



Wild Wood Activities
 Level 3 Forest School Practitioner Award (accredited by NCFE)
 Candidate Information Pack

Your Name: _____

Centre name: **Wild Wood Activities** Centre number: **8461573**

Course Title: **Level 3 Forest School Practitioner Award (accredited by NCFE)**

Course Code: _____

Trainer/ assessor: _____

This Candidate Information Pack describes the course, elements and the award you are about to undertake and the way that it is structured. You have been accepted onto the course due to our belief in your ability to attend all aspects of the training and assessment and complete all the award units (further information is in this handbook). Once you have completed and passed all the elements, you will receive a certificate for the Forest School Practitioner Award (accredited by NCFE). The certificate will have both the NCFE and Wild Wood Activities logo.

This Information pack can be kept in your workbook for you to refer to when you need to. Wild Wood Activities wishes you the best of luck in participating in this award. If you have any problems at any stage during the training, assessment and consolidation period, please do contact us.

Candidate Information Pack Contents

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The Award: This award will provide you with the skills and the national qualification you need to lead practical, fun and safe Forest School sessions in the woods and in your local green spaces (with the necessary permissions from landowners). The qualification is split into four mandatory units all of which are intrinsic to Forest Schools. The award assessment is through practical demonstration, portfolio work and observation. This award is appropriate for anyone who works with children, adults and young people and would like to offer them positive outdoor experiences to develop:

- Confidence
- Self esteem
- Self awareness
- Desire to learn
- Gross motor skills
- Environmental awareness
- Team work skills
- Safety awareness

The Scope of the Award (for more in depth information, please refer to pp 6-14):

From den building to fire lighting to storytelling, you will be exploring a kaleidoscope of activities which the outdoors, with the right knowledge and safety awareness, has to offer.

The four mandatory units:

1. Forest School Theory and Practice
2. Woodland Ecology and Environmental Awareness
3. Woodland Skills and Camp Craft
4. Leadership, Facilitation and Personal Development

Award Elements (incorporated into the 4 units)	Assessment
Forest School ethos and background	Workbook
How to set up a Forest School site	Workbook and practical demonstration
Learning, development, group work, leadership and facilitation theories	Workbook
How to plan, deliver and evaluate a Forest School Programme	Workbook and practical demonstration
Creative skills: craft, storytelling, games	Workbook and practical demonstration
Practical woodland skills: hand tool use, firelighting, den building	Workbook and practical demonstration
Woodland and site management	Workbook and practical demonstration
Health and Safety	Workbook and practical demonstration

PLEASE NOTE: The Level 3 Forest School practitioner qualification is the only qualification you can have which allows you to lead a Forest School and also to call your programme a Forest School.

The Structure of the Award:

1. The Training:

This content of this course is delivered in 5 intensive training days, the training days run 9am-5pm. You will be in the woods for most if not all of the day.

The overnight sleep out: Day 4 of the training will end in a woodland sleep out! This is your opportunity to camp out and build your confidence in this environment. You will need to provide your own kit (see kit list provided) although we do have a limited supply of hammocks and shelters. We will supply cooking equipment and food for dinner and the following day's lunch (you

will need to supply your own breakfast). Tea and coffee will be available. This is the only catered part of the training course.

2. Practical assessment: When you have passed the 2 day practical assessment in fire lighting, tool use and shelter building, you will then be able to use your practical skills in your pilot Forest School programme. You will be required to give a short presentation about Forest School during the assessment. Please note you must complete all elements of the award and have received your certificate for you to practice as a Forest School practitioner and use fire and tools with your group.

3. Pilot Forest School project observation: You will be visited and observed as a trainee Forest School Leader on YOUR Forest School site leading a Forest School session with your group (one of your pilot sessions). Please check the booking form for available dates and time slots and indicate your preference. Please note that we are limited with the dates we can offer and will accommodate you as best we can. The observation is a key part of the assessment process, you must satisfactorily demonstrate to the observer that you are a competent and safe Forest School Practitioner. We offer one observation included in the cost of the training, should a second observation be required by an observer due to concerns over practice or safety, this may involve an extra charge. Should there be severe concerns over practice and these are not rectified, Wild Wood Activities reserves the right to not award the Forest School Practitioner Award. Please see our Forest School trainee observation policy.

4. Workbook: You are required to submit a completed workbook as evidence of your understanding, but more importantly as a reference for you in your Forest School career. Failure to submit a completed workbook within a year of the skills assessment may result in you forfeiting the opportunity of completing the training in this round. Please see our refer and defer policy.

5. Support: This training includes a workbook support session. You are welcome to attend more than one workbook support session, please check our website or check with us for more dates. You will also be able to access on-going support through email and telephone tutorials, please arrange time slots with your trainer.

N.B. To qualify you will need an up to date outdoor first aid qualification (we recommend the ITC syllabus) which is a minimum of 16 hours with a paediatric element. You do not need this qualification to begin training (although you need to provide evidence of booking a course), but you will need it **before** you begin delivering your sessions.

For a summary of the Level 3 Award, see the table below:

Training	ITC outdoor first aid	Practical Skills assessment	Leadership assessment	Workbook	Support
5 days Intensive training in all aspects of Forest Schools	2 days training	2 days. Following assessment. Success means you will be able to use tools and fire skills with your group in your pilot project.	0.5 day Forest School site visit and session observation by Wild Wood Activities assessor.	Hand in 5 months following successful practical skills assessment. Extensions have to be formally applied for.	Workbook support session. Email and telephone tutorials

This equates to 65 hours of taught time for the Forest School training and 16 hours for the First Aid and requires, on average, a further 60 hours of self-study time from the student. All information, materials and other health and safety equipment will be provided during the training course.

Support

Wild Wood Activities will offer every possible support to enable you to complete the Award. The support offered is through the workbook support and skills practice session, observation session, telephone and email support. Please note, it is important that you complete all aspects of the award in order to receive the qualification. It is your responsibility to do this and to update Wild Wood Activities with your progress. **If you do not successfully complete all aspects of the course within a year of completing the practical skills assessment you may be referred and not pass the Award.** In this instance, should you still wish to become a qualified Forest School Practitioner, Wild Wood Activities reserves the right to request that you attend another Level 3 Forest School Practitioner Award training course. You will be charged as a new participant for the Level 3 training. For more information, please ask to see our refer and defer policy.

What is the NCFE?

NCFE stands for the Northern Council For Further Education. NCFE is a national awarding body. Awarding bodies design and award qualifications which recognise the skills, knowledge and understanding achieved by a learner at a particular level and in a particular subject. NCFE is a registered educational charity and a company limited by guarantee. Its charitable aim is 'to promote and advance the education and training of young persons and adults'. NCFE is recognised as an awarding body by the qualification regulators ('regulators') for England, Wales and Northern Ireland. The regulators are the Office of the Qualifications and Examinations Regulator (Ofqual) in England, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales and the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland. NCFE offers qualifications from pre-entry level up to and including level 4.

NCFE Level 3:

This is a qualification at A-level standard and will be assessed as such.

Your trainer/assessor will do their best to accommodate your needs during training and assessment and will arrange one-to-one review sessions with you during this process. Your trainer and assessor will work with you to develop your experience and workbook of evidence as well as identifying learning and development areas.

The assessor for your workbook will be allocated to you during your first training week. They will communicate with the Internal Verifier regarding the verification of your workbook.

The Awarding body uses External Verifiers to check that centres maintain the same standards.

They visit centres to check records and meet trainers and assessors, they may ask to meet you and look at your work.

The Internal and External Verifiers

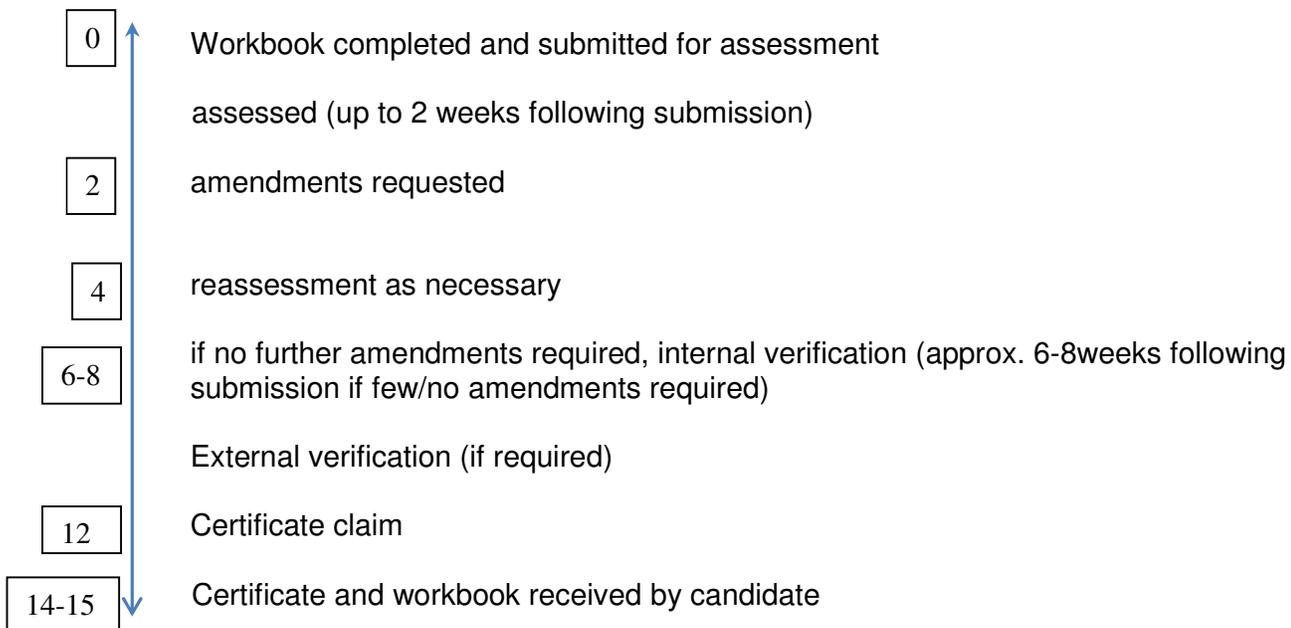
Once your trainer and assessor has assessed your workbook, an internal verifier may confirm your trainer's assessment. The external verifier, from the NCFE, will also sample assessments to ensure that your work has been assessed in accordance with NCFE's requirements.

Certification

Once you have completed and passed these elements and delivered your first Forest School programme as well as gained your First Aid qualification, you will be awarded the Level 3 Forest School Practitioner Award (accredited by NCFE) and will be able to lead Forest School programmes. Once your workbook has been completed and moderated, Wild Wood Activities will return a signed *Certificate Claim Form* to NCFE. Your certificate will be despatched to Wild Wood

Activities within 15 working days of receipt of this form. A timescale for your award will be discussed on Day 1 of your training.

Workbook Assessment Timescale (weeks): *please note this approximate and for guidance only*



Appeals, Enquiries about results and Complaints

Should you be concerned regarding any aspect of your award results, please contact Wild Wood Activities in the first instance and we will endeavour to assist and support you, please see our Appeals or Grievance policy (your Trainer is able to give you a copy of this). If you and your Trainer think that the comments of the External Verifier are very different from what you expected, your trainer can request that NCFE re-checks your work. This must take place within three months of the moderation decision. There is a charge for this service, which is refunded if the appeal is upheld and your result is changed. Please bear in mind that re-marking can result in a negative result change, as well as positive and that the re-checked mark will be used for your overall result. For more information your trainer will be able to provide you with a full copy of NCFE's *Appeals and Enquiries about Results Policy*, or you can download it from www.ncfe.org.uk.

Malpractice and Misconduct

NCFE will act upon reports of suspected or actual cases of malpractice or misconduct received from candidates and other parties about a centre's activities or centre personnel which may affect the integrity of the qualification(s) and quality assurance systems. Malpractice and misconduct includes plagiarism. Plagiarism is when you have submitted work that is not your own and has not been referenced. If Wild Wood Activities as an NCFE centre suspects you have been involved in malpractice or misconduct (eg cheating), your certificate will not be issued during the course of the investigation. If the case is proven you may have a part of your assessment disallowed or, in serious cases, your final results may be void. For more information your Tutor will be able to provide you with a full copy of NCFE's *Malpractice and Misconduct Policy*, or you can download it from www.ncfe.org.uk. Wild Wood Activities requests that you complete and sign the Candidate Statement issued during the course and put that at the front of your workbook to confirm that the work is yours.

Equal Opportunities

Wild Wood Activities fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background.

Wild Wood Activities aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices, and in access to its qualifications.

Wild Wood Activities is committed to providing an inclusive learning environment and to adhere to its Equal Opportunities policy. Should you wish to receive a copy of this policy, please contact us at info@wildwoodactivities.co.uk or ask your trainer.

Data Protection

Wild Wood Activities is registered under the Data Protection Act and committed to maintaining the highest possible standards when handling personal information.

Entry criteria for the Forest School Practitioner Award.

Essential:

- a) Be over 21 years of age
- b) Be a qualified to a minimum level 2 working with children (ie Early Years, Playworker or Teacher, etc)

OR: you are a regular Forest School volunteer who would like to gain more Forest School knowledge and experience in the form of a qualification OR you are an outdoor practitioner with proven experience (minimum 1 year) of working with children and/or young people who would like to branch out into Forest Schools.

- c) Have a current CRB disclosure
- d) have observed two Forest School sessions
- e) Have a group of children and access to an outdoor (wooded) area to run a 6 session Forest School Programme

Wild Wood Activities

Level 3 Forest School Practitioner Award Criteria

Please refer to the separate Level 3 Forest School assessment criteria provided for detailed requirements and information on how you will be assessed- you must fulfil all requirements to complete the award.

Unit 01

Forest School Theory and Practice

Learning Outcomes:

The learner will understand the Forest School ethos

The learner can:

1.1 **Research the history** of Forest School (min. 300 words)

1.2 **Explain the ethos** of Forest School (min. 300 words)

Assessment question: what is the FS ethos and what has shaped its development in the UK?

1.3 Evaluate the **benefits of Forest School** (min. 300 words)

Assessment question: how does FS support holistic learning and development? - refer to research and choose 4 stated benefits. Refer to 2 learning and/or play theories. You can include examples from your own observations and refer to your learning journals.

The learner can recognise a Forest School site

The learner can:

1.4 Identify a Forest School site **fit for purpose**

1.5 Develop an **emergency procedure** for their Forest School site

The learner will be able to organise Forest School sessions in the outdoors

The learner can:

1.6 Plan sessions and programmes **appropriate to a chosen client group**

- *This is your Forest School programme you will deliver during your consolidation period and evidence in the portfolio. Session plans must include aims, learning outcomes and objectives. Programme must detail overall aims and objectives.*
- *You will also lead a short session during training and be observed and peer evaluated. Evidence this in your portfolio.*

1.7 Develop and implement Forest School **activity** risk assessments

These must cover all activities delivered on the 6 week programme completed as part of the training.

1.8 Develop and implement a **group risk assessment** for your Forest School project.

1.9 Develop and implement Forest School **policies and procedures**

The Learner will know relevant theory when delivering Forest School sessions

1.10 Research and summarise **play and learning theory** relevant to Forest Schools

(min. 250 words) *Choose 2 play and 2 learning theories and summarise their relevance to Forest School*

1.11 Demonstrate a wide knowledge of **outdoor games and activities**

1.12 Evaluate **reviewing techniques**

Choose 3 review techniques and discuss how you can use them at Forest School.

1.13 Implement a **session evaluation method**

1.14 **Inform others about Forest Schools**

Range (explanation)

Research the history: how Forest Schools arrived and developed in the UK

Explain the ethos: regular visits over time, transitions, small achievements, outdoors as a vehicle for social, emotional and personal development, child led, experiential learning, risk taking

Benefits of Forest Schools: play and learning theory Maslow's hierarchy, Kolb cycle, schema, Bloom), social development, personal development, gross motor skills, team work skills, environmental awareness

Fit for purpose: appropriate to group ability, behaviour and age, rationale for the site

Emergency procedure: emergency planning: emergency access, emergency contacts, contingency plan

Appropriate to a chosen client group: EYF/ KS1/KS2/KS3/adult groups. Awareness of variety of needs within the group. Links to the curriculum, hooks and themes, session plans, mini FS session, reviews, self evaluations, session evaluations

Activity: generic risk assessments for Forest School activities min: collecting natural materials, blindfold activities, team games, fire lighting, tool use, eating and cooking in the woods

Group: specific to your client group- hazards and risks associated with working with that group on site also control measures for identified risks.

Policies and procedures: equal opportunities, session planning health and safety, site, weather, accident and incident, transport, child protection, lost procedure, tool maintenance

Play and learning theory: may discuss from-Kolb cycle, schema, learning styles, multiple intelligences, motivation and deep learning, Maslow's hierarchy, VAK, conscious competence matrix

Outdoor games and activities: team building, problem solving and challenge activities, ice breakers, creative games and role playing (describe at least 2 in each category)

Reviewing techniques: formative and summary reviews, review games and activities

Session evaluation methods: evaluation form

Inform others about Forest Schools: providing information about Forest Schools to parents, governors and children etc. To include: ethos, brief background, how a programme runs, safety information and how to prepare for Forest School, benefits of Forest School.

Unit 02

Woodland ecology and environmental awareness

Learning Outcomes:

The learner will understand the identification of plants and trees

The learner can

2.1 Identify and name **broadleaf trees and plants during their growing phase**

10 trees and 10 plants as covered during training

2.2 Identify **points of interest** regarding different tree and plant species

One point of interest per tree or plant species identified for LO2.1

2.3 Identify **common edible plants** during their growing phase

Minimum of 5 plants as identified in LO2.1

2.4 Demonstrate a commitment to **sustainable use of the woodland when harvesting woodland products (min. 200 words)**

How can we use the woodland sustainably at Forest School and why is it important?

The learner will understand basic woodland management

The learner can

2.5 Identify and describe the two **main types of woodland present in Britain** (min. 300 words)

coniferous and deciduous

2.6 Identify three **common woodland management** practices (min. 300 words)
Coppicing, wood pastures and wood plantations

2.7 Assess the **possible long term impact** of their FS sessions on the woodland and create a Forest School woodland action plan

2.8 State **main legislation** regarding woodland management (min. 300 words)
SSSIs, TPOs, AONB, CRoW Act 2000

2.9 State **legal protection** afforded to wild fauna and flora (min. 300 words)
Wildlife and Countryside Act 1981, Crow Act 2000, Protection of Badgers Act 1992

2.10 Demonstrate an understanding of the **legal responsibilities** of a woodland owner
CRoW Act 2000, duty of care, TPOs

The learner will know how to use woodland information

2.11 Identify common **woodland hazards**
Discuss hazards commonly found in a woodland incl. decaying wood, hung-up branches, leaning trees

2.12 Risk assess a **woodland site**
Use the format provided during training to risk assess your woodland site.

2.13 Implement a strategy for **dynamic site risk assessment**
Submit a completed dynamic RA in the workbook

2.14 Risk assess the **impact of the weather** on Forest School sessions
Using the format provided during training, consider hot and cold

Range (explanation)

Broadleaf trees and plants during their growing phase ten trees and ten plants identified during the training phase

Points of interest mythology, folklore, medicinal uses, edible uses

Common edible plants minimum of five

Sustainable use of the woodland awareness of biodiversity, sensitive harvesting method

Main types of woodland present in Britain broadleaf and coniferous

Three common woodland management coppicing, wood pasture, wood plantations

Possible long term impact environmental impact assessment and control measures/ action plan: consider group size, fire area, wood harvesting, mitigation, wildlife

Main legislation TPOs (Town and Country Planning Act 1947), SSSIs, AONB (CRoW Act 2000), AONB

Legal protection min. Wildlife and Countryside Act 1981, CRoW Act 2000, Protection of Badgers Act 1992

Legal responsibilities CRoW Act 2000 (occupier's liability act), maintenance of the woodland

Woodland hazards decaying wood, hung up branches, leaning trees, other factors

Woodland site woodland structure: ground, field, shrub, canopy layers, risk, hazard, control measures

Dynamic risk assessment completed dynamic RA incl. risk, hazard, visible change

Impact of the weather risk, hazard, beaufort scale (wind), control measures, hot and cold weather

Unit 03

Woodland Skills and Campcraft

Learning Outcomes:

The learner will know about fire in the outdoor environment

The learner can

3.1 State the **components** necessary for a fire to burn

Discuss the fire triangle and how to start a fire and keep it burning

3.2 Research the **mythology and history** around fire (min. 200 words)

3.3 Investigate **natural and man made tinder**

Choose three types of tinder

3.4 Describe and demonstrate **3 methods** of making flame

3.5 Identify and create a **safe fire area**

3.6 Describe, demonstrate and safely maintain **3 fire lays**

3.7 Describe and demonstrate safely **extinguishing fire** in the woods

The learner will understand the use of fire at Forest Schools

The learner can

3.8 Describe and demonstrate hygienic **camp fire** cooking

3.9 Make **charcoal and char cloth** in the fire

3.10 Identify when a fire might be **useful** at Forest Schools

3.11 Demonstrate a **commitment to sustainability**

The learner will understand and demonstrate the importance of constructing shelters in the outdoor environment

The learner can

3.12 Evaluate and erect **natural shelters/ dens**

3.13 Evaluate and erect **tarpaulin shelters and basher and hammock systems using taught knots**

3.14 Describe the **common causes, symptoms, treatment and prevention** of the main hot and cold injuries: hypothermia and hyperthermia

3.15 Research the **importance of shelter** (min. 200 words)

Assessment question: why is shelter important at Forest School?

The learner will know about tool use and selection

The learner can

3.16 describe tools **commonly used** at Forest Schools

3.17 demonstrate the **safe use** of tools at Forest Schools

3.18 state current **knife legislation**

3.19 select **appropriate** tools for the work in hand

3.20 demonstrate safe **maintenance and storage** of Forest School tools

Choose a minimum of 4 tools used during training and describe safe maintenance and storage of chosen tools.

The learner will produce craft items

The learner can

3.21 produce a **range** of craft items

3.22 harvest materials **sustainably**

Describe how you chose the materials used during training.

Range (explanation)

components fire triangle, dry wood

mythology folklore, historical facts, myths

natural and man made tinder min.3 types including cotton wool, char cloth, feather stick, seed heads, bark, fungus

3 methods: matches, fire steel, striking onto King Alfred cakes, flint and steel, parabolic mirror, wire wool etc.

safe fire area fire circle system, group positioning, entrance and exit

3 fire lays v lay, criss cross and star lay

extinguishing fire water and earth, working from the outside in

camp fire camp hygiene and min. 4 different cooking methods: stick, pans, popcorn sieve, Kelly kettle

charcoal and char cloth using a punctured tin in the fire

useful in cold weather, calming method, behaviour management, social aspects of fire, skill development

commitment to sustainability location of fire areas, harvesting of fire wood

natural shelters/ dens shelters as demonstrated on training

tarpaulin shelters and basher and hammock systems using taught knots min. circus tent, A frame, basha and hammock techniques, tripod. Include lashings and knots. Weather considerations.

common causes hypothermia and hyperthermia (*temperature extremes, exposure, climate conditions, clothing*), **symptoms** (*stages of deterioration, sunburn, sun stroke*) **treatment** (*appropriate to severity*) **prevention** (*preparation, awareness*)

Importance of shelter Maslow's hierarchy of needs, response to weather and environment

Commonly used min. bowsaw, loppers, hand drill, palm drill, knife, bill hook, axe (splitting), potato peeler

Safe use PPE, tool safety talk and introduction

Appropriate thickness of wood, item to be made, group

Maintenance and storage basic cleaning and repairing of min 4 tools, lockable tool box
Range mallet, natural cordage, woodland spoon, woodland knife, bench, peg, kazoo.
Sustainably consideration of woodland ecology and use of resources.
Knife legislation current knife law including transport of knives

Unit 04

Leadership, Facilitation and Personal Development

Learning Outcomes:

The learner will understand and implement group, team and leadership theory

The learner can

4.1 research **group development theory** (min. 300 words)

Assessment question: describe two group development theories and their relevance to Forest School

4.2 Research **team roles**

Assessment question: Describe team roles and how they relate to Forest School. You can refer to learning theory.

4.3 evaluate **leadership styles** and when appropriate to use them

4.4 demonstrate **facilitation techniques**

4.5 Understand how to create a **positive environment** for team work

4.6 Implement strategies to **promote team work** amongst group attending Forest Schools (min. 300 words)

Assessment question: choose and discuss two strategies you have used at Forest School to promote team work. You can refer to your reflective diary.

4.7 Demonstrate **problem solving** in activity leadership

The learner will understand and implement group management at Forest School sessions

The learner can

4.8 evaluate **group management techniques**

4.9 Detail strategies for managing at least **two different groups** attending Forest School sessions (min. 250 words)

4.10 Evaluate at least **three behaviour management techniques** appropriate for Forest Schools (min 300 words)

4.11 Promote **inclusion** at Forest Schools (min. 250 words)

Assessment question: Discuss how you have created an inclusive Forest School, please refer to your reflective diary.

The learner will understand self development in the outdoors

The learner can

4.12 research the **therapeutic aspects** of being in the outdoors (min 250 words)

Assessment question: Is it therapeutic to be outdoors? You can refer to your reflective diaries and session evaluations.

4.13 Evaluate the benefits of **risk** in the outdoors (min. 300 words)

assessment question: Discuss the benefit of experiencing risk for your group at Forest School. You can make reference to session evaluation forms and your reflective diary.

4.14 maintain a **reflective diary** of their experience in the outdoors

*Min. 5 training entries and 6 Forest School session **self reflection** entries*

4.15 experience **ecotherapy** and discuss its relevance to Forest Schools

Range (explanation)

Group development theory Tuckman, interpersonal and intrapersonal intelligence

Team roles Belbin, Honey and Mumford, learning styles

Leadership styles autocratic, laissez-faire, democratic

Facilitation techniques leadership, negotiation, facilitation rainbow, carl rogers

Positive environment safety, ownership, inclusion, self esteem,

Promote team work inclusion, motivation, activity choice

Problem solving dealing with given scenarios, variety of groups

Group management techniques dealing with scenarios

two different groups client group, parent/ grandparent helpers, volunteers, setting staff, school governors

three behaviour management techniques aspirational language, diversion/ distraction, circle time, time out, positive praise, catharsis

inclusion participation, motivation

Problem solving dealing with given scenarios

therapeutic aspects self esteem, nature deficit disorder, emotional intelligence, relaxation

risk perception, controlled/managed risk, motivation

reflective diary reflection on training and programme delivery

ecotherapy non-dualistic connection with nature

Forest School Practitioner Award Training Kit List:

The majority of activity equipment and kit will be provided by Wild Wood Activities. You are required to provide your personal kit.

Please be mindful that, for the majority (if not all) of the training and assessment, you will be out in the woods all day and should be prepared for all weathers.

Below are our recommendations:

- Strong outdoor boots/ footwear
- Fleece
- Waterproof trousers
- Waterproof jacket/coat
- Strong trousers- preferably NOT jeans or track suit bottoms
- Hat (for sun or for warmth)
- Gloves and scarf
- Sun cream (especially if you have fair skin)
- Insect repellent
- FOOD: Lunch and snacks for the day
- At least half a litre of water
- Flask of hot drink (really good comforter!)
- Outdoor cup for refreshments
- Hand hygiene gel
- Other Sanitary requirements
- Any medical requirements
- Camping/ folding chair (optional)

Additional extras:

- Wellies (woodland can be very wet)
- Spare socks (feet can get wet and cold)
- Spare fleece
- Thermal layers
- Folding chair (especially if you find it difficult to sit low to the ground)

Overnight requirements:

- Tent
- Sleeping bag (minimum 3 season)
- Thermarest/ foam mat
- Spare warm clothing, hat and gloves
- Torch (preferably a head torch)
- Wash kit
- Cutlery, bowl, plate and mug.
- Snack food if required and breakfast
(the overnight is catered- dinner and also lunch the next day)