

**Forest School Lesson Plan**

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| **Planning** | |
| **Lesson** | Create mud families |
| **Location** | Forest School Area |
| **Class** | Primary 4 (7/8 years of age)  18 children |
| **Classroom Management** | Ensure all children are being safe and following Forest School rules. Prompts to remind expectations / reinforce safety rules. |
| **Connected Learning/Prior Knowledge** | PDMU – What makes me special and unique (Personal development and mutual understanding unit)  To note: conversations with the children’s teachers were held prior incase this may be sensitive to some children discussing their families. |
| **Health and Safety** | Check area for hazards and risks. Children and staff to wear appropriate clothing. Revisit the outdoor classroom charter. Reinforce safety rules. Reminders about whistle. Establish boundaries. |
| **Learning Intention** | What makes you and your family special and unique? |
| **Success Criteria** | I can answer questions about what make me special and unique. |
| **Resources** | Forest School Area  Boundary flags (if needed)  Hi viz vest  Whistle  First Aid  iPad  goggly eyes  basins to put mud in  tarpaulin to sit on if too muddy (can take into the outdoor classroom if raining heavily)  small handful of natural resources to model what it can look like  Evaluation faces |
| **Differentiation/Target Groups** | Children can work in pairs to support each other. Adult support given where needed – (x2 adults) |
| **Other** |  |

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| **Lesson Content** | |
| On Arrival | Establish boundaries.  Reinforce safety rules.  **Reminders about the whistle: 1 whistle stop. 2 whistles come to me.**  Discuss forest school ethos - ‘leave no trace’.  Remind children of the forest school boundaries. |
| Activity explained | Discuss today’s activity – Mud families!  All families are special and unique! Who is in your family? What do you enjoy doing with your family?  Show the children what we will be making.. mud families Who are you going to make? You don’t have to make your own family! (mum, dad, brothers, sisters, cat, dog)  What natural materials could we use? Mud, leaves, sticks..  Where would be the best place to get mud from? – digging area, mud kitchen  Make a mud family using the natural resources within the boundaries of the forest school area.  (remind the children they have a choice to join in with the activity or have free choice within the forest school area)  Adults to go around chatting with children to see what makes them special and what they love doing with their families.  Take time to look at each other’s mud families and share what makes them special 😊  One whistle – stop – two whistles to come in |
| Finishing | Leave no trace – what is not a natural material on my mud person? Goggly eyes must be removed.  Bring Children back to the outdoor classroom and do the evaluation - smiley faces. |

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| **Evaluation/Review** | |
| How did the group session go? | The children had lots of fun with this session! They were very creative with the materials they used. Lots of good discussion about what makes them special and who is special in their lives. |
| Focus on individual pupils | All adults who were present in this session were aware of children who may find this lesson difficult. Being sensitive and supportive was important. |
| What would you change for next time? | Allow more time to tidy up and get cleaned up. Was a very messy activity with lots of mud on hands! |