



NORTHERN RHODE ISLAND  
**FOREST SCHOOL**

**POLICIES AND PROCEDURES**

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## Program Policies & Procedures

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## **Vision & Mission Statement**

### **VISION STATEMENT**

Northern Rhode Island Forest School provides inclusive learning programs that value learner's innate creativity and individuality. Through place-based education, experiential learning, and immersion in nature, learners develop socially, emotionally, physically, and academically. By connecting with nature and each other in all seasons, learners tap into their curiosity, build self-confidence, and become responsible stewards in their community.

### **MISSION STATEMENT**

- Create inclusive outdoor education programs that support creativity, curiosity, and individuality.
- Use experiential learning and year-round immersion in nature to help learners develop socially, emotionally, physically, and academically while building community and boosting self-confidence.
- Foster environmental stewardship amongst learners, be responsible caretakers of the ecosystems in which we work, and seek opportunities to preserve, restore, and enhance the natural spaces around us.

## **Indigenous Land Acknowledgement**

The lands in the towns now called Smithfield and Cumberland on which we hold our programs are the ancestral hunting grounds, meeting places, and trading areas of the Narragansett, Wampanoag, and Pequot nations.

Despite being invaded, displaced, subjugated, massacred, enslaved, and acculturated, these peoples and their culture are still alive and still present today. We honor and respect the first peoples of this land.

### **POLICY**

It is the policy of Northern Rhode Island Forest School to include indigenous voices, with due remuneration, in our teachings and programs. We will recognize, respect, and seek ways to build on the harmonies between native wisdom and traditions and the programs we provide.

### **PROCEDURES**

- Contact the Tomaquag Museum to request review of the land acknowledgment, to ensure all nations are represented accurately and fairly.
- Invite elders from the Narragansett, Wampanoag, and Pequot nations to participate in our programs through land acknowledgment, storytelling, or other ways they see fit.
- Ensure proper remuneration is given in return for any time, wisdom, or other assistance provided by native peoples.

## **Staff & Training**

### **POLICY**

Northern Rhode Island Forest School staff are held to a high standard of professionalism and must at all times prioritize the health, safety, and well-being of our students while providing an excellent learning experience.

## PROCEDURES

- One staff member will hold a Level 3 Forest School Practitioner certification.
- All other staff members will hold at least a Level 1 Forest School Assistant certification.
- All staff members will obtain a BCI background check.
- All staff members will be CPR/First Aid certified.
- Record of staff credentials, certifications, and background checks will be kept on file.

## Adult Caretakers

### POLICY

For all participants under the age of 18, an adult parent, guardian, or caretaker must be present on-site during all programs. Multiple children may share the same adult guardian (for example, siblings can be accompanied by one parent). Adults must conduct themselves with decorum and respect during all programs, and are ultimately responsible for the health and safety of the children in their care.

### PROCEDURES

- Include language about this requirement on all sign-up websites, forms, and marketing materials.
- Ensure each child has an adult guardian present prior to starting programs.
- Require that adults sign liability waivers for each child in their care.
- Adult caretakers are ultimately responsible for managing the behavior, health, and well-being of the child(ren) in their care.

## Health & Safety

### POLICY

Prioritize the health and safety of all participants, adults and children alike.

## PROCEDURES

- Provide information to adult caretakers about proper clothing for various weather conditions.
- Keep health and safety equipment on site including first aid kit, fire blanket, and emergency blanket.
- Provide suitable shelter, such as tarps, in inclement weather.
- Identify an emergency shelter at each site and provide this information to all participants.
- Keep an up-to-date emergency contact list for all participants on-site at all times.
- Keep contact information for police, fire, and ambulance on-site at all times.
- Educate all participants about typical site hazards including poison ivy and ticks.
- Perform health and safety “tailgate meeting” prior to the start of each session, identifying the day’s hazards, emergency measures, and answering questions.
- Cancel or reschedule class in the event of hazardous weather (see cancellation policy).
- Document any health and safety incidents that occur.
- Ensure all staff are CPR / First Aid certified (see staff & training policy).

## Toileting / Hand Cleaning

### POLICY

Ensure access to adequate toileting and hand cleaning facilities for learners and parents.

### PROCEDURES

Use a permanent restroom where possible, with soap and running water for hand-washing. If no permanent restroom is available, use a portable privacy tent, camping toilet, and made-for-purpose toilet waste bags for toileting and provide hand sanitizer and wipes for hand-washing. Responsibly dispose of waste bags after every class.

## **Risk / Benefit Management**

### **POLICY**

Take adequate steps to avoid and minimize risks to participants while allowing for appropriate levels of risk taking which provide important benefits to learners.

### **PROCEDURES**

- Perform risk/benefit analysis for each site every six months (Appendix A).
- Perform site checks before each class begins to identify and mitigate any new risks that may have developed.
- During health and safety “tailgate meeting”, inform all participants of risks they may encounter (see health & safety policy).
- As needed, modify activities to avoid and minimize risks.
- As needed, modify the site to remove risks.

## **Tools & Equipment**

### **POLICY**

Ensure the safe use of tools and equipment in a way that supports learners’ growth and development.

### **PROCEDURES**

- Introduce each new tool with a tool talk highlighting safe use and best practices.
- Only introduce tools which are age appropriate and suited to the abilities and maturity of the participants, at the discretion of the Forest School Practitioner.
- Include participants in the use of equipment including knot tying and shelter building.
- Store tools and equipment in the same location within the site at each class, so all participants can easily find what they need.
- Staff will ensure tools and equipment are well maintained, sharpened, and properly stored between classes.
- Staff will inspect tools and equipment between classes and replace as needed.



## **Fire**

### **POLICY**

Ensure the safe use and management of fire in a way that supports learners' growth and development and complies with all local regulations.

### **PROCEDURES**

- Only use fire when explicitly given permission by the landowner.
- Comply with all local ordinances and regulations regarding use of fire, as detailed by the fire department.
- Only introduce fire if the abilities and maturity of the participants support this, at the discretion of the Forest School Practitioner.
- Place firepit in the same location at the site for each class, within permanent safety corridors and perimeters formed by the woodland seating circle.
- Keep fire safety equipment on site and near to hand at all times including fire blanket, fire gloves, a bucket of water, and a burns kit.
- Fire is to be monitored at all times by an adult.
- Completely extinguish fire before leaving the site.
- Remove all evidence of fire after class is completed.

## **Food & Food Preparation**

### **POLICY**

Ensure all food consumption and preparation activities are undertaken in a way that supports participants' learning and development while ensuring their health and safety.

### **PROCEDURES**

- Keep record of any food allergies and avoid exposing learners to any foods they are allergic to. This includes notifying other participants within the class cohort of foods to avoid bringing to class.

- In the case of severe food allergies, work with the adult caretaker to establish a mitigation plan, including avoiding exposure and handwashing with soap and water.
- Adult caretakers are responsible for providing snacks and water for the child(ren) in their care unless the lesson explicitly involves food preparation, in which case participants will be notified in advance. Adult caretakers are ultimately responsible for properly disposing of and cleaning any garbage, scraps, or dishes from the food and drink they provided.
- Prior to food preparation, ensure hands are clean using hand sanitizer.
- After handling animal products, clean hands using hand sanitizer.
- If participants are using fire or tools during food preparation, make sure they are following appropriate procedures.
- Carry out and properly dispose of any and all garbage and scraps.
- Carry out dirty dishes to be cleaned indoors.
- Whenever possible, use sustainable/reusable materials and local foods in food preparation.

## **Daily Operating Procedure**

### **POLICY**

Follow a predictable and replicable daily operating procedure so that all staff, substitutes, and participants know what to expect.

### **PROCEDURES - IN ORDER**

- Meet at designated location near parking prior to each class.
- Perform health and safety “tailgate meeting”
- Walk to forest classroom along trail / standard route
- Gather at woodland circle and welcome everyone.
- If weather is rainy or snowy, hang tarps following the site map for that location.
- Place tools and equipment in designated locations following the site map.
- If weather is cold or fire cooking is to be conducted, start fire per fire procedures.
- Conduct activities / programming for the session, following all applicable procedures.
- Gather back at the woodland circle for closing rituals, including a storytelling recap of the day’s activities.

- If fire has been used, extinguish completely.
- Pack up all equipment, tools, garbage, and refuse.
- Return along trail/standard route to parking area.
- Dismiss class.

## **First Aid & Medication**

### **POLICY**

Ensure first aid and required medications are available to participants in a safe manner.

### **PROCEDURES**

- Adult caretakers are responsible for providing and carrying all medication, including epi-pens, that may be required by the children in their care.
- No medications will be given to children by staff without the explicit consent of their adult caretaker or emergency contact.
- First aid kit, including burns kit, will be kept on site at all times.
- First aid kit and emergency supplies will be kept at the same place within the site during each class and all participants will be made aware of this location.

## **Emergencies**

### **POLICY**

All emergencies are to be handled promptly in an appropriate manner and well documented.

### **PROCEDURES**

- Maintain emergency contact information for participants and emergency services on-site at all times.
- In the event of an emergency, immediately contact emergency services and send a competent adult to the trailhead to direct emergency personnel as needed.

- After emergency services have been contacted, contact the emergency contact on-file for that person and notify them of all information.
- Document any emergency that occurs including the date and time, who was involved, what happened, what steps were taken, and what results followed.

## **Cancellations**

### **POLICY**

Classes will be held year-round in all weathers unless the weather is dangerous. Participants will be notified of cancellations in a timely manner.

### **PROCEDURES**

- In the event of a cancellation, notify caregivers as early as possible via email and text. Post cancellation on the Facebook page as well.
- Wind cancellations will be triggered if the National Weather Service (NWS) issues a Wind Advisory.
- Storm cancellations will be triggered in the event of any thunderstorms, or if storm warnings are issued by the NWS for blizzards, hurricanes, tornadoes, etc.
- Winter weather cancellations will be triggered if schools in the same town have a snow cancellation, or at the discretion of the Forest School Practitioner on weekend days.
- Extreme temperature cancellations will be triggered if the NWS issues a heat advisory or a wind chill advisory.
- Weather cancellations may also be called at the discretion of the Forest School Practitioner if local site conditions are deemed hazardous.

## **Child Protection**

### **POLICY**

The protection of children at our programs is of utmost importance and will be a top priority. There is a zero-tolerance policy for any verbal or physical abuse or harassment by adults.

## PROCEDURES

- Follow all safety and risk procedures as outlined above.
- All staff will obtain state BCI background checks (see staff & training policies).
- Require all adults who will be attending our programs (i.e. caretakers who come with the children) to obtain a state BCI background check and provide this documentation to Northern Rhode Island Forest School.
- Any adult who verbally or physically harasses or abuses the students in our program will be immediately required to leave the site, will no longer be able to attend our programs, and will be reported to the police.

## **Confidentiality & Data Protection**

### POLICY

All personal data provided to Northern Rhode Island Forest School, including registration information, payment information, and contact information, will be protected.

### PROCEDURES

- Use reputable and protected platforms for class registration and payments.
- Keep personal data provided secured via password protection.
- Personal information that has been printed, such as emergency contact information, will be held by staff and will not be shared unless necessary during an emergency.

## **Use of Photographs / Videos**

### POLICY

Photographs and videos will only be used in a manner which adult caretakers consent to. Caretakers can rescind their consent at any time.

### PROCEDURES

- Provide consent forms to each caretaker giving them the options of no photograph/video use, photograph/video use only if children are unidentifiable, or all photograph/video use permitted.

- Keep record of each adult caretaker's level of consent and abide by this consent.
- If caretakers rescind their consent, immediately cease use of photographs/videos with images of the children in their care.

## **Behavior**

### **POLICY**

Northern Rhode Island Forest School values respect, tolerance, trust, and kindness. Participants are expected to model and practice these values. Our goal is to build self-esteem, independence, and motivation to learn. We also aim to promote awareness, respect, care, and empathy for other individuals and for the natural environment. We reinforce collaborative behavior; develop awareness of acceptable, responsible, and kind behavior; and develop in our students a pride in their own and others' achievements.

### **PROCEDURES - STAFF**

- Create a positive environment which encourages and reinforces caring, nurturing and acceptable behavior towards one another, the environment, and equipment.
- Provide opportunities for the children to have autonomy and opportunities to solve conflict without adult interference.
- Promote effective relationships in which all are accepted, valued, and treated equally.
- Establish clear standards of behavior in collaboration with students.
- Be a positive role model for all participants.
- Place the needs of the children, including needs linked to their preferred learning styles, social, and behavioral needs at the center of The Forest School planning to maximize individual success and raise self-esteem.
- Give special verbal feedback to children demonstrating acceptable, responsible and kind behavior, cooperation, empathy, and teamwork.

### **PROCEDURES - STUDENTS**

- Develop and maintain an empathetic and kind attitude towards one another, the environment, and all equipment.
- Take ownership and responsibility for their own behavior.

### **PROCEDURES - CONFLICT**

- Staff will first observe and allow students autonomy and an opportunity to deal with the conflict and/or solve the issue without adult assistance.
- If adult assistance is required, staff will ask how students may be able to solve the conflict/issue, allowing time for reflection or self-regulation.
- Staff will facilitate discussion, supporting students in deciding on a solution.
- If a student displays extreme or harmful behavior, adult caretakers will be asked to remove the student for the remainder of the class and to follow-up with staff to discuss potential solutions and/or next steps.

## **Communication**

### **POLICY**

Effective and respectful communication, whether online, over the phone, or in person, is a cornerstone of our programs.

### **PROCEDURES**

- Ensure proper contact information has been collected for all participants.
- Regularly communicate with participants to provide updates and information about upcoming classes.
- Respond to emails, phone calls, text messages, or social media messages promptly.
- Send emails to the mailing list with consideration to people's busy lives and full inboxes, providing useful information and updates.
- Communicate respectfully during all classes and all interactions.

## **Inclusion & Accessibility**

### **POLICY**

We are committed to being inclusive of all learners regardless of race, ethnicity, age, gender, religion, sexual orientation, gender identity, gender expression, disability, economic status and/or other diverse backgrounds. We commit to finding ways to increase accessibility to our programs.

## PROCEDURES

- Do not discriminate against any learners on any basis.
- Staff must undergo diversity training and commit to becoming aware of their own unconscious biases.
- Recognizing that access to our classrooms is not ADA accessible, seek opportunities, locations, and creative solutions that allow our programs to become more accessible to those with disabilities.
- Actively participate in efforts within the broader community that seek to promote more inclusive outdoor education programming.

## **Environment & Sustainability**

### POLICY

A core element of our offerings is to promote stewardship and connection with the natural world. It is our policy to safeguard the natural environment at our classroom sites, to positively impact and enhance the natural environment, and to foster a relationship between participants and the natural world.

### PROCEDURES

- Staff will complete an ecological assessment at each site every six months, identifying ways to minimize negative impacts and maximize positive impacts (Appendix B).
- Staff will develop and implement a three year management plan for the sustainability of each classroom site, and will evaluate and update this plan every three years (Appendix C).
- Staff will model good stewardship and caretaking of the natural environment during all program activities and discussions.
- Sustainable, reusable, and biodegradable materials will be used for our programs.
- Any and all litter and refuse will be carried out and properly disposed of.
- We will work with landowners to identify opportunities for habitat enhancement.



## **Insurance**

### **POLICY**

Northern Rhode Island Forest School will hold liability and business insurance sufficient to cover all participants and will keep these policies in good standing.

### **PROCEDURES**

- Obtain and keep in good standing liability and business insurance suited to the number of participants in our programs and to the type of programming provided.

## **Payments**

### **POLICY**

Northern Rhode Island Forest School will adhere to good business practice in timely collection of payment and will ensure payments are secure.

### **PROCEDURES**

- Use secure platforms to accept payment, including PayPal and Venmo.
- Participants must complete payment before registration for any class is complete.
- Refunds will not generally be provided once payment is complete. If exceptional circumstances occur, Northern Rhode Island Forest School will work privately with the parties involved to find a solution.

APPENDIX A  
Risk / Benefit Analysis Form

# RISK / BENEFIT ANALYSIS FORM

<b>LOCATION:</b>		<b>NAME:</b>		<b>DATE:</b>	
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**Description of site / activity / tools:**  
*(owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)*

	Hazard	Harm	People at risk	Existing Preventative Measures	Probabil ity (P) 1-5	Seve rity (S) 1-5	Ratin g (PxS) 1-25	New Preventative Measures	Who? When?	Benefits
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

<b>Your comments:</b>	<b>Your Recommendations</b>
<i>If visiting this site/activity/tool, your recommendations will be followed.</i>	
<b>Your main concerns:</b>	

APPENDIX B  
Ecological Assessment Form

# Phase One Survey

Description of Forest School Site		
Name of Wood / Site	Location	Grid Reference
<b>Owner</b> <i>(Including full contact details)</i>		
<b>Other Identified Stakeholders</b>		
<b>General Description: Landscape Context / Topography</b> <i>(geographical location and features e.g. alongside river, steep slopes etc.)</i>		

Woodland Description		
Flora	Trees	
	Plants	
	Fungi	
	Mosses	
Fauna	Birds	
	Mammals	
	Insects	
Abiotic Elements		
Water		
Soil		
Bedrock / Surface rock		

**Archaeological Considerations** *(if present)*

**Management History of Site**

*(e.g. when was the wood established, previous uses etc...)*

**Long Term Vision**

APPENDIX C  
Three Year Management Plan  
Example



## A Three Year Sustainable Woodland Plan: Created by Combining the Sustainability Matrix of Ecological Effects of Forest School Activities and Sustainable Management Plans

### Name of wood:

Nature Classroom at Wolf Hill Forest Preserve, SMithfield, RI

### Aims:

- 1.To produce a wildlife rich and resilient landscape that engages and benefits people
- 2.To prioritise native trees and shrubs
- 3.To put the children at the heart of the conservation work

**Aim 1.** To produce a wildlife rich and resilient landscape that engages and benefits people

Factor	Area	Current Situation	What we want it to look like?	What actions will you take?	Ecological Considerations?	Checked by/ Managed by:	Timescale
<b>1. Fires</b>	In the center of the woodland circle in Forest School site	No fire pit or woodland circle yet, plans to create woodland circle and use a portable fire pit.	Within a circle of stump or log seating, an area that can be a focal point. Leaf litter cleared in circle center only to the extent required for safety when using portable fire pit. Leaf litter replaced when done.	<ul style="list-style-type: none"> <li>*Use locally sourced wood to avoid transporting pests.</li> <li>*Use high efficiency portable fire pit to reduce fuel amount needed</li> <li>*Ensure that all fires are fully extinguished before leaving the site</li> <li>*All fires should be lit in the fire pit, not in or on the ground.</li> <li>*Designate the fire location as a fixed site in the center of the circle</li> </ul>	<ul style="list-style-type: none"> <li>*Transporting wood to the site may introduce invasive species or pests</li> <li>* Lighting a fire on the ground will damage the soil and its chemistry, changing the way it behaves.</li> <li>*Risk of setting woodland on fire.</li> <li>*Soil compaction from regular use.</li> <li>*Fire can travel underground to roots even after extinguished</li> </ul>	Monitored by Forest Leader ensuring all fires are fully extinguished.	<p><b>Year 1:</b> create a woodland circle with a suitable radius to use the portable fire pit in the center. All safety checks to be conducted first.</p> <p><b>Year 2:</b> maintain area and evaluate wood supply</p> <p><b>Year 3:</b> maintain area and evaluate wood supply</p>

<p><b>2. Cooking</b></p>	<p>Cooking will take place in the woodland circle on the fire pit</p>	<p>*There is no fire pit yet but there are plans to use a portable fire pit in the future in the woodland circle.</p>	<p>*A clear area for gathering the class. Seating for the class. A central point where fire pit can be placed.</p>	<p>*Any leftover food, scraps, and litter must be carried out and disposed of in bins at trailhead. *Minimal plastic and packaging-use as many natural products as possible *Limit use of natural ingredients such as white pine needles or black birch twigs</p>	<p>*Waste may attract animals to the site or increase the numbers of certain species, leading to adverse changes in biodiversity *Overuse of natural ingredients may deplete the area of resources</p>	<p>Monitored by Forest Leader and children using the site</p>	<p><b>Year 1:</b> set up and create a fire pit site in the middle of woodland circle-all safety checks to be conducted first. <b>Year 2:</b> maintain area, monitor resources <b>Year 3:</b> maintain area, monitor resources</p>
<p><b>3. Tree Climbing / Den building</b></p>	<p>Use fallen logs for balancing and climbing, Use fallen branches for den building.</p>	<p>*No trees with low branches for climbing *Abundant sturdy deadwood scattered on ground throughout site</p>	<p>*Designated climbing areas that have been assessed for stability and safety *Area of "loose parts" that can be used for den building</p>	<p>*Designate fixed locations for den building, leaving other areas free to grow as normal. *Reuse materials rather than gathering new ones *Designate fixed location for climbing to minimize disturbance of logs and ensure safety and stability.</p>	<p>*Trampling of Flora/Fauna and leaf litter as site is used. *Wearing of soil, soil compaction from regular use *Breaking leaves and sticks off living Flora for building use would deplete resources and could destroy habitats. *Damage to plants that are more sensitive to losing leaves or flowers. *Disruption of species which utilize coarse woody debris as habitat</p>	<p>Monitored by Forest Leader and children using the site</p>	<p><b>Year 1:</b> Allocate areas for den building and tree climbing. Collect assortment of "loose parts" <b>Year 2:</b> Monitor and assess resources <b>Year 3:</b> Monitor and assess resources</p>
<p><b>4. Collecting wood</b></p>	<p>To use wood across the Forest School site</p>	<p>*Abundant fallen deadwood of various sizes</p>	<p>*Using wood/sticks collected to make products/arts and crafts.</p>	<p>*Limit the frequency and evaluate the amount of dry, dead wood around the woodland before removing any. *Collect only the minimum amount needed. *Reserve specific areas for deadwood conservation *Avoid cutting live wood or standing deadwood (unless a safety concern)</p>	<p>*Disruption of leaf litter in cutting area *Using live wood would damage shrub layer and canopy layer *Disruption of species which utilize coarse woody debris as habitat *Felling standing deadwood has negative habitat impacts</p>	<p>Monitored by Forest Leader and children using the site</p>	<p><b>Year 1:</b> Designate areas where deadwood is to be conserved, fell hazardous standing deadwood <b>Year 2:</b> Monitor, fell hazardous standing deadwood <b>Year 3:</b> Monitor, fell hazardous standing deadwood</p>

<p><b>5. Collecting natural materials</b></p>	<p>To use natural materials collected across the Forest School site</p>	<p>*Abundant fallen sticks, branches, and leaves</p>	<p>*Using wood/sticks/ plants and leaves collected to make products/arts and crafts.</p>	<p>*Limit the frequency and evaluate the number of natural objects collected around the woodland before removing any. *Collect only the minimum amount needed. *Reserve specific areas for deadwood conservation *Limit use of living plant materials and only harvest small amounts from a single plant</p>	<p>*Movement of ground layer *Breaking leaves and sticks off Flora for building use would deplete resources and could destroy habitats or kill plants. * Damage to plants that are more sensitive to losing leaves or flowers.</p>	<p>Monitored by Forest Leader and the children using the site</p>	<p><b>Year 1:</b> Monitor the natural materials that are being taken away and used- limit this if needed. <b>Year 2:</b> Monitor the natural materials that are being taken away and used- limit this if needed. <b>Year 3:</b> As above</p>
<p><b>6. Woodland Circle seating area</b></p>	<p>To establish a woodland circle in the Forest school site with the fire pit in the centre.</p>	<p>*A woodland circle does not yet exist on the site</p>	<p>*A clear area for gathering the class together. Seating for the class. A focal point of a defined fire area.</p>	<p>*Allocated area *Collect / cut stumps for seating and create a defined woodland circle.</p>	<p>*Trampling of Flora/Fauna as site is used. *Wearing of soil, soil compaction from regular use *breakdown or clearing of leaf litter within circle</p>	<p>Monitored by Forest Leader and the children using the site.</p>	<p><b>Year 1:</b> Collect and cut stumps to create the woodland circle area <b>Year 2:</b> Monitor the stumps and if they need replacing <b>Year 3:</b> As above</p>
<p><b>7. Pathways</b></p>	<p>To establish a defined path to the Forest School woodland circle</p>	<p>*No pathway or woodland circle yet exists within the forest school site *numerous maintained trails exist to get to the forest school site</p>	<p>*A short, clear pathway leads from the main access trail to the woodland circle</p>	<p>*Create a clear pathway connecting the woodland circle with the main access trail *Avoid cutting trees or plants</p>	<p>*Trampling of leaf litter and ground layer plants *Wearing of soil / soil compaction from regular use</p>	<p>Monitored by Forest Leader</p>	<p><b>Year 1:</b> Create a clear path to the woodland circle <b>Year 2:</b> Monitor and re-establish path if needed <b>Year 3:</b> As above</p>

**Aim 2: To Prioritise Native Trees and Shrubs**

<b>9. Deadwood</b>	In Forest School Site	*Some standing dead in area that needs to be removed for safety	*Standing Dead removed and placed on the ground for habitat creation	*Remove standing dead trees and place on the ground for habitat creation	*Felling standing dead wood will destroy one type of habitat *Leaving dead wood on the ground as coarse woody debris will create new habitat	Monitored by Forest Leader	<b>Year 1:</b> Standing dead to be removed and placed on ground for habitat creation in designated area. <b>Year 2:</b> Monitor and reassess <b>Year 3</b> As above
<b>10. Trees</b>	Trees in and around Forest School site	*Mainly red oak and black birch, with some white pine and few other species	*Maintained good biodiversity	*Maintain biodiversity by avoiding cutting live wood *Monitor site for invasive species and remove as discovered	*This should have a positive ecological impact	Monitored by Forest Leader	<b>Year 1:</b> Monitor and review for invasives control <b>Year 2:</b> As above <b>Year 3:</b> As above
<b>11. Ground cover</b>	Flora on the shrub and ground layers	*White pine seedlings and saplings, lowbush blueberry, highbush blueberry, partridgeberry	*Maintained good biodiversity	*Maintain biodiversity by avoiding cutting live wood and limiting use of living natural resources *Monitor site for invasive species and remove as discovered *Add wildlife and pollinator plants near trailheads	*This should have a positive ecological impact	Monitored by Forest Leader	<b>Year 1:</b> Determine areas that could benefit from native plantings, Monitor and review for invasives control <b>Year 2:</b> Plant / sow / transplant transplant native species, Monitor and review for invasives control <b>Year 3:</b> Monitor success of plantings, Monitor and review for invasives control

<p><b>12. Removing non-native species</b></p>	<p>Non-native species of Flora in Forest School site</p>	<p>*No invasive species yet observed within forest school site</p>	<p>* Native woodland flora grows and thrives in the Forest School site. *Non-native flora continue to be absent from site</p>	<p>*Monitor site for invasive species and remove if discovered</p>	<p>*This should have a positive ecological impact</p>	<p>Monitored by Forest School Leader</p>	<p><b>Year 1:</b> Monitor site for invasive species and remove if discovered <b>Year 2:</b> As above <b>Year 3:</b> As above</p>
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**Aim 3: To put the children at the heart of the conservation work**

<p><b>13. Involve children in sustainable woodland management plans</b></p>	<p>Across the Forest School site and the rest of the forest preserve</p>	<p>*Some children hike the trails at the forest preserve with their parents</p>	<p>*Children will be very aware of sustainable woodland techniques and will love and care for the Forest School environment and wider environmental issues.</p>	<p>* Children will be involved first-hand in sustainable woodland management and these will be part of the Forest School Program</p>	<p>*This should have a positive ecological impact</p>	<p>Monitored by Forest School Leader</p>	<p><b>Year 1:</b> Set up the Forest School at the forest preserve <b>Year 2:</b> Monitor and review the sustainable management plans involving the children. <b>Year 3:</b> As above</p>
<p><b>14. Involve children in the creation of habitats</b></p>	<p>Across the Forest School site and the rest of the forest preserve</p>	<p>*The forest preserve has a variety of habitats including forest, lake, wetland, stream, vernal pool, and edge habitat.</p>	<p>* Habitat at the forest preserve will be protected and enhanced, especially by creating roadside habitat for pollinators</p>	<p>*Children will be involved first-hand in the creation of these different habitats and will help to look after and upkeep them.</p>	<p>* This should have a positive ecological impact.</p>	<p>Monitored by Forest School Leader and the Smithfield Land Trust</p>	<p><b>Year 1:</b> Set up the Forest School at the forest preserve <b>Year 2:</b> Plant pollinator gardens along roadside <b>Year 3:</b> Monitor plantings and remove invasive species</p>

<p><b>15. Involve children in sharing the work happening in the Forest School site with others</b></p>	<p>Across the Forest School site and the rest of the forest preserve</p>	<p>*The WRWC has begun preparing an environmental education center at the forest preserve</p>	<p>*Children will be included in updates and sharing information with the Smithfield Land Trust as well as coordinating with groups such as the WRWC</p>	<p>*Children will be involved first-hand in sharing their voice and their learning and experiences to others *Children may create signage, graphics, or other materials to share with other conservation groups and the land trust, or to display at the public library</p>	<p>*This should have a positive ecological impact.</p>	<p>Monitored by Forest School Leader</p>	<p><b>Year 1:</b> Set up the Forest School at the forest preserve, establish relationship with WRWC, Land Trust, and Library on ways to display children's information <b>Year 2:</b> Build on work started in first year and continue with additional children. <b>Year 3:</b> Build and develop further.</p>
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# APPENDIX D

## Lesson Plan Template

## SESSION PLANNING

SESSION/CLASS:	Winter 2023 / Class 1
What are the OBJECTIVES?	
What is your THEME, how will this be developed?	
What EXPERIENCES are you going to offer? How might learners develop their own direction?	
What SEQUENCE could they follow?	
Will they have a LOGICAL BUILD UP OF UNDERSTANDING for the learner?	
How are you going to get your learners HOOKED and MOTIVATED?	
What LEARNING METHODS will the activities involve?	
How will this sequence affect the ENERGY FLOWS?	



## SESSION REVIEW

SESSION/CLASS:	Winter 2023 / Class 1
How will your learners REMEMBER the important points?	
How will you ensure REFLECTION and TRANSFER?	
How will you EVALUATE whether the objectives have been met?	
Are there any special HEALTH AND SAFETY issues relating to the site, activity, or group?	
Have you reviewed your RISK ASSESSMENT for the site, activity, and group?	
What are your CONTINGENCY / WET WEATHER plans?	
Materials List	
What HOLISTIC DEVELOPMENT opportunities do you predict to occur within your session?	
Social	
Physical	
Intellectual	
Communication	
Emotional	
Spiritual	

APPENDIX E  
Safe Arrival and Departure Form

## SAFE ARRIVAL AND DEPARTURE FORM

ARRIVAL Date:		DEPARTURE Date:	
Check	Tools & Equipment Log	Check	Tools & Equipment Log
	Identify equipment store		Tools cleaned
	Daily site risk assessment - change? <b>Y / N</b>		Tools put back in box
	Environmental change? <b>Y / N</b>		Litter collected
	Litter? <b>Y / N</b>		Personal belongings collected
	Has anything been tampered with? <b>Y / N</b>		Public accesses clear
	Action required? <b>Y / N</b> (describe in notes)		Nothing dangerous left

Practitioner Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTES:

Are there any new elements on site that present a new risk?	
How will you accommodate these new elements?	
Do you need to communicate this to other support staff?	

Review Risk/Benefit Assessment and make needed additions or alterations