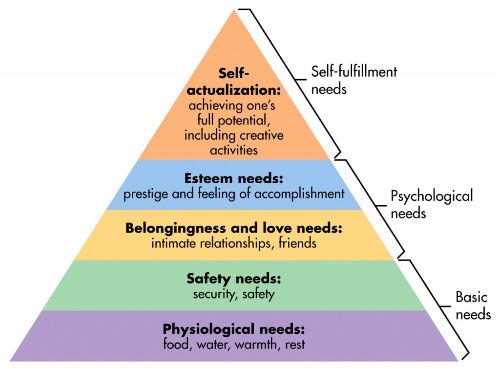
**INTENT and IMPLEMENTATION**

**An evolving cyclical practise**

Forest School at Heaton is now in its 5th year. It started as an entirely new area that we developed ourselves with our young people and we continue to evolve, add and modify it as time goes by and we reflect on our practise. Forest School at Heaton is very much tied into the seasons and the elements. – So the Forest School ‘Rolling Rota’ is an annual seasonal one, and this provides endless multisensory and varied activities to explore and work from, working with the seasons and all they bring.

This comprehensive planning was developed as the now experienced and trained Forest School Leaders when through their training and as it is delivered only by them the planning is somewhat different to the Heaton School curriculum planning formats. It has been used as an example of thorough holistic in Forest School Leader Training sessions, and the Forest School Handbook has also been highly praised by Leaders in Forest School Training.

**General Notes**

Forest school is a very dynamic lesson and should be led by the interest and focus of the students. The list of activities is to be available to the students as much as possible so they can follow their interests and staff can react to learning opportunities as they arise.

High risk activities should only be carried out by a qualified forest school professional with specific forest school insurance. See risk assessments.

The main aim of any forest school lesson is primarily to meet a student’s needs.

Students are expected to find activities challenging and rewarding. The reward should always be within the activity and is the students triumph. As a result there should be **no praise or criticism.**

**‘Growth Mindset’**

A great deal of neural development occurs during the ‘struggle’ as we learn something new. So this stage is really important for all of us. Staff will need to step back and let students find their way through this – relative to their skills and abilities. This is also linked to emotional awareness and the feelings associated with struggle, not getting it right/making mistakes as well as overcoming challenges.

**Overarching/Ongoing Objectives of Forest School:**

* + Build self-esteem and confidence
  + Be able to explore at own pace
  + Stay safe and establish own boundaries for risk taking
  + Become independent learners (initiate, follow interests, experiment)
  + Show creativity, motivation, experimentation, innovation, problem solving
  + Show preferences/make choices within the Forest School environment
  + Build social awareness

**Links to Heaton School Key Skills**

**Life skills**: developing emotional literacy- how I am feeling now and want I want/need to do, awareness of safety, taking risks (appropriate to individual), helping maintain a tidy site, show preference/make choices and lead learning, opportunity for self-generated action. Observation skills, awareness of the need to care for local environment, problem solving through trying it out, trial and error, mistakes and reflections.

**Physical and health**: time outside in nature and fresh air, being physically active.

**Communication**: listening to others, communicating feelings, ideas, initiating interaction.

**Friendship and community**: looking after each other, working together to make, to explore..

**Understanding the world**: building an appreciation for the natural world, of local plants and animals, of 'how' things happen, of 'what' is needed, active experimentation, concrete hands on experiences.

*Below you will find a comprehensive overview of the activities we regularly run in forest school and their relationship to the holistic therapeutic ethos in forest school. We add to this as new activities are introduced and discovered. Beyond that you will find the H-Level Links for assessment purposes.*

**IMPLEMENTATION**

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| **Activity** | **Need being met** | **Learning and objectives** | **Resources** | **Expected student activities** | **Desirable Outcomes** |
| **Check-in and out** | Physiological | Know a place to come and rest. | Circle of logs/buckets, chairs for sitting on  Tarp in wet weather | Sitting together in circle  Listening and responding | **Emotional Intelligence, Self Esteem and Wellbeing –** expressing feelings, feeling heard.  **Social –** listening to others, sharing an activity, turn-taking, positive role modelling and young people acting as advocates for each other.  **Physical and Motor –** locating a space and sitting, posture, resting. Exploring movement of self in space.  **Learning, skills and experience –** language of emotion and why we are feeling a certain way, new feelings, feelings in relations to events that have happened.  Remembering and participating in forest school routine, ethos and rules. |
| Safety | Obtain a sense of security through routine and safe place to start and finish  Learn where to come when sound cue or other indication  Locate circle when in need of a rest/help |  | Coming to circle on cue or of own accord throughout the session |
| Belongingness and friends | Interact with peers around a shared focus |  | Most students start and finish with check-in, some come of own volition  Listen to each other  Express how they are feeling  Relax  Taking turns |
| Esteem needs (prestige and feelings of accomplishment) | Advocate for a friend  Act as positive role model  Express feelings and why – language of emotion |  | Act as advocates for each other  Expressing feelings, maybe why |
| Self-actualization (achieving ones full potential including creative activities) | Suggest activities/what student wants to do.  Reflecting on learnings and what next/how things could be done differently. |  | Students communicating what they want to do/have done, how they feel about it, what they would like to do next time. |

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| **Activity** | **Need being met** | **Learning and objectives** | **Resources** | **Expected student activities** | **Desirable outcomes (with support as necessary)** |
| **Large fire for group** | Physiological | Be a source of food  Be a source of warmth  Be a place to rest | Kindling  Sticks  Vaseline  Strikers  Bark and small sticks  Fire pit  Kelly Kettle | Enjoy sitting round a fire  Contribute to the construction of the fire  Maintain the fire  Cook on the fire  Rest around the fire  Be safe around the fire | **Emotional Intelligence, Self Esteem and Wellbeing –** feeling warmth and comfort from fire. Meeting needs by sitting by fire for a rest/warmth/food and drink. Feelings of accomplishment when fire has been lit, fed, put out. Meeting needs re food – cooking toast, and helping make hot chocolate. Enjoying their heat on a cold day.  **Social –** sitting with small/large group. Sharing experiences and joining in, taking turns with e.g. toast or lighting and putting wood on the fire. Helping each other to stay safe.  **Physical and Motor –** moving safely around the fire, sitting in the fire circle.  Fine motor – assembling and preparing fire; pulling apart cotton wool, tinder, Vaseline, building fire. Spreading butter on toast.  Gross Motor – carrying wood to fire, tipping water over when it is time to finish, using toasting forks, snapping sticks, placing wood on fire (coordination, grip).  **Learning, skills and experience –** fire skills; how to assemble a fire (the different stages and what is needed), what a fire needs to work, fire maintenance, fire safety and preparation (water, gloves, blanket, burn gel at hand), how to use related equipment; fire steel, toasting forks and becoming more confident in the presence of fire e.g. how to place wood on the fire. Anticipating and remembering enjoyment of fire and the fire process.  Remember and learn and share fire songs, remember rhythms and possible instruments. |
| Safety | Learn how to be safe around fires  Become comfortable with fires  Maintain fires  Cook on fires | Circle games (duck duck goose)  Man hunt | Play games that require walking around the fire  Interact with fire in correct manner using correct equipment |
| Belongingness and friends | Interact with peers around a shared focus | Fire and places to sit (in a circle)  Tarpaulin | Expect students to come and sit down of their own volition.  Share food  Sing songs  Play games  Relax |
| Esteem needs (prestige and feelings of accomplishment) | Make own fire  Cook own food  Engage with/experience fire based craft  Engage with/experience fire related songs | Food for cooking | Make fire  Collect wood for fire  Use equipment appropriately  Prepare and cook food on the fire; toast, hot chocolate in the Kelly kettle, popcorn, pancakes.  Make charcoal and use it to make marks.  Dry clay pots by the fire. Melt wax and make night lights.  Sing fire songs once lit, finding experiment instruments e.g. sticks and pots. |
| Self-actualization (achieving ones full potential including creative activities) | Suggest improvements in food ingredients  Suggest improvements in tools  Create new songs to be sung, suggest new lines  Invent new games |  | As above but independently or as a leader.  Refine and improve previous activities independently.  Feedback on successes and failures without guidance.  Continued efforts despite hardship. |

| Main Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
| --- | --- | --- | --- | --- | --- |
| **Gardening and planting** | Physiological | Experience a peaceful calming activity immersing in nature  Move and stay warm | Gardening equipment, plants | Digging, raking, chopping at own pace | **Emotional Intelligence, Self Esteem and Wellbeing –**  Feeling calm from engaging with plants and nature, feeling good about a job done or an activity explored. . The feeling of ‘working alongside’ others  **Social –** working together on a project, sharing tools, communicating about what to do next/needs to be done/has been done.  **Physical and Motor –** gross motor – digging, lifting tipping, pushing wheel barrow. Fine motor – plating seedlings, separating roots, working with smaller plants.  **Learning, skills and experience –** learning about plants and different stages of growth e.g. saplings versus big trees, the process of how to plant certain plants such as saplings and willow. |
| Safety | Learn how to use tools safely  Learn how to keep self safe in terms of edible/inedibles. | As above | Using tools to plant and maintain wild space.  Exploring garden produce. Growing edible food and using it. |
| Belongingness and friends | Interact with peers around a shared focus | Enough tools so students can work in parallel/together on a task | Students working together to plant/chop/maintain |
| Esteem needs (prestige and feelings of accomplishment) | Decide where to plant/what needs doing  Learn a process and follow through as independently as possible.  Learn about and express likes/dislikes |  | Students may choose where they want to plant e.g. a sapling and may carry this out independently (relative to student’s ability). |
| Self-actualization (achieving ones full potential including creative activities) | Suggest gardening projects and new ways of doing things  Initiate activities e.g. putting wood chip on the wet path to make is safe |  | As above but independently or as a leader.  Refine and improve previous activities independently.  Feedback on successes and failures without guidance.  Continued efforts despite hardship. |

| Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
| --- | --- | --- | --- | --- | --- |
| **Wood working and processing :**  Collecting and prepping wood for fire ; chopping, lopping, sawing, making and creating wood craft e.g. willow weaving, wittling. | Physiological | Stay warm on cold days through movement.  Obtain a sense of feeling of being ‘grounded’ through weighted activities such as carrying. | Loppers, wood (kindling, imported birch and bark, some pre-cut willow). | Harvesting willow with loppers, carrying to site, stripping and peeling.  Sawing different varieties of wood.  Collect firewood. | **Emotional Intelligence, Self Esteem and Wellbeing -** Meditative/calming act of peeling willow. Learning a new skill, developing an interest/revisiting out of choice. Becoming familiar and confident with an activity/confident. . The feeling of ‘working alongside’ others. Experiencing being uncomfortable/challenged and moving through to develop new skills (growth mindset).  **Social –** sharing experiences, socializing whilst working, taking turns. Modelling and showing, working together to use tools or on a project e.g. the bow saw.  **Physical and Motor –** Gross motor: feel and explore different weights, balancing, carrying.  Experience push/pull of saw and drill.  Fine motor; drilling, peeling, whittling.  Explore construction; on/off, stacking, piling, pushing over.  **Learning, skills and experience –** names of different sources of wood e.g. willow for peeling and weaving, ash for snapping and burning, birch for birch bark tinder.  Tool safety skills.  Tool use; bow saw, loppers, sheath knife, secateurs.  Understanding processes and ‘how to’ e.g. how to make a peg, how to make a willow ring – what I need and how I do it. |
| Safety | Learn how to use tools safely and responsibly  Carry and handle large willow and other wood safely. | Personal Protective Equipment (PPE).  Tools.  Risk Assessments in place. | Being safe around each other – ensuring a safe space, safe tool use protocol.  Using appropriate personal protective equipment (PPE). |
| Belongingness and friends | Interact with peers around a shared focus. |  | Expect students to come and sit down and take part of their own volition.  Chat whilst working.  Help and/or observe each other.  Work together when sawing and drilling. |
| Esteem needs (prestige and feelings of accomplishment) | Using tools; trust, respect and responsibility.  Accomplishing tasks/working out ‘how’  Learn about and express likes/dislikes | Various tools available (within safe ratios);  Saw horse and bow saw, drill and jig, sheath knife. | Focus, immersion, motivation.  Requesting activity/orientating or moving towards activities. |
| Self-actualization (achieving ones full potential including creative activities) | Suggest improvements in tools  Suggest new ways to weave  Immersion in activities.  Creating inventions/sculptures and extending activities. | Whittling and wood craft books. | As above but independently or as a leader.  Refine and improve previous activities independently.  Feedback on successes and failures without guidance.  Continued efforts despite hardship. |

| Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
| --- | --- | --- | --- | --- | --- |
| Exploration - of Wild Site through the seasons and weather changes. | Physiological | Be a source of warmth (moving) and grounding through movement/elements and outside/physical activity | Warm water proof clothes/boots in winter | Explore site and materials/activities within | **Emotional Intelligence, Self Esteem and Wellbeing –** feel good taking care of self and meeting needs to stay warm.  **Social –** sharing experiences, socializing whilst working, taking turns.  **Physical and Motor –** move about in the space; navigating, stepping over, moving round. Hold/reach/grasping. Tipping, filling.  **Learning, skills and experience –** become familiar with the natural resources in the wild site – fauna and flora.  . |
| Safety | Become comfortable in the Wild Space  Know own limits/test boundaries and learn how to feel safe and manage risk e.g. climbing, wearing appropriate clothing. | Warm water proof clothes/boots in winter | Accept hats/scarves/gloves  Dress self in appropriate clothing |
| Belongingness and friends | Interact with peers around a shared focus  Shared explorations  Share objects/activities e.g. swing. |  | Share the excitement of the weather together e.g. a rain on a tarp, a windy day  Relax in the sun together, gather round the fire on a cold day.  Explore the site with friends/staff/by self |
| Esteem needs (prestige and feelings of accomplishment) | Explore independently (relative to child)  Direct where you go / what you do– communicating to adult e.g. eyes, turning head, vocalizing, gesture  Communicate enjoyment and initiate ‘more’ of a preferred activity/ dislike and to finish.  Learn about and express likes/dislikes  Develop motor skills alongside; fine and gross motor e.g. reaching for and grasping a stick with both hands. Tip/stir/sprinkle in the mud kitchen. | As above | Communicate enjoyment and initiate ‘more’ of a preferred activity. -Or dislike.  Initiate play/activities/exploration.  Exploring spaces/materials independently (relative to physical ability).  Reciprocating in activities e.g. banging a stick on the ground in response to an adult doing the same.  Students who can to get out of wheel chairs and explore site in walker/out on floor. |
| Self-actualization (achieving ones full potential including creative activities) | Create games/develop an activity through communicating with others e.g. that I want more stick breaking by smiling/nodding/looking at the stick.  Make decisions and suggestions in the mud kitchen. E.g. what to make in the mud kitchen. Making suggestions for ‘ingredients’. | As above. | As above but also could be…  Relative to the student –  Total Immersion/absorption in an activity.  Continued efforts despite hardship. E.g. to climb when feeling challenged.  Overcoming fears e.g. of mud in the mud kitchen.  Collecting ingredients for mud kitchen, deciding what to make/use.  Continued efforts despite hardship. |

| Main Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
| --- | --- | --- | --- | --- | --- |
| Story telling, drama and role play | Physiological | Be a source of warmth (if fire)  Be a place to rest and feel calm | Story knowledge, props; bowl for soup, ‘ingredients’ | Listen to end take part in story telling  Make props for the story  Drama activities, characters, acting out… | **Emotional Intelligence, Self Esteem and Wellbeing –** experiencing the joy of anticipation of and remembering familiar stories. Having a role in the story/telling a story/taking part and expressing oneself as appropriate to individual. Confidence when talking/gesturing/ amongst a group.  **Social –** sharing experiences, taking turns, listening and sharing.  **Physical and Motor –** dramatic expression, gesture, reaching, grasping props.  **Learning, skills and experience –** learn and remember stories over time, develop storytelling and listening skills. Learn how to change stories and create props from the Wild Space. Sequencing skills, language of stories.  . |
| Safety | Respond to props safely (not eating), sit appropriately next to others, share space. |  | Explore resources with adult supervision where needed. |
| Belongingness and friends | Interact with peers around a shared focus  Listen to and respond to each other | Fire and places to sit (in a circle)  Tarpaulin | Expect students to come and sit down of their own volition.  Share food  Sing songs  Play games  Relax |
| Esteem needs (prestige and feelings of accomplishment) | Tell the story/take part in the story telling, contribute in some way  Anticipate familiar part of a story  Enjoy story telling experience  Express self creatively  Develop creative skills and creative expression  Learn about and express likes/dislikes |  | Students will sit round and listen and respond to story.  Engage with props and drama.  Remember key parts of the story. |
| Self-actualization (achieving ones full potential including creative activities) | Suggest ideas for story props/what happens/how it could be different/drama  Make props, act out characters. |  | As above but independently or as a leader.  Refine and improve previous activities independently.  Feedback on successes and failures without guidance.  Continued efforts despite hardship. |

| Main Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
| --- | --- | --- | --- | --- | --- |
| Mud Kitchen | Physiological | Generate warmth through movement | Appropriate clothing. | Actively involved in mud kitchen – tipping, filling, exploring. | **Emotional Intelligence, Self Esteem and Wellbeing –** experiencing the joy of play and make believe. Ownership over creation. . The feeling of ‘working alongside’ others  **Social –** sharing experiences, taking turns, playing together.  **Physical and Motor –** fine motor; pulling apart, snapping, sprinkling, mixing.  Gross motor – carrying pots, ingredients across the space.  **Learning, skills and experience –** remember specific ‘ingredients’ and the names of the materials e.g herbs. Remember how to get more mud e.g. digging… remember preferences over time e.g. mint over grass.  . |
| Safety | Work together sharing a space and utensils safely.  Learn/be supported to smell, explore with hands but not eat inedibles. | Appropriate clothing.  Mud kitchen set up, herbs available (edible) | Students sharing space safely.  Support form adults/other peers regarding not eating inedible foods. |
| Belongingness and friends | Interact around a shared focus  Play and share |  | Play together, enjoy role play and sharing the ‘food’ made and created. |
| Esteem needs (prestige and feelings of accomplishment) | Make and create in the mud kitchen  Invite others to share  Learn about and express likes/dislikes |  | Immersion and creating. |
| Self-actualization (achieving ones full potential including creative activities) | Suggest ideas for new ‘ingredients’ and activities  Invent new methods  Initiate related games |  | Students locating new ‘ingredients’, going to the garden to get herbs, locating other leaves/materials from the wild site.  Refine and improve previous activities independently.  Feedback on successes and failures without guidance.  Continued efforts despite hardship. |

| Main Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
| --- | --- | --- | --- | --- | --- |
| Music/sensory noise based activties | Physiological | Generate warmth and sense of grounding/proprioceptive benefits through movement | Sticks, pots, branches available | Move, shake, bang instruments to rhythms and songs | **Emotional Intelligence, Self Esteem and Wellbeing –** the feeling of being part of a shared happy experience. Remembering, anticipating and taking part in songs.Contributing to and feeling part of the group through voice/instrument. . The feeling of ‘working alongside’ others  **Social –** working and playing together. Listening to each other and responding.    **Physical and Motor –** coordination when banging sticks on pots, moving to a rhythm. Stop/start response.  **Learning, skills and experience –** learn and remember songs over time. Adapt songs and add new lines. Remember the effect of e.g. banging certain pots and repeated over the sessions. Experience new ways of creating sounds. Develop listening skills; stop, listen without distraction, respond to what is heard as appropriate to individual. |
| Safety | Learn how to use and handle experimental instruments safely e.g when banging sticks  Show awareness of body in space in relation to self and others |  | Sit together and create music – sharing space safely. |
| Belongingness and friends | Sing and play together |  | As above.  Call and response songs/music. |
| Esteem needs (prestige and feelings of accomplishment) | Find rhythms and instruments you enjoy  Remember rhythms and songs and anticipate  Take part in music activities  Learn about and express likes/dislikes |  | Join in with songs and music.  Explore different sounds  Show preferences for songs/instruments.  Listening walks. |
| Self-actualization (achieving ones full potential including creative activities) | Suggest and create new instruments and songs |  | Add lines to songs  Create new rhythms  Suggest/create new instruments and songs.  Refine and improve previous activities independently.  Feedback on successes and failures without guidance.  Continued efforts despite hardship. |

| Main Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
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| Woodland Art | Physiological | Generate warmth and sense of grounding/proprioceptive benefits through movement and physical processes | Different activities to explore throughout the year.  Collecting: Double sided sticky tape, | **Collecting** activities e.g crowns, bracelets, strips of card with double sided sticky tape.  **Making:**  Clay thumb pots, imprinted with pine cones and other natural materials, heated on fire (see above).  Felting – wands, pebbles.  Wood cookies – sawing discs (See above) and decorating discs, threading with string to make necklaces, spinners, decorations.  **Painting and mark making:** using natural materials to make marks with paint.  Make natural paint with e.g. clay, soil and grass dye.  Use charcoal made on fire (see above).  **Dying:** dye fabrics using natural materials e.g onion skin, red cabbage, clay.  **Transient art:** Fill shapes with leaves, sticks and other natural materials. Make frames out of sticks and create pictures within. | **Emotional Intelligence, Self Esteem and Wellbeing –** the feeling of being part of a shared creative and making experience. The feeling of ‘working alongside’ others. Enjoying an activity, revisiting and repeating it. Showing preferences, making choices about what and how. Experiencing being uncomfortable/challenged and moving through to develop new skills (growth mindset).  **Social –** working together, sharing resources and ideas. Looking at each other’s creations.  **Physical and Motor –** fine and gross motor involved in manipulating materials.  **Learning, skills and experience –** learn about and remember processes over time. Develop skills and knowledge in an area of interest. Experiment with new materials. |
| Safety | Learn how to work with natural art materials and processes safely |
| Belongingness and friends | Be part of a shared activity, working with or alongside peers and staff |
| Esteem needs (prestige and feelings of accomplishment) | Express self creatively  Develop creative skills and creative expression  Learn process and about materials and likes/dislikes |
| Self-actualization (achieving ones full potential including creative activities) | Suggest and develop new methods or things to make  Experiment with new materials. |

| Main Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
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| **Games** | Physiological | Generate warmth and sense of grounding/proprioceptive benefits through movement. | Leaves to be off loaded over at forest school (Matt)  Blind folds  Rope | Hide and seek  Grass and leaf play  Chase  Stuck in the mud  Follow my leader/rope leader  Catch the Jay  Blind fold games  Water play | **Emotional Intelligence, Self Esteem and Wellbeing –** the feeling of being part of a shared activity. Enjoyment of excitement provided by games, and physical movement it entails. Experiencing being uncomfortable/challenged and moving through to develop new skills (growth mindset).  **Social –** responding to peers and adults, playing together, enjoying the shared experience.  **Physical and Motor –** movement of body in space. Crouch, run, jump, start shape.  **Learning, skills and experience –** learn games over time, how to play, the rules. |
|  | Safety | Learn how to move through the space safely.  Learn how to play together safely and appropriately. |
|  | Belongingness and friends | Take turns within a game/activity  Interact with each other within the boundaries of the game |
|  | Esteem needs (prestige and feelings of accomplishment) | Experience being the leader/finder  Find places to hide  Enjoy playing games |
|  | Self-actualization (achieving ones full potential including creative activities) | Suggest new games  Help other students to play  Extend games |

| Main Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
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| Climbing, ambulent and movement activities | Physiological | Generate warmth and sense of grounding/proprioceptive benefits through movement activities and enclosure of hammock | Rope swing  Climbing area (checked for safety) – altered regularly to maintain interest and intrigue.  Rope pulling set up for wheelchair users.  Slack line set up  Hammocks | Climbing and balancing in climbing area – working their way around the planks, palettes and tyres, and along the slack line.  Swinging on rope swing; get on, swing, get off. Requesting help/a push.  Hammocks; locating, getting in, sitting/lying in, getting out, requesting help/to be swung.  Rope activities to include wheel chair users; long rope attached to tree for wheel chair user to pull themselves along./Play tug of war.  Sharing the space, taking turns. | **Emotional Intelligence, Self Esteem and Wellbeing –** the feeling of being part of a shared activity. Experiencing being uncomfortable/challenged and moving through to develop new skills (growth mindset).  **Social –** sharing and enjoying the space together. Helping, taking turns.  **Physical and Motor –** movement of body in space. Balance, climb, step up/down, pull, hold, let go, crouch, sit, stand.  **Learning, skills and experience –** how to navigate a piece of equipment. Preferences/likes and dislikes. |
|  | Safety | Learn how to climb and balance and use equipment safely.  Ask for help when climbing/exploring.  Develop awareness of safety on wet days when climbing area may be slippery.  Know own limits/test boundaries and learn how to feel safe and manage risk e.g. when climbing. |
|  | Belongingness and friends | Climb and explore together  Help each other around the space  Share equipment  Take turns |
|  | Esteem needs (prestige and feelings of accomplishment) | Experience the physical challenge and move through it, feeling more confident in self and body. |
|  | Self-actualization (achieving ones full potential including creative activities) | Explore more dynamically/in new ways.  Initiate climbing activities.  Help peers/show peers how something can be done. |

| Main Activity | Need being met | learning and objectives | resources | Expected student activities | Desirable Outcomes (with support as necessary) |
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| **Den building** | Physiological | Keep warm through movement.  Create a safe space to retreat into. | Branches of different lengths accessible to students, rope. | Students creating dens using natural materials.  Using dens to play ‘house’ etc.  Students making additions or extending such as creating a kitchen with pots and pans. | **Emotional Intelligence, Self Esteem and Wellbeing –** the feeling of being part of a shared activity. Experiencing being uncomfortable/challenged and moving through to develop new skills (growth mindset).  **Social –** sharing and enjoying the space together. Helping, taking turns. Negotiating how it will be built, playing ‘house.  **Physical and Motor –** movement of body in space. Lifting, dragging and carrying.  **Learning, skills and experience –** how to build and shape a den. Making an ‘A-frame’. |
|  | Safety | Learn how to carry branches safely and to ensure den is safe. |
|  | Belongingness and friends | Work alongside peers to make a ‘home’. |
|  | Esteem needs (prestige and feelings of accomplishment) | Build a home and use it! |
|  | Self-actualization (achieving ones full potential including creative activities) | Develop the den, take it apart, rebuild… |