

## Bushcraft KS3 (April-Oct) (Firecraft & shelter building)

### Bushcraft – whole day

Students will work in groups to learn the skills of fire making and shelter building. They will carry out risk assessments before each activity and have opportunities for self-assessment and reflection during the day.

### Learning Objectives

- to collaborate with others in a group to solve a problem or make a decision
- to develop some of the skills involved in group work, such as negotiating, problem-solving, debating
- to evaluate their teamwork identifying strengths and areas for development
- to identify and reduce risks to an acceptable level when carrying out potentially dangerous activities

### Some suggestions for visit preparation

1. Get pupils to undertake their own risk assessment for making fires or shelters in the forest.

### Follow on suggestions

1. Ask pupils to reflect on how well their team worked together.



### National Curriculum Links

#### Physical Education

- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group



### PSHE Association Programme of Study

#### Core Theme1. Health and wellbeing

1. to recognise their personal strengths and how this affects their self confidence and self-esteem
2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
3. to be able to accept helpful feedback or reject unhelpful criticism
11. the benefits of physical activity and exercise
18. ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
20. to understand risk within the context of personal safety, especially accident prevention

#### Core Theme 2. Relationships

1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise
3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness



Issue	How to manage it
Understanding/behaviour	Class teacher to advise Suntrap staff of any student who may need extra support out in the forest to help them to follow instructions. School to ensure that there is appropriate adult: children ratios as required.
Medical conditions	Suntrap staff to check that school staff brings medication out into the forest. All adults to be made aware of any medical conditions. Suntrap staff will carry a first aid kit.
Getting lost	Keep within sight of teacher/adult & observe boundaries as directed by the staff.
Choking/Poisoning	No eating outside unless directly instructed by Suntrap staff.
Falling branches	During extreme weather conditions Suntrap staff will make an assessment to ensure it is safe to enter the forest.
Injury from horses/dogs or bikes	Group to be instructed to stand to the side, be quiet and still when horses, dogs or bikes are near.
Accident when crossing the road	Group to be instructed on follow safe procedures for crossing roads ( <b>Suntrap Line</b> ). No one to walk across the cattle grid.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited.
Injury from collapsing shelter	Children will be instructed to not enter their shelter until a member of Suntrap staff has deemed it safe. Branches should not be added to the shelter while someone is inside.
Getting wet/cold	Clothing should be appropriate for weather conditions. i.e hat, coat and gloves. Wellies should be worn when walking through stream.
Soil borne disease	Children instructed not to put fingers in mouth during/after activities which include handling plants, soil and sticks. Hands should be washed with warm soapy water before eating lunch/snack.
Injury from picking up branches/sticks	Children instructed to do the following: Only lift heavy branches with 2 or more people, check they have adequate space before turning with long branches, do not take live branches off trees.
Risk of burns	Fires are only to be lit under adult supervision. Once lit, groups sit on their mat away from the fire pit. Water and a fire blanket are kept on hand to extinguish any fires that become unmanageable. First aid kits will include burn dressings. Children with long hair will be instructed to tie it back, or tuck it into t-shirt.
Fire getting out of control	Wind direction and speed may be unsuitable for fires, in which case an alternative activity will be found.
Food allergies	Teacher to ensure no children have allergies to any food cooked on the fire.