

Creating Mindsets



Not Mountaineers

A wellbeing based adventure programme

from...





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# Introduction

The Peak Adventure alternative provision is a non-prescriptive outdoor learning programme. Participants will embark on a journey to construct a meaning of the term 'Adventure' and explore what having an adventurous mindset looks like.

The programme uses the FOUR elements of the John Muir Award – Discover, Explore, Conserve and Share – as sub-sections in which the activities and learning will take place. This helps to build not only a successful award scheme but also a well-rounded understanding of what impact having an adventurous mindset has on the environment, the community and ourselves.

Each participant on the programme will get a unique login to our digital Peak Adventure App which works as a self assessment tool. This will enable each participant to log all the activities and experiences they have had into the different areas of the programme creating their own unique digital journey.





Creating Mindsets



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# Introduction cont...

The programme is available to all and can be implemented in a variety of settings and over a range of timescales.

School programmes can be on-site provisions or part of a referral based intervention.

In all scenarios the programme can be implemented in a variety of wild spaces from parks to woodlands and school grounds to mountain ranges from anywhere between four days to one year.





# Objectives and Outcomes



- This programme will promote and explore the idea of being adventurous. Having an adventurous mind-set enables creative solutions to be formulated from any problems we might face.
- This in turn builds upon resilience, self-efficacy, problem-solving, communication, relationship building, aspiration and supports positive mental health.
- Participants will create their own learning journey through their involvement within the John Muir Award. There is no prescription of what or how they must complete the outcomes.
- The sessions will ask the question of how and what they might like to discover, explore, conserve and share.
- Activities will be crafted with participants so that they find their own solutions, ask for support when they require, collaborate with others and discuss and explore new ways of thinking about solutions.
- This will support an expansive, creative and open mindset, helping participants to realise that there are several ways of considering the issues they raise and that knowledge is created together.
- We aim to improve the health, wellbeing and self-esteem of participants through environmental enhancement and conservation activities. We will help to foster a sense of belonging and achievement through increased social contact and contact with nature, ensuring there are opportunities for participants to feel they are part of something and can make a positive difference.

## School Participants

- By embarking on our programme, in partnership with their school, we expect it to have a positive impact on young people's opinion of the institutions they are part of and how they can support and nurture their development.
- We would then link the above in a reintegration plan to help participants have a better chance of success when they return to the school setting.



At the beginning of the programme we will ask participants what they think the meaning of adventure is.

- What does it involve?
- How would they describe it?
- What examples can they give?
- Where do adventures take place?

We then question and explore this.

- Does adventure have to be the stereotypical, tough, high-risk challenges?
- What does adventure mean to them?
- Can it mean different things to different people?
- Can anyone have an adventure?
- What can be achieved through adventure?



# The four elements

- Identify a wild place (or places) on which to focus our adventure activities.
- It can be a particular wild place, a range of wild places or a journey – gardens, school grounds, local parks, river courses and coastlines, in National Parks and mountain ranges.

## Discover

## Conserve

- Care for your wild place(s), take personal responsibility, make a difference and put something back.
- Take practical action for nature.

- How will you experience, enjoy and find out more about your wild place(s)?
- How will you increase awareness and understanding?

## Explore

## Share

- Let others know what you've done – your achievements, feelings, what you learned – celebrate!
- Reflect, review and discuss your adventures and experiences - during and after, informally or more formally.

# The programme – Element 1 - Discover

| Element         | Activities   | Notes /examples   | Ecological Considerations  | Learning outcomes/curriculum link   |
|-----------------|--|---|--|---|
|                 | "What is Adventure?" Collage/Poster  | <p><b>Discuss</b> the term adventure around the fire: definition, examples, feelings, places. Then question, challenge and explore further: can it be anywhere, can anyone do it, does it have to be big?</p> <p>Using a selection of used magazines design a <b>poster/collage</b> titled "What is adventure?" cutting and sticking pictures that the participants feel represent the previous discussion.</p> | <p>Use sustainably sourced firewood.<br/>Use second hand magazines that would otherwise have been recycled.<br/>Do not buy new for this activity</p> | <p>English - Definitions &amp; synonyms, language and debate skills.</p> <p>Creative - Art and design of poster.</p> <p>Listening and interpretation, independent thinking.</p> <p>Motor skills - Cutting and sticking.</p>                               |
| <b>DISCOVER</b> | Introduce and design 'Adventure Journal'   | <p><b>Discuss</b> how to use it to record your experiences – what you do, see, sense, find out...</p> <p><b>Draw, sketch or paint.</b> Write quotes, stories, songs, names of things, poetry, or make rough notes to remind you of what you've done. Stick things in it. There's no set way for you to fill in your Record Book. No two are the same.</p>   | <p>Use sustainably sourced and/or recycled books, materials and/or paper for the journals</p>  | <p>English - Descriptive writing and observational language skills.</p> <p>Creative - Art and design of poster.</p> <p>Listening and interpretation, independent thinking.</p> <p>Personal development - Record of achievement and reflection skills.</p> |
|                 | <p>New wild places - discussion and/or journal entry</p> <p>Diversity is Key</p> | <p>Where can you find wild places? In your garden, your village/town/city, your county and your country<br/>What gives the place its natural character? What makes it special?</p> <p>Discover different ecosystems and landscapes - Gardens, rivers, fields, meadows, coastlines, mountains</p>  | <p>N/A</p>   | <p>English - Descriptive writing and observational language skills.</p> <p>Geography - Understanding natural features and environments.</p> <p>Sciences - Understanding wildlife and biodiversity</p>   |



# The programme – Element 2 - Explore

| Element        | Activities                                   | Notes / examples  | Ecological Considerations   | Learning outcomes/curriculum link  |
|----------------|--|---|---|--|
|                | Arts and Crafts - Forest school activities   | <p><b>Bush/wood craft</b> - Making wooden, animals, tools, frames and flags. See appendix for detailed examples.</p> <p><b>Shelter building</b> - Using what is available in the wild space to build a shelter.</p> <p><b>Fire building</b> - Using different techniques/woods to build fires and cook over. <i>See appendix for further details and safety advice.</i></p>   | Use sustainably sourced wood. Do not cut fresh wood from trees. Do not over collect from area. Leave some dead wood for animal and insect habitation. Do not pick live flora. | <p>Design and technology - Use of tools to design and build.</p> <p>Science - Elements of the fire triangle, physics of shelter structure.</p> <p>Art - Picture frames and flag designs.</p> <p>Food tech - Cooking over the fire.</p> <p>Personal development - Motor skills for tool use, teamwork in shelter construction, personal risk assessing with fires and tools.</p>  |
| <b>EXPLORE</b> | Sensory Overload - Activities for the senses | <p><b>Blind caterpillar walk</b> - In a line facing forwards get the group to put their hands on the person in front and close their eyes except the person at the front. Walk around the wild space concentrating on your other senses. Periodically swap the leader.</p> <p><b>1000 step journey stick</b> - To replicate the 1000 mile walk of John Muir get participants to take 1000 steps around the wild place. Carry with them a stick and some string and ask them to stop every 200 steps and pick something up that they like the look of and attach it to their journey stick.</p> <p><b>Sit, look, listen, feel</b> - Spend 5 mins sat engaging as many senses as they can. Make note of what they see, smell, see, hear and touch.</p> <p><b>Sounds of nature</b> - Create a rhythm, beat or song using the sounds that can be created from items found in the wild space.</p> <p><b>First exploration</b> - In small groups, using a small section of the wild space, pretend that space is a new discovery and report back to the whole group all about the area.</p> | <p>Careful not to repeatedly trample over wild growing areas, stick to paths where possible.</p> <p>Do not over collect from one area. Don't pick live flora.</p>             | <p>Sciences - Sensory exploration; 5 senses.</p> <p>Expressive arts - Nature inspired music, painting and drawing outdoors and creative drama in the 'first exploration' activity.</p> <p>History/Geography - John Muir 1000 mile walk; when/where.</p> <p>English - Language and presentation skills.</p> <p>Personal development - Relationship building, listening and working in groups, mindfulness practice.</p> |

# The programme – Element 2 – Explore cont....

| Element        | Activities                               | Notes / examples  | Ecological Considerations   | Learning outcomes/curriculum link  |
|----------------|--|---|---|--|
|                | Expedition - Map skills                  | <p><b>Measure your site</b> - How big is it? Width and length. What is its square metreage? How high and low is it.</p> <p><b>Draw a map</b> - Either an accurate grid map or a fun picture map.</p> <p><b>Compass skills</b> - Learn north, south, east, west. Map orientation and compass bearings.</p>   | Careful not to repeatedly trample over wild growing areas, stick to paths where possible.   | <p>Maths - Measuring techniques for the wild space area. Compass bearings, degrees and route measurements.</p> <p>Geography - Different landscape features</p> <p>P.E. - walking and orienteering.</p>   |
| <b>EXPLORE</b> | Life on Earth - Environment and habitats | <p><b>Biodiversity studies</b> - Make a species log; animals, plants and trees. Use quadrats for percentage estimations.</p> <p><b>Camera traps</b> - Use movement and/or night cameras to monitor wildlife.</p> <p><b>Tree rubbings</b> - Using paper, their journals, pencils and/crayons the participants can take leak and/or bark rubbings for a record of what is in the wild space.</p> <p><b>Tree measuring</b> - Using a variety of measuring techniques participants can estimate the age and height of trees in the wild space. <i>See appendix for example techniques</i></p> | <p>Careful not to repeatedly trample over wild growing areas, stick to paths where possible.</p> <p>Do not damage trees and plants. Do not over collect from one area. Don't pick live flora.</p> | <p>Sciences - Biodiversity studies and wildlife surveys.</p> <p>I.T. - Camera and computer program for camera traps.</p> <p>Maths - Measurement techniques for tree measuring.</p> <p>Art - Use of different mediums for tree/leaf rubbing.</p>  |
|                | Wild about fun - Games                   | <p><b>Eagle eye</b> - The ultimate speed and stealth hide and seek style game for wild spaces.</p> <p><b>Otter, Fish, Mosquito</b> - A fusion of rock/paper/scissors and tag for groups.</p> <p><b>Red Squirrel / Grey Squirrel</b> - Energetic, tactical group game.</p> <p><b>Silent approach</b> - A tactical stealth game to engage the senses.</p>   | Careful not to repeatedly trample over wild growing areas, stick to paths where possible.   | <p>Sciences - Understanding the food cycle through playing otter, fish, mosquito and red squirrel/grey squirrel.</p> <p>P.E. - Movement, play, awareness of self and others.</p> <p>Personal development - Relationship building, listening and working in groups and self confidence.</p> |



# The programme – Element 3 - Conserve

| Element         | Activities   | Notes / examples   | Ecological Considerations   | Learning outcomes/curriculum link  |
|-----------------|--|--|---|--|
|                 | Sustainability is Key -<br>Re - wilding and environment management | <p><b>Creating habitats</b> - Making bird houses, bug hotels, hedgehog boxes and ponds.</p> <p><b>Re-introducing</b> - Planting indigenous trees and areas of wild flowers. Making natural bird feeders.</p> <p><b>Management</b> - Removal of invasive species, pruning, coppicing and cutting back.</p>                    | <p>Only use natural sustainable sourced materials that will not harm the ecosystem.</p> <p>Only re-introduce indigenous species.</p> <p>Only cut back at the correct time of the year so as not to damage wildlife.</p> | <p>Sciences - Ecosystems and habitats.</p> <p>Geography - Environmental surveys, seasons and climate.</p> <p>D.T. - Tool use, design and building of habitats.</p>   |
| <b>Conserve</b> | Leave no trace - Human impact                                      | <p><b>Litter picks</b> - On a regular basis, keep surveys and collect data for analysis on types/brands.</p> <p><b>Present data</b> - Charts, graphs, case studies, letters.</p> <p>Undertake all of the activities throughout the whole programme with the constant mindset of having minimal impact on the wild space.</p> | <p>Careful not to repeatedly trample over wild growing areas, stick to paths where possible.</p>  | <p>Maths - Data collation graphs and charts.</p> <p>Geography - Surveys of human impact on the wild space.</p> <p>Personal development - Gratitude for the beauty and importance of wild spaces. Self-fulfilment of making a difference.</p> |
|                 | Campaign away  | <p><b>Campaigns</b> - Take it to the institutions. Presentations, letters and media to reduce the human impact on the wild space. What changes can be made?</p>  | All of the above  | English - Campaign letters and presentations.  |



# The programme – Element 4 - Share

| Element | Activities      | Notes / examples  | Ecological Considerations   | Learning outcomes/curriculum link   |
|---------|-----------------|---|---|---|
| SHARE   | Self reflection | <p><b>Adventure Journal</b> – Participants will have filled out there individual or group journals throughout the programme detailing all examples and learnings from all of the activities they have undertaken in the wild space. This journal is tangible and tactile piece of evidence that can be used to share the participants journey.</p> <p><b>Personal reflection</b> - At the end of each session participants are asked to reflect and share what they have enjoyed and/or learned in that session.</p> <p><b>End of programme reflection</b> - At the end of the programme the participants could invite there parent/carers for a campfire in the wild space and share examples of what they have learnt and experienced in their wild space.</p>  | <p>Use sustainably source and/or recycled books, materials and/or paper for the journals.</p> <p>Use sustainably sourced firewood.</p>  | <p>English - Descriptive writing and observational language skills.</p> <p>Creative - Art and design of poster.</p> <p>Listening and interpretation, independent thinking.</p> <p>Personal development - Record of achievement and reflection skills.</p>                         |
|         | Tell the world  | <p><b>Display board</b> - As a group the participants could design and make a display board showcasing examples of what they have learnt and experienced in their wild space.</p> <p><b>Guided walk/talk/tour</b> - The participants could invite staff, family and/or friends to visit the wild space where they could give a guided tour to show and describe examples of what they have learnt and experienced in their wild space.</p> <p><b>Group presentation</b> - As a group put together a presentation to deliver to there class, family, friends, teachers and/or school assembly.</p> <p><b>Social Media</b> - Participants can create videos, posts and/or blogs examples from what they have learnt and experienced in their wild space for the school or organisation to post on social media sites.</p> | <p>Use sustainably source and/or recycled materials and/or paper for the displays.</p> <p>Careful not to repeatedly trample over wild growing areas, stick to paths where possible.</p> | <p>English - Descriptive writing, observational language skills and presentation writing.</p> <p>Creative - Art and design of poster.</p> <p>Listening and interpretation, independent thinking.</p> <p>Personal development - Recognising achievement and reflection skills.</p> |





## Summary

- The timeframe of delivery is between Four days – One year.
- This document includes (but is not limited to) a selection of example activities. These are not prescriptive and so can be adapted, interpreted and/or supplemented to suit the participant groups and the specific skills of the leader.
- The the implementation of this programme is intended to be fluid, non-prescriptive, non-target driven and accessible for all. The framework set out in this document is designed to help form an invisible structure and is not intended to be followed in order nor to the letter.
- The leader is free to implement and deliver the activities organically using the framework and Peak Adventure ethos, outlined in this document, as a guide to help the participants reach their outcomes.
- Resources and materials are always to be sustainably sourced with the intention that all activities have zero or minimal impact on the wild space and the wider environment.
- Our generic risk assessment template is to be used and amended according to site specifics and for each group/wild space.
- Session plans and/or summaries are to be kept by leaders as evidence of the programme implementation.
- At the end of each programme the leader will apply for the John Muir Award completion certificates and a sharing/presentation ceremony is to be arranged.
- At the back of this document is an appendix with more detailed activity examples and documents to help build your programme.

# Appendix

- Curriculum links
- Tool use
- Making/building
- Fires/cooking
- Games
- Forms
- Resources/Links
- Risk assessment





# Programme Curriculum Links

## Modern Languages

- learn environmental and emotional vocabulary
- write newspaper articles
- translate work into a poster
- create a PowerPoint presentation
- produce a leaflet to attract tourists

## Sciences

- sensory exploration of nature
- pollution surveys
- survey wildlife in school grounds - citizen science
- study biodiversity
- litter campaigns
- pond dipping
- conduct energy audits
- nature walks
- soil sampling
- work with experts e.g. ranger services
- food chains
- consider personal impacts and lifestyle choices
- consider food miles

## Physical Education

- participate in risk assessments
- scavenger hunts
- orienteering
- connect with nature - solo time, personal reflection
- walking
- review experiences - awareness of self and others
- group work - planning and participation
- cross country running
- adventurous activities
- practical conservation projects - taking responsibility, physical activity
- plan sustainable transport

## English and Literacy

- debate environmental issues
- creative writing
- presentations
- write newsletter articles
- write a campaign letter
- produce a guide to local wild place
- create a poem
- find nature in literature
- lead guided walks
- reflect in Record Books

## Citizenship

*Contributes to the spiritual, moral, social and cultural development of young people and supports wider community cohesion*

- investigate local, national and international wild places
- volunteer - community and environmental projects
- initiate a natural resources debate
- campaign on environmental issues
- explore values and spirituality
- Countryside Code
- investigate climate change
- consider fair trade, organic issues

## Mathematics and Numeracy

- plan and measure routes
- mapping skills - references and bearings
- estimate and measure height and age of trees
- presentation of data e.g. wildlife surveys
- sort and categorise litter - time spans and biodegradability
- estimate and measure area, angles and distances
- analyse wildlife data

## Design and Technology

- make bird seed cakes
- consider personal impacts and lifestyle choices
- film making, photography and animations
- recycling
- consider fair trade and organic foods
- design and place homes for wildlife - birds, bats and insects
- share on the internet
- compost at school
- build planters for school ground
- create displays and give presentations
- research ecological footprints
- litter picks - understanding litter sources
- consider alternative energy sources - large or small scale
- consider food miles - local and seasonal food
- make nature inspired art and crafts - needlework, natural dyes, collages

## Humanities

- conduct environmental quality surveys
- investigate the life and legacy of John Muir
- map read - investigate scale, distance and direction
- consider the environmental impact of human activities
- map land use - understand competing needs
- experience the seasons
- learn about conservation values
- investigate the history of local green spaces
- compare and contrast different wild places
- investigate weather and climate impacts on living things
- improve school grounds
- consider the environmental impact of transport
- investigate features of England's landscape

## JOHN MUIR AWARD

wild places:  
DISCOVER  
EXPLORE  
CONSERVE  
SHARE

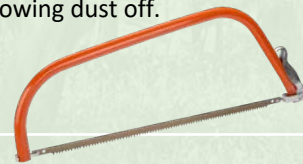
## Expressive Arts

- map natural sounds
- perform outdoor plays
- create music inspired by nature
- photography
- paint and draw outdoors
- hold celebration events
- present at school assemblies
- make environmental films
- investigate John Muir's sketches and drawings
- lead guided walks for peers and family
- create exhibitions and displays
- find art in nature
- consider English landscape painting



# Tools

| Tool 1  | Bow Saw  |
|---|--|
| Appropriate Personal Protective Equipment (PPE).                                    | Glove for non-sawing hand. Ensure glove is a good fit otherwise it could slip when holding wood.   |
| Explain how you would facilitate the safe use of this tools with your client group. | <p>Where possible rest wood across logs/rounds of wood with divots cut out to limit movement and/or have an additional person to sit on wood to further limit movement.</p> <p>Work in pairs on opposite sides of the saw facing each other (younger children – adult and child, older/more able children in pairs).</p> <p>Respect position adhered to throughout use of tool keeping body and limbs clear of blade. Body should be positioned to the side of, and safe distance from, the saw with outer thigh parallel to blade trajectory. Blade placed horizontally and level on piece of wood. Avoid knots in the wood.</p> <p>Adult/helper places hand through opening between bar and blade, hold onto wood to ensure stability whilst operating the tool. Use push-pull action.</p> |
| Safety checks, cleaning, maintenance and storage.                                   | <p>Ensure tool is clean and dry before start of activity.</p> <p>Sign tools in/out of inventory.</p> <p>Consider a lockable toolbox and/or adult to oversee the tool area.</p> <p>Keep tool off the ground.</p> <p>Clear dust from blade using safety glove or by blowing dust off.</p> <p>Reapply blade safety guard after use.</p> <p>Return tool to designated tool area.</p>   |
| Use in activity   | <p>Cutting wood for the fire and for the wood to make your mallet or woodland creatures.</p>   |



| Tool 2  | Secateurs  |
|---|--|
| Appropriate Personal Protective Equipment (PPE).                                    | Glove for non-operating hand. Ensure glove is a good fit otherwise it could slip when holding sticks.  |
| Explain how you would facilitate the safe use of this tools with your client group. | <p>Demonstrate locking mechanism.</p> <p>Non-operating hand must be a safe distance from blade.</p> <p>Used for cutting sticks that are a little finger width or less.</p> <p>Do not reach above head height to use.</p> <p>Always put lock on after use and do not leave on the ground or put in pockets.</p> |
| Safety checks, cleaning, maintenance and storage.                                   | <p>Ensure tool is clean and dry before start of activity.</p> <p>Sign tools in/out of inventory.</p> <p>Consider a lockable toolbox and/or adult to oversee the tool area.</p> <p>Keep tool off the ground.</p> <p>Ensure blades 'sit together'.</p> <p>Return tool to designated tool area.</p>               |
| Use in activity   | Cutting sticks to make legs and antlers for wooden reindeer.   |





| <b>Tool 3</b>   | <b>Bill Hook</b>  |
|---|---|
| Appropriate Personal Protective Equipment (PPE).                                    | <p>Glove for non-operating hand. Ensure glove is a good fit otherwise it could slip when holding wood.</p> <p>No glove in the operating hand as this could lesson grip on the handle of the Bill hook.</p>  |
| Explain how you would facilitate the safe use of this tools with your client group. | <p>Use in respect position or standing.</p> <p>Hold the handle of the Bill Hook with the blade facing down and parallel to the body but resting on the wood to be cut.</p> <p>Tap the blade with a wooden mallet for precision and keep the part of the blade nearest the handle on the wood.</p> <p>Keep hands away when hitting the Bill Hook with the mallet.</p> <p>Bill hook to be held in participants dominant hand.</p> <p>All observers to stay 2 x arm distance away to avoid flying chips and being hit with the mallet.</p> <p>Do not run with the tool, do not throw the tool to another user and do not stand on the tool.</p>                              |
| Safety checks, cleaning, maintenance and storage.                                   | <p>Ensure tool is clean and dry before start of activity.</p> <p>Sign tools in/out of inventory.</p> <p>Consider a lockable toolbox and/or adult to oversee the tool area.</p> <p>Keep tool off the ground.</p> <p>Lightly oil the blade now and again.</p> <p>Reapply blade safety guard after use.</p> <p>Return tool to designated tool area.</p>  |
| Use in activity   | <p>Making a mallet:</p> <p>Cut a 25-30cm length of wood with a diameter approx. 6cm, ensuring both ends are as flat as possible. Then saw a continuous ring around the cut wood approximately halfway up, this is called a stop cut. The cut should be half the depth of the blade.</p> <p>On a sturdy surface i.e. flat wood round, place the cut wood on one end. Use the Bill Hook to cut down to the continuous ring all the way around one half to make a handle for the mallet. This is best done in small movements rather than aiming to cut straight down to the ring to prevent the wood splitting. Rotate the cut wood around to cut equally on all sides.</p> |





#### Tool 4

Appropriate Personal Protective Equipment (PPE).

Explain how you would facilitate the safe use of this tools with your client group.



Safety checks, cleaning, maintenance and storage.

Use in activity

#### Fixed Blade Knife

Glove for non-operating hand. Ensure glove is a good fit otherwise it could slip when holding wood.

No glove in the operating hand as this could lesson grip on the handle of the knife.

Protective sheath for blade.

Ensure all trip hazards are removed before starting.

Ensure you have made participants aware of your safety bubble which should be at least double arm distance around you including the tool.

Ensure set up is not in an actively used area where individuals will be moving through and around a lot. Ensure seating robust and safe.

Blade must be under 3 inches in length and no more than 2.5-3mm thick.

Early years children to be provided with rounded tip blades. Consider practicing with a potato peeler first.

Blade should be removed from the case with caution - little finger on end of case, handle facing up, push on ridge on case using thumb, remove blade slowly. Place the case next to you.

When using this tool, participants knees must be positioned slightly higher than their hips, elbows must stay fixed to the top of their knees, feet flat on the ground and knees hip distance apart.

When using this tool, cutting strokes must always be aimed away from the body.

For more controlled blade use, the opposite thumb may be positioned on the top of the blade (blunt side) the thumb can be used to apply pressure to the blade and guide it. Fingers should not come in front of the blade at any point.

Agree with the group a word and tone that will cause participants to stop immediately.

Ensure tool is clean and dry before and after use.

Ensure there is no rust or wear before and after use.

Ensure blade is sharpened and oiled.

Sign tools in/out of inventory (keep corresponding numbered log and counted in and out by two people). Consider a lockable toolbox and/or adult to oversee the tool area.


These checks must detailed on the forest school plans.


Cutting must stop immediately if a person comes into your safety bubble and knife must be pointed towards the ground.

Whittling wooden Mushrooms.




# Making/building


| Activity Item 1   | Medallion/Decoration/Watch   |
|---|--|
| Materials, resources and tools – justification if necessary i.e. type of wood used                              | Bow/folding saw, Palm Drill, string, branches/logs that are already on the floor.  |
| Key instructions for making the items, highlighting safety issues and how you would instruct your learner group | <ul style="list-style-type: none"> <li>• Cut a disk of wood using either a Bow saw or Folding Saw depending on diameter (Folding saw up to wrist size, Bow saw above wrist size).</li> <li>• Use the palm drill to make a hole near the top/centre of the disk if you are making a medallion or a hanging decoration.</li> <li>• Cut a whole each side of the disc if you are making a watch.</li> <li>• Thread string through the whole to hang or both holes to make a watch.</li> <li>• Decorate with chalk pens.</li> <li>• Observe all safety procedures listed in the tools section</li> </ul> |
| Ecological Impacts  | <ul style="list-style-type: none"> <li>• Do not cut live branches.</li> <li>• Do not strip the area of logs.</li> </ul>  |
| Photo   |    |

| Activity Item 2  | Natural Flag making   |
|--|---|
| Materials, resources and tools – justification if necessary i.e. type of wood used | Mallet, white cotton material, secateurs, newspaper, double sided tape, cut twigs (not all from same tree).   |
| Key instructions for making the items, highlighting safety issues                  | <ul style="list-style-type: none"> <li>• Collect leaves, flowers and berries of varying shapes, colours and sizes.</li> <li>• Place on one half of the white material, fold the white material inside the newspaper.</li> <li>• Hit the folded newspaper with the mallet to squeeze the sap and juice of the leaves, flowers and berries onto the material. This will stain the material and form the design of the flag.</li> <li>• Use leaves that hold as much liquid as possible.</li> <li>• Use secateurs to cut a flagpole length piece of twig and wrap the material around it and secure with double sided tape.</li> <li>• Observe all safety procedures listed in the tools section.</li> </ul> |
| Ecological Impacts   | <ul style="list-style-type: none"> <li>• Do not strip an area of all flowers or berries.</li> <li>• Make aware of any rare or endangered species that should be left alone.</li> </ul>  |
| Photo  |    |




# Making/building


| Activity Item 3  | Burn Bowls   |
|--|--|
| Materials, resources and tools – justification if necessary i.e. type of wood used | Hot embers from a fire, Blow pipe, round of wood.<br><br>Seasoned wood burns quicker so more stopping and scraping. Green wood is harder to get burning but easier to control once started.  |
| Key instructions for making the items, highlighting safety issues                  | <ul style="list-style-type: none"> <li>· Select your piece of wood for the size of bowl you want to make.</li> <li>· Place a few hot embers on the top in the centre and blow very gently on them so that they gradually start to burn a small crater in the top of the wood.</li> <li>· Repeat this process and scrape out burnt wood between burns trying to keep a consistent shape to the burnt hole and not letting it burn so hot that it cracks and creates grooves.</li> <li>· Don't blow so much that you get lightheaded and never suck through the pipe in-case of inhaling hot embers</li> </ul> |
| Ecological Impacts   | <ul style="list-style-type: none"> <li>· Careful of getting hot embers on the ground.</li> <li>· Only use wood found on the forest floor.</li> </ul>   |
| Photo  |    |

| Activity Item 4  | Wooden Reindeer making  |
|--|---|
| Materials, resources and tools – justification if necessary i.e. type of wood used | Bow saw, Folding saw, palm drill, secateurs, cut twigs (not all from same tree), branches/logs already found on forest floor.   |
| Key instructions for making the items, highlighting safety issues                  | <ul style="list-style-type: none"> <li>· Cut length of wood to desired body size using the bow saw.</li> <li>· Cut smaller length of wood (roughly 1/3<sup>rd</sup> body size) for the head using the folding saw.</li> <li>· Use secateurs to cut twigs for legs, neck and antlers.</li> <li>· Use palm drill to drill holes for legs, neck and antlers roughly 1-2cm deep.</li> <li>· Observe all safety procedures listed in the tools section.</li> </ul> |
| Ecological Impacts   | <ul style="list-style-type: none"> <li>· Don't strip an area of logs.</li> <li>· Don't cut all twigs from the same tree.</li> </ul>   |
| Photo  |   |



# Making/building

| Activity Item 5  | Shelter Building   |
|--|--|
| Materials, resources and tools – justification if necessary i.e. type of wood used | Tarpaulin, rope, cord, Mallet, tree trunks and wooden poles.   |
| Key instructions for making the items, highlighting safety issues                  | <ul style="list-style-type: none"> <li>· Tie the rope around a tree trunk using a double half hitch knot. Repeat with the other end of the rope around a nearby tree.</li> <li>· Hang the tarpaulin over the rope so that the rope runs down the middle.</li> <li>· Tie other lengths of rope/cord to each corner of the tarpaulin using a double hitch and peg into the ground.</li> <li>· If required wedge poles into two corners to have one side higher or to add stability.</li> </ul> |
| Ecological Impacts   | <ul style="list-style-type: none"> <li>· Be sure to remove all rope from trees and pegs from ground.</li> <li>· Use wood found on the ground. Do not cut live tree branches for poles.</li> </ul>  |
| Photo  |   |

| Activity Item 6  | Wooden Picture Frame   |
|--|--|
| Materials, resources and tools – justification if necessary i.e. type of wood used | Use Secateurs to cut four equal length twigs to form your frame.   |
| Key instructions for making the items, highlighting safety issues                  | <ul style="list-style-type: none"> <li>· Lay the four twigs out in a picture frame shape.</li> <li>· Perform a square lashing to join the first two twigs at right angles.</li> <li>· Repeat on the three other corners being aware of your lashing being on top or underneath, so that all the corners look similar.</li> <li>· Hang collection of woodland items to complete artwork.</li> </ul> |
| Ecological Impacts   | <ul style="list-style-type: none"> <li>· Do not strip the same area of twigs.</li> <li>· Do not leave string lying on the floor.</li> <li>· Make aware of any rare or endangered species that should be left alone.</li> </ul>   |
| Photo  |    |



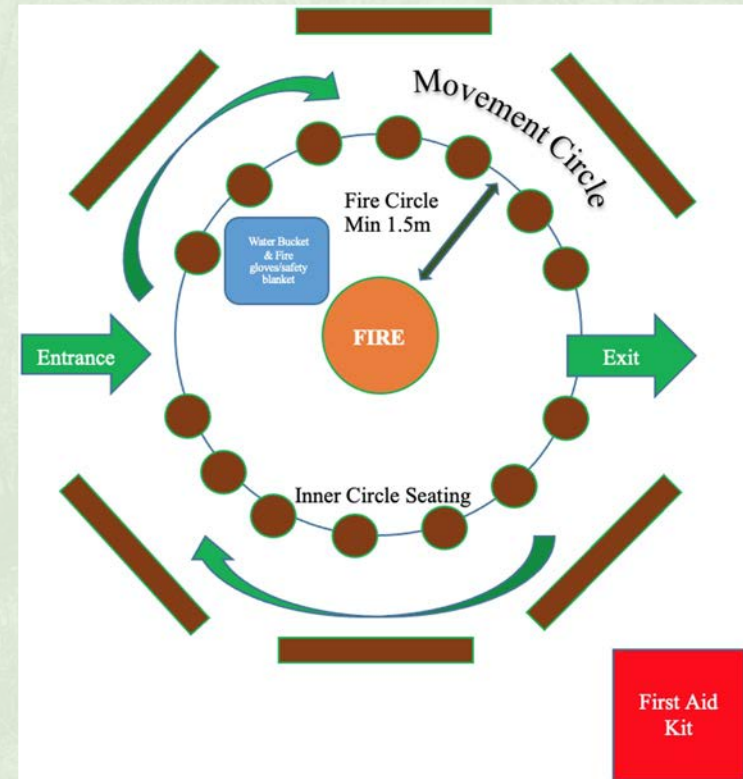
# Fires/cooking

|   |  |
|---|--|
| <p><b>Safe fire construction and lighting with learner group.</b></p> | <ul style="list-style-type: none"> <li>• Constructed in an open area and on flat ground.</li> <li>• Area to be cleared of foliage and have no overhanging branches.</li> <li>• If fire is dug in the ground edge the sunken hole with brick or stone – where possible used a raised fire bowl.</li> <li>• Minimum of 1.5 meters between fire circle and inner seating circle. Can have an inner boundary to cook from.</li> <li>• Construct an upside-down fire in Jenga style with large logs on the bottom decreasing in size as you build upwards (e.g. Big logs, 50p size, 10p size, 5p size, match sticks then straw).</li> <li>• Kneel down in the respect position. Back to the wind, strike away from you. Long hair must be tied back and no lanyards to be worn.</li> <li>• Keep water bucket, fire gloves and fire blanket close to the fire circle.</li> </ul> |
| <p><b>Site management once the fire is alight.</b></p>                | <ul style="list-style-type: none"> <li>• Clearly defined entrance and exit to the outer and inner circles.</li> <li>• No bags or belongings inside the circles.</li> <li>• Space between outer and inner circle is the movement area. No walking inside inner circle unless invited by an adult.</li> <li>• No running inside any of the circles.</li> <li>• Height that fire should be built to should be no more than calf height.</li> <li>• Once lit do not roll up paper and stick in the fire.</li> </ul>  |
| <p><b>Safe fire extinguishing</b></p>                                 | <ul style="list-style-type: none"> <li>• Do not pour on whole bucket at once.</li> <li>• Good opportunity to get each child to reflect on session as they pour on a small amount each.</li> <li>• Don't bury embers in ancient woodland.</li> <li>• Have a designated place with minimal environmental impact to responsibly dispose each time.</li> </ul>   |

**Ecological impact of fire and actions to mitigate or avoid**

- Make sure wood is from a sustainable source.
- Regular fires in the ground can change PH of soil affecting flora and fauna.
- Remove ash from site and dispose safely and responsibly.
- If not a permanent setup and/or public setting then leave no trace.

**Part 3 -3 b) Fire Site diagram.**





# Fires/cooking

## Cooking Method 1



### Method

- Carefully balance bread on 'Y' shaped stick and place over fire toasting each side.
- Apply desired spreads and toppings.

### Food Hygiene

- Wash hands with soap and running water, alternatively create a soapy mixture using watered down soap in a spray bottle.
- Create a clean food prep and utensil surface using wipe clean trays to avoid utensils being on the woodland floor.
- Use clean skewer or 'Y' shaped stick.
- Consider allergies.

### PPE

- Gauntlets (gloves).
- Long sleeve tops and long trousers in case of fire spitting.

### Safety

- One adult to supervise fire circle at all times.
- One child at a time assisting in the fire circle.
- Respect position.
- Be aware of fire spitting.
- Use Gauntlets as metal is a conductor and utensils may become hot.
- Create a flat heat resistant surface for hot utensils to rest.
- Discard waste if appropriate or take back to setting.

### Recipes

- Toasting Bread

## Cooking Method 2



### Method

- Heat oil in pan, fry off onions.
- Add veg and meat substitute (if required) fry until it starts to soften.
- Stir in tinned tomatoes, add spices, seasoning, kidney beans.
- Cook through for 15-20 min.

### Food Hygiene

- Wash hands with soap and running water, alternatively create a soapy mixture using watered down soap in a spray bottle.
- Create a clean food prep and utensil surface using wipe clean trays to avoid utensils being on the woodland floor.
- Consider allergies.

### PPE

- Gauntlets (gloves).
- Long sleeve tops and long trousers in case of hot oil splatter.
- Aprons.

### Safety

- One adult to supervise fire circle at all times.
- One child at a time assisting in the fire circle.
- Respect position.
- Be aware of hot oil splatter.
- Use Gauntlets as frying pan handle and utensils may become hot.
- Create a flat heat resistant surface for hot pans to rest.
- Discard waste if appropriate or take back to setting.

### Recipes

- Veg Con Carne



# Fires/cooking

## Cooking Method 3

### Method

- Stab the potatoes several times with a fork.
- Wrap potatoes in silver foil and place in the hot embers of the fire.
- Will take up to an hour, stab with skewer/fork to test.

### Food Hygiene

- Wash hands with soap and running water, alternatively create a soapy mixture using watered down soap in a spray bottle.
- Create a clean food prep and utensil surface using wipe clean trays to avoid utensils being on the woodland floor.
- Use clean skewer

### PPE

- Fire gauntlets must be worn when placing and retrieving the potatoes.

### Safety

- One adult to supervise fire circle at all times.
- One child at a time assisting in the fire circle.
- Respect position.
- The fire must be low, hot white embers are best. Tall flames are not good for cooking on and are dangerous to get close to.
- Care to be taken when opening foil and eating as potato will be very hot.

### Recipes

- Jacket potatoes with choice of fillings.



## Cooking Method 4

### Method

- Mix cake ingredients together and place in a Dutch oven (cast iron pot with lid).
- Place in the embers of the fire and cover the lid with hot embers too. Building a wall of embers around the pot will help the cake cook evenly.

### Food Hygiene

- Wash hands with soap and running water, alternatively create a soapy mixture using watered down soap in a spray bottle.
- Create a clean food prep and utensil surface using wipe clean trays to avoid utensils being on the woodland floor.

### PPE

- Fire gauntlets must be used when placing the Dutch oven on the fire.

### Safety

- One adult to supervise fire circle at all times.
- One child at a time assisting in the fire circle.
- Respect position.
- The fire must be low, hot white embers are best. Tall flames are not good for cooking on and are dangerous to get close to.

### Recipes

- 225g vegan butter
- 225g golden caster sugar
- 4 eggs
- 2 tsp cocoa powder
- 1 tsp vanilla extract
- 225g self-raising flour
- Splash of oat milk





# Games

## Otter, Fish, Mosquito

### Method

This game is like rock, paper, scissors with a food chain connection ...

- ☑ Otter beats fish (because otters eat fish).
  - ☑ Fish beats mosquito (because fish eat mosquito).
  - ☑ Mosquito beats otters (because mosquitos bite otters).
1. Divide the group up into two teams.
  2. Decide what action represents each animal.
  3. The instructor will tell both sides to group up and come up with their first and second choice of the game.  
- the second choice is in case of a tie.
  4. The group will go back to the middle and stand about 2 feet from each other.
  5. When the instructor counts to '3' both sides will show their options.
  6. The losing team turns around and tries to run to a designated line without getting tagged by the winning team.
  7. Whoever gets tagged has to join the winning team.
  8. Repeat the process.  
- the game continues until only one team is left standing or time runs out.

## Silent Approach

### Method

1. One member of the group is chosen or volunteers up.
2. They sit at the base of a tree with their eyes close and count to 20.
3. The rest of the group scatter in a circle away from the tree.
4. When the count is finished the group have to silently creep up on the person sat at the base.
5. The person at the base has to rely on their hearing. If they hear anything they have to point at it. If they point directly at someone then that person is out.
6. It is played until either everyone is out or someone reaches the tree.

## Eagle Eye

### Method

1. One member of the group is chosen or volunteers to be the eagle.
2. They stand in the centre of the chosen space, close there eyes and count to 20.
3. The rest of the group have to run and hide but not too far away.
4. When the Eagle finishes their count they open their eyes. If they can see anyone from where they are standing that person is out.
5. The Eagle then closes there eyes and counts to 20 again. This time the rest of the group have to run back to the centre, touch the Eagle on the shoulder and hide again before the countdown is finished.
6. Step 4 is repeated.
7. The whole process is repeated but with the countdown shortening by 5 seconds each time; 15, 10, 5
8. Anyone still invisible after 5 seconds has beaten the Eagle Eye.

## Red squirrel / Grey Squirrel

### Method

1. The team is split into into two teams – Red squirrels and Grey squirrels – plus a pair of Pine martins is chosen (volunteered).
2. A base for each group is established and 30 nuts (these can be wooden discs) are scattered between the bases.
3. On the leaders instruction the teams need to collect as many nuts as possible in one minute without being caught by a pine martin.
4. If caught by a pine martin red squirrels have to do 2 star jumps (as they are indigenous) and grey squirrels have to do 5 star jumps (as they are the destructive invader species).
5. Only one nut can be carried at a time but nuts can be stolen from other bases. No hiding or protecting nuts.
6. The winner is the team that has the most nuts at base when the time is up.



# Example session plan

## The Peak Adventure - School Adventure Programme Session Plan: Session 1 - Introduction to Programme

Session Leader: ..... School Staff: .....

Date: ..... Start Time: ..... End Time: ..... No. Students: .....

No. Hand Drills: ..... No. Folding Saws: ..... Weather: .....

|   |  |
|---|--|
| <b>Bad Weather Contingency Plan:</b><br>Erect a shelter out of tarpaulin and branches or use School classroom   | <b>Post session observations and notes for next session:</b>   |
| <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Understanding ethos of Peak Adventure programme and John Muir award</li> <li>• Development of tool use and motor skills</li> <li>• Creative development designing their disc</li> <li>• Working as a team/problem solving/quick thinking and decision making</li> <li>• Social skills/relationship building</li> <li>• Food chain – Biology KS3 link</li> <li>• Reflection</li> </ul> | <b>Student Activities</b> <ul style="list-style-type: none"> <li>• Introduction to Peak Adventure and John Muir Award, overview of ethos and programme of activities.</li> <li>• Tour of site, establish boundaries and outline rules and safety requirements</li> <li>• Collecting wood for name discs</li> <li>• Make name discs by working in pairs to cut wood using folding saws</li> <li>• Drill hole in discs with hand drill to thread string through</li> <li>• Write name or design logo to draw onto the discs</li> <li>• Split into two teams to play Otter, Mosquito, Fish food cycle game</li> <li>• Reflection and Q &amp; A about session</li> </ul> |

| Time    | Location   | Activity   | Equipment  | Monitoring/assessment of progress/risk assessment/safety notes  |
|---------|------------|--|--|---|
| 12.00pm | Wild space | <ul style="list-style-type: none"> <li>• Introduction to Forest School, overview of ethos and program of activities.</li> <li>• Tour of site, establish boundaries</li> <li>• Outline rules, behaviour and safety requirements</li> </ul>  | N/A  | Area to be set out and boundaries explained. Students to be involved in the creation of rules and shown boundary lines.<br>Use this time to inform the students of the stinging plants to avoid and to attempt to identify what they find.<br>An emergency call to be established and practised with the group.   |
| 12.30pm | Wild space | Group name disc making activity – <ul style="list-style-type: none"> <li>• Collecting wood for name discs</li> <li>• Make name discs by working in pairs to cut wood using folding saws</li> <li>• Drill hole in discs with hand drill to thread string through</li> <li>• Write name or design logo to draw onto the discs</li> </ul> | Folding Saws, Hand drills, Marker pens, Chalk or Charcoal, String. | Staff to demonstrate safe use of folding saws and hand drills and advise on thickness of stick/branch needed.<br>Students cut their stick/branch and work in pairs in the designated cutting area overseen by an adult.<br>Drill hole with hand drill and thread with desired length of string to thread.<br>Draw name or design onto disc using Marker pens, Chalk or Charcoal.<br>Students can make more than one if time allows. |
| 13.30pm | Wild space | Split into two teams to play Otter, Mosquito, Fish food cycle game   | N/A  | Make teams aware of trip hazards that just a tap on the shoulder is required to catch opposing team members   |
| 14.15pm | Wild space | Session close – Reflection and Q & A   | N/A  | Around the fire circle ask if anyone from the group would like to share their favourite moment from the session and/or what they feel they have learnt.   |



# John Muir proposal form

| Consider how you will introduce John Muir into your Award activity   |                 |                   |  |
|--|-----------------|-------------------|--|
| <p><b>Discover a wild place</b><br/> <b>Where/what is your wild place (or places)?</b><br/>           This can be school grounds, local park, beach, woods, river, mountain or national park...<br/>           Briefly:<br/>           Where will your activity take place? (Note all the places you will visit).<br/>           What is the natural character of your chosen place(s)?<br/>           What makes it special for you/your group?<br/>           Why is it a suitable place for your Award activity?</p>  | <p>PLACE</p>    | <p>ACTIVITIES</p> | <p><b>Explore it</b><br/> <b>Tell us what you'll do to increase your awareness and understanding. How will you experience, enjoy and find out more about your wild place(s)?</b><br/>           You might:<br/>           Visit it at different times of day and night, in different seasons, alone or with others.<br/>           Travel extensively – walk, camp, bike, canoe.<br/>           Sit, look, listen - engage senses. Identify and find out more about landscapes, habitats and living things (biodiversity), and how they connect. Make maps. Take photographs. Research local geology, natural and cultural history.</p>  |
| <p><b>Conserve it</b><br/> <b>How will you care for your wild place(s), take some personal responsibility, make a difference, put something back?</b><br/>           Take practical action for nature - wildlife or pollution surveys, litter picks and audits, tree or shrub planting, grow plants for wildlife or clear invasive plants, create or monitor habitats...<br/>           Campaign and inform others to highlight an environmental issue or help protect a wild place.<br/>           Apply minimum impact approaches to your activity.<br/>           Make sustainable choices and take climate action.</p> | <p>PUT BACK</p> | <p>SHARE</p>      | <p><b>Share your experiences</b><br/> <b>Tell others about what you've done – experiences, achievements, feelings, what's been learned. Celebrate!</b><br/>           Reflect, review and discuss your adventures and experiences in wild places – do this during as well as after, informally or more formally. Share an increased awareness of John Muir. Use <a href="http://discoverjohnmuir.com">discoverjohnmuir.com</a><br/>           You might:<br/>           Make a display of photos, drawings, stories, poems, artwork.<br/>           Make a group diary – as a book, wall display or film.<br/>           Organise a presentation.<br/>           Lead a guided walk around your wild place(s).<br/>           Use newsletters, websites and social media #JohnMuirAward.</p> |



# Resources / Links

<https://www.thepeakadventure.co.uk/school-programmes/>

<https://www.johnmuirtrust.org/john-muir-award/ideas-and-resources>

<https://www.wildlifetrusts.org/learning>

<https://www.woodlandtrust.org.uk/plant-trees/schools-and-communities/>

<http://educationhealthandwellbeing.co.uk>

<https://forestschoolassociation.org>

[https://www.johnmuirtrust.org/assets/000/000/920/John\\_Muir\\_Award\\_and\\_the\\_Curriculum\\_2017\\_spreads\\_original\\_original.pdf?1604095406](https://www.johnmuirtrust.org/assets/000/000/920/John_Muir_Award_and_the_Curriculum_2017_spreads_original_original.pdf?1604095406)

<https://www.johnmuirtrust.org/john-muir-award/key-documents>

[http://www.treetoolsforschools.org.uk/menu/?\\_gl=1\\*\\_iha32j\\*\\_ga\\*OTgxMjI5NDQuMTY0MTkwNDg1NQ..\\*\\_ga\\_YYKVQEPVOX\\*MTY0MTkwNDg1NS4xLjEuMTY0MTkwNTI0MS4x](http://www.treetoolsforschools.org.uk/menu/?_gl=1*_iha32j*_ga*OTgxMjI5NDQuMTY0MTkwNDg1NQ..*_ga_YYKVQEPVOX*MTY0MTkwNDg1NS4xLjEuMTY0MTkwNTI0MS4x)



Risk Assessment – Peak Adventure Forest School Activities

Date of Activity :-

| Product/Activity/Plant/Hazard   | Significant Hazards with Potential to cause harm                                      | Likelihood (before control) | Severity (before control) | Risk Rating (before control) | Control Measures  | Likelihood (after control) | Severity (after control) | Risk Rating (after control) | RBA Required? |
|---|---|-----------------------------|---------------------------|------------------------------|---|----------------------------|--------------------------|-----------------------------|---------------|
| 1. Activities including but not limited to; Games, Wood collecting, Exploration, Scavenging | Uneven ground, roots, foliage, branches leading to - Slips/trips/falls/Cuts/ Sprains/ | 3                           | 2                         | Low                          | <p>Staff supervises group and gives specific brief to pupils of dangers</p> <p>Assess site for low hanging and/or dead branches</p> <p>Discuss distances to be kept from hazards.</p> <p>Clear guidance / expectations set out at the beginning of activity</p> <p>Clear distance boundaries set out for games and activities</p> <p>Staffs hold current first aid qualifications.</p> <p>Mobile phones and first aid kits available.</p> <p>RED forest school first aid bag in clear easy to get to area of camp</p> | 2                          | 1                        | Low                         | No            |

|                       |  |   |   |     |   |   |   |     |    |
|-----------------------|--|---|---|-----|---|---|---|-----|----|
| 2. Weather            | Illness/Sun burn/ Heat stroke / hyperthermia | 2 | 2 | Low | <p>Staffs hold current first aid qualifications.</p> <p>Sun cream used where appropriate.</p> <p>Pupils advised and monitored for appropriate clothing levels to protect against cold/heat/sun.</p> <p>Check medical information on any possible allergies prior to session.</p> <p>RED forest school first aid bag in clear easy to get to area of camp</p>  | 2 | 2 | Low | No |
|                       | High winds and falling debris                | 2 | 3 | Low | <p>Observe the weather and plan accordingly, do not go into the woods if high winds are forecast as branches may fall. Any risky branches to be tested and secured where necessary</p>  | 2 | 2 | Low | No |
| 3. Plants and Insects | Bites/stings, possible allergic reactions    | 3 | 2 | Low | <p>Discuss with learners behaviour round common stinging insects and plants</p> <p>Ensure learners stay still and calm in presence of any insects.</p> <p>Assess site for presence of any nests. Evacuate calmly if necessary, i.e. hornets</p> <p>In case of Bee swarms either evacuate the area if safe or ask everyone present to lie on the ground face down covering ears and face with hands</p> <p>Check medical information on any possible allergies prior to session.</p> <p>RED forest school first aid bag in clear easy to get to area of camp</p> | 2 | 2 | Low | No |

|  |  |   |   |        |  |   |   |        |     |
|--|--|---|---|--------|--|---|---|--------|-----|
| 4. Tree Climbing                       | Broken bones, sprains, cuts, concussion    | 3 | 4 | Medium | <p>An adult must be present when wanting to climb trees in the Forest School. The ground cover should be checked for 'sharp objects' and the tree marked as suitable for climbing. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits or to a maximum height of 1.5m</p> <p>RED forest school first aid bag in clear easy to get to area of camp</p>   | 2 | 4 | Low    | No  |
| 5. Wood carving with fixed blade knife | Cuts, lacerations and intentional Stabbing | 3 | 5 | Medium | <p>Training and safety talks before each use to teach students the procedures.</p> <p>Appropriate PPE provided and clear instructions given of how to use a fixed blade knife in-line with FS tool manual.</p> <p>Students to practice and be assessed using potato peelers prior to knife use.</p> <p>Students to sit a double arms distance apart.</p> <p>Indicate to students the severity of injuries caused by knives. Knives are not to be used if, after the consumption of caffeine or excess sugar, students feel agitated or aggressive, students are unable to follow instructions and show sensible behaviour.</p> <p>When not in use knives should be kept in lockable container and should be numbered and counted in and out using a log sheet.</p> <p>RED forest school first aid bag in clear easy to get to area of camp</p> | 2 | 5 | Medium | Yes |

|  |  |   |   |        |  |   |   |        |     |
|--|--|---|---|--------|--|---|---|--------|-----|
| 6. General & Sharp Blade Tool use including but not limited to - | Cuts, Scratches, impalements and amputations | 4 | 4 | Medium | <p>Training and safety talks before each use to teach students the procedures.</p> <p>Appropriate PPE provided and clear instructions given of how to use all tools in-line with FS tool manual.</p> <p>Ratio for tool activities should not exceed 1:5</p> <p>Activities to be undertaken in calm and organised manner</p> <p>Equipment checked damage and correct operation before use</p> <p>Covers and guards to be replaced immediately after every use</p> <p>Equipment only to be used when instructed and supervised by FS leader and all tools to be returned to designated tool area when not in use</p> <p>Participants using tools should be a minimum of 1.5m apart and only students with the appropriate strength, coordination and hand size to operate tools</p> <p>No tools to be used in wet conditions</p> <p>All clothing, jewellery and long hair should be tied/kept well clear of tools</p> <p>Please refer to FS tool guide for detailed descriptions of how each tool should be used and cared for</p> <p>RED forest school first aid bag in clear easy to get to area of camp</p> | 3 | 4 | Medium | Yes |
|--|--|---|---|--------|--|---|---|--------|-----|



|   |   |   |   |              |  |   |   |          |    |
|---|---|---|---|--------------|--|---|---|----------|----|
| 7. Student behaviour and attitude               | Getting hurt or others getting hurt                             | 4 | 2 | Low<br>8     | Control measures will be taken and responsible strategies will be put in place e.g. short, sharp activities to keep students attention. Clear briefings given. Activity to be stopped if the behaviour of the children is making it unsafe. Designated staff member to have mobile phone. Children to be told what is expected and is expected of them.                                    | 3 | 2 | Low<br>6 | No |
| 8. Building dens or other natural materials     | Slips/trips/falls/Cuts/Sprains/ grazes/branches falling on head | 4 | 3 | Medium<br>12 | Students to be taught about instructed how to carry / hold sticks carefully being aware of others around them. Staff hold current first aid qualifications. Mobile phones and first aid kits available. RED forest school first aid bag in clear easy to get to area of camp   | 3 | 2 | Low<br>6 | No |
| 9. Deadwood overhead / Leaning 'hung' dead wood | Hit in eye, head, crush and impact injuries                     | 3 | 3 | Medium<br>9  | Site checked, and boundaries established that don't include any of these hazards. Daily site risk assessment to check and move working area, mark out no go areas and/or boundaries accordingly. Dangerous trees and/or branches to be reported to land owner and dealt with. Do not use site in high winds. First aid kit, first aider, first aid and emergency procedure to be followed. | 2 | 3 | Low<br>6 | No |

|                                      |  |   |   |              |  |   |   |          |    |
|--------------------------------------|--|---|---|--------------|--|---|---|----------|----|
| 11. Broken glass / rubbish / litter  | Trips, cuts, injury, entrapment, disease   | 3 | 2 | Low<br>6     | Remind students to be mindful of environment. Site checked by leader prior to session. First aid kit, first aider, first aid and emergency procedure to be followed. | 2 | 2 | Low<br>4 | No |
| 12. General Hazards of a school pond | 12.1 – Water; death by drowning.   | 2 | 5 | Medium<br>10 | Reach poles and safety equipment available. Children are aware of pond-side regulations.   | 1 | 5 | Low<br>5 | No |
|                                      | 12.2 – Banks, silt and overhanging branches etc; Falls, cuts, bruises, abrasions & eye injuries. | 3 | 2 | Low<br>6     | Correct and regular maintenance carried out. Appropriate design and construction of pond. Edge of pond signage.  | 2 | 2 | Low<br>4 | No |
|                                      | 12.3 – Slips, trips and falls; Cuts, bruises and sprains.  | 3 | 2 | Low<br>6     | Limiting of tripping hazards like wet leaves, fallen twigs and branches.   | 2 | 2 | Low<br>4 | No |
|                                      | 12.4 – Pond design; drowning in water, injuries caused by pond design.                           | 2 | 5 | Medium<br>10 | Check that the pond has been well constructed using the appropriate advice and methods.  | 1 | 5 | Low<br>5 | No |
|                                      | 12.5 – Pond location; injuries occur unnoticed.  | 2 | 5 | Medium<br>10 | Pond is in view of leader/responsible adult at all times. Pond edges clearly marked.   | 1 | 5 | Low<br>5 | No |
|                                      | 12.6 – Pond banks and edges; slips and falls into water.   | 3 | 2 | Low<br>6     | Make sure banks and are edges appropriate for pond use. Make sure they are obvious and can be clearly seen.  | 2 | 2 | Low<br>4 | No |
|                                      | 12.7 – Group supervision and instruction; Injuries caused by inadequate supervision              | 3 | 2 | Low<br>6     | Guidelines for safe use developed and communicated. Adequate supervision.  | 2 | 2 | Low<br>4 | No |

|   |  |   |   |              |   |   |   |              |     |
|---|--|---|---|--------------|---|---|---|--------------|-----|
| 10. Fire Lighting and Cooking on a Fire | Burns/scalding from fire, cooking equipment and/or food and hot water<br><br>Uncontrolled fire | 4 | 4 | Medium<br>16 | Reminders and reinforcement of correct procedures before each activity. Supervision of the fire, one person to be sat beside fire at all times while alight or hot embers remain, to ensure students do not have unsupervised access. Students will be given rules and safety advice and dangers of fire prior to visiting the fire. Fire proof gloves within easy reach. Fire will be in a soil pit surrounded by stones to prevent the fire escaping the area. The fire will not be under overhanging trees which may catch alight. A good supply of water will be available to put out flames and dampen heat. Students have a safety brief before entering the fire pit area. Seats to be a minimum of 1.5m away from fire. Outer safety circle behind seats created as a safe area to move around the fire circle. No walking between the seats and fire allowed. When cooking etc. everyone at fire should be on one knee (respect position) to remain stable. Maximum of 4 people at fire (incl. adults) and are not to enter unless invited by a member of staff. All equipment checked before use, fire gauntlets to be worn at all times when handling hot items. Any food cooked or heated on the fire should be allowed to cool before consumed. Behaviour in/around fire area should be calm and controlled. RED forest school first aid bag in clear easy to get to area of camp. | 3 | 4 | Medium<br>12 | Yes |
|---|--|---|---|--------------|---|---|---|--------------|-----|

|                              |  |  |  |  |   |  |  |  |  |
|------------------------------|--|--|--|--|---|--|--|--|--|
|                              |  |  |  |  | All supervisors of pond activities briefed and aware of guidelines and emergency procedures. Make children aware of H&S prior to each lesson. |  |  |  |  |
| 1. Risk benefit Analysis     |  |  |  |  | Not Required  |  |  |  |  |
| 2. Risk benefit Analysis     |  |  |  |  | Not Required  |  |  |  |  |
| 3. Risk benefit Analysis     |  |  |  |  | Not Required  |  |  |  |  |
| 4. Risk benefit Analysis     |  |  |  |  | Not Required  |  |  |  |  |
| 5.& 6. Risk benefit Analysis | Developing Hand/eye co-ordination and skills with tools. Handling sharp tools responsibly and using them in a practical and positive way. Learning responsibility for yourself and tools, including risk assessing and making good decisions. Seeing knives as tools, not weapons. Self-esteem and confidence will grow through taking part in using tools that require trust and responsibility. Being able to build objects or make tools. Understand natural resources and materials. |  |  |  |   |  |  |  |  |
| 7. Risk benefit Analysis     |  |  |  |  | Not Required  |  |  |  |  |
| 8. Risk benefit Analysis     |  |  |  |  | Not Required  |  |  |  |  |
| 9. Risk benefit Analysis     |  |  |  |  | Not Required  |  |  |  |  |
| 10. Risk benefit Analysis    | In managing a fire, participants will learn risk management, responsibility and organisation. In using fire as a (cooking) tool, children learn to respect it and use it wisely  |  |  |  |   |  |  |  |  |
| 11. Risk benefit Analysis    |  |  |  |  | Not Required  |  |  |  |  |

|                 |               |
|-----------------|---------------|
| Persons at risk | Pupils, staff |
|-----------------|---------------|



**NOTE THE FOLLOWING**

Ongoing risk assessment – the most essential element: **1. Apply the control measures 2. Monitor how effective they are 3. Change, adapt, revise as required**

|                  |
|------------------|
| Alternative Plan |
| N/A              |

|  |
|--|
| <b>Emergency Contact Information and Procedure</b> |
| Andy Bradbury First Aid trained                    |
| Ring school/site reception reception               |
| Refer to school evacuation procedure               |

| LIKELIHOOD/ SEVERITY | Minor Injury (1) | Injury/Ill Health (2) | Over 3 Day Absence (3) | Major Injury (4) | Disability or Death (5) |
|----------------------|------------------|-----------------------|------------------------|------------------|-------------------------|
| Very Unlikely (1)    | LOW              | LOW                   | LOW                    | LOW              | LOW                     |
| Unlikely (2)         | LOW              | LOW                   | LOW                    | LOW              | MEDIUM                  |
| Likely (3)           | LOW              | LOW                   | MEDIUM                 | MEDIUM           | MEDIUM                  |
| Very Likely (4)      | LOW              | LOW                   | MEDIUM                 | HIGH             | HIGH                    |
| Almost Certain (5)   | LOW              | MEDIUM                | MEDIUM                 | HIGH             | HIGH                    |

| Risk Rating |  |
|-------------|--|
| Low 1-8     | Probability for minor accidents; non disruptive damage to equipment or property. Requiring long term action by management. |
| Medium 9-15 | Probability for lost time; accident and damage to equipment or property. Requiring immediate action by management.         |
| High 15-25  | Probability for loss of life, serious injury; damage to equipment or property. Requiring immediate action by management.   |

The risk matrix identifies the likelihood from unlikely to almost certain and the severity low – extreme, use this to risk rate each hazard.

Latest Review/update

|                  |             |
|------------------|-------------|
| Leader Signature | A. Bradbury |
| Date             | 22/10/2021  |

|  |  |  |  |  |   |  |  |  |  |
|--|--|--|--|--|---|--|--|--|--|
|  |  |  |  |  | <p>puter clothing will need to be easily accessible to enable this to happen. No one to distract the driver, second adult supervising. Refer to Seat belts and child restraints leaflet from <a href="http://www.thinkroadsafety.gov.uk">www.thinkroadsafety.gov.uk</a>. Seat belts/restraints to work at all times, if one is faulty then it must not be used and report to manager. Driver must select safe place to stop and ensure that passengers alight from the vehicle safely onto the pavement or safe area, and check around the vehicle before moving off. Luggage stored carefully, checked by driver/escort or group leader. Headcount on and off the minibus. A system for collecting litter in place and cleaning spillages. Clear boundaries of behaviour standards during activity. One adult is first aid-trained. Advise parents/carer to meet child on the side of the road where the minibus/vehicle stops. Fire extinguishers and first aid kit are checked and maintained. Minibus/vehicle is maintained and serviced (Check with County Transport Group, Polegate). Owners/drivers of staff cars must have correct business insurance to take students. A member of staff should never just take one student on their own in a vehicle.</p> |  |  |  |  |
|--|--|--|--|--|---|--|--|--|--|



**Additional Risk Assessment – Peak Adventure Forest School Program** Date of Activity :-

The following are in addition to the on-site risk assessment

| Product/Activity/Plant/Hazard                              | Significant Hazards with Potential to cause harm   | Likelihood (before control) | Severity (before control) | Risk Rating (before control) | Control Measures  | Likelihood (after control) | Severity (after control) | Risk Rating (after control) | RBA Required? |
|--|--|-----------------------------|---------------------------|------------------------------|---|----------------------------|--------------------------|-----------------------------|---------------|
| 1. Transport to and from site<br>• Minibus<br>• Staff Cars | Collision or loss of control<br>Driver; does not have Minibus D1 category on driving licence, incompetent, poor driving history, untrained.<br>Poor eyesight or medical condition<br>Driver gets lost. Minibus/vehicle breaks down.<br>Unsafe or inappropriate child seat/restraint, incorrectly fitted<br>Faulty seatbelts<br>Child's clothing gets trapped in minibus door when getting off.<br>Child runs across the road after alighting from minibus/vehicle.<br>Manual handling of luggage<br>Faulty vehicle<br>Fire | 2                           | 5                         | 10                           | Minibus, Staff cars. Operational Guidelines be implemented. All drivers must be trained and assessed by qualified ESCC and DSA Approved PCV Driving Instructor/Trainers. Training and assessment reviewed every 3 years<br>All drivers must also hold a current ESCC Minibus Permit and driving licence with Minibus DI category. Drivers with more than 6 points must not drive a minibus. Driver signs ESCC minibus medical requirements form.<br>Plan journeys carefully with breaks and realistic journey times and carry relevant maps.<br>Driver carries out vehicle checks before journey.<br>Driver ensures that breaks are taken every 2 hours.<br>Breakdown procedures in place including a mobile phone for emergency use.<br>If breakdown occurs on a motorway or dual carriageway all adults and children should evacuate the vehicle by a door on the left in the UK and wait by the side of the vehicle on the embankment, well away from the roadway. Appropriate | 1                          | 5                        | Low                         | No            |

|  |                                     |   |   |          |   |   |   |          |    |
|--|-------------------------------------|---|---|----------|---|---|---|----------|----|
| 2. Approaches from members of public / site rangers or staff | Interference, harassment, abduction | 2 | 4 | 8<br>Low | Ratios<br>Emergency action procedure<br>Boundaries to site well established along with signal to meet in designated safe space.<br>Safety talk to participants                                      | 1 | 4 | 4<br>Low | No |
| 3. Student may go missing during session.                    | Getting hurt, abduction             | 2 | 4 | 8<br>Low | Brief but clear and precise instruction on boundaries for the session. Use a whistle or agreed noise to get pupils to return. Staff mobile phone.<br>If lost students are to remain where they are. | 1 | 4 | 4<br>Low | No |
| 1. Risk Benefit Analysis                                     | Not Required                        |   |   |          |   |   |   |          |    |
| 2. Risk Benefit Analysis                                     | Not Required                        |   |   |          |   |   |   |          |    |
| 3. Risk Benefit Analysis                                     | Not Required                        |   |   |          |   |   |   |          |    |

|                 |               |
|-----------------|---------------|
| Persons at risk | Pupils, staff |
|-----------------|---------------|





Creating Mindsets

20



Not Mountaineers

