

Evaluate the key principles of play and their relevance to Forest School

Froebel's key ideas Vs The Kindergarten Program, Queen's Printer for Ontario, 2016.

Wholeness and connectedness - everything links	Play is recognised as a child's right, and it is essential to the child's optimal development.
The interconnectedness of all living things	
Living and learning in harmony with nature	The learning environment plays a key role in what and how a child learns.
Freedom with guidance	A natural curiosity and a desire to explore, play and inquire are the primary drivers of learning among young children
Open-ended, creative play and exploration	All children are viewed as competent, curious, capable of complex thinking, and rich in potential and experience.
The key role of the adult in observing, supporting and extending play and learning.	In play-based learning programs, assessment supports the child's learning and autonomy as a learner.

Play work Principles - Play Wales website Vs Forest School

Principles description	Forest School
1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well-being of individuals and communities.	Forest school promotes the holistic development and development of the whole child. The four walls and structure is taken away allowing the children to find themselves and who they really are without the pressure to perform.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons. 3. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.	Activities initiated by adults are optional for the children. They have the choice to be directed and/or have the chance to input into their own sessions.
4. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.	The Leader's role is to observe, evaluate and plan for future sessions based on children's interests

5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.	The adult needs to provide a setting that is natural and has many opportunities for the children to use the natural resources. Adults also observe the child in the boundaries of the areas/site, giving freedom to risk take.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.	Forest school fosters a reflective approach at the beginning of each session; giving learners the chance to think critically and have an emotional response to the experiences provided by the leader who has up to date Archimedes training.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.	The leader has the responsibility to manage their own site use; taking consideration of changing sites that are used regularly or overused in certain weather conditions. The leader also has a duty to react and respond to the needs and interests of the children.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the development benefit and wellbeing of children.	The woodland enables the opportunity for children to engage in activities to build self- esteem, social engage with others and show respect for the woodland. Risk taking activities such as climbing trees or Tool work allow children to understand potential dangers, learn about their own limitations and build independence to control their own risk taking.