

NTC BUSHCRAFT AWARD

This award is designed to equip you with the basic skill needed to practise bushcraft in lowland Britain. The idea is to teach you a wide and varied range of practical bushcraft skills in an environment where they can be put to good use and not in the classroom.

The award is split into three units:

- Outdoor living skills
- Natural history
- Craft

Each unit will cover several subjects which will all be explained and demonstrated to you, which you will then be expected to demonstrate and explain to us.

Once this has been done successfully that subject will be signed off in your assessment book. Each subject must be demonstrated or explained sufficiently to achieve the award. Don't worry if this sounds hard - we are there to help you. If there is something you don't understand, just ask.

We hope you enjoy the time on this course and leave it knowing more than when you started

Good luck

STUDENT NAME.....

DATE OF BIRTH.....

Learning Outcomes

The Learner will:

Understand the properties of fire in the outdoor environment

The learner can:

- 1.1 Describe **6 methods** of making flame
- 1.2 Demonstrate 3 methods of making flame
- 1.3 Investigate the properties of **manmade and natural tinder**
- 1.4 Demonstrate the **4 main fire lays**
- 1.5 Cook an adequate evening meal
- 1.6 Understand how to **collect firewood** and **how different woods burn**
- 1.7 Demonstrate and understand the importance of **minimum impact**

The learner will:

Understand the properties of water in the outdoor environment

The learner can:

- 1.8 Describe common **water borne diseases**
- 1.9 Recognise how water **is used by the body**
- 1.10 Describe the kinds of **surface water** you may come across
- 1.11 Recognise common **water indicators**
- 1.12 Describe the purpose and importance of **filtering and filter systems**
- 1.13 Find, filter and make water safe
- 1.14 Research how to keep water from becoming impure and manage water

The learner will:

Understand and demonstrate the importance of constructing the correct shelter in the outdoor environment

The learner can:

- 1.15 Describe the symptoms and treatment of **heat and cold injuries**
- 1.16 Describe the principles of the **layer system**
- 1.17 Evaluate and erect **natural shelters or bivouacs**
- 1.18 Sleep one night in shelter

Range (explanation)

Six methods – chemical, electrical, solar, friction, sparks and compression

The four main fire lays – starfire, criss cross fire, V fire and long log fire

Natural and man made tinder – inner bark, outer bark, seed heads, shavings, cotton wool, wire wool, fire starters etc.

Firewood – size, standing dead wood, dryness, greenness etc

Minimum impact – suitable site for fire, responsible collection of firewood, leaving no trace

Water borne disease – Gardia, hepatitis, cryptosporidium, chemical contamination, bacteria, worms and cysts

Is used by body – temperature regulation, skeleton and muscle support, digestion, removal of toxins and higher brain function.

Surface water – rain, snow, water courses, springs and marshes, saltwater and dew

Water indicators – plants, animals, birds, insects and the nature of water movement

Filtering – purpose built and improvised

Water purification – chemical methods and heat

Heat and cold injuries – hyperthermia and heat stroke

Layer system – base, mid and outer layers

Natural shelters – debris shelter, fallen trees, lee of rocks etc.

Bivouacs – use of tarps or poncho, knots used

Learning outcomes:

The learner will:

Understand plant identification

The learner can:

- 2.1 Identify and name broadleaf trees and plants **during their growing phase**
- 2.2 State the uses of native plants and trees
- 2.3 Demonstrate a commitment to **minimal impact**

The learner will:

Understand wild food

The learner can:

- 2.4 Identify common **edible plants**
- 2.5 Understand the importance of **correct identification**
- 2.6 State **legal protection** afforded to wild plants

Range (explanation)

During their growing phase – trees in leaf, identification of leaf shape and growth habit

Minimal impact – avoiding rare species, trampling and over gathering

Edible plants – range of plants from different habitats

Correct identification – if not 100% sure – **DON'T EAT**

Legal protection – wildlife and countryside act

The learner will:

Understand tool use and selection

The learner can:

- 3.1 Describe **commonly used tools** in bushcraft
- 3.2 Identify **main materials** used in bushcraft tools, sheaths and handles
- 3.3 Demonstrate **safe use** of tools
- 3.4 Select **appropriate tools** for the work in hand

The learner will:

Understand and develop Craft Skills

The learner can:

- 3.5 Identify and select **appropriate materials** for the item to be made
- 3.6 Harvest materials **sustainably**
- 3.7 **Prepare** materials for use in craft items

The learner will:

Produce craft item

The learner can:

- 3.8 Produce a **range** of craft items

Range (explanation)

Commonly used tools – knife, saw etc.

Main materials – wood, plastic, leather, carbon steel, stainless steel etc.

Safe use – handling, stance, work position

Appropriate tools – correct tools for job

Appropriate material – roots, fibres, bark and wood

Sustainably – target pruning, avoiding rare species, using suppressed trees, over gathering

Prepare – soaking, drying etc.

Range – cordage, pot hanger, featherstick

UNIT 1 ASSESSMENT		METHOD - P=PRACTICAL D=DISCUSSED	
SUBJECT	ACHIEVED	METHOD	TUTOR
6 methods of fire 3 methods of making flame Types of tinder 4 fire lays Evening meal Firewood Minimal impact	Type Type Type	D P P P D P + D P P + D P + D	
Water borne diseases Water in the body Surface water Water indicators Filtering Making water safe Water management		D D D D P + D P + D D	
Heat and cold injuries Layer system Shelters Sleep in shelter		D D P + D P	
Comments			

Student name.....	Tutor Name.....
Student signature.....	Tutor signature.....

UNIT 2ASSESSMENT		METHOD - P=PRACTICAL D=DISCUSSED	
SUBJECT	ACHIEVED	METHOD	TUTOR
Plant test Tree test Minimal impact		P P D	
Edible plants Correct identification Legal protection		P + D D D	
Heat and cold injuries Layer system Shelters Sleep in shelter		D D P + D P	
Comments			

Student name.....	Tutor Name.....
Student signature.....	Tutor signature.....

UNIT 3 ASSESSMENT		METHOD - P=PRACTICAL D=DISCUSSED	
SUBJECT	ACHIEVED	METHOD	TUTOR
Common tools Main materials Safe use Appropriate tools		D D P + D P + D	
Appropriate materials Sustainability Preparation		P + D P + D P	
Craft items - Featherstick Pot hanger Cordage		P P P	
Comments			

Student name.....	Tutor Name.....
Student signature.....	Tutor signature.....

PLANT TEST

	NAME	USE OR POINT OF INTEREST
1		
2		
3		
4		
5		
6		

SCORE

Student name.....

Tutor Name.....

Student signature.....

Tutor signature.....

TREE TEST

	NAME	USE OR POINT OF INTEREST
1		
2		
3		
4		
5		
6		

SCORE

Student name.....

Tutor Name.....

Student signature.....

Tutor signature.....

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