

# The Bushcraft Kid

## Teacher Resources, Week 4

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.
- **Templates:** This section provides printable templates for one, or some, of the exercises suggested in the 'Writing Activities' section.
- **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'.
- **Puzzles:** This section provides a printable puzzle 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 4: A Disturbed Night

1. The author says that Tasha *looked half broken*. What does she mean by this? Can you think of any other words the author could have used instead of ‘*half broken*’? Why do you think Tasha pulls her hands into her sleeves and wraps her arms around her knees?
2. What has ruined the Bushcraft Challenge for Tasha? Go back to the text to find out.
3. What would Tasha like to do to Finn? Go back to the text to find out. How does the author imply that Tasha isn’t really going to do this? Go back to the text to find the evidence to answer this question.
4. What is the most important thing for Tasha about competing in the Bushcraft Challenge? Go back to the text to find the evidence to answer this question.
5. Why does Tasha think that she and Harley will have to go their separate ways in the morning? What does Harley think? Go back to the text to find the evidence to answer this question.
6. Without looking at the text, describe the way Harley and Tasha make a fire. Now go back to the text to see if you have remembered the correct procedure.
7. What word is used to describe the action of putting more wood on the fire to keep it going? Go back to the text to find out.  
**TEACHER NOTE:** carefully
8. Why does Harley enjoy watching the fire on his own?

## The Bushcraft Kid by Jo Franklin

9. What does Harley notice that makes him think the saboteur could be Jackson?

**TEACHER NOTE:** Readers might like to refer back to chapter 1 to answer this question.

10. Why does Harley think that he and Tasha might have to *join forces* again? Go back to the text to find out.

11. What does Harley suspect is the reason for there being only 8 people left in the competition? Find the evidence in the text to answer this question.

12. Compare the breakfasts of Tasha, Jackson and Finn. Why isn't Harley impressed with the way Jackson takes most of the bacon sandwiches? Why wouldn't Harley have chosen bacon sandwiches anyway? Go back to the text to find the evidence to answer these questions.

13. What do the competitors *have* to take on the endurance test? Why do you think this is compulsory?

14. What is the landscape like around the Granite Way path? What word does the author use to describe the way the slopes are covered in wild flowers? Go back to the text to answer these questions.

**TEACHER NOTE:** *It was clothed with grass and wild flowers.*

15. What effect does the walk along the Granite Path have on Harley? Go back to the text to find the evidence to answer this question.

16. Harley comes to the *brow of a hill*. Describe what you think this would look like.

17. The author uses a metaphor to describe the crooked signpost on the brow of the hill. Go back to the text and find it. What do you think about this description? Does it add to your reading pleasure?

**TEACHER NOTE:** *A crooked signpost drunkenly indicated the way to Gablehurst...*

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18. Why does the signpost raise Harley's suspicions? Go back to the text to find the evidence to answer this question.
19. What happens to Harley that makes it obvious the signpost has been deliberately turned in the wrong direction?
20. What makes Harley think *the sabotage was getting out of hand*?

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## Making the Choices and Voting

**How do you think the story should continue?**

**Option 1: Tasha says she isn't badly hurt but needs to rest. She tells Harley to go on without her, so that he can beat Finn and Jackson by winning the Bushcraft Challenge. If she can't go on, she will set off her flare to call for help.**

Do you think Tasha would tell Harvey to go on without her? Do you think it is important for Harley to beat Jackson and Finn at this day's challenge? Do you think Tasha is thinking about Harley when she says she can set off her flare if she needs help? Do you think Harley will do as she says, or will he feel too bad about leaving her behind? What would you do in these circumstances? Would you go on and leave Tasha behind?

**Option 2: Harley ignores the danger and scrambles into the quarry to rescue Tasha. As long as her leg isn't broken they can finish the walk to Gablehurst together, even if helping her slows him down.**

Think about the worst outcome that could befall Harvey and Tasha if you choose this option. Do you think Harley should risk his own safety to rescue Tasha? Quarries are very dangerous places. What if he fell, too? Do you think it's a good idea for them to finish the challenge together?

**Option 3: Harley sees Finn at the top of the path. Finn looks guilty but still runs off with two rucksacks – his own and Harley's. Harley leaves Tasha and chases after Finn.**

Can you imagine how Harvey will feel if he sees Finn running off with his rucksack? Why would seeing Finn look guilty make it even worse? Is it possible that Finn might have thought that Harley had dropped his rucksack and he (Finn) is trying to return it to Harley? Do you think it would be the right decision for Harvey to chase after Finn? What problems can you foresee for Harvey and Tasha if you choose this option?

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## Writing Activities

Write a set of numbered step-by-step instructions that could accompany the 'strike-a-light' kit, explaining the correct way to start a fire in the wild. Don't forget to include all the important safety instructions. You will need to read the account of lighting the fire in chapter 4 before you start. Make sure your instructions are clear and easy to read. Illustrate the steps of your instructions with little diagrams.

Are you a competitive person? How do you feel when you win? How do you feel when you lose? What is most important, winning, or doing your best? Describe your views and feelings about competitions. You might want to start by discussing your thoughts and feelings with a partner or with a small group.

Write a menu for a healthy breakfast and healthy packed lunch that would be suitable for someone going on a long hike in the country. Set out your menu in a clear and simple way.

Write a few extra descriptive sentences that could be added to the section in the story where Harley is describing the scenery along the Granite Path. Try to make your sentences colourful and atmospheric.

Imagine you are Jackson. Write chapter 4, or part of chapter 4, from your viewpoint.

Do you enjoy walking or hiking out in the countryside or going walking when you are on holiday? Write your own account of a walk that you have taken and that you have enjoyed or not enjoyed. Make sure you use some descriptive words and emotion words in your writing.

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Imagine you are Tasha. Rewrite the scene at the end of chapter 4 that results in you falling into the quarry. Remember to include emotion words to describe how you feel during this part of the story.

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## Other Extension Activities

### Art Activities

Paint a landscape picture of the scenery on the Granite way. Add a title and caption to your picture.

Do you like looking at wild flowers? What wild flowers do you already know the name of? Make a list of the wild flowers you know, putting them into alphabetical order. Write a brief description of the flower beside its name. Then do some research on other common wild flowers that you might see near to where you live. Add these to your wildflower list. Now choose your favourite wild flower and draw a picture of it. Label the parts of the flower, and then write an extended caption with interesting facts about it.

Using the template in these resources, or a cartoon drawing program such as Comic Life, turn your favourite part of chapter 4 into a cartoon strip. Make sure you include all the main events of the story into your cartoon.

### Research Activity

Using the Internet, or books in your school library, find out about the sort of foods that are good to eat for a healthy breakfast. Find out why it is important to have breakfast every morning before you come to school or start work. Design a leaflet about healthy breakfasts that other students in your class might find useful to read and to keep.



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## Writing template: Comic Strip


### Things you might like to add:



Thought bubbles



Speech bubbles



Sound effects

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## Key Words and Phrases

Here is a list of challenging or potentially unfamiliar vocabulary used in Chapter 4 of *The Bushcraft Kid*: **outraged, rummaged, endurance test, savour, a tired smile flittered, brittle, join forces, out of order**

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!

outraged

rummaged

endurance  
test

savour

a tired smile  
flittered

brittle

join forces

out of order

# The Bushcraft Kid by Jo Franklin

## Puzzle: Double Puzzle (page 1 of 2)

Complete this double puzzle containing survival equipment used in *The Bushcraft Kid*. Complete the phrase at the bottom using the letters in shaded boxes.

CPSSMAO

			P		7	
--	--	--	---	--	---	--

PMA

	12	
--	----	--

LAREF

	L		R	11
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KNILDGNI

	10	16	D				G
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RCKSAUKC

	8	C					K
--	---	---	--	--	--	--	---

NTET

		13	
--	--	----	--

MHTACSE

			C	2		
--	--	--	---	---	--	--

CNOTOT LOOW

		T			
--	--	---	--	--	--

1			
---	--	--	--

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## Puzzle: Double Puzzle (page 2 of 2)

TAARIPNUL

			P	A		5		
--	--	--	---	---	--	---	--	--

GASITER

		I			9	
--	--	---	--	--	---	--

DIRNTE

	4		14		
--	---	--	----	--	--

CALFMAGEUO TAINP

			O <sup>3</sup>	U					
--	--	--	----------------	---	--	--	--	--	--

		15		
--	--	----	--	--

LSPEINGE AGB

	6						
--	---	--	--	--	--	--	--

--	--	--

The highlighted letters make a special phrase. Write the letters in the boxes below and then work out the phrase.

1	2	3

1	4	5	6

			V		V	
7	8	9		10		11

12	13	14

1	15	16

?
---

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## Puzzle: Double Puzzle ANSWERS (page 1 of 2)

PSCSMAO

C	O	M	P	A	S <sup>7</sup>	S
---	---	---	---	---	----------------	---

PMA

M	A <sup>12</sup>	P
---	-----------------	---

RALEF

F	L	A	R	E <sup>11</sup>
---	---	---	---	-----------------

NILDGNIK

K	I <sup>10</sup>	N <sup>16</sup>	D	L	I	N	G
---	-----------------	-----------------	---	---	---	---	---

RKSAUKCC

R	U <sup>8</sup>	C	K	S	A	C	K
---	----------------	---	---	---	---	---	---

NTET

T	E	N <sup>13</sup>	T
---	---	-----------------	---

MHTACSE

M	A	T	C	H <sup>2</sup>	E	S
---	---	---	---	----------------	---	---

CNOTOT LOOW

C	O	T	T	O	N
W <sup>1</sup>	O	O	L		

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## Puzzle: Double Puzzle ANSWERS (page 2 of 2)

TAARIPNUL

T	A	R	P	A	U	L <sup>5</sup>	I	N
---	---	---	---	---	---	----------------	---	---

SITGAER

G	A	I	T	E	R <sup>9</sup>	S
---	---	---	---	---	----------------	---

DIRNTE

T	I <sup>4</sup>	N	D <sup>14</sup>	E	R
---	----------------	---	-----------------	---	---

CALFMAGEUO TAINP

C	A	M	O <sup>3</sup>	U	F	L	A	G	E
---	---	---	----------------	---	---	---	---	---	---

P	A	I <sup>15</sup>	N	T
---	---	-----------------	---	---

LSPEINGE AGB

S	L <sup>6</sup>	E	E	P	I	N	G
---	----------------	---	---	---	---	---	---

B	A	G
---	---	---

The highlighted letters make a special phrase. Write the letters in the boxes below and then work out the phrase.

W	H	O
1	2	3

W	I	L	L
1	4	5	6

S	U	R	V	I	V	E
7	8	9	10	11		

A	N	D
12	13	14

W	I	N
1	15	16

?
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## Picture Resources

This picture is of a fire-starting kit.

How do you think this kit works?

Why are the two pieces tied together?

What do people usually use to light a fire?



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## Picture Resources

This photograph shows a wild flower meadow on a hillside.



Is this what you thought the meadow in the story might look like?

Have you every walked through a pretty wild flower meadow like this? How did it make you feel?



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## Picture Resources

This picture is a scene from the Yorkshire Dales.



Where are the Yorkshire Dales?

What are the building and the field walls made of? Does this give you a clue as to why there was a quarry on the hillside in the story?

Why are the field walls called 'dry-stone walls'? How are they made? What stops them from falling over?

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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

*Kids' Outdoor Adventure Book: 448 Great Things to Do in Nature Before You Grow Up*

by Stacy Tornio and Ken Keffer, Falcon Guides, 2013

*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