

Wood Craft Skills Activity

Basic Description of the activity (20-30 words):

Tree identification, tool safety briefing and felling of sycamore. Demonstration and practice of using a variety of tools to make a mallet suitable for future wood work workshops, splitting wood and pitching tents.

Resources (materials/tools/space):

Source of green wood, open flat space to work, Bow saw, gloves, steel toe cap boots, axe, saw horse, cutting block, aprons, shave horse, draw knives, first aid kit, refreshments, pyrograph and reference books for images.

Risk Assessment:

Hazard:

Cutting hands with tools

Safeguard:

Wear PPE, glove on hand not using tool, and briefing on using and carrying tools.

Hazard:

Dropping tools on feet.

Safeguard:

Wear steel toe cap boots, and brief group on carrying, storing tools.

Hazard:

Cuts from using draw knife

Safeguard:

Wear leather apron and ensure it covers legs. Brief group on correct use of tools.

Hazard:

Back ache from bending over.

Safeguard:

Try to use saw horse, and raise chopping block to avoid bending over.

Hazard:

Tools lying on the floor.

Safeguard:

Have designated work stations and central area for tools when not in use.

Method:

1. Tree identification activity
2. Briefing and demonstration on safe tools use (audio/ visual)
3. Practical session with tools (kinaesthetic)
4. Show final product
5. Briefing and demonstration on use of bow saw and axe (audio/visual)
6. Practical session to shape handle (kinaesthetic)
7. Briefing and demonstration to finish handle using draw knife.
8. Practical session to finish handle.
9. Review of activity with tea, and pyrographing of handle using resource books.

Possible progression:

Use of pyrography to decorate mallet and give ownership. Carbon paper can be used to trace designs from books and other sources.

Mallet can be used to make three legged stool as a progressive activity.

Adaptations:

Felling of the wood does not need to be included as a part of the session, this could be pre prepared.

Pyrography does not need to be included in the process, but provides a creative end to the process for participants to take ownership and individualise what they have made.

Evaluation

What was successful? Why?

Catering for a variety of learning styles in the activity makes it accessible to many.

Breaking down the process into manageable chunks makes the task more manageable and achievable for participants.

Producing a useful product that can be used in future workshops and also taken home gives the activity more purpose.

The activity is progressive, in that skills learnt through mallet making can be transferred and developed in making a three legged stool.

The activity gets the participant used to using a variety of tools and safeguarding use of these tools.

Participant was female, therefore activity challenged gender stereotypes.

What was challenging? Why?

Participants finished varying stages at different rates, so had to wait for others to catch up before they moved on. This can also be a lesson in patience and thinking of the group. Their energy can be redirected into helping others who are not working so fast.

What would you change? Why?

Have a variety of sizes of leather gloves to accommodate different hand sizes.

Next steps:

Future workshop on making three legged stools.