

Wood Craft Skills Activity

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

Age of client group: key stage one

Number in group: 4-5

Number of assistants: 1

Objectives: The activity introduces the children to tools, different kinds of wood, promotes listening and team skills. The activity aims to leave children with a sense of achievement boosting self-esteem.

Each group of 4-5 children make a mini mallet and each child contributes at each stage of the process. The children have something to take back to school with them that teachers will make sure gets used and that they are proud of. The activity introduces the children to tools, different kinds of wood, promotes listening and team skills. The activity aims to leave children with a sense of achievement boosting self-esteem.

Resources (materials/tools/space):

Lengths of appropriate wood, bow saw, saw horse, mallet, small axe, chopping block, protective gloves and footwear. An outdoor space with plenty of room where children can appreciate nature and trees.

Risk Assessment:

Children are introduced to the tools and shown that the different tools are used in different ways for different purposes and should only be used for that specific purpose. The sharp edges are pointed out. They are shown how to check the tools are safe and well kept and asked to inspect them carefully. The children are asked to think about what would happen if the tools slipped and where they might slip so they are taught to stand and hold the tools in the safest way i.e. no feet in the way of the axe and no fingers in the way of the saw. Children are told to stay alert when using tools and to keep at a distance when other children are using tools. Children are supervised at all times when using tools. Children are shown how to store tools safely when not in use i.e. cover on saw and axe safely in chopping block. Appropriate gloves and footwear to be worn. First Aid kit kept near by with an identified first aider. Staff to be CRB checked and children not to be left alone with a single member of staff. Any dangers near by such as nettles, poisonous plants or sudden drops are removed, cordoned off or pointed out to the children so that they are aware of them depending on the level of risk.

Method:

1. Introduce children to tools
2. Select wood
3. Saw sections of wood
4. Make handle using axe
5. Smell freshly cut wood and look at grain

Possible progression:

Decorating the mallets- stick painting, possible cultural link with aboriginal art.

Adaptations:

Height of saw horse can be altered to suit different aged children/wheelchair access.

Evaluation

What was successful? Why?

The activity was successful as a whole; each child participated in each stage. The children particularly enjoyed smelling the freshly cut wood and were surprised at the difference in smells between different kinds of wood. This was successful as it appealed to a different sense. The children had recently been learning 3D shapes at school and began to pick out the different shapes in the off cuts- teachers took pieces back to use in class; this was an unexpected success and a nice link to the classroom. The children enjoyed the sense of achievement from successfully using tools that they had not used before and felt proud to be trusted with the responsibility.

What was challenging? Why?

Time restraints meant that I had to encourage the children to move quickly between the stages instead of allowing a natural progression.

What would you change? Why?

I would have allowed more time for the activity so that the children would have been able to explore the wood and tools until they were satisfied.

Next steps:

Next steps could be to decorate the mallets or suggest this as an activity for school to fully finish this project as well as putting the mallets into use. The children now feel comfortable using the tools with help and supervision and can be introduced to new tools.