

## Level 2 Bushcraft Instructor



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## UNIT 1 - TOOLS

### Learning Outcomes

The learner will be taught how to safely, effectively and efficiently use knives and folding saws.

### The learner will have good knowledge of...

#### 1.1 Knives

- A. Intro to knives and knife law
- B. Safe handling of knives
- C. Safe area - space, seating, use of cutting blocks
- D. Safe position - blood bubble, direction of force, elbows on knees
- E. Safe carrying, passing storage and knife care

### The learner can...

#### 1.2 Knives

- A. Describe and explain the parts of knives and understand the law as it relates to knives
- B. Hold the knife correctly and safely
- C. Distinguish a safe area taking into account space, seating, use of cutting blocks
- D. Use a knife in a safe position
- E. Safely and effectively carry, pass, store and care for a knife

### The learner will have good knowledge of...

#### 1.3 Folding Saws

- A. General overview of folding Saws; type, size, flex.
- B. Safe handling of folding saws
- C. Cutting techniques (effective use)
- D. Harvesting green standing wood and seasoned timber
- E. Safe place and position
- F. Saw care, safe passing and correct storage of a saw

### The learner can...

#### 1.4 Folding Saws

- A. Describe a Folding Saw and identify why to use a specific type of saw
- B. Demonstrate safe handling of folding saws
- C. Demonstrate safe and effective cutting techniques
- D. Harvest green standing wood and seasoned timber effectively and safely
- E. Demonstrate effective saw care, safe passing and correct storage of a saw

### UNIT 2 - FIRE

#### Learning Outcomes

The learner will understand safe fire laying, how to set a fire, the fire triangle, fire safety and basic fire lighting techniques.

#### The learner will have good knowledge of...

##### 2.1

- A. Safe locations for fires, clearing the ground and use of bases
- B. The components of the fire triangle and suitable fuel selection
- C. Fire Safety
- D. Techniques using a ferrous rod
- E. Development of an ember to tinder flame to kindling flame
- F. Building up a fire

#### The learner can...

##### 2.2

- A. Select and prepare a safe site for a successful fire
- B. Explain the fire triangle and demonstrate gathering of suitable fuel
- C. Demonstrate fire safety and supervise groups safely around fire
- D. Demonstrate producing sparks with a ferrous rod
- E. Convert an ember to tinder flame to kindling flame
- F. Demonstrate sustaining a fire to make a cup of tea

### UNIT 3 - SHELTER

#### Learning Outcomes

The learner will learn how to select an appropriate site for a shelter, and learn how to build both an A Frame and a Lean-To shelter. To also include basic thatching and dismantling as to leave no trace.

#### The learner will have good knowledge of...

##### 3.1 Shelter Building

- A. Aim – protection from elements, work and rest area
- B. Required tools – knife, saw, cordage
- C. Site selection:
  - a. Hazards, trees, vegetation
  - b. Sources of water/food
  - c. Building materials
  - d. Terrain (flat) and weather conditions (prevailing wind)
- D. Construction:
  - a. Size and strength
  - b. Cordage
  - c. Thatching/roofing material
  - d. Heating/insulation
  - e. Structures – forked supports and ridge poles
  - f. Lean-to and A frame construction

#### The learner can...

##### 3.2

- A. Explain the reasons for a shelter and the elements that make up a shelter
- B. Use a range of tools to make a safe shelter
- C. Describe the considerations for site selection
- D. Demonstrate the construction of an A Frame Shelter and a Lean To Shelter
- E. Select the correct materials for construction



### UNIT 4 - CAMPFIRE COOKING & HYGIENE

#### Learning Outcomes

The learner will understand and have the skills to create a suitable fire for cooking, cook safely over a campfire and understand the principles of good hygiene practice in the woods.

#### The learner will have good knowledge of...

##### 4.1

- A. Campfire and Safety
  - a. Selection of appropriate fuel (green, seasoned, punky)
  - b. Controlling the heat of the fire for efficiency and varying use
  - c. Supervision of groups - safe distance and clear area, no running
  - d. Safety when cooking food - fire gloves, cooking implements
- B. Hygiene
  - a. The need for hygiene and possible risks
  - b. Set up and maintenance of hygiene stations
  - c. Technique for washing hands
  - d. Risks of contamination and how to mitigate that risk

#### The learner can...

##### 4.2

- A. Campfire and Safety
  - a. Select the most appropriate type of fuel for the varying use.
  - b. Adjust the fire to be best suited for cooking
  - c. Safely supervise a group around a fire
  - d. Demonstrate safe cooking of marshmallows
- B. Hygiene
  - a. Explain basic hygiene principles
  - b. Set up and maintain appropriate hygiene stations
  - c. Demonstrate and describe effective hand washing technique
  - d. Explain possible contamination risks and mitigation



### UNIT 5 - KNIFE SHARPENING

#### Learning Outcomes

The learner will learn how to sharpen and hone a knife safely and efficiently.

#### The learner will have good knowledge of...

##### 5.1

- A. The dangers of a blunt knife
- B. Methods for checking how sharp a knife is.
- C. Sharpening using sharpening stones
- D. Honing with a steel and strop
- E. Knife care

#### The learner can...

##### 5.2

- A. Explain why blunt knives are more dangerous than sharp knives
- B. Demonstrate how to test a knife for sharpness
- C. Demonstrate sharpening a knife safely and effectively using stones, a steel and strop
- D. Discuss how to care for a knife and demonstrate good knife care

### UNIT 6 - WOOD WORKING

#### Learning Outcomes

The learner will be taught how to select and harvest appropriate green wood safely and efficiently.  
The learner will understand how to identify and prepare appropriate seasoned timber for specific uses.  
The learner will be able to wood to make shavings, feather sticks fire darts and basic equipment (baton, peg, mallet etc).

#### The learner will have good knowledge of...

##### 6.1

- A. How to identify and select appropriate green wood
- B. How to identify and select appropriate seasoned timber
- C. Creating shavings safely and efficiently
- D. Creating feather sticks or fire darts safely and efficiently
- E. Creating basic equipment from seasoned timber

#### The learner can...

##### 6.2

- A. Demonstrate selection and harvesting of green wood
- B. Identify and select seasoned timber for specific tasks
- C. Create wood shavings
- D. Create effective feather sticks or fire darts
- E. Create basic equipment from seasoned timber

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### UNIT 7 - GAME PREPARATION (BIRD)

#### Learning Outcomes

The learner will be taught how to safely prepare and cook wild birds for consumption.

#### The learner will have good knowledge of...

##### 7.1 Bird Preparation

- A. Signs of a healthy bird - checking the bird is safe to eat
- B. Humane methods of dispatch (discuss)
- C. Food hygiene
- D. Plucking and eviscerating
- E. Removing breast meat
- F. Cooking techniques

#### The learner can...

##### 7.2

- A. Assess that a bird is good to eat
- B. Explain humane dispatch
- C. Apply good food hygiene
- D. Pluck and eviscerate range of wild birds
- E. Demonstrate how to remove breast meat
- F. Use a range of cooking techniques

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### UNIT 8 - GAME PREPARATION (FISH)

#### Learning Outcomes

The learner will learn how to safely and effectively prepare and cook fish.

#### The learner will have good knowledge of...

##### 8.1

- A. Checking the fish looks safe to eat
- B. Humane dispatching methods (discuss)
- C. Food hygiene
- D. Emptying the digestive tract
- E. Removing internal organs and blood line
- F. Cooking techniques

#### The learner can...

##### 8.2

- A. Assess that a fish is good to eat
- B. Explain humane dispatching
- C. Apply good food hygiene
- D. Demonstrate how to empty the digestive tract
- E. Demonstrate how to remove the internal organs and blood line
- F. Use a range of cooking techniques

### UNIT 9 - FIRE LIGHTING DEVELOPMENT

#### Learning Outcomes

The learner will understand and be able to apply a variety of complex methods that can be used to start a fire.

#### The learner will have good knowledge of...

##### 9.1

- A. How to get sparks from traditional flint and steel effectively
- B. How to get sparks from a ferrous rod effectively
- C. Catching sparks on cotton wool, char cloth and King Alfred cake (e.g.)
- D. Transferring a variety of embers to man made and natural tinder balls
- E. Creating an ember from electricity
- F. Creating a flame from chemicals
- G. Creating an ember from solar energy

#### The learner can...

##### 9.2

- A. Demonstrate using a traditional flint and steel successfully
- B. Demonstrate using a ferrous rod effectively and successfully
- C. Create a useable ember using a variety of methods
- D. Effectively transfer a variety of embers to man made and natural tinder balls
- E. Create an ember or flame using electricity
- F. Create an ember or flame using chemicals
- G. Create an ember using solar energy

### UNIT 10 - INTRODUCTION TO FRICTION FIRE LIGHTING

#### Learning Outcomes

The learner will understand the components of a friction fire lighting set and be able to describe and demonstrate how to use them to create an ember.

#### The learner will have good knowledge of...

##### 10.1

- A. The parts of a bow drill
- B. The best materials to use for a bow drill set.
- C. Using a bow drill in a small group
- D. Using a bow drill individually
- E. The parts of a hand drill
- F. The best materials to use for a hand drill set.
- G. Using a hand drill

#### The learner can...

##### 10.2

- A. Explain the parts of a bow drill and their characteristics
- B. Select/explain suitable materials for making a bow drill
- C. Make a bow drill set
- D. Demonstrate the use of a bow drill in a small group
- E. Demonstrate the use of a bow drill individually
- F. Explain the parts and materials of a hand drill
- G. Demonstrate using a hand drill