



LESSON PLAN

Class Group : All	KS3/4	Subject: Forest School	Term:	1
Links to:	Forest School, Woodwork, Woodland Crafts, Environmental Studies, Plants and Animals, Wildlife, Habitation, Bushcrafting, Outdoor Activities, Conservation, Bushcraft, Survival, Army, Archaeology, History, Technology.			
SMSC	Flora, Fauna, Plants and Animals, Wildlife, Habitation, Bushcrafting, Outdoor Activities, Environmental issues, Environmental management, Conservation, Climate Change.			
British Values	Outdoor pursuits/activities, fun, play, environment, conservation, woodland management.			
Careers	Outdoor Activities Coordinator, Adventure Centre Staff, Armed Forces, Environmental Services, National Parks, Forest School Practitioner, Conservationist. ASDAN Functional Skills Qualification.			
Opportunities to learn outside the classroom	Forest School, Bradgate Park, Beacon Hill, Swithland Reservoir, Watermead Park, Woodland Trust, Conservation.			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Specific links (SMSC, Careers, British Values,	Recap health and safety around tools, equipment and fire.	Paracord Bracelets	Square lashing/Frames	Tripod Understanding knots and lashings,	Spit/Drying Rack Understanding knots and lashings,	Self-Supporting Chairs



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<p>Outside the classroom)</p>		<p>Survival, bushcraft, arts and crafts.</p>	<p>Understanding knots and lashings, bushcraft, use of tools, arts and crafts.</p>	<p>bushcraft, use of tools, arts and crafts.</p>	<p>bushcraft, use of tools, arts and crafts.</p>	<p>Understanding knots and lashings, bushcraft, use of tools, arts and crafts.</p>
<p>KPIs (Target Tracker/Curriculum standards)</p>	<p>To understand the main health and safety rules associated with fire, tools and equipment.</p> <p>There will be a selection of arts/craft activities on offer to develop skills, knowledge and understanding such as making a tent peg, arrow or fishing spear (all use the same skills).</p>	<p>Create a paracord bracelet or paracord 'buddy'. To understand how to create a paracord bracelet/ paracord 'buddy' uses.</p> <p>ASDAN- Functional Skills- WTEL1 - Tool Safety.</p> <p>There will be a selection of arts/craft activities</p>	<p>Create a frame using lashing and four pieces of wood.</p> <p>ASDAN- Functional Skills- WTEL1 - Tool Safety.</p> <p>There will be a selection of arts/craft activities on offer to develop skills, knowledge and understanding such as making a tent peg, arrow or</p>	<p>Create a tripod. To understand why tripods are better than four legs on uneven ground.</p> <p>ASDAN- Functional Skills- WTEL1 - Fire Safety.</p> <p>There will be a selection of arts/craft activities on offer to develop skills, knowledge and understanding</p>	<p>Create a spit or drying rack using lashing.</p> <p>To understand how to create items and equipment that have uses.</p> <p>ASDAN- Functional Skills- WTEL1 - Fire Safety.</p> <p>There will be a selection of arts/craft activities on offer to develop skills, knowledge</p>	<p>Create a self supporting chair using lashing.</p> <p>To create a chair that can support your own body weight.</p> <p>ASDAN- Functional Skills- WTEL1 - Fire Safety.</p> <p>There will be a selection of arts/craft activities on offer to develop skills, knowledge</p>



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	Regular breaks from tasks. Keywords and explanations of various tools. Teaching examples. Questioning to check understanding. Repeat information if required. Visual prompts. Use interests/play to engage and support learning, skills and understanding.	Regular breaks from tasks. Keywords and explanations of various tools. Teaching examples. Questioning to check understanding. Repeat information if required. Visual prompts. Use interests/play to engage and support learning, skills and understanding.	Regular breaks from tasks. Keywords and explanations of various tools. Teaching examples. Questioning to check understanding. Repeat information if required. Visual prompts. Use interests/play to engage and support learning, skills and understanding.	Regular breaks from tasks. Keywords and explanations of various tools. Teaching examples. Questioning to check understanding. Repeat information if required. Visual prompts. Use interests/play to engage and support learning, skills and understanding.	Regular breaks from tasks. Keywords and explanations of various tools. Teaching examples. Questioning to check understanding. Repeat information if required. Visual prompts. Use interests/play to engage and support learning, skills and understanding.	Regular breaks from tasks. Keywords and explanations of various tools. Teaching examples. Questioning to check understanding. Repeat information if required. Visual prompts. Use interests/play to engage and support learning, skills and understanding.
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	<p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent</p>	<p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent</p>	<p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent</p>	<p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent</p>	<p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent</p>	<p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent</p>
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	boundaries, rules and routines.	boundaries, rules and routines.	boundaries, rules and routines.	boundaries, rules and routines.	boundaries, rules and routines.	boundaries, rules and routines.
Equipment and Resources required	Forest School tools and equipment (knives, loppers, bow saw, folding saw, secateurs, billhook, flint and steel, spades, rakes, garden hoe).	Paracord, knife, safety gloves. (All Forest School tools and equipment will be available for students who may require them for other tasks/projects)	Paracord, knife, loppers, bow saw, safety gloves, sticks. (All Forest School tools and equipment will be available for students who may require them for other tasks/projects)	Paracord, knife, loppers, bow saw, safety gloves, branches. (All Forest School tools and equipment will be available for students who may require them for other tasks/projects)	Paracord, knife, loppers, bow saw, safety gloves, branches. (All Forest School tools and equipment will be available for students who may require them for other tasks/projects)	Paracord, knife, loppers, bow saw, safety gloves, branches. (All Forest School tools and equipment will be available for students who may require them for other tasks/projects)
Key Terms/Vocab	Health and safety, flint and steel, tools, equipment, risk assessment, fire safety,	Paracord, knots and lashings, stopper knot, weave, survival, cut, knife, safety, whittle.	Paracord, knots and lashings, survival, cut, knife, safety, whittle, picture frames.	Paracord, knots and lashings, survival, cut, knife, safety, whittle, self supporting chair.	Paracord, knots and lashings, survival, cut, knife, safety, whittle, spit, drying rack.	Paracord, knots and lashings, survival, cut, knife, safety, whittle, sturdy, tripod.



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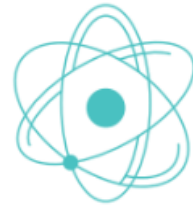
LESSON PLAN

Big Question?	Name several ways in which we can stay safe in Forest School?	Explain how to create a paracord bracelet or paracord 'buddy? What can paracord bracelets be used for?	Explain how to create a frame using lashing? What type of lashing is used to create a frame using four pieces of wood?	Explain how to create a tripod using only three legs and not four? Provide several examples that tripods can be used for?	Explain how to create a drying rack/spit? Explain how to use a drying/spit safely near the fire?	Explain how to create a chair that can support your body weight?
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LESSON PLAN

Term One: Autumn 1 -KS3/4			
Lesson : 1 - Health and Safety in Forest School. Recap/Tools, Equipment and Fire Safety			
Objective	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	RESOURCES	Planning for the Individual (Include Student Initials)
<p>To learn, recap and understand the key points surrounding health and safety when using tools, equipment and fire.</p> <p>To familiarise each of the tools through practical use.</p> <p>To create a piece of bushcraft using the tools.</p>	<p>Students to be introduced to Forest School tools and equipment.</p> <p>Rules and boundaries surrounding Forest School including health and safety to be explained/recapped to the students. They will be shown how to use each tool safely, and taught what each tool is used for. They will also be shown how to posture (get set/respect position)when using tools and how to use safety gloves.</p> <p>Students will be able to use each of the tools in turn to craft a tent peg, arrow or spear/fishing spear (Help/support available).</p>	<p>Laminated sheets (tools and descriptions).</p> <p>Pencils/pens/boards.</p> <p>Forest School tools (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> <p>Teacher's example.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> <p>Rope swing, zip line, slackline.</p>	<p>Some - I can recap all of the key safety points. I can set up, light and sustain a fire independently. I have completed a tent peg, spear or arrow independently.</p> <p>Most - I can recap most of the key safety points. I can set up, light and sustain their fire with some help and support. I have started to create a tent peg, spear or arrow with some help and support.</p> <p>All - I can recap some of the main safety rules around the use of tools, equipment and fire. I can set up, light and sustain a fire with help and support. I have started to create a tent peg, spear or arrow with help and support.</p>



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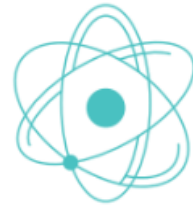
	Students have regular breaks from their tasks and can play or participate in a range of activities.		
Lesson : 2 - Paracord Bracelets			
Objective	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	RESOURCES	Planning for the Individual (Include Student Initials)
<p>To create a paracord bracelet using a chosen design.</p> <p>ASDAN - WTEL1 - Tools Safety Unit.</p>	<p>ASDAN - WTEL1 - Tool Safety.</p> <p>Students to be introduced to the ASDAN Functional Skills - Using Tools/Tools Safety Unit.</p> <p>Students to be introduced to Forest School tools and equipment.</p> <p>Students will be shown how to create a paracord bracelet using a design of their choice. They will be shown a step by step walkthrough and given 1:1 help and support to show them how to create their own paracord bracelet.</p>	<p>ASDAN - WTEL1 - Tool Safety worksheet.</p> <p>Laminated sheets (tools and descriptions).</p> <p>ASDAN Worksheets - Tool Safety</p> <p>Pencils/pens/boards</p> <p>Forest School tools (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> <p>Paracord bracelet - Paracord, knife, safety gloves.</p>	<p>Some - I understand the importance of survival bracelets. I have created a survival bracelet with limited help and support.</p> <p>I have completed my ASDAN - WTEL1 - Tool Safety Unit.</p> <p>Most - I understand how to create a survival bracelet. I have created a survival bracelet with help and support.</p> <p>I have started my ASDAN - WTEL1 - Tool Safety Unit.</p> <p>All - I have started to create a paracord bracelet.</p>



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		<p>Resource sheets (showing different types of paracord bracelet designs that can be created).</p> <p>Teacher's example.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> <p>Rope swing, zip line, slackline.</p>	
<p>Lesson : 3 - Square lashing- Picture frames</p>			
Objective	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	RESOURCES	Planning for the Individual (Include Student Initials)
To understand how to create square lashing	ASDAN - WTEL1 - Tool Safety.	ASDAN - WTEL1 - Tool Safety worksheet.	<p>Some - I have created a photo frame using square lashing independently. I understand the uses of square lashing.</p> <p>_____</p>



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<p>to create a photo / picture frame.</p> <p>ASDAN - WTLE1 - Tool Safety.</p>	<p>Students to complete tasks for ASDAN Using Tools/Tools Safety Unit.</p> <p>Students to be introduced to Forest School tools and equipment.</p> <p>Students are to develop their knowledge and understanding of knots and lashings, bushcraft, use of tools, arts and crafts.</p> <p>Students are to learn how to create a basic photo frame using natural resources. They are to understand how to create basic square lashing and how this can be applied to different tasks (survival, crafts, etc.)</p>	<p>Laminated sheets (tools and their descriptions).</p> <p>ASDAN Worksheets - Tools Safety</p> <p>Pencils/pens/boards</p> <p>Forest School tools (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> <p>Photo Frame - Paracord, sticks/branches, safety gloves, knife, loppers, secateurs.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> <p>Rope swing, zip line, slackline.</p>	<p>I have completed my ASDAN - WTLE1 - Tool Safety Unit.</p> <p>Most - I have created a photo frame using square lashing with some help and support. I understand some of the points when to use square lashing.</p> <p>I have started my ASDAN - WTLE1 - Tool Safety Unit.</p> <p>All - I have started to create a photo frame with help and support.</p>
<p>Lesson : 4 - Tripods</p>			



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Objective	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	RESOURCES	Planning for the Individual (Include Student Initials)
<p>To understand how to create a tripod using lashing to bind the branches/poles together.</p> <p>ASDAN - WTLE1 - Fire Safety.</p>	<p>ASDAN - WTEL1 - Fire Safety</p> <p>Students to complete tasks for ASDAN Using Tools/Tools Safety Unit.</p> <p>Students to be introduced to Forest School tools and equipment.</p> <p>Students to be taught and to understand how to create a tripod using natural resources and why tripods are better than four legged designs, especially on uneven/rocky ground.</p> <p>Students will be shown how to create a tripod using lashing/binding.</p>	<p>ASDAN - WTEL1 - Fire Safety.</p> <p>Laminated sheets (tools and their descriptions).</p> <p>ASDAN Worksheets - Fire Safety</p> <p>Pencils/pens/boards</p> <p>Forest School tools (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> <p>Tripod- Paracord, sticks/branches, safety gloves, knife, loppers, bow saw, secateurs.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> <p>Rope swing, zip line, slackline.</p>	<p>Some - I have created a tripod using lashing independently. I understand the uses of lashing to bind sticks and/or branches together.</p> <p>I have completed my ASDAN - WTEL1 - Fire Safety Unit.</p> <p>Most - I have created a tripod using lashing with some help and support. I understand how to bind the sticks/branches together using lashing.</p> <p>I have started my ASDAN - WTEL1 - Fire Safety Unit.</p> <p>All - I have started to create a tripod with help and support. I understand some of the main points about how to lash two sticks together.</p>



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Lesson : 5 - Spit/Drying Rack			
Objective	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	RESOURCES	Planning for the Individual (Include Student Initials)
<p>To learn how to create a spit/drying rack using natural resources/materials.</p> <p>ASDAN - WTEL1 - Fire Safety.</p>	<p>ASDAN - WTEL1 - Fire Safety.</p> <p>Students to complete tasks for ASDAN Using Tools/Tools Safety Unit.</p> <p>Students to be introduced to Forest School tools and equipment.</p> <p>Students will learn how to create a spit/drying rack using natural resources. These are similar to each other and are good for placing close to an open fire.</p> <p>Students are shown how to create a spit/drying rack using lashing/binding.</p>	<p>ASDAN - WTEL1 - Fire Safety. Laminated sheets (tools and their descriptions).</p> <p>ASDAN Worksheets - Tools Safety</p> <p>Pencils/pens/boards</p> <p>Forest School tools (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoes).</p> <p>Paracord, rope, string.</p> <p>Tarps, hammocks.</p> <p>Spit/drying rack- Paracord, sticks/branches, safety gloves, bow saw, knife, loppers, secateurs.</p>	<p>Some - I have created a spit/drying rack with limited help and support. I understand how to bind the sticks/branches together using a variety of lashing/binds.</p> <p>I have completed my ASDAN - WTEL1 - Fire Safety Unit.</p> <p>Most -I have created a spit/drying rack with some help and support. I understand some of the lashings to use to create my design.</p> <p>I have started my ASDAN - WTEL1 - Fire Safety Unit.</p> <p>All - I have created a spit/drying with help and support.</p>



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Lesson : 6 - Self-Supporting Chair			
Objective	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	RESOURCES	Planning for the Individual (Include Student Initials)
<p>To learn how to create a self-supporting chair using natural materials and lashing.</p> <p>ASDAN - WTEL1 - Fire Safety.</p>	<p>ASDAN - WTEL1 - Fire Safety.</p> <p>Students to complete tasks for ASDAN Using Tools/Tools Safety Unit.</p> <p>Students to be introduced to Forest School tools and equipment.</p> <p>Students will learn how to create a spit/drying rack using natural resources. These are similar to each other and are good for placing close to an open fire.</p>	<p>ASDAN - WTEL1 - Fire Safety.</p> <p>Laminated sheets (tools and their descriptions).</p> <p>ASDAN Worksheets - Tools Safety</p> <p>Pencils/pens/boards</p> <p>Forest School tools (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoes).</p>	<p>Some - I have created a self-supporting chair with limited help and support. I understand how to bind the sticks/branches together using a variety of lashing/binds.</p> <p>I have completed my ASDAN - WTEL1 - Fire Safety Unit.</p> <p>Most -I have created a self-supporting chair with some help and support. I understand some of the lashings to use to create my chair.</p> <p>I have started my ASDAN - WTEL1 - Fire Safety Unit.</p>



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	<p>Students are shown how to create a self-supporting chair using lashing/binding.</p>	<p>Paracord, rope, string. Tarps, hammocks. Self-supporting chair- Paracord, sticks/branches, safety gloves, knife, bow saw, loppers, secateurs.</p>	<p>All - I have started to create a self-supporting chair with help and support.</p>
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