



SURVIVAL SCHOOL COURSE

NCFE

LEVEL 2

Contents

| | | |
|---------|---------------------------------|----|
| Unit 01 | CUTTING TOOL SAFETY | 3 |
| Unit 02 | GAME PREPARATION - PIGEON | 4 |
| Unit 03 | DAMPER BREAD | 6 |
| Unit 04 | CUTTING TECHNIQUES | 7 |
| Unit 05 | SHELTERS | 9 |
| Unit 06 | GAME PREPARATION - TROUT | 10 |
| Unit 07 | GAME PREPARATION - RABBIT | 12 |
| Unit 08 | FIRE LIGHTING | 13 |
| Unit 09 | TRAPS AND SNARES | 14 |
| Unit 10 | WATER PREPARATION | 16 |
| Unit 11 | NATURAL CORDAGE | 18 |
| Unit 12 | KNIFE LAW | 19 |
| Unit 13 | KNIFE SHARPENING | 21 |
| Unit 14 | FORAGING | 22 |
| Unit 15 | NATURAL NAVIGATION | 23 |

Learning Outcomes:**The learner will:**

Investigate safe cutting techniques whilst operating with a sheath knife, a folding saw and a bow saw.

The learner will:

Learn

1.1 Knives

- a. General description of sheath knives
- b. Safe withdrawal – hand position
- c. Safe place – light; space; seating; cutting block
- d. Safe position – danger triangle; cut away; clear arc
- e. Safe replacement – clean blade; concentrate
- f. Safe passing – eye contact; sheathed or handle first, blade uppermost

The learner can:**1.2**

- a. Describe and explain the benefits and parts of sheath knives
- b. Apply safe withdrawal technique of a sheath knife with the correct hand position
- c. Distinguish a safe place taking into account light; space; seating; cutting block
- d. Use a knife in a safe position with regards to the danger triangle, cutting away from the body and in a clear arc
- e. Apply safe replacement technique of a knife into a sheath with a clean blade
- f. Perform a safe pass of an unsheathed knife

The learner will:

Learn

1.3 Folding Saws

- a. General description of Folding Saw
- b. Safety button/locks open and closed
- c. Push/pull cutting
- d. Safe place and position as for knives
- e. Close saws before passing
- f. Keep hands away from blade (removes not slices)

The learner can:

1.4

- a. Describe a Folding Saw
- b. Illustrate the workings of the safety button/locks open and closed
- c. Demonstrate push/pull cutting
- d. Distinguish a safe place and position as for knives
- e. Demonstrate safe closing of saws before passing

The learner will:

Learn

1.5 Bow Saws

- a. General description of bow saw
- b. General safety as above
- c. Green and dead wood blades
- d. Start cut with arm through bow to prevent blade bouncing onto back of hand
- e. Continue cut with thumb over saw cut to prevent blade jumping out
- f. Replace blade cover after use
- g. Use a 'tool' tree for safe storage

The learner can:

1.6

- a. Describe a bow saw
- b. Demonstrate general safety
- c. Illustrate the difference between green and dead wood blades
- d. Demonstrate how to start cut with arm through bow to prevent blade bouncing onto back of hand
- e. Demonstrate cut with thumb over saw cut to prevent blade jumping out
- f. Illustrate safe blade covering after use
- g. Select a 'tool' tree for safe storage

Range (explanation)

This module concerns the **safe** cutting techniques that have been taught and demonstrated. Different knives and saws can be used but differences to supplied equipment must be explained and any risks highlighted.

Unit 02 GAME PREPARATION - PIGEON

Learning Outcomes:

The learner will:

Explore how to prepare a pigeon for eating, safely and hygienically ensuring clean despatching techniques are followed

The learner will:

Learn

2.1 Pigeon Preparation

- a. Checking the pigeon looks safe to eat
- b. Humane dispatching methods
- c. Preparation away from camp
- d. Hygiene – clean hands
- e. Removing wings and head by hand
- f. Splitting body along correct axis by hand
- g. Removing breast bone and breast meat from body
- h. Removing breast meat
- i. Cooking techniques

The learner can:

2.2

- a. Assess that a pigeon is good to eat
- b. Demonstrate humane dispatching
- c. Illustrate the reasons for preparing game away from camp
- d. Apply good food hygiene
- e. Demonstrate how to remove head and wings
- f. Demonstrate how to split the body along the correct axis by hand
- g. Demonstrate how to remove the breast meat
- h. Use a range of cooking techniques

Range (explanation)

Pigeon preparation does NOT include physical despatch of the bird; the module is worked on pigeons from a game dealer. Pigeon is the likely choice for this module, but it could as well be partridge, pheasant, duck or goose.

Learning Outcomes:**The learner will:**

Investigate how to make bread over an open fire using flour and water.

The learner will:

Learn

3.1 Making Damper Bread

- a. Wash hands before starting
- b. Mixing flour and small amounts of water at a time
- c. Adding fruit or other filling
- d. If wrapping around a stick to prepare, bark must be stripped as it contains tannin and is unhygienic
- e. Make it as thin as possible so it cooks thoroughly and quickly

The learner can:**3.2**

- a. Demonstrate good levels of food hygiene
- b. Illustrate an understanding of proportions of flour and water
- c. Compare different ingredients
- d. Illustrate different cooking techniques

Different cooking techniques can be used including baking in a Dutch oven or grilled on a griddle.

Range (explanation)

Different cooking techniques can be used including baking in a Dutch oven or grilled on a griddle.

Learning Outcomes:**The learner will:**

Explore a range of cutting techniques that when put together will enable the candidate to create a pot hanger, a tent peg and spit wood with a knife. All this with safety set first.

The learner will:

Learn

4.1 Cutting Techniques

1. Principles:
 - a. Taught fibres cut easier
 - b. Work with the grain
 - c. Apply cutting pressure/force gradually
 - d. Keep saw teeth clean
 - e. Measure twice, cut once
2. Grips:
 - a. Firm hand position always
 - b. Forehand
 - c. Backhand
 - d. Chest lever
 - e. Reinforced
3. Techniques:
 - a. Peeling/shaving
 - b. Slicing/trimming
 - c. Pointing
 - d. Bevelling
 - e. Notches/hooks
 - f. Battoning
4. A demonstration – making a pot hanger from a sapling and making a tent peg

The learner can:**4.2**

- a. Define the principles of cutting techniques
- b. Select the most suitable grip for a particular technique
- c. Perform the techniques safely

Range (explanation)

Pot hangers and tent pegs vary enough so that the outcome must include all the techniques and grips whilst making something that will do the job of a tent peg or pot hanger.

Learning Outcomes:**The learner will:**

Learn how to site and build a Thermal A Frame and a Lean-To shelter correctly and safely. Also to be learnt is shelter thatching and dismantling whilst leaving no trace.

The learner will:

Learn

5.1 Shelter Building

1. Aim – protection from elements, work and rest area
2. Tools – knife, saw, cordage, digging tools, gravity
3. Site selection:
 - a. Hazards
 - b. Sources of water/food
 - c. Building materials
 - d. Terrain and weather conditions
 - e. Duration of stay
 - f. Search and rescue considerations
4. Construction:
 - a. Size and strength
 - b. Cordage
 - c. Thatching/roofing material
 - d. Heating/insulation
 - e. Sleeping/working arrangements
 - f. Fire, reflector and fuel
5. Building safely – forked supports and ridge poles
6. Demonstration of lean-to and A frame construction

The learner can:**5.2**

- a. Illustrate the reasons for a shelter and the elements that make up a shelter
- b. Use a range of tools and forces to make a safe shelter
- c. Describe the reasons for site selection
- d. Demonstrate the construction of a Thermal A Frame Shelter and a Lean To Shelter
- e. Select the correct materials for construction

Range (explanation)

Where thatching materials are not abundant due to terrain or time of year, the thatching must be restricted to a smaller area so as not to ruin the woodland.

Learning Outcomes:

The learner will:

Learn how to prepare a fish for eating, safely and hygienically ensuring clean despatching techniques are followed

The learner will:

Learn

6.1

- a. Checking the fish looks safe to eat
- b. Humane dispatching methods
- c. Corneal reflex
- d. Preparation away from camp
- e. Hygiene – clean hands and tools
- f. Emptying the anal passage
- g. Safe cut from vent to gills, without piercing intestines
- h. Cutting throat
- i. ‘Stop cuts’ at gills and tail
- j. Removing internal organs and blood line
- k. Best practice method of removing fillets, leaving head, bones and tail in one piece
- l. Cooking techniques

The learner can:

6.2

- a. Assess that a fish is good to eat
- b. Demonstrate humane dispatching
- c. Describe corneal reflex and understand its use
- d. Illustrate the reasons for preparing game away from camp
- e. Apply good food hygiene
- f. Demonstrate how to empty the anal passage
- g. Demonstrate how to safely cut from vent to gills
- h. Demonstrate how to cut through the throat
- i. Illustrate why stop cuts are required at gills and tail
- j. Demonstrate how to remove the internal organs and blood line
- k. Demonstrate how to remove fillets for cooking
- l. Use a range of cooking techniques

Range (explanation)

Trout preparation does NOT include physical despatch of the fish; the module is worked on trout from a trout farm. Trout is the likely choice for this module, but it could as well be mackerel, salmon etc.

Learning Outcomes:

The learner will:

Learn how to prepare a fish for eating, safely and hygienically ensuring clean despatching techniques are followed

The learner will:

Learn

7.1

- a. Checking the rabbit looks safe to eat
- b. Humane dispatching methods
- c. Corneal reflex
- d. Preparation away from camp
- e. Hygiene – clean hands and tools
- f. Emptying the bladder
- g. Best practice method for removing legs, head, skin and entrails without tainting the meat
- h. Check internal organs for signs of disease
- i. Best practice method for jointing
- j. Cooking techniques

The learner can:

7.2

- a. Assess that an animal is good to eat
- b. Demonstrate humane dispatching
- c. Describe corneal reflex and understand its use
- d. Illustrate the reasons for preparing game away from camp
- e. Apply good food hygiene
- f. Demonstrate how to empty the bladder
- g. Demonstrate how to safely remove the legs, head, skin and entrails
- h. Demonstrate how to check internal organs for signs of disease
- i. Illustrate how to joint an animal
- j. Use a range of cooking techniques

Range (explanation)

Rabbit preparation does NOT include physical despatch of the animal. The module is worked on rabbit from a game dealer. Rabbit is the likely choice for this module, but it could as well be deer, squirrel etc.

Learning Outcomes:**The learner will:**

Learn how to set a fire, about natural and man made tinders, fire safety and fire lighting techniques.

The learner will:

Learn

8.1

- a. Natural tinder: Plant downs/birch bark/fungi/Maya wood
- b. Man made tinder: Charcloth/feather sticks/cotton wool
- c. Fire Lays and conversion from tinder flame to kindling flame
- d. Producing a spark: Flint and steel/fire steel
- e. Fire by friction Hand drill/bow drill
- f. A demonstration of the bow drill, creating flame

The learner can:

8.2

- a. Use and select a range of natural tinders
- b. Use and select a range of man made tinder
- c. Convert a tinder flame to kindling flame
- d. Demonstrate producing sparks
- e. Demonstrate producing flames
- f. Demonstrate lighting a fire by friction

Range (explanation)

Fire Lighting tutoring must take place in dry conditions wherever possible. Allowances must be made when judging success.

Learning Outcomes:**The learner will:**

Examine the importance, preparation and techniques of trapping and snaring, whilst staying within the law.

The learner will:

Learn

9.1

- a. Sources of protein/nutrients missing from plant diet
- b. Food is last priority (up to 3 weeks)
- c. Watch animal behaviour/routines before trying to trap
- d. Trapping:
 - a. Where and when to trap
 - b. Don't disturb natural state
 - c. Camouflage and scent
 - d. Check traps/snares at least twice a day
 - e. Traps hold prey – you must dispatch humanely, wounded or trapped animals will fight for survival
 - f. Types of traps (strangle/mangle/dangle/tangle):
 - i. 6 strand brass wire snare
 - ii. Spring snares
 - iii. Deadfalls
 - iv. Platform traps
 - v. Squirrel pole
 - vi. Bird traps
- e. Hunting – generally harder than trapping:
 - a. Weapons
 - b. Field craft
 - c. Tracking
 - d. Knowledge of quarry
- f. Fishing – easiest way to get food:
 - a. Improvisation
 - b. Rod/hooks/line/reel
 - c. Baits/lures/weights
 - d. Baskets
 - e. Nets
 - f. Night Lines

The learner can:

9.2

- a. Classify the sources of protein/nutrients missing from plant diet
- b. Describe animal behaviour/routines before trying to trap
- c. Describe
 - a. Where and when to trap
 - b. How not to disturb natural state
 - c. How to camouflage and scent
 - d. Why traps/snares should be checked at least twice a day
 - e. Traps that hold prey and why you must dispatch humanely, wounded or trapped animals that will fight for survival
 - f. At least 4 types of traps (strangle/mangle/dangle/tangle):
- d. Compare the benefits of Hunting versus
- e. Describe fishing techniques

Range (explanation)

This module must cover the legalities of traps and snares in the UK. The module must cover a simple rabbit snare, a spring loaded snare, an entanglement trap and a dead fall trap. NO animal must be involved in this module.

Learning Outcomes:**The learner will:**

Learn about water signs, water sources, water contaminants, water filtration and water purification.

The learner will:

Learn

10.1

- a. Intro – 2nd only to air; next priority after shelter; body 75% water; kidney function; temperature regulation, loose 2/3 litres daily in normal conditions
- b. Saving water:
 - a. Injury/illness increases shock which increases fluid loss
 - b. Avoid sweating, talking or moving excessively
 - c. Don't drink alcohol and regulate food intake
 - d. Stay covered up and in the shade
- c. Dehydration (killer in 3 days):
 - a. Feeling thirsty = already dehydrated
 - b. Urine should be clear, copious and odourless
- d. Finding water (water indicators):
 - a. Valleys/natural drains/water courses
 - b. Geology
 - c. Dew/rain traps
 - d. Animal indicators
 - e. Condensation/transpiration
 - f. Ice/snow
 - g. Plant sources
 - h. Ground/gypsy wells
- e. Water Collection:
 - a. Billy Cans
 - b. Bottles
 - c. Water proof clothing
 - d. Tarps
 - e. Bags etc
- f. 5 basic contaminants:
 - a. Turbidity
 - b. Parasitic worms/protozoa
 - c. Bacteria
 - d. Viruses
 - e. Chemicals
- g. Making water safe:
 - a. Filtration methods – Mill Bank Bag

- b. Boiling (4 minutes rolling boil)
- c. Chemicals (chlorine or potassium permanganate only)
- h. Safe water strategy:
 - a. Keep everything and everyone clean
 - b. Suspect water from unknown/standing sources
 - c. Filter cloudy water
 - d. Always boil drinking water for minimum of 4 minutes
 - e. Water bottles for water only, flood threads
 - f. Replace lids on bottles
 - g. Consider hazards of poisonous plants containing alkaloids during transpiration
 - h. Consider hazards of poisonous roots when digging gypsy wells
 - i. Research journey/expedition and 'know before you go'

The learner can:

10.2

- a. Describe the importance of clean water
- b. Illustrate ways of and the importance of saving water:
- c. Describe the signs of Dehydration
- d. Classify the signs and indicators that assist in finding water
- e. Compare water collection devices
- f. Compare the 5 basic contaminants
- g. Describe how to make water safe
- h. Illustrate the safe water strategy

Range (explanation)

This module is theory based, but the candidate will source water from the woods, filter it with a Millbank bag and boil it in a pot provided. This module links in with the Cutting Techniques Module 4 and Fire Lighting Module 8 as the candidate will have to make a pot hanger and light the fire that boils the water.

Learning Outcomes:**The learner will:**

Learn about different natural materials that when processed are capable of acting as cord or string.

The learner will:

Learn

11.1

- a. Uses of cordage
- b. Range of different fibres
 - a. Conifer roots, brambles, nettles, tree bark (willow, chestnut, elm), clematis, honeysuckle etc
- c. Preparation of different fibres
- d. Platting and twisting techniques
- e. Stripping bark from conifer roots with stick and splitting

The learner can:

11.2

- a. Illustrate the uses of cordage
- b. Use a range of different fibres
- c. Demonstrate how to prepare different fibres
- d. Demonstrate how to plat and twist
- e. Demonstrate how to strip bark from conifer roots and splitting

Range (explanation)

This module requires the candidate to make enough cordage to hang a pot with 0.5 litres of water from a pot hanger.

Learning Outcomes:**The learner will:**

Learn the legal aspects of using knives in the UK, especially in public.

The learner will:

Learn

12.1

- a. What is and isn't legal? (3" non locking)
- b. The law:
 - a. Prevention of Crime Act 1953
 - b. Restriction of Offensive Weapons Act 1959
 - c. Criminal Justice Act 1988
 - d. Offensive Weapons Act 1996
 - e. Knives Act 1997
 - f. Violent Crime Reduction Act 2006
- c. Definition of a public place
- d. Good cause or lawful authority
- e. The 'THIS List':
 - a. Has THIS person got permission
 - b. To use THIS article
 - c. For THIS use
 - d. On THIS land
 - e. By THIS landowner
- f. Police powers of stop and search:
 - a. Ignorance of the law is not an excuse
 - b. Zero tolerance policy
 - c. Burden of proof lies with the defendant
- g. Advice for carrying cutting tools:
 - a. Bottom of rucksack, not lid or side pockets
 - b. Boot of car, not passenger compartment
 - c. Hold luggage, not hand luggage
- h. Advice for transporting or storing cutting tools:
 - a. Treat cutting tools like firearms
 - b. Lockable container/toolbox
 - c. Out of reach/sight of the lay visitor

The learner can:

12.2

- a. Define what is and isn't legal?
- b. Differentiate between the following laws:
 - a. Criminal Justice Act 1988
 - b. Offensive Weapons Act 1996
 - c. Violent Crime Reduction Act 2006
- c. Define of a public place
- d. Define good cause or lawful authority
- e. Illustrate The 'THIS List'
- f. Assess the police powers of stop and search
- g. Illustrate the advice for carrying cutting tools
- h. Illustrate the advice for transporting or storing cutting tools

Range (explanation)

This module works on a lecture then question and answer format. The outcome must ensure that when using and transporting cutting tools the candidate is within the law.

Learning Outcomes:**The learner will:**

Learn how to sharpen a knife using a waterstone.

The learner will:

Learn

13.1

- a. Blunt knife is dangerous – more force required
- b. All knives need sharpening eventually
- c. Sharp means cutting paper or hair effortlessly
- d. Marker pen to check progress
- e. Sharpen using a Diamond/Ceramic sharpening stone
 - i. Coarse – removes damage/nicks
 - ii. Fine – removes burr and polishes
- f. Leather strop – removes micro burr
- g. Oiling – to prevent rusting
- h. Demonstration of sharpening a flat grind blade

The learner can:

13.2

- a. Demonstrate why blunt knives are more dangerous than sharp knives
- b. Describe why all knives need sharpening eventually
- c. Demonstrate what a sharp knife can do that a blunt knife can't
- d. Demonstrate how to sharpen a knife using Diamond/Ceramic stones

Range (explanation)

This module is mostly looking at Scandinavian grind knives but must also cater for other types of grind.

Learning Outcomes:**The learner will:**

Learn about edible, medicinal and poisonous plant identification, tree identification and tree uses.

The learner will:

Learn

14.1

- a. Edible, poisonous and medicinal plants
- b. Trees and their uses
- c. Conservation
- d. Foraging legalities

The learner can:

14.2

- a. Demonstrate that they can identify 10 plants and state whether they are edible, poisonous or medicinal
- b. Demonstrate that they can identify 10 plants and state their uses
- c. Select suitable conservation techniques to preserve the woodland

Range (explanation)

The range of plants is location specific, but must include the common plants such as burdock, nettles, dandelion etc as well as any plant particular to the location being used. Candidates must be shown as many 'nationwide' plants and trees as possible. Tasting should be encouraged when encountering edible plants. 10 plant species is a minimum and 10 tree species is a minimum.

Learning Outcomes:**The learner will:**

Learn how to find north using natural signs.

The learner will:

Learn

15.1

- a. Sun and watch method (hour hand to sun, bisect angle between hour hand and 12 to get south)
- b. Shadow stick (east/west)
 - a. 1st stone will always be west marker
 - b. also works with moon
- c. Stars - Plough (north)
- d. Natural indicators:
 - a. Most moss/lichen grow in shade (north)
 - b. Tree growth more lush on side facing sun (south)

The learner can:

15.2

- a. Describe the sun and watch method of finding north
- b. Describe the shadow stick method of finding north
- c. Describe how to find north using the stars
- d. Select natural indicators to determine which way is north

Range (explanation)

When the sun and stars are clouded out this will be a Q/A format but diagrams and models are encouraged.