

Session title	Wild Experiences - Fire Lighting		
Key Q	What can we learn through experiencing the wild?		
Session description	Alongside our curriculum-focussed sessions, we offer a range of 'Wild Experiences', designed to develop learners' social skills, confidence and self-esteem whilst giving them an appreciation of the natural world. Learn how to light a fire safely without matches and how to use fire responsibly.		
Key Stage suitability	KS2 – KS3		
Duration	1 hour		

Curriculum links	KS1 PSHE ▪ L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) ▪ L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) KS2 Science Year 4 States of matter ▪ Compare and group materials together, according to whether they are solids, liquids or gases Year 5 Properties and changes of materials ▪ Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
Learning outcomes	Most learners	More able learners
	Appreciate how important fire is to humans and how to use it responsibly Explain the three points of the fire triangle Observe and collect materials that will start a fire	Use a flint strike to make a spark Understand that fire is a chemical reaction that forms new materials
Key vocabulary	Tinder Kindling Fuel	Oxygen Flammable Spark Respect Safety

Session Outline	Time
Introduction	5 mins
Learners are introduced to the session and what they need to do to keep safe.	
Activity 1: Fire safety game	10 mins
Learners play a fire circle game to highlight how to be safe around fire and how to use it responsibly.	
Activity 2: The fire triangle	10 mins
We look at the fire triangle and the three things needed to start a fire. Learners collect and sort natural resources in the area into tinder, kindling and fuel.	
Activity 3: The respect position	5 mins
Learners are shown the respect position, a way of kneeling safely when they need to come close to the fire.	
Activity 4: Making sparks	15 mins
After seeing a demonstration of a fire steel, learners each have a turn at trying to make sparks. More able groups will also get a chance to ignite some cotton wool.	
Activity 5: The fire	10 mins
Learners sit around a fire as the Learning Officer builds and lights it.	
Plenary	5 mins
Learners recap what they have found out and the fire is doused.	