



Forest Discovery Day - Woodland Survival Day

Year Group(s) KS3- could be used as a transition trip for pupils entering a new school.

<p>Objectives:</p>	<ul style="list-style-type: none"> • To understand the physiological needs that a human has and which of these is the most important to survival. • To collaborate in a group to ensure that they 'survive' in the forest. • To get to know the strengths of each team member and the contribution that they will make to the group's survival.
<p>Links to National Curriculum Programme(s) of Study:</p>	<p><i>No applicable here as the session is more concerned with team building, relationships and getting to know others in the transition period from primary to secondary school or first to middle school.</i></p>
<p>Key Questions/ points:</p>	<ol style="list-style-type: none"> 1. To get to know new people in a different setting, recognising the importance of trust in relationships and how this can be built. 2. To recognise that we are all unique with different strengths that we will bring to a group situation. 3. To identify risk and manage personal safety. 4. To develop the skills of team working, including active listening, clear communication, negotiation and compromise. 5. To develop conflict management skills to reconcile after a disagreement.
<p>Programme of Activities: These will be the types of activities on offer. However, they may be subject to change depending on timings and the age/ experience of the pupils.</p> <p>Introduction to the day *What do we need to survive? *What is the difference between a want and a need? Explain that the very basic needs are physiological- the things without which we will die. There are also other needs that make us the best that we can be and create emotional happiness. Give some examples.</p> <p>The physiological needs are water, shelter, fire and food. *Which is the most important? Which should we focus on sorting out first? Children to discuss.</p> <p>Introduce them to the rule of threes- a human can survive for: *3 minutes without air *3 hours without a regulated body temperature (shelter, fire) *3 days without water *3 weeks without food</p>	



Although we could survive for 3 weeks without food, would we be healthy? Our bodily functions and organs can survive for a while with just water, but food gives our bodies the nutrients that it needs to stay healthy. In the same way, if we could only find one food source while surviving our body would not be healthy because we need the right type and amount of nutrition.

Split group into survival teams for the activities.

Shelter: number 1 survival priority (regulating body temperature)

What do we need to consider when building a shelter?

- *location
- *insulation (from ground, wind, rain, air)
- *heat source- body heat or fire?
- *personal or group shelter?

You will have some equipment and a set of diagrams to help you to build a different shelter:

- *tarp x 2
- *rope x 2
- *pegs x 4
- *whatever natural materials you find

You will need to construct a shelter that will keep you well insulated from the ground, wind and rain (also not sag to collect water). As speed is of the essence in survival, you will have 20 minutes to produce your shelter.

Survival need 1: fire

*Why would a fire be good in a survival situation?

It will keep you warm, boil water so that it is clean, cook food, dry clothes and ward off any animals. It will also produce some light.

Each group will split in two and have the following equipment:

- *fire steels x 2
- *fire lighters
- *cotton wool
- *kindling

The race is then on to get a fire lit and cook a marshmallow each.

Survival need 2: water

We have shelter so we can exist for 3 hours! (We should make it to the end of the day now..)

Our next priority is water.

- *Where would we look?
- *What would be the problem with any water that we find?

Explain that deep underground water is clear as it has been filtered through many layers of rock and other things, but we cannot guarantee that for water we find at the surface, especially if it is not flowing or not on the top of a mountain! One way to clean it is by boiling and another by using chemicals like iodine. However, we are going to try to filter it.

Each group will have the following equipment to get their dirty water as clean as they can:

- *stones
- *sand



- *charcoal
- *2 x plastic bottles for filtering
- *dirty water

Again, they can split into two smaller groups to work at this task. They have 20 minutes to obtain the cleanest water that they can. Emphasise the need to refill.

Look at results together to see which filter worked best. We now have the elements to survive for at least 3 days; hopefully rescue will be on its way by then.

Helping you to survive: first aid

The best first aid is keeping yourself safe in the first place. However, accidents can happen.

Oh no! A tree has come down in your den and you have two injured people:

- *one with a broken leg
- *one with bleeding hand

You have to treat these people with the equipment provided in order to get them safely out of the wood:

- *pads and bandages
- *tarp stretcher instructions
- *straight pole for splint

Each person needs to be treated and raced to the 'hospital' where injuries and treatment will be assessed.

Helping you to survive: map skills

A letter has been dropped into camp explaining that if you make your way to a point marked on the map, rescue awaits!

Children to have a copy of an OS map of the area.

- *Find where we are on the map. How do you know? What did you use to tell you? What on the ground around us matches to the map so as we can be sure?
- *Look at the map key. Ask some questions about what different things are. For example, what is shown in green? Brown? How do you know where a hedge or fence is?

Look at the point shown on the map. That is where we have to get to. How will we get there? Get the children to lead the way to where we have to go. At certain points, stop to ensure that the land matches the map and that we are going the correct way still.

Helping you survive: signalling for help

When we get there, there will be a rucksack with torches and further instruction.

Look at how morse code works. Explain that it can be done using sound or light. Dots = short duration Dashes = long duration

Children to practice in pairs making the signal for SOS.

After this, make the signal altogether.

Plenary: How did work together? How well do you know each other?

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*Discuss how the teams worked together. Did anyone take the lead? Was this the same for each activity? How did you ensure that everyone was involved?

*What did you learn about people's strengths? Did you learn about any areas of development for yourself?

*Did you have any disagreements? How did you manage these? Was everyone able to agree with the solution?