **Group Name** on the right-hand column of the **Key**. Then ask each person to write his or her name in the 'Names' box in the left-hand column. You can now go to: 'Who is not here?'

Who is not here?

The last group of the **Key** is labeled "Who is not here?" Ask everybody if there are groups or individuals not present at the meeting who may have a perspective different from those that are already represented. Agree on the most important groups or individuals (not more than three) and write their names in the space next to this box. If you have some way of representing their opinions at the meeting, remember to include these (this may include a written note, notes from a prior telephone conversation or someone representing the opinions of the absent party). Be careful of misrepresenting absent people and do note that they were not actually present at the meeting.

(**Note:** Don't get bogged down in this section! If there aren't obvious groups then just divide yourselves as equally as possible.)

Stage 3: Calibrate the Timeline (expected time 5-10 minutes)

Today's date

Enter today's date in the box labelled "You Are Here" at the right-hand end of the timeline on the second sheet of the poster.

Starting date

Agree the start date of the part of the Forest School project that you want to focus on and enter that at the beginning of the timeline.

(**Note:** If you are in any doubt, go back to the *Project Storyboard* and see what date was entered there as the project start date.)

Between Starting and Today's date

Mark the timeline with some years and/or months so that you can record events in the right place.

Stage 4: Highs and Lows (expected time 35-45 minutes)

Divide up into the groups that you have decided on. Each group must have a different coloured set of Post-it Notes corresponding to the key, and a pen (or coloured pens if using same-coloured Post-it Notes).

Using Post-it Notes

Ask each group to discuss amongst themselves and to agree on the two highest and two lowest points of the project. They could start by noting as many Highs and Lows as they like, but eventually they will need to choose two of each for the poster. Ask them to give each high and low a short title that describes it (e.g. 'First mini-beast hunt'). Write each title on a Post-it Note. Also write a very brief reason explaining why it was a high or low. So, for example, your Post-it note could read "First mini-beast hunt – real sense of excitement in the group".

Presenting group by group

Each group presents its Highs and Lows to everybody else in the room while attaching the Post-it Notes to the poster.

Place the highs and lows (the post-it notes) on the poster at the appropriate date along the timeline. *Highs go above the timeline and lows below. The further away from the timeline, the more extreme the high or low was.*

As a group, decide if there are any potential Highs or Lows for those people or groups you noted in the "Who is not here" box, and attach corresponding Post-it notes to the poster as well.

(Note: If you haven't already done so now might be a good time to take a 10/15-minute break)

Stage 5: Connections, Impacts and Learning (expected time 5-15 minutes)

Connections

Now the whole group has a look at the poster and discusses the overall picture. Can you see any connections between different highs and lows, for example where a high or low point has led to subsequent highs and lows? Use a marker pen to link them up with arrows.

Now refer back to the *Project Storyboard* prepared at the start of the project. This consists of two parts:

1. A Theories of Change template describing the original hypothesis about how the project was intended to make change.
2. A Project Planning Timeline on which the line on the left shows the anticipated order of activities and milestones, and on the right (dotted line) the expected outcomes.

Use the spaces on the Evaluation Poster to write down what you as a group notice as the Impacts and Learning from the project. Here are some suggested questions you could use to focus this discussion. If there is not enough room on the poster, summarise your answers on a separate flipchart sheet.

Impacts

1. Where has Forest School worked? (i.e. What evidence do you have that your anticipated outcomes have happened as expected?)
2. Describe any “spin-off” effects from doing this work (E.g. New relationships formed; how Forest School is perceived by “outsiders” etc.)

Learning

1. What have you learnt in the last few months that you didn't already know about Forest School?
2. What would you have done differently during the last few months if you knew at the start of this Forest School project what you know now?

Stage 6: Moving Forward (expected time 20-30 minutes)

You have thought about highs and lows, and you have highlighted some lessons.

Now it is time to take a look into the future. Ask the whole group to answer the following three questions and complete the table on the far right-hand side of the poster:

1. What do we want to achieve next?

Think about the goals that still need to be achieved. Maybe you want to change the direction of the project, or develop the next one.

2. What do we need to do in order to achieve it?

Once you have clarified your goals think carefully which actions will be necessary in order to achieve them. You will probably also want to think about who could take responsibility for particular actions and deadlines.

3. So that you know you have succeeded...

...what realistic targets, goals and outcomes would you set yourself for future Forest School projects in terms of:

- a) Impacts (i.e. Results - outputs and outcomes)
- b) Process (i.e. How Forest School is managed)?

You have now completed the poster. Well done!

Feeding back

When the meeting is over, it may be useful to take a few moments to transfer the information from the poster onto a separate sheet of A4 paper. This would be to summarise what happened in the meeting for yourself and be useful for telling other people who were not able to attend. It can also form part of a final report.

Forest School Project

1 Name of group: _____

Name of project: _____

4 high

3 time line ⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒ time line ⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒ time line ⇒ :

project
start date
.....

low

Evaluation Poster

2

KEY

	Names	Group Name
Yellow		
Yellow		
Magenta		
Red		
Purple		Who's not here?



⇒⇒⇒⇒⇒⇒⇒⇒ time line ⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒ time line ⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒

5

What have we Learned?

IMPACTS

LEARNING



Moving Forward

1. What do we want to achieve next?

2. What do we need to do to achieve it?

3. So that we know we have succeeded...

This tool has been adapted from a poster that was developed by the New Economics Foundation in conjunction with the Shell Better Britain Campaign.