

PANIC DEFINED

40 Min.

Lesson Five

TRAINER'S NOTES:

Participants will define panic and what contributes to it. They will prioritize examples according to their contributing effects on panic. Using the "Temiskaming Canoe Tragedy: A Lesson in Panic", and excerpts from the Coroner's Report to the Temiskaming Canoe Tragedy, participants will identify methods to control and/or avoid panic. You will discuss ideas in terms of how they could reduce the effect of panic in a survival situation; prepared response versus unprepared, will to live, and effect (if any) on level of panic, remaining human, and keeping busy strategy and variations (to panic) in humans, due to personality and ones' mental ability. You may choose to review *Maslow's Needs Hierarchy Pyramid*, especially *Physiological needs*, and *Safety & Security needs*.

Objectives:	Tips:
Participants will: <ul style="list-style-type: none"> a) Understand the nature of panic and the importance of avoiding it especially when faced with a survival situation. b) Review some examples and case studies pertaining to panic, and panic avoidance, to further solidify their understanding of one of the "killers" in the outdoors. 	<i>This example may be very unsettling for some participants. Focus less on the Coroner's Report with younger or more sensitive learners.</i>

Resources Required for this lesson	Tips:
<ul style="list-style-type: none"> a) Article from student work book entitled "Temiskaming Canoe Tragedy: A Lesson in Panic" STWB p.72 b) Experts from the Coroner's Report to the Temiskaming Canoe Tragedy STWB p.73 c) "Panic and the Seven Sisters of Death" overhead d) "Rehearsed versus the Unrehearsed" Worksheet STWB p.74 	<i>STWB stands for Student Workbook. All articles required, follow the lesson plan in the instructor's guidebook</i>

Lesson Sequence:	Time Allotment:
Defining panic <ul style="list-style-type: none"> a) Review the overhead "Panic and the Seven Sisters of Death". b) Have participants turn to page 71 of their workbook and read. Compare answers, impressing the good ideas of students reflecting thinking on one's feet in unique situations. For example, <i>an unprepared victim whose automobile stalls on a railway crossing</i> Response A: tries to re-start the vehicle repeatedly until crushed by the train and Response B: An unprepared victim who gets out and runs. <i>Give positive reinforcement to the second response!</i> c) State: Dr. David Suzuki describes humans in the wilderness as being like "Rats in a Maze" (<i>The Nature of Things</i> television series). What do you think he means by this? You will be looking for responses that talk about human nature to blindly follow a path without thinking. Some suggestions may include; racing ahead with no plan, having a narrow scope, only looking directly in front of you 	<p>5 Min.</p> <p>5 Min.</p> <p>3 Min.</p>

<p>or how humans tend to run when they are panicking.</p> <p>d) Overview the <i>Temiskaming Canoe Tragedy</i> overhead (Coroner's report excerpts).</p> <p>e) Put participants into groups of 3 or 4. Have them come to a group consensus i) outlining the steps to panic-avoidance and control. ii) Even with preparation and understanding of what causes panic, do you think that panic can always be controlled and avoided? Why? iii) Do you know of any examples in your own life experiences where you have observed or experienced panic?</p> <p>Experiential Game:</p> <p>f) Have the participants form a circle. To the person sitting to your immediate right, make an action consisting of some sort of jibberish or nonsense sound! The next person in the circle reproduces the sound, and tries to convey what was meant by the sound in real English. (This person must improvise and adapt to an unfamiliar, uncomfortable situation!)</p> <p><i>Some people in your group might freeze, have a mental block, and become stressed/panicked! This is an example of the fear of the unknown. Therefore, practice and learn how to adapt to discomfort, change. Use creativity to overcome a hurdle or problem.</i></p>	<p>3 Min.</p> <p>10 Min.</p> <p>5 Min.</p>
--	---

15 MINUTE BREAK

Optional Section:	Tip:
<p>a) Using the overhead provided, review "Maslow's Needs Hierarchy Pyramid". The most important human needs as related to Panic are: <i>PHYSIOLOGICAL</i> (Shelter, Warmth, Water, Food, Oxygen) and <i>SAFETY AND SECURITY</i> (Fear of Unknown and Loneliness).</p>	<p><i>Remind students to KEEP BUSY, AND STICK TO YOUR SURVIVAL GAMEPLAN. A BUSY MIND WITH A PLAN AVOIDS PANIC!</i></p>