

# THE TOP FIVE PRIORITIES

30 Min.

## Lesson Three

### TRAINER'S NOTES:

This lesson sequence will have the participants compare what they believed at the start of the course to be important to their survival and what the experts support. They will review statistics of lost victims and relevant studies such as portions of NASAR Search Commander's field handbook; William Syrotack's Lost Persons study. Understanding who survives and who perishes will begin by looking at the physiological needs of air, water, and food and maintaining our body temperature. Reinforcing the message that these are the most critical needs in a survival situation is important. The best odds for survival require the resources to ensure any lost person has the means of retaining the basic physiological survival requirements. Finally, statistical evidence will strengthen this information by providing examples of survivors and those who died while lost.

Objectives:	Tips:
<p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>a) Become familiar with the "Top 5 Priorities of the Survival Situation", as recommended by the experts.</li> <li>b) Compare the actions of the "Survivor" and the "Deceased Lost Victim" to understand the differences.</li> <li>c) Improve their own chances of survival in an outdoor environment.</li> </ul>	<p><i>Share this tip with your participants: Carry duct tape in your survival kit! Always buy high quality duct tape, as all duct tapes are not created equal.</i></p>

Required Resources for this lesson:	Tips:
<ul style="list-style-type: none"> <li>a) Overhead "Top 5 Priorities according to experts/victims"</li> <li>b) Overhead "The Survivor in the Outdoors"</li> <li>c) NASAR and CSAR information/studies and Searchers handbook</li> <li>d) Chalkboard/flipchart (for comparison exercise of Survivor versus Deceased)</li> </ul>	<p><i>These overheads are found in the appendix section for lesson three.</i></p>

Lesson Sequence:	Time Allotment:
<p><b>Returning to Lesson 1 Activity:</b></p> <ul style="list-style-type: none"> <li>a) Have students return to the first activity done at the start of the course "Top 5 Priorities". Using the overhead entitled "Top 5 Priorities according to experts/victims" compare it to the participants' lists. <i>Let us compare what you had listed as the 5 most important needs in a survival situation with the Search and Rescue experts. How many of your top five made their list? How right or wrong were you? We need to understand why these are the actual "Top 5 Priorities".</i></li> <li>b) List the following thought provoking questions on flipchart or chalkboard. Have participants call out the length of time they believe they can survive without access to these basic physiological needs:             <ul style="list-style-type: none"> <li>1. Length of time without food</li> <li>2. Length of time without water</li> </ul> </li> </ul>	<p><b>10 Min.</b></p> <p><b>3 Min.</b></p>

<p>3. Length of time without warmth (body temperature changing by 5 degrees Fahrenheit)</p> <p>4. Length of time with a severe injury including bleeding or trauma</p> <p>c) Review statistics found in the participant's workbook (page 17) indicating examples of what lost persons used to ensure these physiological needs were met. Reinforce that the survivors prepared for their trip and that the deceased individuals lacked the knowledge of how to prepare. Put these points on flipchart under two headings;</p> <p style="padding-left: 40px;">a) Survivor b) Deceased Victim. (page 18 of workbook)</p> <p><b>Included in your comparison should be at minimum, the following:</b></p> <ul style="list-style-type: none"> <li>°personality (positive/negative attitude)</li> <li>°weather conditions</li> <li>°will to live</li> <li>°skill level (map and compass knowledge)</li> <li>°mental and physical condition</li> <li>°survival preparedness (trip plans, clothing, footwear and survival kit)</li> </ul> <p>d) Put this flipchart to the side of the room to refer to later in the Science of Survival.</p> <p style="text-align: center;"><b>10 Minute Break.</b></p>	<p><b>10 – 15 Min.</b></p> <p><b>5 Min.</b></p>
---	---

<b>Optional Section: Time Permitting</b>	<b>Time Allotment</b>
<p>If time permits and the instructor believes the group has some knowledge in survival preparedness, begin brainstorming a list of tasks needing the immediate attention of the lost person in order to improve the chances of survival while waiting out a search and rescue. Explain that these will be expanded on in a later segment of the course.</p> <ul style="list-style-type: none"> <li>Find/prepare safe drinking water</li> <li>Attend to Injuries/First Aid</li> <li>Stay put, stay calm, get busy to avoid panic</li> <li>Construct a shelter and fire</li> <li>Signal/prepare signals for help</li> <li>Use all of your gear and resources to your advantage</li> </ul> <p>If a person is not found within 2 - 3 days, they should start to forage for food (only if you are 100% knowledgeable in the uses, edibility and proper preparation to avoid poisoning yourself).</p> <p>If surrounded by whitecaps during canoe trip, sudden severe storm, or nightfall came faster than expected preventing exit out of bush: <b>STAY PUT</b> until daylight!</p> <p>If there are injured group members, this creates a <b>CRISIS MANAGEMENT</b> situation. Should you evacuate or send search party to get help?</p> <p>Instructors should review the "WSC RESEARCH STUDIES" overhead pertaining to percentage of outdoor folks who carry a map and compass, and the top-5 list compilation from hundreds of previous students.</p>	<p><b>10 – 15 Min.</b></p> <p><b>10 Min.</b></p>