

BUSHCRAFT ENRICHMENT

Key Question – What is Bushcraft and how our ancestors used these skills?

- What is Bushcraft
- What are traditional skills
- How do these skills help me?
- What is needed for Bushcraft?
- How can we identify plants and animals?
- How important is our natural world?
- How best to use tools and equipment?
- What can we make from natural materials?
- How do I keep myself safe?
- How do the seasons affect what we do?
- Why is fire such an essential tool in bushcraft?
- What may happen if we are not correctly equipped?

An expectation would be pupils or class have:

- Group Enrichment books-, photos, quotes, celebration of skills and craft items made in sessions
- As a bush craft and traditional skills leader, my role will be to advise and support on the programme development, act as a critical friend to challenge thinking and practice, analyse pedagogy and effective practice. I will engage in initial ideas, and help pupils to develop and become confident in managing a social celebration event. I will review the social celebration event.

Teaching and Learning Role

- As teaching and Learning Lead, my role will be to advise and support on the programme development, act as a critical friend to challenge thinking and practice, analyse pedagogy and effective practice. I will engage in initial ideas, and help pupils to develop and become confident in managing a social enterprise event. I will review the social enterprise work with staff, outside visitors, pupils and parents.

Date	Activity	Outcome
Week 1	Introduction to key questions <ul style="list-style-type: none"> ● What is Bushcraft ● Discuss why we are learning these traditional skills ● Organise Displays and learning journals <p>(Photos to be taken throughout, used as evidence for final presentations and reflection. And for use in individual learning journals.)</p>	Self manager Order questions by logical order (e.g. growing some plants before looking at them) Organise time and resources Effective participator Propose practical ways to answer questions and undertake
Week 2	What are traditional skills? <ul style="list-style-type: none"> ● Look at the ogham alphabet 	Team worker Identify what materials are present and at hand to

	<p>and make ogham pendants</p> <ul style="list-style-type: none"> • How do we choose the correct materials for each task? • What is Woodland make up and species? 	<p>create pendants Identify and use tools to create craft item Creative thinker Think of why our ancestors may have used and preferred this system of writing Effective participator Identify risks in using tools and the health and safety around their use</p>
Week 3	<p>Participants will learn the importance of Fire, Fire uses in different scenarios, Fire lays, Fire reflectors and most importantly how to start Fire. We will explore fire ignition through the following means:</p> <ul style="list-style-type: none"> • Zirconium Rod • Matches • Flint and Steel • Bowdrill / by Friction • Chemical Reaction • Solar Energy • Piston Pressure <p>Asking staff for help and support</p>	<p>Reflective learner Reflect on their own fire lighting techniques and choices of tinder Independent enquirer How to improve own fire lighting techniques</p>
Week 4	<p>Fire and what its importance in Bushcraft?</p> <ul style="list-style-type: none"> • Man-made shelter types and designs • Lean to's, Debris, Tripod, Kennels, Wiki, Sapling, Bender etc. • Basic Design criteria • Placement • Shelters relative to climate and topography <p>Having spent many nights out in various forms of shelter, there is an understanding at Lead Education of how important it is to get every aspect of shelter building right. A good shelter builder is the Architect and Engineer of the backwoods. Much of what is taught here comes directly from the 'Teachings' of Master Woodsman and Bushcraft icon Mors Kochanski.</p>	<p>Creative thinker How can we choose the best shelter for our surroundings? Team worker Working as a group to complete a functional and safe shelter. Adopt leadership roles and support others within the group and task set</p>
Week 5	<p>First aid and safety and why is it important in bushcraft? We will explore the importance of risk awareness, safety and first aid in the outdoor environment</p> <ul style="list-style-type: none"> • What is First aid and safety? • How do we raise our Risk and Hazard awareness? • What is a First Aid Kit? • How do we avoid Danger? 	<p>Creative thinker Connect ideas/experiences why do accidents happen and how can I learn from my own experience Create an onsite risk assessment Team worker Working with a partner look at hazards in our surroundings</p>

<p>Week 6</p>	<p>What Is Tracking and natural awareness?</p> <ul style="list-style-type: none"> • The History of tracking / forensics in our ancestor’s footsteps • How to Tune in and increasing our natural awareness? • How do we read track and spoor? 	<p>Creative thinker Ask what animal may have made this sign? How animals move? What why is it important for our ancestors to understand track and sign?</p> <p>Reflective learner Evaluate how it was possible to identify animals tracks and signs?</p>
<p>Week 7</p>	<p>What is Woodland craft?</p> <ul style="list-style-type: none"> • students will use materials and resources from their natural environment to craft a few different and interesting pieces such as: • How can we make Spoons, butter knives Spatulas in the wild? • What is a tracking stick? • How do we make Cordage from willow /Stinging nettles and lime bark? <p>What improvements could be made?</p>	<p>Self-manager Organise time and resources to manufacture craft items</p> <p>Effective participator Present a case why you chose to make particular craft item and choice of material used.</p>
<p>Week 8</p>	<p>Why is it important to co-exist with nature?</p> <ul style="list-style-type: none"> • What does co-exist mean? • How can we attract wildlife? • What foods do animals eat? • How can animals adapt to live in towns and cities? <p>Look at the types of animals we can find are what group they fall into, Carnivore, Herbivore, omnivore</p>	<p>Team worker Working as a team become a wildlife detective in a search for clues using your tracking skills</p> <p>Reflective learner Look at how you undertook the tracking task and what would you do different next time.</p>
<p>Week 9</p>	<p>Bushcraft and skills of the ancestors</p> <ul style="list-style-type: none"> • How did the ancestors use flint? • What are natural materials? • How did the ancestors find or trade natural materials? <p>Look at a selection of natural materials and discuss what they could be used for and how readily available would they be,</p>	<p>Team worker Working in teams to identify materials and discuss where they could be found.</p> <p>Self-manager Work towards understanding the choices of others within the group and be respectful of other opinions</p> <p>Effective participator Propose practical ways to accomplish task Present persuasive cases for action (e.g. how to make model) (no specific guidance from teacher)</p> <p>Reflective learner Evaluate task’s accomplishment Communicate learning about task</p>
<p>Week 10</p>	<p>What is needed to collect wild food?</p> <ul style="list-style-type: none"> • Look at food groups and what do we need to survive in the wild? • Is the food we need available in the wild? • How could we preserve food 	<p>Reflective learner Set own goal regarding food choice and meal</p> <p>Independent enquirer I) Explore issues/problems that may be found EG availability, seasons of the year, location of food, storage.</p>

	in the wild?	
Week 11	<p>What would happen to humans in a world without nature?</p> <ul style="list-style-type: none"> • What would our world look like without nature? • how would this affect food chains and life? • How important is nature to our mental health? <p>Discuss what nature means to us.</p>	<p>Effective participator</p> <p>Look into a number of News reports on social media and what do they say about the state of planet earth? How could we (as individuals, as a community, as a school) protect our natural surroundings and increase habitats for nature? Present a persuasive case for action in this case</p>
<ul style="list-style-type: none"> • Look into visiting a different habitat and compare with the school forest school area. 		
Week 12	<p>Presentational of skills learnt</p> <ul style="list-style-type: none"> • Demonstrate what we have learnt over the subject period • Present items made and discuss use. • What do we need to attract nature? <p>(Presentations here to local community, parents, governors?)</p>	<p>Reflective learner</p> <p>Assess students' learning through self-reflection and skill progression What actions to be taken forward? What could be done to improve this unit for future learners?</p>

Appendix 1

<p>Creative thinker</p> <p>Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value</p>	<p>generate ideas and explore possibilities – link to developing a successful idea to use for social enterprise</p> <ul style="list-style-type: none"> • ask questions to extend their thinking • connect their own and others' ideas and experiences in inventive ways • question their own and others' assumptions • try out alternatives or new solutions and follow ideas through • adapt ideas as circumstances change
<p>Team worker</p> <p>Young people work confidently with others, adapting to different contexts and taking responsibility for their own</p>	<ul style="list-style-type: none"> • collaborate with others to work towards common goals of a successful social enterprise • reach agreements, managing discussions to achieve results

<p>part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p>	<ul style="list-style-type: none"> • adapt behaviour to suit different roles and situations, including leadership roles • show fairness and consideration to others • take responsibility, showing confidence in themselves and their contribution • provide constructive support and feedback to others.
<p>Self manager</p> <p>Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p>	<ul style="list-style-type: none"> • seek out challenges or new responsibilities and show flexibility when priorities change • work towards goals, showing initiative, commitment and perseverance • organise time and resources, prioritising actions • anticipate, take and manage risks • deal with competing pressures, including personal and work-related demands • respond positively to change, seeking advice and support when needed • manage their emotions,
<p>Effective participator</p> <p>Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p>	<ul style="list-style-type: none"> • discuss issues of concern, seeking resolution where needed • present a persuasive case for action • propose practical ways forward, breaking these down into manageable steps • identify improvements that would benefit others as well as themselves • try to influence others, negotiating and balancing diverse views to reach workable solutions • act as an advocate for views
<p>Reflective learner</p> <p>Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success.</p>	<ul style="list-style-type: none"> • assess themselves and others, identifying opportunities and achievements • set goals with success criteria for their development and work

<p>They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p>	<ul style="list-style-type: none"> • review progress, acting on the outcomes • invite feedback and deal positively with praise, setbacks and criticism • evaluate experiences and learning to inform future progress • communicate their learning in relevant ways for different audiences
<p>Independent enquirer</p> <p>Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p>	<ul style="list-style-type: none"> • identify questions to answer and problems to resolve • plan and carry out research, appreciating the consequences of decisions • explore issues, events or problems from different perspectives • analyse and evaluate information, judging its relevance and value • consider the influence of circumstances, beliefs and feelings on decisions and events • support conclusions, using reasoned arguments and evidence.