



RFS
ROYAL FORESTRY SOCIETY



WELSH JUNIOR FORESTER AWARD

2025

 **Cyfoeth
Naturiol
Cymru**
**Natural
Resources
Wales**



Welsh Junior Forester Award Leader Handbook

Aims

The Welsh Junior Forester Award aims to give children and young people an insight into the skills needed for a career in Forestry as well as equipping them with the practical ability to assist in woodland management at their setting or in their local communities.

What does it include?

- Six themes to explore the skills of a forester.
- A course booklet for learners to record and reflect upon their achievements.

What facilities do we need?

- The Welsh Junior Forester Award is designed to be delivered outside but there are many ways in which the learning can be extended back into the classroom.
- Access to some trees, preferably at least six different species. These do not need to be planted as a woodland, they can be around the setting's grounds, in a hedgerow or nearby in the local community. Find your local greenspace here – [DataMapWales](#).

Do our staff need to undertake specific training to deliver this award?

- The award has been designed to be accessible for all settings without the need for specific qualifications, although it would be beneficial to have either the [Agored Cymru](#) Curriculum based Outdoor Learning Practitioner or Forest School accreditation. If a setting chooses to complete the tool use activities, then the group leader must be qualified to Forest School Leader Level 3, or other equivalent qualification, which has assessed their safety with teaching and using tools.

What resources will we need?

- A Welsh Junior Forester Award booklet for each learner.
- Learners will need clothing that they can get dirty. It needs to be weather appropriate clothing, such as sturdy footwear, waterproofs, layers if it is cold, hats, long sleeves and leg coverings, sun protection, and insect repellent.
- Optional resources are mentioned along with each session plan, but these can be adapted to suit what you have available, the ability of your learners, and their interest in the activities.
- Optional certificates and badges can be purchased from the RFS shop to present on successful completion.



How do I use this handbook?

The award is split into six themes, each with a range of optional activities to choose from to suit your group's progression and interests as well as the resources and space you have available to you.

Key Questions

Each theme is introduced by a range of questions that you can choose from to explore the theme with your group.

Connecting

These are quick starter activities that either check existing understanding of a topic or introduce a new idea through exploration and play.

Challenging

These activities are designed to get your group thinking or developing new skills. Choose from the range available to suit your group.

Consolidating

Can they apply the new knowledge or skills that they have learned in this theme?

Going Further

Any of the themes could be explored in a single session but could also be developed into a full unit of work. You could try out some of these ideas to extend your group's learning.



A Balanced Approach

In accordance with the Health and Safety Executive, when planning and providing learning opportunities and experiences, the goal is not to eliminate risk but to weigh up the risk and benefits and act accordingly. It is recognised that allowing all ages and abilities to have challenging learning opportunities that carry a degree of risk is beneficial and provides life skills. This means that risks and benefits are considered alongside each other in a risk-benefit assessment. While taking into account the benefits of the planned activity, check that any precautions are practicable and proportionate and reflect the level of risk.

In providing activities, the Group Leader (and those supporting their delivery) is responsible for ensuring that adequate insurance, health and safety policies and procedures, including participation permission, emergency procedures, and so forth, are in place and communicated to the group.

All planned activities will need to be preceded by a risk / benefit assessment relevant to your setting and learners. For example, where the site boundaries are, call back procedure, what they can touch, what to do if they find anything potentially dangerous, what to do in an emergency, and any other relevant information.

Remind the group at the start of each session about any identified safety controls from your risk / benefit assessment.





Theme 1: Managing Risk

Curriculum for Wales

Health and Well-being	Humanities
<ul style="list-style-type: none"> • What matters - Developing physical health and well-being has lifelong benefits. 	<ul style="list-style-type: none"> • What matters - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
<ul style="list-style-type: none"> • What matters - Our decision-making impacts on the quality of our lives and the lives of others. 	<ul style="list-style-type: none"> • What matters - Our natural world is diverse and dynamic, influenced by processes and human actions.

Leader's Note

It's really important in this first session to establish the learners existing level of knowledge about the woodland area and to challenge any misconceptions. Our experience of working with many children from urban areas tells us that they often think that there are bears and wolves in the forest that might harm them. We want them to stay safe in the forest but also to relax and enjoy being there without worrying about things that will not happen.

It is also all about balance and consideration. It is technically possible that an alien spaceship could crash on the forest while they are in it but is it likely? You could try to remove every trip hazard from a forest but is that good for the animals who live there? How do you balance their needs?

Resources

- Site and activity risk / benefit assessment
- Cones, flags, ribbons, or triangle warning signs
- Gardening gloves and tools (optional)

Key Questions

- What hazards (something that can cause harm) might people meet in the forest?
- How can they keep themselves and others safe?
- Why does a forester need to ensure that the forest they manage is safe?
- What is the risk that any of the identified hazards will cause someone harm?
- Can they identify the benefits of an activity such as playing in the woods, and balance the benefits against the risk? What about probability?
- What other actions could they take to make the site safer to use?



Challenging

- Choose some of the key questions above to discuss with your group and explore their understanding of hazards and risks.
- Learners to use cones or warning signs to identify hazards in their forest. Ask them to discuss what the risk is that they have identified and what control measures are they going to put in place.

Consolidating

Which of their actions could they take to ensure visitor safety? For example:

- Clearing pathways.
- Edging paths with branches or logs to show people where it is safe to walk.
- Laying bark chippings to reduce slipping.
- Pulling up nettles and cutting back brambles.
- Litter picking.
- Making signs to ask people to take their litter home with them, or to keep dogs on leads while children are playing.

Going Further

Create a digital or paper based map of the area showing their improvement ideas.



Theme 2: Tree & Plant ID

Curriculum for Wales

Science and Technology	Humanities	Mathematics and Numeracy
<ul style="list-style-type: none"> • What matters - Being curious and searching for answers is essential to understanding and predicting phenomena. 	<ul style="list-style-type: none"> • What matters - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. 	<ul style="list-style-type: none"> • What matters - Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
<ul style="list-style-type: none"> • What matters - The world around us is full of living things which depend on each other for survival. 	<ul style="list-style-type: none"> • What matters - Our natural world is diverse and dynamic, influenced by processes and human actions. 	<ul style="list-style-type: none"> • What matters - The number system is used to represent and compare relationships between numbers and quantities.

Resources

- Tree and plant ID guides, apps, or books
- Sheets or tarpaulins (at least one between 6)
- Writing materials
- Smart devices (optional)

Key Questions

- What tree and woodland plant species can you name?
- How can we tell the difference between each type of tree?
- What is the difference between conifer and broadleaf trees?
- What factors influence why trees are different?
- Were these trees always here or have people influenced what has grown or been planted?
- Why does a forester need to know the names of different trees in the forest they manage?



Connecting

Choose some of the key questions above to discuss with your group. You might do this by exploring some of the points below:

- Ask your learners to make a list of any tree names they know. Are they able to identify them by sight and if so how do they do this?
- Think about how we can tell different tree species apart. For instance, by the shape of the leaves, patterns of bark, shape of buds.
- Discuss the differences between the two types of trees in Wales - conifer (trees that are typically soft wood, evergreen, produce seeds inside cones, and have needle-like or scaly leaves); broadleaf (trees that are typically hard wood, are deciduous, losing their broad, flat leaves in the autumn).
- Do they know if any of the trees that they can name are conifer or broadleaf?

Challenging

Challenge your learners to identify the trees growing in your area.

There are a wide range of ways that you could do this including:

- Collect leaves, sticks, and seeds etc, bringing their finds back to the tarpaulin to sort into groups to match against ID sheets.
- Use digital plant ID apps.

Consolidating

Play a game where you call out the tree name or a tree fact, and they must run to the correct tree.

Going Further

There are lots of ways that you could extend this learning both outside and back in the classroom. These could include:

- Task them with writing labels for what they find. Or take photos of different tree and woodland plant species they have identified, and digitally annotate and label.
- Can they identify the different vegetation layers present at the site, from ground layer to canopy?
- Could they use their findings to create a paper based or digital species map, or their own ID guide?
- Research which tree species may be native to Wales, and which have been introduced and why.



Session 3: Who lives in a wood like this?

Curriculum for Wales

Science and Technology	Humanities	Mathematics and Numeracy
<ul style="list-style-type: none"> • What matters - Being curious and searching for answers is essential to understanding and predicting phenomena. 	<ul style="list-style-type: none"> • What matters - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. 	<ul style="list-style-type: none"> • What matters - Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
<ul style="list-style-type: none"> • What matters - The world around us is full of living things which depend on each other for survival. 	<ul style="list-style-type: none"> • What matters - Our natural world is diverse and dynamic, influenced by processes and human actions. 	<ul style="list-style-type: none"> • What matters - The number system is used to represent and compare relationships between numbers and quantities.

Resources

- Natural materials such as logs, sticks, leaves
- Laminated picture cards, toys or soft toys, of wildlife
- Animal identification guides or apps
- Bug hunting equipment

Key Questions

- What is biodiversity?
- What distinct types of wildlife might live here?
- Why have some animals that used to live in our forests, vanished?
- Do wild animals need our help to survive?
- Why does a forester need to know what animals live in the forest that they manage?



Connecting

Choose some of the key questions above to discuss with your group.

You might choose to explore this by:

Hiding the picture cards, toys or soft toys around the area. Invite your learners to hunt for the animals, bringing back each one they find to a central point.

Can they name the animal? How many did they find? Do they know if any of these animals are real or imaginary? Do any of them live locally? Should any of them live elsewhere and if so, where? Can they group any of the animals into sets, such as mammal, bird, invertebrate, and so on?

Challenging

Depending on your site, group interests and time available, there are a range of ways that you could explore this theme including:

Making tracks

What signs of animal life can your learners find in the woodland area? At first sight, it might seem as if very little lives there, but there will be hidden clues.

Can they find animal droppings, fallen feathers, chewed seeds or nuts, animal footprints or pathways through the undergrowth?

Wildlife stepping stones

Deadwood is a valuable home to a wide variety of life. Carefully lift some fallen branches or non fixed parts of your site to see what might be living underneath or within the dead wood.

Bird spotting

You might have birds visiting your site that are relatively easy to identify and record. Consider how you're going to identify the more elusive ones though! You might need to build a bird hide or use ID apps to record and identify bird song.

Going Further

You could task your group with carrying out a survey of the animals within the site through activities like an invertebrate hunt, using field work skills such as making pitfall traps, and tree beating.

Consolidating

Your learners might want to adapt the classic oral game "I went to the market and I bought..." into a challenge to see how much they can recall about their visit to the woodland. "I went to the woods and I saw..."

Their finds could also be stimulus for extended writing or creative work exploring the beauty and variety of woodland life.



Session 4: Using Wood

Curriculum for Wales

Science and Technology	Humanities	Expressive Arts
<ul style="list-style-type: none"> • What matters - Design thinking and engineering offer technical and creative ways to meet society's needs and wants. 	<ul style="list-style-type: none"> • What matters - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. 	<ul style="list-style-type: none"> • What matters - Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
<ul style="list-style-type: none"> • What matters - Matter and the way it behaves defines our universe and shapes our lives. 	<ul style="list-style-type: none"> • What matters - Our natural world is diverse and dynamic, influenced by processes and human actions. 	<ul style="list-style-type: none"> • What matters - Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Resources

- Natural materials such as logs, sticks, leaves
- String
- Information note – [Shelters and dens](#)
- Resource card – [Creative shelter challenge](#)

Key Questions

- What is deadwood and greenwood?
- What do we use wood for?
- What different types of wood do we use?
- Why do some trees provide us with hard wood, and some with soft wood?
- Why do we use different species of tree to make certain items?
- What would we use if we could not use wood?
- Is using wood sustainable?



Connecting

Choose some of the key questions above to discuss with your group.

Can your learners find 5 items in your area that have been made from timber? Why was wood chosen as the best material for making these things? What might the disadvantage be of making these from plastic or metal?

Or: If your outdoor area does not have things made from wood, why not take in a discovery basket with 20 common household or setting objects in. Which are made from wood? Why is wood a sustainable resource?

Challenging

Depending on your site, group interests and time available, there are a range of ways that you could explore this theme including:

Minibeast hotels

Deadwood is really important for providing homes for the hundreds of varieties of minibeast in our woodlands. Build habitat piles and bug hotels for hibernating insects to use over the winter. There are many online designs for more complex bug hotels, including from the RSPB.

Can your learners choose suitable areas to locate the habitat piles and bug hotels so that they will not get disturbed?

Dead hedging

It is quite easy for a regularly used forest site to have a completely bare ground layer as feet trample any new growth, trip hazards are removed and fallen branches are used for den building and crafts. Can your learners think of any activities that might result in bare ground and why this might be bad for the plants and wildlife in the area?

Ask your learners to assess the impact of human activity on the area. They could estimate this by eye, or undertake a quadrat survey in random areas to look for the percentage of bare ground and trampled vegetation.

Ask your learners to reach an agreement about setting aside a percentage of the area to be protected from human activity. Which area would be the best? Discuss why this would be a good thing to do.

Once agreement has been reached task the group with working together to collect fallen branches and other dead material, to make a "dead hedge" which marks this as a protected area as well as providing a habitat for wildlife itself.



Shelter building

Visitors to your forest might like somewhere to rest and relax. Ask your learners to work together to make a shelter. If you do not have access to enough natural material, this could be a mini shelter.

Task your learners with collecting the materials before putting their shelter together. Once completed, discuss how they found the activity and how they feel about their finished product.

Consolidating

This is a good topic to come back to later in the award to evaluate. What impact has the installation of these features had on your site?

Going Further

You could ask your learners to play the [How a tree works](#) activity.



Session 5: Woodland Management

Curriculum for Wales

Science and Technology	Humanities	Health and Well-being
<ul style="list-style-type: none"> • What matters - Being curious and searching for answers is essential to understanding and predicting phenomena. 	<ul style="list-style-type: none"> • What matters - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. 	<ul style="list-style-type: none"> • What matters - Developing physical health and well-being has lifelong benefits.
<ul style="list-style-type: none"> • What matters - The world around us is full of living things which depend on each other for survival. 	<ul style="list-style-type: none"> • What matters - Our natural world is diverse and dynamic, influenced by processes and human actions. 	<ul style="list-style-type: none"> • What matters - Our decision-making impacts on the quality of our lives and the lives of others.

Pathway A: Planting

In Wales, the planting season is considered to run from October to April. This ensures that the trees go into the ground in conditions that give them the best chance to get established and grow into mature trees. If you plan to carry out the planting activities outside this window, you may wish to consider planting shrubs or collecting and planting tree seeds instead (or additionally).

Key Questions

- Why are trees important?
- What do we use trees and timber for in our everyday lives?
- How do trees help mitigate climate change?
- What is sustainable forestry?
- What species of tree will grow well in this area?
- What do trees need to grow?
- What techniques do foresters use to grow trees and keep woodlands healthy?

Resources

- Trees, these are often available free to schools and settings through a variety of local and national schemes such as the [Woodland Trust free trees for schools](#). Alternatively, these can be grown from seed, or from 50cm high “whips” that can be purchased relatively inexpensively from a variety of companies. Choose native varieties from local seed sources, which will grow well in your chosen location and support local biodiversity.
- Stakes and tree guards for the trees.
- Planting/digging tools suitable for the group that will be using them.
- Water and watering cans.
- Depending on the quality of soil in your area and what may be found in it, gloves or hand cleaning equipment may be helpful.
- Why are trees important? activity



Connecting

Choose some of the key questions above to discuss with your group.

You might choose to explore this by:

Playing the [Why are trees important?](#) activity.

Collect natural materials to create a diagram that shows all the things that trees need.

Challenging

Before you go outdoors, you might want to involve your learners in the planning.

- Why do they think it is good to plant additional trees?
- Where is the best place to plant trees?
- Which trees should be planted?

The Woodland Trust provides free trees for schools and communities. Their [Tree Tools for Schools](#) is an excellent resource to help with planning, tree planting advice, and a tree planting video.

On site, provide the group with a demonstration of the correct tree planting technique – see the [tree planting activity plan](#).

Hand out the tree planting equipment and whips/saplings and get the group planting. Do not forget to water the newly planted trees.

Consolidating

You could:

Discuss how much time it will take to see recognisable tree growing. How do your learners feel about planting something that future generations will get to enjoy?

Explain that the young trees will need help to survive in their first few years. Ask your learners to develop plans for keeping trees watered, free of weeds and protected from anything that might want to eat them.

Going Further

Ask your learners to share their experience and to explain why the trees are being planted and how everyone can look after them, with the wider community by [campaigning for nature, creating a vlog or writing an article for the setting, school or community newsletter](#).

Use the [Tree Measuring](#) activities to keep the group engaged in the changes that take place over time.



Pathway B: Tool Use

If planning to deliver tool use activities, the staff leading the activities must have undertaken appropriate training and be competent in teaching and using tools safely with young people.

Key Questions

- Why are trees important?
- What do we use trees and timber for in our everyday lives?
- How do trees help mitigate climate change?
- What is sustainable forestry?
- What techniques do foresters use to grow trees and keep woodlands healthy?
- What tools do foresters use to manage and fell trees?
- Why do we manage woodlands and sometimes have to fell trees?

Resources

- Chalk
- Resource cards - [Tool use](#)
- Appropriate tools
- Protective equipment



Connecting

Choose some of the key questions above to discuss with your group.

You might choose to explore this by:

Asking them to make a list of different reasons for sustainably managing woodland (quality timber production, recreation and access, tree health, biodiversity, climate change mitigation, and so on).

Invite them to go on a hunt for as many items as possible that come from trees or are made of wood. Play the [How a tree works](#) and / or [Woodland management cycle](#) activity.

Challenging

Set up a scenario: Your learners are foresters considering what is best to do with the trees / woodland setting, and why. Depending on what type of improvement or change is agreed, do any plants or trees need removing, pruning or coppicing?

Are they:

- Too close to another tree, and limiting its growth?
- Diseased or damaged?
- In an area where you want to create a clearing to improve the variety of habitats for wildlife or for access / leisure uses?
- A tree that has self-seeded (and it may be a non-native species)?
- Suitable for coppicing, to create multi-stemmed trees for structural diversity or provide resources like hazel or willow rods.

Ask the group to use chalk to mark the trees selected for removal so that decisions can be reviewed before using any tools. Agree the most sustainable way to deal with the felled tree. For example, removal for wood products, or leave dead wood lying as a habitat pile.

Support your learners to carefully carry out any needed tree work, such as coppicing, removing dead branches, snedding, clearing growth around saplings and so on.

Consolidating

Discuss with your learners what uses any wood they have cut could be put to.

Going Further

Ask your group to research types of job roles that are needed in the forestry and timber industry. What qualifications and skills are needed for these job roles?



Session 6: Forestry Ambassadors

Curriculum for Wales

Languages, Literacy and Communication	Expressive Arts	Health and Well-being
<ul style="list-style-type: none"> • What matters - Understanding languages is key to understanding the world around us. 	<ul style="list-style-type: none"> • What matters - Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals. 	<ul style="list-style-type: none"> • What matters - How we process and respond to our experiences affects our mental health and emotional well-being.
<ul style="list-style-type: none"> • What matters - Expressing ourselves through languages is key to communication. 	<ul style="list-style-type: none"> • What matters - Creating combines skills and knowledge, drawing on the senses, inspiration and imagination. 	<ul style="list-style-type: none"> • What matters - Our decision-making impacts on the quality of our lives and the lives of others.

Key Questions

- How many trees and woodlands are in the area?
- Why do people feel connected to trees?
- Why do people visit woodlands?
- How should people behave when visiting woodlands?
- Would I like to work in woodland management or the timber industry?
- What is the National Forest for Wales?

Resources

- None





Connecting

Choose some of the key questions above to discuss with your group.

You might choose to explore this by:

- Asking your learners to describe how seeing trees and being in woodlands makes them feel. Use a word cloud generator or collate the responses to show the range of feelings and emotions.
- Asking the group to list the pro-environmental behaviours they would expect visitors to local woodlands to display. Then ask them to look at the [Countrywide Code for Wales](#) and compare their list. Is anything missing?
- Tasking your learners with researching tree cover in the local area. They can use online mapping tools such as [DataMapWales](#) to identify urban trees and local woodland areas. Are there any corridors between these spaces to allow wildlife to safely access a range of places?
- Discussing who they think manages the local woodlands? Who owns the land? What type of local woodland management jobs are there? What skills would they need work as a forester (relate to STEM skills)? What does a forester do? Take a look at [Royal Forestry Society's Careers in Forestry](#) and discuss the distinct roles.
- Inviting learners to examine woodland management or woodland recreation objects, inspiring discussion on their connection with a forest. For example, tree measuring equipment, a safety or cycling helmet, hi viz clothing, steel toecap boots, a pair of binoculars, climbing rope.





Challenging

Explain to your learners that they are going to take on the role of a Forest Visitor Manager.

In pairs or small groups ask them to discuss who might visit their site. What kind of user groups enjoy time in the woodlands? For example, general public, mountain bikers, horse riders, tourists, families, dog walkers, learning groups.

Can they work out what leisure and recreation facilities their visitors might need or want?

Ask your learners to work in their small groups, using natural materials to create a miniature 3D model of a forest park, showing the points of interest and facilities on offer.

Once each group has completed their model, invite each one to give a detailed tour of their forest park.

Consolidating

Ask your learners to invite visitors to the woodland area. These could be parents, community members or other groups from their setting. Ask your group to provide their visitors with a site tour, sharing information on what they have learnt about trees, forest management and the timber industry.

Going Further

Ask your learners to write a woodland management plan to agree ongoing aims and tasks once the Welsh Junior Forester programme is completed.

Explore the National Forest for Wales. Do your learners feel that they have a part to play?



Recognising Their Achievements

As your group progress through the Welsh Junior Forester Award they should record their learning in their log books. They may also wish to keep photos of activities they have undertaken or things they have made.

Welsh Junior Forester Award certificates are available to download when you register, or they can be ordered along with pin badges through the [Royal Forestry Society shop](#). Simply order the number that you require, and we will sign and send them out to you on high quality card ready for you to fill out.



SKILL

I CAN IDENTIFY RISKS IN A FOREST AND IMPROVE A SITE FOR OTHERS TO USE.

EVIDENCE

DATE & ADULT SIGNATURE

SKILL

I CAN BUILD AN ITEM FROM WOOD TO ENHANCE MY SITE.

EVIDENCE

DATE & ADULT SIGNATURE

I CAN IDENTIFY AT LEAST 6 TREES IN MY SITE.

I CAN PLANT A TREE / SHRUB / HEDGEROW.

I CAN IDENTIFY AND IMPROVE MINEBEAST AND ANIMAL HABITATS IN MY SITE.

I CAN EXPLAIN THE FEATURES OF MY SITE TO A VISITOR.

What have you enjoyed most while taking part in the Welsh Junior Forester Award?

What have you learned?

Ever thought about forestry as a career?
More information at: [RFS Careers](#)

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WELSH JUNIOR FORESTER AWARD

NAME:.....

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SKILL

EVIDENCE

**DATE &
ADULT
SIGNATURE**

I CAN IDENTIFY RISKS IN A FOREST AND IMPROVE A SITE FOR OTHERS TO USE.

SKILL

EVIDENCE

**DATE &
ADULT
SIGNATURE**

I CAN BUILD AN ITEM FROM WOOD TO ENHANCE MY SITE.

I CAN IDENTIFY AT LEAST 6 TREES IN MY SITE.

I CAN SAFELY USE TOOLS FOR THE MANAGEMENT OF MY SITE.

I CAN IDENTIFY AND IMPROVE MINIBEAST AND ANIMAL HABITATS IN MY SITE.

I CAN EXPLAIN THE FEATURES OF MY SITE TO A VISITOR.

What have you enjoyed most while taking part in the Welsh Junior Forester Award?

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