

Stanley Grove School. Camp Fire Leader: Yvette Shaw (forest school level 3). Date RA completed: 25.05.2017.
 RA review date: 25.07.2017 (All staff attending to sign paper copy of RA once read and understood.)

Characteristics of Effective Learning

Making a charcoal pencils from woodland materials

<u>Playing and Exploring</u>	<u>Active Learning</u>	<u>Creating and Critically Thinking</u>
<p><i>Engagement</i> Finding out and exploring - Showing curiosity about objects, events and people - Using senses to explore the world around them - Engaging in open-ended activity - Showing particular interests Playing with what they know - Pretending objects are things from their experiences in play - Taking on a role in their play - Acting out experiences with other people - Be willing to 'have a go' Initiating activities - Seeking challenge - Showing a 'can do' attitude - Taking risk, engaging in new experiences, and learning by trial and error</p>	<p><i>Motivation</i> Being Involved and concentrating - Maintaining focus on their activity for a period of time - Showing high levels of energy, fascination - Not easily distracted - Paying attention to details Keeping on trying - Persisting with activity when challenges occur - Showing a belief that more effort or a different approach will pay off - Bouncing back after difficulties Enjoying what they set out to do - Showing satisfaction in meeting their own goals - Being proud of how they accomplished something, not just the end result - Enjoying meeting challenges for their own sake rather than external rewards or praise</p>	<p><i>Thinking</i> Having their own ideas - Thinking of ideas - Finding ways to solve problems - Finding new ways to do things Making links - Making links and noticing patterns in their experience - Making predictions - Testing ideas - Developing ideas of grouping, sequences, cause and effect Choosing ways to do things - Planning, making decisions about how to approach a task, solve a problem and reach a goal - Checking how well their activities are going - Changing strategy as needed - Reviewing how well the approach worked</p>

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Hazard / Activity	Person at risk	How harmed	Control measures	Residual risk rating: high, low, medium	Comments actions
Fire safety zone continued	Pupils and adults	Trips, sprains, scratches. Fire getting out of control	wind direction (if wind too strong do not light the fire) FIRE SAFETY ZONE SET UP Fire to be lit within an enclosed, stable boundary of logs or in a pit. Seating is to be a minimum of 1.5m from the fire and secured to prevent rolling. Planned and cleared 'escape route' between the seating logs Any potential tripping hazards removed from fire area. Ensure the soil bed us non-flammable. i.e not peat based Ensure all leaf litter and decomposing wood is cleared		invited to. When tending the fire everyone adopts the 'Respect' position, a one knee kneeling position. When accessing or moving around the campfire, children must walk around the outside of the log circle, then remain sitting on the logs whilst they are around the fire

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Collecting firewood:	Pupils and adults collecting materials	Eye pokers scratches Foot injury splinters	Demonstrate appropriate ways of collecting materials - sticks no longer than your arm, no wider than your wrist. Ensure pupils know where the agreed collection boundaries are. Appropriate clothing and PPE be worn Long sleeves, trousers and sturdy shoes to be worn. Make gloves available.	Low	Adult supervision and modelling of behaviours. Only use dead wood for fires
Transporting logs to camp fire	Pupils and adults transporting materials	Back strain Eye/face/foot injury	Demonstrate safe lifting and rolling techniques. Carry larger materials in teams and/or using ropes Adult supervision and consistent support as required. Make	Low	

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Hazard / Activity	Person at risk	How harmed	Control measures	Residual risk rating: high, low, medium	Comments actions
Fire lighting and maintenance:	Pupils and adults	Burns Smoke inhalation	Adult to pupil ratio 1:1 when children are tending to the fire or cooking on the fire Children only approach the fire when told to do so Fire managed so flames get no higher than knee height. If a child is sat in direct line of the smoke, they should raise their hand to alert staff and when told to, then move around the back of the fire safety area to a different seating position. Long hair should be tied back when around the fire.	Low	The fire will not be lit until it is confirmed that all the fire safety equipment is present. Adult supervision at all times Practise appropriate behaviour. No throwing anything into the fire. No flammable liquids or plastics are to be used on the fire. Bucket of water/sand nearby Fire blanket available First-aider present Appropriate child: adult ratios. Fire lighting equipment stored safely. Continually assess wind strength and

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Hazard / Activity	Person at risk	How harmed	Control measures	Residual risk rating: high, low, medium	Comments actions
Cooking on fire	Pupils and adults	Burns Stomach upset due to poor hygiene	If using long sticks to toast items – demonstrate safe handling i.e. not waving them around and retracting them in so not to burn others. If wooden skewers are brought into the forest, soak them first. Hot marshmallows – 10 blow rule! Hygiene – ensure pupils was their hands before handling food. Cook only low risk food which is edible raw anyway.		Adult supervision at all times with physical support if children require it. Ensure supply of hand washing facilities Bucket of water/sand nearby First-aider present Appropriate child: adult ratios
Extinguishing fire	All at site	Burns including ash	Be aware of the amount of wood being put on the	Low	Fire safety zone should be dissembled if it is

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Extinguishing fire continued		Burns including ash and steam burns	more than 30 - 40cms, carefully pour water over the area. Ensure there is no exposed skin directly in the line of any steam that may be produced. Only identified individuals should extinguish fire. The fire site should be carefully covered so no trace can be seen.	Low	