



Staff Name:
Zone: Bushcraft
Ability Range: NC Level 1-4
Target Group: BESD Students

Date:
Lesson Reference:
 Week 4
 'Risk Assessment'

Learning Objectives:

Be aware of 'Risk Assessment' in all aspects of the course/portfolio of work/safety/"STOP" command.

Learning Outcomes:

Be able to assess a situation and recognise a number of inherent risks.

Challenge: Be able to see the potential for risk in other areas.

Differentiation: Support from teaching assistant, visual aids, access to the internet.

AFL: Refer to scheme of work.

Development of Skills/Cross Curricular Links:

LITERACY/COMMUNICATION

Reinforcement of key words, development of discussions through describing tasks and group activities.

ENTERPRISE

Communication, team work, using initiative.

PSHE

Development of environmental awareness.

STARTER ACTIVITY

Register the group and share the learning objectives with them.

Ask students to offer suggestion as to why we need to assess the risk in a situation or activity before we plan to do it. Build the discussion around the safety of themselves and each other.

MAIN PART OF LESSON

"STOP" Command: Ask the group to think of a range of scenarios where danger may occur, or unsafe practice could cause accidents, when working in a woodland environment.

Explain what the "STOP" command is and how important it may be in particular situations. Ask students to now explain how the "STOP" command could 'turn around' their particular scenarios.

Risk Assessment: Ask students what they think a risk assessment would involve and what information it would include. Small groups to devise a simple risk assessment for using one of the tools detailed on the 'Bushcraft Tools' worksheet.

PLENARY

Individuals to share their risk assessment with others and come to a common agreement of the content of an appropriate risk assessment.

Extension Tasks: Consider the risk assessment for groups of students doing an activity and working in close proximity to each other.

Risk Assessment: Teacher in charge to ensure all correct and appropriate risk assessments are carried out to ensure the health and safety of all of the students.

Disclaimer

The template used to produce this document, is purely for guidance only and can be adapted to suit individual requirements/standards/establishments .

VISUAL	Observe and look at the potential risks.
AUDITORY	Direct teaching/explanation.
KINAESTHETIC	
SKILLS	Developing thinking and planning skills.
SEN	At appropriate level.
REWARDS	Links to school reward system.



Name:.....

Bushcraft Tools

Mora Knife

For detailed cutting and striking work.



Laplander Saw

A folding saw for wider lengths of wood.



Crook Knife

For making 'bowl shapes' (left or right-handed, or both).



Bow Saw

For sawing large trees, etc.



Blades for Bow Saw's

Teeth all the same - for cutting dry wood.



Teeth different - for cutting green wood.



(Raker teeth pull out the damp pulp.).

Bushcraft Tools (not used by students)

Hand Axe

For chopping.



Bill Hook

For coppicing hedges and thatching work.



Machete

For striking and chopping in jungles.

(Always strike away and sideways, never straight down)



Cutting Tools (Safety).

The **"STOP" COMMAND** can be given by anyone who sees a potentially dangerous situation about to happen and shouts **"STOP!"**

Everyone is expected to stop whatever they are doing immediately, close their saws or sheath their knives and look towards the person giving the command.

Passing a Mora Knife to Another Person

The person holding the **Mora Knife** grips it between their thumb and first finger and uses their other fingers to rotate it in their hands 180°, so that the handle points towards the person receiving it, with the blade pointing up. This ensures that the knife is passed handle first so that neither person risks getting cut!



Inexperienced people can use their other hand to push the rear of the knife handle forward, from behind, whilst gripping the top of the handle.

Sawing and Cutting Stances

- ✓ When **standing**, always position oneself so that any sawing or cutting is done on the outside of the legs. This will protect the inside of the leg and the femoral artery.
- ✓ When **sitting**, always sit leaning forward with the elbows also forward.
- ✓ When **cutting**, use the part of the blade nearest to the handle, rather than the end of the blade. It is easier to control, safer and less tiring to work with.



ALWAYS CUT AWAY FROM YOURSELF AND YOUR HANDS!

Sawing

When **sawing** - cross your arms. Cut with the dominant hand and hold the wood with the other hand. The sawing hand is positioned under the holding hand, to prevent the saw jumping onto the holding hand if it should bounce off a knot in the wood.



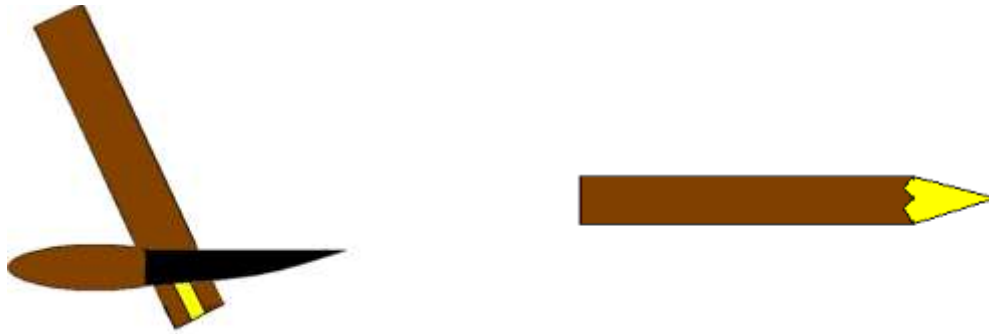
Before passing a **Laplander Saw** always close the blade!

Three Cutting Techniques.

(These cuts were used to carve a tent peg)

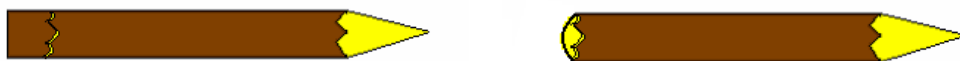
Cutting a Point

Hold the wood to be cut firmly, preferably resting on a post or other surface. The knife cuts down and away at an angle, taking off thin slivers of wood. The wood is turned after every cut until the point eventually forms. Use your judgement to decide if any parts need to be neaten up.



Cutting a Rounded Top - Rose Cut

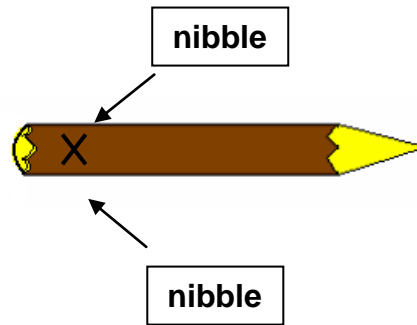
Hold the wood close to where the knife will need to cut, preferably resting on a post or other surface. Push the knife down with the thumb against the back of the blade. As you push the knife down move the blade to make a curved cut. The wood is turned after every cut until the wood is 'ibbled' away and the end will come off, leaving a rounded end. The piece that comes off the end will have a 'rose-like' pattern on its face.



Cutting a Notch - X Cut

Hold the wood close to where the knife will need to cut, preferably resting on a post or other surface. Push the knife down to make an X where the notch is needed. Use the knife to 'nibble' away at the wood on the bottom legs of the X. As small pieces of wood drop out of the cut the X will have to be made deeper. Keep 'nibbling' until the notch is formed to the required size. Finally, neaten the

top of the notch, cutting down to straighten the V-shape and complete the notch.



Completed Peg



Discuss the uses for each cutting tool and their designs.

Full Tang: extends the full length of the handle (e.g. Machete).

Three-quarter Tang: extends three quarters of the way into the handle.

Half Tang: extends half way into the handle.

Needle Tang: extends down the full length of the handle., often as a spike. The end of the spike is beaten over, or capped, where it emerges from the end of the handle.