**Knight’s 9 Key elements of a Forest School (2011)**

**1.** That it is **different** from their normal ECE setting and has unique rules associated with it.
**2.** The FS is made **reasonable safety** to facilitate risk taking so children can learn to assess and manage risk which is pivotal to learning in a FS; children develop respect of the environment while safely moving around it.
**3**. The programme **happens over time** in a block according to Knight can be full or half day from 6-10 weeks (2009). The longer time giving more opportunity for a deep experience and repetition helps the learning become more permanent as the neural pathways in the brain are strengthened.
**4**. There is an identified **beginning** preparation and an identifiable **end** which allows its significance is understood by children.
**5.** FS goes out in all weather and seasons except high winds due to safety (Cummings, 2010; Knight, 2009). Children are dressed accordingly for the weather as they learn about cold and how to keep warmer (Knight, 2009).
**6.** The groups have relatively small number of children in keeping with low ratios for trust and safety aspects (Pound,2008).
**7**. Learning is **play based** and **child initiated** as possible, with some more structured activities such as guided
games, reiterating FS rules and teaching skills with child sized authentic tools which facilitate risk taking at the pace of the child ( Maynard, 2007; Pound, 2008; Knight, 2009; Swarbick et al., 2004).
**8**. **Trust** is seen as a key component for both educators and children, they know the children will comply with rules of FS for their own safety and be able to predict behaviour of children.
**9**. The training of the leader to a level 3 course and other trained staff to meet the ratio of one adult to four children recommended by Bridgwater College (Knight, 2009; Swarbrick et al., 2004.)