

PREVENTION AND AVOIDANCE

40-45 Min.

Lesson One: Basic Concepts of Survival

TRAINER'S NOTES:

The introduction to the workshop begins with the students completing the "Top 5 priorities" of survival, to find out their level of survival and safety knowledge. Following this activity, the instructor should find out who the participants are, with an emphasis on their outdoor backgrounds, and "Survival experience". A brief description of the program and the instructor's background will complete the introductions. Participants should receive name tags, brochures, workbooks, and add-on course/product information.

The instructor will utilize the "S.A.R." System overheads, and refer to available books and literature according to personal knowledge. This lesson should above all else, impart onto the participant the need for this training workshop, and that the course goals are to prevent incidence of loss in the outdoors and reduce the numbers of lives lost in survival situations.

Objectives:	Tips:
Participants will: <ul style="list-style-type: none"> a) Understand the mission and course goals b) Examine the notion of "Prevention and Avoidance" in a wilderness setting c) Be able to assess risk in the wilderness d) Become aware of standard Search and Rescue (SAR) system in Canada e) Be aware of the importance of trip planning and itineraries 	<p><i>Use participants' experiences in the outdoors or even in urban settings enforce that everyone gets lost. By focusing on student experience, everyone will see the relevance of having survival training.</i></p>

Required Resources for this lesson	Tip:
<ul style="list-style-type: none"> a) Name Tags b) Case Study "Top Five Survival Priorities" (in Participants' Workbook) c) Overhead "Search and Rescue System in Canada", Overhead projector & Screen d) Chalkboard or flipchart and markers e) Participants' Workbooks 	<p><i>Always bring a few extra pens/pencils for classroom use.</i></p>

Lesson Sequence:	Time Allotment:
Introductions: <ul style="list-style-type: none"> a) Introduce yourself, highlighting your outdoor training and experiences. b) Outline with the participants the purpose of this course. <i>This course will educate outdoor enthusiasts on the importance of "Survival and Safety Preparedness". Increased general awareness and access to this common-sense outdoor survival program through a number of institutions (i.e. schools, colleges, universities, scouting and guiding groups, provincial and national parks, and outdoor associations for hunters, skiers, hikers, snowmobilers, canoeists etc.) will prevent unnecessary rescue situations, and <u>SAVE LIVES!</u></i> <p><i>The key components of this program include; basic information on the importance of map & compass use, how to plan proper trip itineraries and backup plans, preparation</i></p>	<p>5 - 10 Min.</p>

<p><i>of survival kits, appropriate outdoor gear, clothing and footwear, priorities in survival situations and the development of survival skills (based on recommendations from search and rescue experts, survival experts, and past victims of survival/lost person occurrences.)</i></p>	
<p>c) Ask participants to introduce themselves. Have them outline why they are taking the course and what their outdoor experiences have been. If possible, have the participants give a past “survival” or “lost” experience.</p>	
<p>Top Five Survival Priorities:</p>	<p>3 – 5 Min.</p>
<p>d) Have students fill out Activity One in the Participant’s Workbook entitled “Top Five Survival Priorities” if lost in the wilderness. (Throughout the course, students will refer back to this sheet.)</p>	<p>3 – 5 Min.</p>
<p>e) Using a chalkboard or flipchart, list some of the “Top Five” that students came up with. <u>Do not indicate which of the suggestions are the most important at this time!</u></p>	
<p>What is Prevention:</p>	
<p>f) Define “PREVENTION” with help from participants. <i>What is Prevention? Why do we try to prevent unexpected things from happening?</i> Use examples of Dr. Ross’ Theory of Panic Avoidance : prepared/ rehearsed responses reduce anxiety, while allowing individuals to think more rationally and clearly --or -- Automobile Driver’s Education Course – to expose students to all possible risks under safe conditions to practice safe responses. Prevention is the act of stopping something negative from happening.</p>	<p>3 Min.</p>
<p>In Smaller Groups:</p>	
<p>g) Divide the students into groups of 5 or 6. Assign each group an article from the selected articles included in the lesson one readings. Using the information from the article and other known information, have them brainstorm a list answering “<i>What are some of the mistakes that individuals make in the wilderness that can lead to serious risk, harm or loss of life?</i>” (Some possible general examples may be: “it couldn’t happen to me”, “poor planning”, “I would survive” etc.) Have the groups summarize their articles and share their ideas with the entire group.</p>	<p>10 - 15 Min.</p>
<p>h) In the same groups have the students create a list of Reasons why a person must be prepared before venturing into the wilderness. Have groups share their ideas. The W.T.I. instructor should then add any other important reasons not covered. Some critical reasons for being prepared before venturing into the wilderness are:</p>	<p>3 Min. in groups</p>
<ol style="list-style-type: none"> 1. Avoidance of risk (not getting lost) 2. Avoidance of panic 3. To have a “Survival Game Plan” 4. People will know if you are late or missing and where to look for you. 5. The notion of having a “prepared response” versus an “unprepared Reaction” 	<p>5 Min. as a whole</p>
<p>The Search: Sequence and Steps</p>	
<p>i) <i>It is clear that we don’t want to get lost. We now know what are some of the major risks in the wilderness and some of the ways to prevent the incidence from happening in most cases. But what do you do if you do get? We are now going to be looking at how SAR attempts to find you. Knowing how they search will help you get found.</i></p>	<p>1 Min. linking speech</p>
<p>j) Using overhead entitled “THE SEARCH: Sequence and Steps” overview what an expert would hope victims would do to simplify their rescue. ** NOTE: SKILLS NEEDED TO ACCOMPLISH TASK INCLUDED IN OVERHEAD WILL BE COVERED IN “The Science of Survival – Lesson 4”.</p>	<p>4 Min.</p>

