

# **Campfire Puddings - Chocolate Orange Cake**

How to make one of our top 5 campfire puddings

### You will need

- 1. Orange
- 2. Chocolate cake mix
- 3. Knife
- 4. Spoon
- 5. Tin foil

#### Safety

Embers of the fire will be hot

Always remain aware of your surroundings and follow local COVID-19 advice, including the Hands / Face / Space / Ventilation guidance.

If you're meeting online, check out <u>the advice</u> on using Zoom and other popular digital platforms and the <u>guidance on being safe online</u>.

To help others do activities safely over Zoom, check out the <u>example risk assessments</u> and remember to make sure those taking part understand any care that needs to be applied.

#### Instructions

1. Cut the orange 1cm from the top, keep the lid Using the spoon, scoop out the orange,

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using the juice in the cake mix if you like a strong orange chocolate taste

- 2. Fill the orange with chocolate cake mix
- 3. Place the lid on top
- 4. Wrap the orange with tin foil
- 5. Bake in the oven for 30 minutes or put in the embers of the fire



## **Campfire Puddings - Chocolate Orange Cake**

The next page(s) contains an example risk assessment for this activity that was carried out by the Wintercamp team.

To produce your risk assessment, you can review this example here and think about your own environment and abilities. Add any other hazards you have identified and the control measures you feel are needed to reduce that risk.

For extra help, check out the <u>example risk assessments</u> here and remember to make sure those taking part understand any care that needs to be applied.

For example, a Beaver Scout using a hot glue gun could be more at risk of a burn than an Explorer Scout, so you may do more to reduce that risk.



| Name of<br>Activity | Campfire Puddings -<br>Chocolate Orange Cake | Date of Risk<br>Assessment | 16/12/2020 | Name of who undertook this<br>risk assessment | Wintercamp<br>Programme<br>Team |
|---------------------|--|----------------------------|------------|---|---------------------------------|
|---------------------|--|----------------------------|------------|---|---------------------------------|

| Hazard Identified/ Risks<br>from it? | Who is at<br>risk? | How are risks already controlled?<br>What extra controls are needed?  |
|--------------------------------------|--------------------|---|
|                                      | All                | Don't wear flammable clothing   |
|                                      |                    | Have a fire bucket on hand in case you do burn yourself   |
| Burns - Fire & oil                   |                    | Don?t wear scarves, ties, lanyards or any loose clothing or jewellery and tie back long hair to prevent from going in the fire.   |
|                                      |                    | Don't leave the fire or pan with oil in unattended.   |
| Dirt/Mud Contamination               | All                | Ensure hands are washed thoroughly when an activity has caused them to get muddy or dirty. Avoid touching face with dirty hands. Clean mud or dirt off items before using them. |
| Food allergies                       | All                | Be careful of food allergies  |
|                                      |                    | Ensure hands are clean  |
| Food poisoning                       | All                | Ensure surfaces are clean   |
|                                      |                    | Ensure utensils are clean   |

| Hazard Identified/ Risks<br>from it?                   | Who is at<br>risk? | How are risks already controlled?<br>What extra controls are needed?   |
|--|--------------------|--|
|  | All                | Adults should supervise young people when they are using hot items (such as glue guns, soldering irons, and irons)                                     |
| Heat sources, burns from mistakes or misuse.           |                    | Use heat sources in a defined area to restrict access.   |
|  |                    | An adult should brief young people on using the heat sources safely before they use them.  |
|  | All                | Know knife law and safety before you begin   |
| Knife work, risk of slips and                          |                    | At the end of the session, collect and safely store any tools you?ve used  |
| cuts   |                    | Have a suitable, safe storage  |
|  |                    | Start with a small knife (such as a Swiss Army Knife) and complete small tasks. Build up to a larger blade as you become more confident and dexterous. |
| Rough wood / Wooden                                    | All                | Tell people to take care when cutting or snapping wood   |
| Items?//Risk of splinters or<br>blisters from handling |                    | Wear strong gloves if you have them, bear in mind that gloves may affect your grip.  |
| Scalds - Boiling liquid                                | All                | Have adult help / carefully move boiling water.  |
| Sharp items, Injuries from                             | All                | Adult to supervise young people when they?re using sharp items.  |
| mistakes or misuse.                                    |                    | Brief young people on using the sharp item safely before they use it.  |

| Hazard Identified/ Risks  | Who is at | How are risks already controlled?   |  |
|---------------------------|-----------|---|--|
| from it?                  | risk?     | What extra controls are needed?   |  |
| Slips and trips - Wet All |           | Ensure you are in an area where water can be cleaned up. Wear non-slip footwear |  |