

#3

Flag-making and Exploring Tool Use/STEAM

Awareness of personal qualities
Experience of outdoor exploration
Tool use and skill building



LESSON PLAN

LESSON PLAN INFORMATION

Subject/Course: Forest School

Name: Children's University

Grade: Year 5

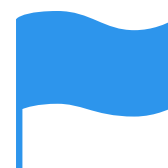
Date: session 3

Topic: Flags and Games
STEAM and PSHE(Identity and ownership)

Time: 10:00-12:30
1:30-2:30

Materials

- Slides for lesson
- Eyelet Punch/Eyelets
- Sketch/ brainstorming sheet
- Wooden discs
- fabric scraps(white cotton)
- Files/Sand paper
- Paint/Pens/Brushes



Lesson Plan

1. Children to go through slideshow about symbols and symbolism, recognizing commercial and religious symbols and exploring the difference between secular and nonsecular images.
2. Children to share as a group their knowledge of symbols and pick a symbol that they feel might be one that they feel familiar with and discuss why symbols are useful?
3. Children to use brainstorming sheet in groups to record their ideas then individually to design a symbol which they feel the best represent them they will share this and feedback to the group.
4. Children to paint their symbol on their own triangular piece of material ,to be made into a personal exploration flag ,later in the day, after lunch.
5. After lunch in the open space ,children to play the whistle game so that they are aware of what the whistle means, regarding immediate stopping.
6. Children to be shown use of palm drill and eyelet punch by facilitators.
7. Children to feedback on what they think the potential dangers of using palm drills might be.
8. Children to drill holes in wooden discs and put eyelets in their flags.
9. Children to be made aware of the boundaries in which they can explore
10. Explorers then go off and forage for suitable materials to complete their flags
11. They are then to look for the piece of land which speakS to them the most and place the flag on it
12. They then return to the meeting point when they hear the whistle blow twice ,leaving the flag behind .
13. Having met together, the children will then go as a group and visit each other's flags and share their thoughts about the areas they have chosen, speaking about why the flag represents them and why they feel this was the part of the forest they would most like to leave the flag in?

Additional Notes

- Provide Brainstorm sheets so that before painting they can explore identity and qualities together.
- Ensure that students are involved in success criteria creation - Maybe get students to write out the success criteria for flags instead of teacher writing it,what will make a good representation of a student,how will elements be shown?(symbolism used)

Teacher's notes

Eyelet Punch



- Find, cut and prepare the material you want to have eyelets in.
- Borrow or buy some eyelet pliers and extra eyelets.
- When calculating what you'll need for your project, allow a bit extra on the eyelets as some may break whilst being installed.
- Slide the pliers under the material and move them around until the long tooth is poking up on the marked spot.
- Squeeze the pliers together hard (I pressed them down on the table to help me apply enough pressure).
- Lay out the material face down and mark out exactly where you want the eyelets to be.
- Place a rivet over the longer tooth of the pliers. Find, cut and prepare the material you want to have eyelets in.
- Borrow or buy some eyelet pliers and extra eyelets.
- When calculating what you'll need for your project, allow a bit extra on the eyelets as some may break whilst being installed.
- When you initially punch the rivet on, the material may still be over the hole. Slide the pliers under the material and move them around until the long tooth is poking up on the marked spot.
- Turn the material over and rub off or poke through with a pencil to free up the hole.
- Repeat this process until you have inserted all the eyelets you require.
- Material with eyelets can be used to make flags, bunting, banners, bags and den sheets.



Palm Drill

When using a palm drill it is advisable to drill onto a hard and level surface.

It is likely that the surface will get damaged as the drill goes through the object being drilled, so the surface may need to be protected.

When working outdoors use logs or log rounds (pictured) as individual workstations. When using a palm drill it is advisable to drill onto a hard and level surface. Palm drills are one handed use so vices are not required as with rotary drills. Careful use required if child is holding and boring the hole this needs discussion before start of activity.

A simple progression is to then drill into a wooden disc – these are perfect to use as they are easy to hold steady on a log round. And being thin and flat, the drill doesn't need to travel too far to finish the job.

To protect the work bench you can overlap the disc, as pictured, or put an old disc underneath the working piece.

Tip – you could drill a bigger hole into the work bench specifically to support this type of drilling.

ASSESSMENT (data collection) /Observations/Oral feed-back

EVALUATION (interpretation of data) ability to engage and complete activities

CONVERSATIONS

- Students communication among group members during activity
- Students reflection on creative process
- Knowledge of key language
- Ability to communicate with group reflectively

OBSERVATIONS

- Observe participation of students and engagement with peers in group work
- Motor Skill
- Product of session
- use of tools
- conduct, self-regulation and skills evidenced