

# LOST & SURVIVAL DEFINED

40 - 45 Min.

## Lesson Two

### TRAINER'S NOTES:

The purpose of this section is not to scare the participants with the worse case scenarios. The Instructor will help the students to recognise what things they should and should not do in a survival situation. Through the study of real cases, the participants will gain the confidence they need to come back alive. The Instructor should emphasise that much of the survival statistics are tied to an individual's will to live and level headedness and not the gravity of the actual situation.

*Note: How to prepare and create a survival game plan will be looked at later in the course.*

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| <b>Objectives:</b>  | <b>Tips:</b>   |
| <b>Participants will:</b> <ol style="list-style-type: none"> <li>Develop a working definition of: A Lost Person, A Situation of Survival and The Will to Live</li> <li>Discuss situations that result in being lost.</li> <li>Develop a typical profile of a lost victim who is unprepared.</li> <li>Understand the significance of the "will to live" and how it can improve the odds of survival.</li> <li>Appreciate how circumstance or weather will find oneself lost and unprepared.</li> <li>Learn the importance of a survival game plan and what it should look like.</li> </ol> | <i>It is strongly recommended that the instructor finds some non-fictional books/stories of survival such as Antarctica Explorers, P.O.W and Concentration Camp Survival, The Titanic, Alive, The Mount Everest Disaster of 1996 to use as examples of "the will to live".</i> |

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| <b>Required Resources for this lesson:</b>   | <b>Tips:</b>  |
| <ol style="list-style-type: none"> <li>Overheads (Profile of Lost Victim, SAR definitions)</li> <li>Chalkboard / flipchart.</li> <li>Case Studies--lost campers, injured skier (if necessary)</li> </ol> | <i>Use humour to balance the seriousness of the topic. "don't become one with nature, even though you are biodegradable!"</i> |

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| <b>Lesson Sequence:</b>  | <b>Time Allotment:</b> |
| <b>Introduction/ Attention Grabber:</b> <ol style="list-style-type: none"> <li>Using the participant's workbook page 10, have students generate their definition of the following terms: Lost, A Situation of Survival and the Will to Live.</li> <li>View the overheads entitled "Lost, A Situation of Survival and The Will to Live". (Contained after the lesson plans in this unit). Compare the participants' views and expert definitions from the overheads.<br/><b><i>Why are these definitions different? If we all know what it is to be lost – when does it become a survival situation as opposed to an afternoon</i></b></li> </ol> | <b>5 – 10 Min.</b>     |

*diversion?*

**Case Studies/ Group work:**

*Now you are going to consider what things people have done in real situations that have led to their survival or their death. When reviewing these cases focus on what things that did well and what things they should have done differently.*

- c) Divide the participants into three groups. Assign each group one of the case studies ( Lost A, Lost B, The Will to Live) found on pages 12 to 16 of the participant's workbook.
- c) Have the participants answer the following questions (workbook page 12 and 13).
  - 1. What are the characteristics of the individual which led the person to being lost?
  - 2. What are some suggestions for the person to improve their Preparedness?
  - 3. What should have been/ was their strategy for survival or their "Will to Live"?

**10 Min.**

- e) Re-group as a whole. Have someone from the group explain what their scenario case study was to the whole class. Using the students' input, create a flowchart of what went wrong. <if there is bad weather and camper A, circumstance and camper B (Algonquin)> where campers are unprepared either with no food, or equipment and the possible outcomes. The instructor

**5 Min.**

should add, as necessary, information such as: carries no topographical map or compass, is unfamiliar with the terrain, walks in circles due to the ruggedness and absence of straight lines in typical wilderness (and theories regarding longer limbs on one side in humans, left-handed versus right-handed, humans in strange environments). Try to involve all groups in the discussion.

**A Typical Lost Victim**

- f) Present the overheads "Profile of the Typical Lost Victim" and "Statistics pertaining to lost victims". *Do any of these ideas describe yourself in the outdoors? Being prepared in the outdoors may require some radical changes to your attitude and approach towards the dangers and possibilities of becoming lost.* Give students a couple of minutes to reflect on their personal strengths in the outdoors and their areas of needed improvement.
- g) Read together the article/ overhead called "Mental Preparation: The Will to Live".
- h) Have participants complete the workbook assignment on page \*\*\* (Define the will to live, levels of willpower).

**8 – 10 Min.**

**5 – 10 Min.**

Remind participants that: *The difference between a "Survivor" and a "Deceased Victim" isn't a question of luck or level of outdoor skills. Despite being in extreme situations, you can survive. Humans are resilient creatures. When we rely on their intelligence (brain size) versus sharp claws, teeth, or fur and avoid panicking, humans can get themselves out of many life threatening situations! Along with a survival game plan, skills, mental and physical preparation, and positive attitude; the will to live ranks right up their at the top of the survivor's list!*

