

# The Bushcraft Kid

## Teacher Resources, Week 3

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'.
- **Worksheet:** This section provides a printable worksheet 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.

# The Bushcraft Kid by Jo Franklin

## Text Questions

### Chapter 3: Against the Elements

1. What were Mr Wilderness's three priorities for survival? Make a calculated guess if you cannot remember them and then go back to the text to check out your answers.
2. Why didn't Harley choose the Mr Wilderness rucksack?
3. Find the metaphor the author uses to describe the clouds in the sky.  
TEACHER NOTE: *a thick band of cloud hugged the horizon*
4. Why does Harley choose to take the tent and not the fire-making equipment?
5. Harley says that camping on the summit of Grey Tor could be uncomfortable. What do you think he was imagining here?
6. What three adjectives does the author use to describe the seed heads of the wild clematis? Go back to the text to find out.  
TEACHER NOTE: *silky, fine, dry*
7. What does Harley pick up in the woods to help him make a fire? Does he use these things later in the chapter? Why is this?
8. How does Harley know that someone else in the woods has lit a fire? Go back to the text to find the evidence to answer this question.
9. Harley thinks he sees '*a glint of metal*' at Jackson's feet. What do you think this could be?
10. How does Harley know there is a storm brewing? Go back to the text to find out.

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11. What problems does Harley encounter when he tries to put up his tent? Do you think Harley is good at erecting a tent? Go back to the text and find evidence to answer this question.
12. What pieces of evidence are there in chapter 3 to show that the Bushcraft Challenge organizers care about the welfare of the competitors?
13. Why does Harley describe one of the rangers as being his 'guardian angel'?
14. What simile does the author use to describe the feeling the sleeping bag has as he gets inside it?  
TEACHER NOTE: *like a heavenly cocoon*
15. Why does Tasha open the zip of Harley's tent and shine a torch into his face? Go back to the text to find out.
16. Tasha says that, "*For once I struck gold*". What does she mean by this?
17. What does Tasha claim Finn has done? Do you think she is right?
18. What is the 'strike-a-light' and why is Harley keen to try and use it?
19. Describe how you think how Harley is feeling at the end of chapter 3. Find evidence in the text to support your answer.

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## Making the Choices and Voting

### What should Harley do now?

**Option 1: He suggests they join forces. Tasha can share his tent if she helps him to light a fire. Together they will survive the night.**

Do you think Harley wants to help Tasha? Has there been anything in the story so far that suggests Harley would help others? Do you think he would want to sabotage another competitors' chances? Do you think that working together would be good for both Harley and Tasha? Would it be the right thing for Harley to do? If you choose this option and do you think Tasha will turn out to be trustworthy? What do you predict will happen in the next chapter?

**Option 2: He doesn't trust Tasha and doesn't want to help her. He'd prefer to spend a cold night rather than help her out.**

Do you think Harley is right to be suspicious of Tasha? Would you trust her if you were Harley? What has happened so far in the story to help you make a decision about this? How did Tasha behave in chapters 1 and 2? Do you think she was involved in cutting the rope, or just a passer-by? How do you think Harley will feel if he refuses to help and sends Tasha off on her own? Do you think he will feel good about this? Can you predict what will happen in chapter 4 if you choose this option?

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## Writing Activities

Have you ever been involved in putting up a tent in the wind or rain? Try to remember or imagine what it must be like to put a tent up on a wet and windy night. Write a factual or fictional account of this event.

Imagine how it would feel to sleep outdoors at night on your own. Think about all the sounds you would hear and the things you might see and smell. Think about the thoughts and feelings you would have. Then write an account of your adventure camping outside at night. Try to incorporate your best ideas into your descriptive writing so that you conjure up the atmosphere of sleeping outdoors.

Harley picks up some wild clematis that he thinks might help him to light his fire. Wild clematis is sometimes called 'old man's beard' or 'traveller's joy'. Using the Internet, find pictures of this common wild hedgerow plant. Then write three interesting fact sentences about it.

**TEACHER NOTE:** There is a photo of wild clematis heads in the 'Picture Resources' section.

How do you think Jackson lit his fire in the woods? Write this extra scene for the story. Try to write in the same style as the author of 'The Bushcraft Kid'.

Look at the key words and phrases provided in the teacher resources. Write interesting sentences using each of them. Try to include other interesting or exciting words in your writing, too.

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Look at the options at the end of chapter 3. Choose your favourite option and think about what might happen next. Write the opening paragraph of chapter 4 based on your chosen option. Make your paragraph as interesting and as entertaining as you can.

## Other Extension Activities

### Art Activities

Choose your favourite part of chapter 3 and illustrate it. Write a caption to go with your picture.

Do some research on the Internet to find out what wild clematis looks like and where you are most likely to find it. Try to draw the flower(s) as accurately as you can.

**TEACHER NOTE:** There is a photo of wild clematis heads in the Picture Resources.

### Research Activities

Do you know the correct terms for the different parts of a tent? Using the Internet, find out all you can about tents and then draw a diagram of one. Label the different parts of the tent with the correct names.

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Using the Internet, find out the best way to erect a tent. Then design a leaflet with diagrams and step-by-step instructions on how to put one up. Make your leaflet as eye-catching and informative as possible.

Using the Internet, or books in your school library, find out exactly how cavemen started fires.

### **Drama Activity**

With a partner, mime one of the survival activities mentioned in chapter 3. For example, you could mime putting up a tent or collecting wood and starting a fire. Act out your mime to someone who has not read this story and see if they can guess what you are doing.

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## Key Words and Phrases

Here is a list of challenging or potentially unfamiliar vocabulary used in Chapter 3 of *The Bushcraft Kid*: **thick band of cloud, smirking, wafted, hunched, trampled, ruthless, stashed, scent of wood smoke**

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!

thick band of  
cloud

smirking

wafted

hunched

trampled

ruthless

stashed

scent of wood  
smoke



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## Worksheet (page 1 of 2)

Below are some quotes from chapter 3 of *The Bushcraft Kid*. Who says each one, and why do they say it? Write your answers in sentences.

1. "I see you're not a gambler."

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2. "You need dry wood to get a fire going."

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3. "I'm a bit damp, but I'll live."

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4. "Didn't think we'd leave you to freeze tonight did you?"

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Worksheet (page 2 of 2)

5. "I'm going to kill you Finn Riley!"

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6. "I don't know what to do."

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7. "I'm not Finn."

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8. "Are you happy to carry on overnight?"

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## Worksheet – Answers

1. “I see you’re not a gambler.”

The ranger says this to Harley when he chooses the tent and not the Mr Wilderness rucksack.

2. “You need dry wood to get a fire going.”

Harley says this to Jackson because he is obviously using damp wood on his fire as there is no flame, just smoke.

3. “I’m a bit damp, but I’ll live”

Harley says this to the ranger when the ranger asks if he is happy to stay in his tent for the night.

4. “Didn’t think we’d leave you to freeze tonight, did you?”

The ranger says this to Harley after handing him a flask, torch and sleeping bag.

5. “I’m going to kill you Finn Riley!”

Tasha says this after she unzips Harley’s tent thinking it is Finn’s tent. She is cross with Finn because she thinks he has sabotaged her camp.

6. “I don’t know what to do.”

Tasha says this to Harley to explain how she feels after her camp has been sabotaged.

7. “I’m not Finn.”

Harley says this to Tasha to explain that it’s him and not Finn inside the tent.

8. “Are you happy to carry on overnight?”

The ranger asks Harley this question when he comes to check on him before he spends the night in his tent.

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## Picture Resources

This photo shows the seed heads of a wild clematis.



Why do you think this plant is sometimes called 'old man's beard'?

What do you think the seed heads feel like to touch?

Why do you think the seeds heads are light and fluffy like this?

Why would they make good tinder for a fire?

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## Picture resources

This photo shows a tent pitched in a pine forest.



Is this what you thought Harley's tent might look like in the chapter?

Would you like to spend a night in a tent in a forest like this one?

What animals might pass by your tent in a forest such as this?

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## Picture resources

This photo shows a man tending a fire in a forest.



Why has he surrounded his campfire with stones?

What device has he made for cooking his food over the fire?

What sort of holiday is he on? Look for clues in the picture.

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## Resources

### Websites

Ordnance Survey Mapzone (containing a section on Map Skills)

<http://www.ordnancesurvey.co.uk/mapzone/>

British Orienteering: Orienteering Made Easy (for schools)

[https://www.britishorienteering.org.uk/images/uploaded/downloads/schools\\_tri\\_o\\_resources.pdf](https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf)

National Geographic Kids Atlases

<http://www.nationalgeographic.com/kids-world-atlas/maps.html>

Woodlands Junior: Maps of England, Britain and the UK

<http://resources.woodlands-junior.kent.sch.uk/customs/questions/maps.html>

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