Seamer and Irton CP School – Forest School

Topic: Forest School – Campfires

Year 1

Prior learning

- Observing campfire management.
- Forest School leader led activity (toasting marshmallows).

Key knowledge I will understand

- Fire safety – things to consider when lighting a fire.
- Safe extinguishment of a fire.
- Materials used to start a fire.
- Why do we need fire?

Why do we need fire?

Heat/warmth

Cooking

Light

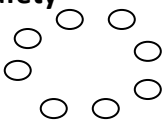
To keep predators away

Drying clothing

- Tinder-
  - bark, grasses, moss, newspaper
- Kindling-
  - small sticks that will burn quickly. They will fuel the larger fuel wood. No bigger than 1" in diameter
- Fuel Wood-
  - larger wood or split logs about 1' – 2' in length

Key Vocabulary

Tinder 	• Tinder is any combustible material (it must be dry) that is highly flammable and will easily ignite. Usually it is separated, divided into fine pieces to catch fire quickly.
Kindling 	• Kindling is small pieces of wood/ sticks, but it is larger than tinder. It must be dry. It will start the fire burning in the short term, allowing the larger pieces of wood to catch alight. It is less likely than larger fuel to smother the tinder.
Fuel 	• Fuel is the final part of the fire, and is any type of combustible material that will burn in order to light and keep a fire burning.
Tree canopy 	• No overhanging trees. • No small trees within close distance. Depending on how intensely the fire burns and the temperature to which the trees are exposed, this may result in loss or tree damage.
Wind speed and direction 	• Ensure wind is not going to turn the fire towards the children or blow with strong force directly into the woodland where dry leaves/materials may catch fire. • Do not light or maintain a campfire on dry, windy days.

Season 	• Exposure to high air temperatures especially during dry summer months can effect vegetation. Keep fires small without burning for long time periods. • Check there are no animal dens close, as disturbance during breeding season can affect wildlife.
Fire 	• The light, heat and flames produced by burning. • Look at the combustion triangle: 1. Oxygen 2. Heat 3. Fuel
Safe extinguishment of a fire 	• Ensure the fire is out properly (follow the guideline sheet).
Tripping hazards 	• Trips occur when your foot strikes or collides with something, causing you to lose your balance.
Ring of safety 	• A circle made using non-flammable materials, ensuring a safety zone around your fire. • Draw a circle in the mud if you have nothing to hand.
Flint and steel 	• Flint and steel is a primitive fire-making technique, which dates back to the Iron Age when steel was first used for this simple and effective way to start a fire.

<u>How I will investigate – toasting marshmallows</u>

Activities will take place over a number of sessions to ensure safe knowledge and understanding before igniting a fire.

- Children will be based in the forest school campsite and will work in small groups of 4-6.
- Staff will discuss fire safety (use campfire management guidance sheet).
- In small groups, children will demonstrate how to make a safety circle.
- Children will gather natural materials to build a small, contained fire and practise a tepee fire lay (use the base of the Kelly Kettle when lighting a fire).
- Staff will introduce flint and steel (Forest School leader will allow pupils to strike the flint if they feel children demonstrate safety).

- A staff member will light each fire (use campfire management guidance sheet).
- Using sticks handed out by staff, children will toast their marshmallows.
- Allow marshmallows to cool before eating, as they can get extremely hot in the fire.
- Follow guidelines on safe extinguishment of the fire.
- Children help restore the area to its original state, scattering any pieces of unused wood or leaves. Cover over the area, leaving no signs of fire use.
- Wash hands using warm soapy water. Do NOT use sanitiser around the fire as it is highly flammable.