

# wild learning

## tired, dirty, happy children

### Sample session plan for Primary schools

#### The Survival Triangle – Years 4 to 6

*A full-day session developing teamwork, communication and practical skills.*

#### 9.30 Arrival and introductions

How to respect the woods and how to stay safe:

- 1-2-3 recall drill, plus hide & recall game
- Natural hazards briefing
- Dog drill and role play

#### 10.00 Walking to camp site

#### 10.15 Safety briefing

- Boundaries
- Stick safety
- Fire circle

#### 10.30 Introducing the day's topic: The Survival Triangle – fire, water and shelter

Talk about what we really need to survive: what we might bring with us, what we might find where we are, and what knowledge and skills we would need. Drink and snack break.

#### 10.45 Activity 1: Shelter

Discuss what a shelter is for, and what makes a good/bad shelter. Explain what materials are useful and sustainable and which should not be used. Discuss safe working practices and construction techniques. Split into groups to make shelters that can fit the whole group inside. Groups then have 1½ hours to build a shelter from available natural materials, plus additional materials supplied by the leaders.

After each group has made their shelter we meet as a group and look at each shelter in turn. Each group has the opportunity to talk the rest of the class through their shelter, how it was constructed and why they took the decisions they did. Then all members of the group take shelter while we load the water pistol and see how weatherproof their shelter actually is!



#### Skills developed:

- Planning
- Resource use
- Teamwork
- Communication

#### Topics covered:

- The principles of wild shelter construction
- Insulation and weatherproofing
- Risk assessment
- Using a tarp and guy lines

## 12.45 Lunch

### 1.15 Activity 2: Fire

Take the fire challenge and see if you can work out how many of the objects in the rucksack can be used to make a fire (hint: all of them!). The class then splits into small groups and is taken through the process of lighting a fire using only a fire-striker and a piece of tinder. Once you've learned to light the tinder with a modern striker, try it with an actual steel and a piece of flint!

#### Skills developed:

- Fine motor coordination
- Patience and determination
- Communication

#### Topics covered:

- The science behind fire
- The fire triangle
- Incandescence
- Friction, chemical and electrical fires



### 2.00 Activity 3: Water

Clean water is an absolute necessity for long-term survival. In the UK we are fortunate that almost all piped water is potable, but in a survival situation we may not be able to rely upon clean drinking water, and may only have the water that we can find, in streams or lakes.

Split into groups, the children attempt to purify muddy water using only a plastic bottle and whatever materials they can forage as a filter. Successive attempts and talking to other groups allow them to refine their materials and technique in a race to see who can get the cleanest water in the time available.

At the end of the challenge, the groups line their filtered water up for judging and have the opportunity to talk about what techniques and materials worked and what didn't.



#### Skills developed:

- Fine motor coordination
- Experimentation
- Communication

#### Topics covered:

- Pathogens: viruses and bacteria
- The experimental method
- Filtration and other methods of water purification

## 2.45 Pack up camp and walk back

## 3.15 Goodbye and see you next time!

For more information about our schools work, or to book a session, please call 01483 424 400 or email [schools@wild-learning.net](mailto:schools@wild-learning.net)