

# The Bushcraft Kid

## Teacher Resources, Week 1

### This PDF contains:

- **Text Questions:** In this section, you will find questions about the chapter. These can be used orally in guided or shared reading discussions, as an independent comprehension exercise, or as part of a written homework or reading club activity.
- **Making the Choice and Voting:** Before choosing how to vote, students could discuss, as a group or a class, the wider context of the story and the consequences for the characters of each voting option at the end of the chapter. Students should be encouraged to use a variety of resources in their research, including books and the Internet.
- **Writing Activities:** Fiction Express for Schools provides a brilliant springboard into writing and some ideas and inspiration are provided in this section.
- **Other Extension Activities:** This section provides ideas for cross-curricular extension activities related to the chapter.
- **Key Words and Phrases:** This section provides a selection of key words and phrases from the chapter for use in a classroom literacy display or 'working wall'.
- **Worksheets:** This section provides printable worksheets for student use. Answers are also provided where appropriate.
- **Picture Resources:** This section provides images to inspire student discussion. These images can be displayed on a whiteboard or printed.
- **Resources:** Here you will find a list of relevant websites and books that students might find useful.

## Text Questions

### Chapter 1: The Chase

1. Who is the main character in this story? What do we learn about him in chapter 1? Go back to the text to find out.
2. Do you think this is going to be a good story? Explain your answer.
3. Think of at least 3 words that would describe the sort of story you think this is.
4. How does the author capture your interest at the beginning of the story? Find and write down the evidence to answer this question.
5. What was your favourite part of this chapter? Why did you like it?
6. How did you feel when you read the first section of chapter 1? Were you surprised when Harley explained that there were really no enemy agents?
7. Do you think Harley is the sort of boy that likes staying indoors and watching television or playing computer games? Find evidence in the chapter to support your answers.
8. What did you think about the character of Harley's mum? Think of at least two interesting things to say about her.
9. Describe the South Peaks National Park. Why is Harley unprepared for what he sees? Go back to the text to find out.

10. How has Harley prepared himself for the bushcraft competition? Go back to the text to find out.
11. Why didn't Harley wear jeans for the competition like some of the other competitors? Go back to the text to find out.
12. Who laughs at Harley and how does this make him feel? Did you sympathize with Harley at this point in the story? Explain why or why not?
13. Did Harley wear 'make-up' to the competition? Why does Finn use this word to describe Harley's camouflage paint?
14. What does Harley do to hide his feelings? Do you think Harley deals with Finn in the right way? Explain.
15. What does Harley hope Finn will have to do at the end of the competition? Go back to the text to find out.
16. Can you remember which useful items Harley hopes he will be able to pick up at the check points? Go back to the text and check that you have remembered all the things he lists.
17. What are the competitors allowed to take in their rucksacks? Explain why you think they are allowed these things, and only these things.
18. Where is the first checkpoint? How do we know this is a high place? Go back to the text and find the evidence to answer this question.

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19. Why had Harley already studied the maps? Explain. Why doesn't he follow most of the other competitors?
  
20. Where is the quickest route to the top? Go back to the chapter to find out.
  
21. What did you think when you read the sign DANGER and discovered that the path was closed?

## Making the Choice and Voting

### What does Harley do?

#### **Option 1: He continues. How dangerous can a wobbly bridge be?**

Do you think this would be a good idea? Can you think of any reasons why Harley should or shouldn't do this? How dangerous might the bridge be? Do you think Harley might be able to jump or wade through the water? How could this be dangerous? Can you predict what will happen in chapter 2 if you choose this option?

#### **Option 2: He decides to take the detour even though it appears to be leading away from the Grey Tor – at least it will be safe, and it might be almost as quick.**

What do you think about this choice? Are detours usually shorter, about the same length or longer than the original route? Do you think it will be 'almost as quick'? Do you think the detour will be 'safe'? Do you think it would be sensible for Harley to take an unknown route? Do you think this could be exciting? Can you predict what will happen in chapter 2 if you choose this option?

#### **Option 3: He returns to the area behind the rangers' hut where Finn, Tasha and Jackson disappeared. Hopefully, he can still follow them to Grey Tor.**

Do you think Harley would be able to catch up with Finn, Tasha and Jackson? Will he be able to find the path they have taken? What clues might he be able to look for that would help him to follow them? Can you think why he might want to go this way and why he might not? Do you think Finn, Tasha and Jackson know a shortcut? What makes you think this? Can you predict what will happen in chapter 2 if you choose this option?

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## Writing Activities

Write a few sentences on your first impressions of this new story. Explain what you like or don't like about it. Describe how you think the story might develop over the next few chapters.

Have you ever been laughed at or teased? How did it make you feel and how did you deal with the situation? Write a few sentences describing your experience, how you felt and how you reacted to the situation. Discuss your feelings with a friend or the class.

Imagine you are Tasha, Finn or Jackson, write your account of what happens when you first see Harley in all his bushcraft gear.

Write a personality profile for Harley, based upon what you know about him so far. Use headings to give order to your profile. You might want to include headings such as: Background, Personality, School Achievements, Hobbies, Favourite Food, Favourite Television Programmes, etc. You can update your profile as you read more chapters of the story and find out more about this character.

**TEACHER NOTE:** template provided.

Harley hopes to get a head torch, waterproof matches, a sleeping bag and a groundsheet when he gets to Grey Tor. Write a few sentences explaining the importance of these objects in helping Harley be successful in the competition.

Would you like to take part in a bushcraft competition? Write a few sentences explaining why you would or wouldn't want to do this.

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How would Harley's painted face and camouflaged clothes help him win the competition? Could they ever be a problem for him? Discuss these two questions with a partner and then write a few sentences explaining your conclusions.

Harley is determined to win the competition. Have you ever been determined to do something? How did you feel when you did or did not achieve your goal? Write an account of your experience. Share your writing with a friend or with the class.

**TEACHER NOTE:** A simplified version of this activity could be for pupils to just think of or write down 5 words to describe how they felt when they did or did not achieve their goal.





## Other Extension Activities

### Art Activities

Go back to the text and read the description of the South Peaks National Park. Paint or draw a picture that illustrates this landscape. Write a caption to go with your picture.

**TEACHER NOTE:** The photograph in the Picture Resources section might be useful for this activity.

Design a poster advertising the South Peaks Bushcraft Competition. Make it as eye-catching and attractive as you can. Don't forget to include all the important information that possible participants will need to know in order to compete.

### Research Activities

Using the Internet, find out all about bushcraft skills. Then write at least five fact sentences based on what you discover.

**TEACHER NOTE:** There are some books and websites in the Resources section that might be useful.

Look at a local rural area on a paper or online map. Plot a walking route that could be used in Harley's bushcraft competition. Make a list of the geographical features along the way, such as rivers, hills, mountains, buildings etc. Write a list of instructions for competitors to follow.

**TEACHER NOTE:** pupils could be asked to include compass points in their instructions.

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## Discussion Activity

In a small group, discuss the behaviour of Finn in chapter 1. Try to think of some reasons why he might behave in this way. Make notes on your discussions.

## Key Words and Phrases

Here is a list of challenging or potentially unfamiliar vocabulary used in Chapter 1 of *The Bushcraft Kid*: **craggy, shards, milling around, murky yellow glow, sneered, scurried, heavy footfall, clambered.**

You may wish to explore this vocabulary with your pupils, to aid their understanding of the chapter and enhance, or 'up level', the quality of their own writing.

You might like to use the boxed versions of the words below on your 'working wall' or literacy display!

craggy

shards

milling  
around

murky  
yellow glow

sneered

scurried

heavy footfall

clambered

## Worksheet – Adjectives

Underline the adjectives in the following sentences.

1. The sharp stink of rotting rubbish made my eyes sting.
2. The moon was hidden by the clouds, but street lights threw a murky yellow glow over the estate.
3. He scanned the area, and kicked at an empty bottle.
4. A large skip was parked just beyond the staircase. It was stacked with old fridges and sofas, and topped by a double mattress.
5. The sound of heavy footfall echoed off the walls.
6. She pointed to the latest issue of *Bushcraft Times* on the counter.
7. The grass was soon replaced by bright yellow gorse bushes.
8. These then gave way to rocky outcrops and craggy peaks.
9. I leaped out the car and pulled on my green hat.
10. The boy wore matching black leggings, T-shirt and trainers.

## Worksheet – Answers

1. The sharp stink of rotting rubbish made my eyes sting.
2. The moon was hidden by the clouds, but street lights threw a murky yellow glow over the estate.
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## Picture Resources

This picture shows a high mountain landscape in the English Lake District.



Is this what you thought the South Peaks National Park might look like?

Is the mountain what you thought Grey Tor might look like?

Would you like to climb Grey Tor on your own. Why or why not?

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## Picture Resources

This picture shows different items you might find in a bushcraft survival kit.



Can you name each object and explain what it might be used for?

Are there any other items you would take if you were taking part in the competition with Harley?

If you could only pick three items, which would you choose?

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## Resources

### Websites

This is the home website of the scouting movement, with information about bushcraft skills: <http://scouts.org.uk/home/>

This fantastic website explains all about bushcraft and how pupils can participate in bushcraft activities: <http://www.woodland-ways.co.uk>

*The Bushcraft Magazine* is really intended for adults but has some great articles: <http://www.bushcraftmagazine.com/>

The Forest School Association website <http://www.forestschoollassociation.org>

Note to teachers: Every effort has been made by the Publishers to ensure that these websites are suitable for children, that they are of the highest educational value, and that they contain no inappropriate or offensive material. However, because of the nature of the Internet, it is impossible to guarantee that the content of these sites will not be altered. We strongly advise that Internet access is supervised by a responsible adult.

### Books

*Oxford Reading Tree: Bushcraft: Survival Skills* by Ian Brember and Greg Foot, OUP 2015

*Go Wild!: 101 Things To Do Outdoors Before You Grow Up* by Fiona Danks and Jo Schofield, Francis Lincoln 2009

*Bushcraft and Survival* series by Neil Champion, Franklin Watts