OUTDOOR SURVIVAL
A UNIT FOCUSED ON SURVIVAL SKILLS

GRADE 5
Can be adapted for use in an intermediate multi-age setting.

LENGTH: 9 lessons (up to 21 sessions)

CURRICULAR AREAS
Social Studies, Science, Healthy Living, Cultural Studies, and World Languages: Alutiiq

Reference: Alutiiq Language Level I & II Lessons:
• Level One, Lesson 7 Good Meals
• Level One, Lesson 10 What Do You Wear?
• Level One, Lesson 17 Tools Help Us Work
• Level One, Lesson 18 Transportation
• Level Two, Lesson 1 Weather
• Level Two, Lesson 13 Plants
• Level Two, Lesson 14 Tools
• Level Two, Lesson 16 Traditional Clothing

OVERVIEW
This unit consists of 9 lessons.
1. Learned survival skills (40 min session, plus literature experience to build background information)
2. Be cautious and observant (Four-five, 40 min sessions)
3. Survival pack (40 min)
4. Are you lost? (40 min)
5. Clothing gives protection (two, 40 min sessions)
6. Building a shelter (two-three, 40 min sessions)
7. Signals (two-three, 40 min sessions)
8. Safe drinking water (two, 40 min sessions)
9. Emergency foods (two-three 40 min sessions)

BACKGROUND
The Alutiiq people have developed knowledge of the environment which has allowed them to survive through thousands of years. Young people frequently make use of the environment surrounding the community for subsistence and recreation and need to learn those skills in the event that they become lost or separated from their families. This unit is not intended to take the place of survival knowledge from the family but to reinforce it.

In today’s world thoughts of survival bring about visions of needing survival packs filled with expensive equipment and supplies. Packs are wonderful things on family outings when there is a vehicle or several people to carry the packs. In reality, packs are rarely there in a real emergency. The most important survival pack one carries is knowledge and skill based on experience and practice. Being prepared, and therefore, preventing putting yourself in survival situations will be emphasized throughout this unit.

This unit is based on material found in the Alaska Sea Grant College Program’s Outdoor Survival Training for Alaska’s Youth. This material recognizes seven steps for survival: Recognition, Inventory, Shelter, Signals, Water, Food, and Play. With the exception of Play, each of the steps is covered in this unit. The unit does not encourage fire building without direct supervision from skilled adults, as many children may lack the experience to build and manage fires safely.

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SUGGESTED MATERIALS


INTERNET LINKS


Alaska Native Knowledge Network Winds and Weather Section II by Ramoth, J. & Stephens, S. found at: http://ankn.uaf.edu/curriculum/units/Winds/sectionii.html

Additional material covering outdoor survival skills can be found online under Boy Scouts of America (http://www.scouting.org/search.aspx?q=outdoor%20survival), and Search and Rescue. British Columbia, Canada has developed many cold climate survival courses for youth (http://www.bcsara.com/index.php). This material could be used to enhance and extend these lessons.
LESSON 1: LEARNED SURVIVAL SKILLS

OVERVIEW
In this lesson, students will be able to tell other students how their family members have survived using their own skills in a dangerous or survival situation. Students will be able to better understand that every region of Alaska has conditions that require knowledge to survive, and become familiarized with the importance of taking precautions and carefully observing the weather and surroundings before hunting or going on an outing.

STANDARDS ADDRESSED
Alaska Content
Skills for a Healthy Life A.1, A.6, B.3, D.2
Culture A.1, A.6, B.3, C.3, D.1, D.3, D.5

GOAL/OBJECTIVES
Students will understand that Alutiiq people have taught survival knowledge from one generation to another through many generations.

Students will:
• Identify one survival skill they have learned from an Elder or Recognized Expert;
• Identify two survival skills the children in the book, The Wind Is Not a River, learned from their families.
• Identify three different survival skills used in three different survival situations (skiff, forest, open land/beach)

TEACHER PREPARATION MATERIALS
• The Wind is Not a River by Arnold Griese
• Map of Alaska
• A Tale of a Shipwreck in Iluani

ACTIVITY PROCEDURE
1. Discuss The Wind is Not a River by Arnold Griese and read aloud the story, A Tale of a Shipwreck. Discuss how one might take special precautions first before going out on an outing or hunting trip. Hunters in the Alutiiq culture have learned to be very observant and cautious before going out on an outdoor adventure (looking at the clouds/weather, observing the ocean and its swells, looking at the sunrise, checking gas tank on skiff/speed, etc.).
2. Identify the survival skills the children in the story learned from their families.
3. Find the Aleutian Islands on a topographical map of Alaska and compare that region with the Kodiak Archipelago region. Identify large areas of forest habitat on Kodiak Island as compared to areas of the island where spruce trees are scarce. Discuss/review how one might survive in three different habitats: forest, water (on boat/skiff), or open land/beach. Identify what natural resources one can use in each habitat.
4. Compare the survival knowledge the children from the story had with that of the children in the class.
5. Have each child name one survival skill they learned from an Elder or Recognized Expert.

ASSESSMENT/EVALUATION
Have students write a 5 paragraph essay telling of three survival situations, and/or skills they learned from a family member, friend, or Elder. Make sure the 5 Paragraph essay includes an introduction, three middle paragraphs, and a conclusion.
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LESSON 2: BE CAUTIOUS & OBSERVANT

OVERVIEW
Being prepared and preventing survival situations emphasized throughout this lesson will teach the importance of staying in the line of sight with their group and the importance of the ‘buddy system.’ Bear safety will be emphasized. Proper clothing as your first line of defense against the elements will be explored.

STANDARDS AddressED
Alaska Content
Skills for a Healthy Life C.5, C.6, D.2
Culture A.6, B.1, C.3, D.5

OBJECTIVES
Students will:
• Demonstrate line of sight and buddy system while in the field;
• Demonstrate proper behavior in ‘bear country’;
• Understand the Alutiiq relationship to bears and the adage “Respect the bear. If you leave it alone, it will leave you alone.”

TEACHER PREPARATION MATERIALS
• The Wind Is Not a River by Arnold L. Griese
• A collection of bright colored objects which students can recognize and name
• Guide to Brown Bear Country with Larry Van Daele, Kodiak Resource Development, Kodiak, AK (video)
• Chapter one of Outdoor Survival Training for Alaska’s Youth

TEACHER PREPARATION STEPS
• Read aloud or have reading groups read ahead of time the book, The Wind Is Not a River, or other appropriate title related to survival in the local environment.
• Preview the bear videos to better engage students in the material
• Read and prep activities from Chapter One of Outdoor Survival Training for Alaska’s Youth

ACTIVITY PROCEDURE
1. Demonstrate line of sight by placing easily identifiable objects around the room. Then have children identify everything they can see without moving their heads and bodies.
2. Talk about dangers of children leaving a partner’s line of sight. For example: getting lost, animal dangers, and water dangers.
3. Have students identify people who might be effective partners (same age or older, not the very young child, etc.). Describe the responsibilities each partner has to each other.
4. Share the Bear Country video and discuss application to our location and in the field. Discuss what to do to stay safe in bear country, such as being observant of trails in brush/bushes, tracks on ground, berry bushes smashed down. Also, importance of making noise while hiking/walking, etc., observant and careful near rivers with fish. Talk about taking an adult with gun or pepper spray.
5. Complete activities in Chapter One, Survival Training.

EXTENSION ACTIVITY
Follow lesson guide from Chapter One of Outdoor Survival Training for Alaska’s Youth.

ASSESSMENT
Write a paragraph about survival skills learned for safety in bear country. In your paragraph, make sure you include topic sentences, details, and a concluding sentence. As an elaboration, quote an Elder about their advice/knowledge about bears.
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LESSON 3: SURVIVAL PACK

OVERVIEW
Survival packs are commercially available and are often made during outdoor survival training. In an emergency, these packs are usually not available. The most important survival tool is the knowledge that has been passed down from generation to generation and learned through our experiences and those of others, including reading and learning through lessons like this one.

STANDARDS ADDRESSED
Alaska Content
Skills for a Healthy Life A.1, A.2, A.3, B.1, C.6, D.2
Culture A.6, C.3, D.1, D.5, D.6

GOAL/OBJECTIVES
Students will recognize the materials that are important for survival and understand that the environment provides everything necessary.

Students will:
• Identify one thing from the environment that can be used in place of each item in the pack.

TEACHER PREPARATION MATERIALS
• Outdoor Survival Training for Alaska’s Youth by Dolly Garza
• Digital camera
• Mini Survival Pack items, (natural resources):
  • Two garbage bags (seal stomach lining)
  • Whistle
  • Band aids (sap from tree)
  • Bug Dope (yarrow plant)
  • Trail Mix (seaweed, tidepool fish, octopus, urchins and chitons)

ACTIVITY PROCEDURE
1. Follow guidelines and activities from Chapter 3 of Garza’s book.
2. Display items from survival backpack. Name each item in the survival backpack, and have students tell why important and how used.

3. Then use the survival mural and have students describe what could be found and used from the environment. Take pictures of commercial survival materials with their natural counterparts. Importance of ingenuity and resourcefulness should be stressed here. Being creative with what is around us can be taught through rich discussions among students and guest speakers.

4. Discuss what the Alutiiq Elders and people have used as resources on Kodiak Island: seaweed, little fish in tide pools, octopus, sea urchins, chitons, heads of silvers, deer, etc. Discuss that the Alutiiq hunters on Kodiak Island used to take flour in sacks on hunting trips. When they got hungry, they would mix it with water.

5. Have a discussion on the importance of knowing what nature has provided.

ASSESSMENT/EVALUATION
Have students brainstorm items for their own survival pack then match those items to ones they have learned about from the natural environment. Students should write a paragraph explaining the natural materials they would use in place of a ‘man made’ survival pack and how to use each one. Students should describe at least four natural resources that can be used for these purposes.
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LESSON 4: ARE YOU LOST?

OVERVIEW
Students will learn that people sometimes get lost when they are on the water or land. They will learn that being lost is an extremely frightening experience and that they are able to control feelings of panic by understanding that they have survival skills.

STANDARDS ADDRESSED
Alaska Content
Skills for a Healthy Life C.5, C.6, D.2
Culture A.6, B.1, C.3, D.5

OBJECTIVES
Students will understand that there are proactive steps which should be taken if they feel they are lost. Students should also understand that when a child is lost, he or she is usually not lost for long.

Students will:
• Identify two steps to take when lost.
• Identify feelings which being lost will cause.

TEACHER PREPARATION MATERIALS
• Outdoor Survival Training for Alaska’s Youth by Dolly Garza
• Hatchet by Gary Paulsen
• Crayons, paint and brushes
• Scissors
• Craft paper, construction paper, and glue

ACTIVITY PROCEDURE
1. Identify and define the seven steps a child should take if he or she gets lost.
   • Recognition: You know you are lost.
   • Take inventory of what he or she has (be sure to define inventory).
   • Find shelter.
   • Make signals.
   • Find safe water to drink.
   • Find food to eat.
   • Stay positive.
   • Play.

2. Refer to family and individual stories from the first lesson. List reasons people get lost (marking the trail, moving out of line of sight, don’t check the weather, keep traveling and don’t stay in one place, don’t make a flight plan, don’t check fuel, don’t look in tide book, etc.)

3. Review the first two steps for survival (Recognition and Inventory):
   • Redefine the term recognition. Have children tell how they might feel if they recognized they were lost. Have children describe how their parents or caregivers might feel.
   • Redefine inventory. Have students take inventory of the things in their pockets or their desks. List the words in the STOP acronym: Sit, Think, Observe, and Plan. Define each of the words and describe what one does as he or she is taking inventory in a survival situation. Again revisit the Salmon and Sockeye story. Have students identify what the cubs did or did not do to take inventory.

4. Make a mural showing the local environment.

ASSESSMENT/EVALUATION
Write a two paragraph compare/contrast essay on a character in the novel (Hatchet, etc.) and a character from real life, identifying how each step was implemented and which steps were not used. A concluding sentence should show which character had a better chance of survival and why.

Another writing idea: What would you do if you were lost in one of the following places (appropriate places for students in town are given below):
1. Abercrombie
2. Chiniak
3. Afognak Island while hunting with Dad

Write a paragraph incorporating the seven steps of survival you would practice to survive and make it home safely.
OVERVIEW
In this lesson, students will learn that different clothing gives different protection especially in a survival situation. The clothes worn daily for home, school, work, or play may be appropriate for every day purposes, but, in an emergency, those clothes need to become more insulated and protective against the elements.

STANDARDS ADDRESSED
Alaska Content
Skills for a Healthy Life C.5, D.2
Culture C.3, D.5

GOAL/OBJECTIVES
Students will understand things they can do to make the clothing they are wearing insulated better.

Students will:
• Identify clothing that gives better protection.
• Tell what happens when clothes are wet.

TEACHER PREPARATION MATERIALS
• Styrofoam cups wrapped with four different materials (these may include materials such as animal furs, fleece, wool, and several of cotton)
• Rubber bands to keep materials snug on cup
• One cotton parka should be large enough to stuff
• Dry grass, leaves and debris from outside
• Five cups filled with 100° water
• Five thermometers
• A baking pan with a layer of ice on the bottom and cold water on the top
• Digital camera
• Scientific Process sheets for whole class (p. 87)

ACTIVITY PROCEDURE
1. Discuss how clothing is shelter; introduce experiment.
2. Allow children to feel the styrofoam cup and see the warm water. Tell the class that the cups represent people and that the water in the cups is about the same as a person’s body temperature.
3. Have the class watch as you stuff grass and leaves around the cup that has the large cotton parka.
4. Fill the cups with hot water and put thermometers in them. Give students time to check to see that the thermometers have the same reading.
5. Put cups in pan of ice water and time the decrease in temperature. Make chart showing the decrease in water temperature of each minute by minute.
6. Discuss differences between the four parkas. Which one would be more useful in cold weather? Which one would offer the most protection when wet? What can a person who gets wet do to stay warm?
7. Make graphs that show the decline in temperature and compare the decline.

EXTENSION ACTIVITY
If time and materials permit, do the same experiment with hats for the cups. Graph the resulting decline in temperature and compare the two.

ASSESSMENT/EVALUATION
Write a reflective paragraph about the importance of wearing correct clothing when going out into the environment or a hunting trip around Kodiak Island. Your paragraph should include at least one material that could be useful and why, based on your scientific process? What would be a good material to wear before you go hunting? What protects you best from the rain? What protects you even if it gets wet?

Collect completed Scientific Process sheets and reflection paragraph.
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LESSON 6: BUILD A SHELTER

OVERVIEW
A shelter begins with the clothes we wear every day. We may be able to increase our clothes capacity to protect us by wearing layers and adding insulation. A shelter may also be built from the environment and/or manmade materials. It is important for students to understand how to build an effective shelter. The only way to do this is to actually build one and use it.

STANDARDS ADDRESSED
Alaska Content
Skills for a Healthy Life A.2, A.3, D.2
Culture C.3, D.1, D.5

GOAL/OBJECTIVES
Students will have an opportunity to discover how to use what nature has provided for shelter.

Students will:
• Build a debris sleeping bag and construct debris beds;
• Identify how the shelter they’ve built meets the three criteria of a good shelter: rainproof and windproof, insulated and small.

TEACHER PREPARATION MATERIALS
• Outdoor Survival Training for Alaska’s Youth by Dolly Garza
• Pictures from pages 26-29 of Outdoor Survival Training for Alaska’s Youth, Teacher’s Guide
• Two large black garbage bags per group of 2-4 students
• Elder or Recognized Expert to assist on the field trip
• Pictures of animal homes, especially a beaver lodge
• Heavy string or twine
• Digital camera

TEACHER PREPARATION STEPS
• Ask an Elder or Recognized Expert or parent who has outdoor experience to assist in taking the class on a field trip.
• Identify a place close to the school with plenty of debris for shelter making.

• Inform parents of the field trip activity and ask that children be dressed appropriately for outdoor activities.

ACTIVITY PROCEDURE
1. Show pictures of animal houses, and discuss why they are good shelter. Review the criteria for a good shelter: rainproof, windproof, insulated and small.
2. Then show pictures from pages 26-29 of Outdoor Survival Guide. Have students compare the materials in both.
3. Introduce the Elder or Recognized Expert who will join the field trip.
4. Find debris in the field. Have one student get into the garbage bags. Remind the group that they are not to cover their heads. Begin filling the outer bag with debris, making a debris sleeping bag. Ask the child or children in the bag to tell how warm they are. Make sure to take pictures of kids in bags for future mural.
5. Ask the Elder or Recognized Expert to help students identify a place outdoors to build a debris bed for those who cannot fit into a debris sleeping bag. They will need a place sheltered from wind and rain. Discuss how to identify what to look for when finding a place for a shelter.
6. Build a rough shelter by pulling the tops of small trees together and tying them with string or twine. Discuss the way that additional insulation, such as fallen branches, moss, and leaves can be piled to make the shelter wind and rain proof. Help those too big for a debris sleeping bag build a debris bed.
7. Take pictures of each child in a sleeping bag or bed and add them to the mural. Use the debris collected to make the mural more realistic.

ASSESSMENT/EVALUATION
Have each student draw a diagram of the debris shelter the class made. Then, write a paragraph explaining how it did or did not meet the criteria of a good shelter (windproof, waterproof, insulated, and small). If parts of the shelter didn’t fit the criteria, what would they change?
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LESSON 7: SIGNALS

OVERVIEW
Signals tell searchers that someone needs help. They can be visual or auditory, though visual signals are most useful at a distance.

STANDARDS ADDRESSED
Alaska Content
Skills for a Healthy Life A.2, C.5, C.6, D.2
Culture A.6, B.1, D.5

GOAL/OBJECTIVES
Children will recognize the need to know how to make a signal in an emergency.
Students will:
• Identify the two criteria of effective signals;
• Recognize the need to make a signal;
• Demonstrate making SOS and HELP signals.

TEACHER PREPARATION MATERIALS
• Outdoor Survival Training for Alaska’s Youth, Teacher’s Guide by Dolly Garza, pages 30-31
• Surveyor’s ribbon in four colors two bright colors and two dark colors, pipe cleaners, yarn, or construction paper will work
• Tape measure at least 20’ long
• Digital camera

TEACHER PREPARATION STEPS
• Contact the Coast Guard, local police department, and/or Search and Rescue volunteers. Tell them what the activity is about, when and where it would take place. Be sure that they understand that:
  • There is no emergency, it is a school activity.
  • The signals will be removed at the end of the lesson.
• Find both an open space and a forested space that are close together to practice making signals.
• Cut the surveyor’s tape, pipe cleaners, yarn or construction paper into 4” lengths; there should be one set for each student. These are the “worms” for the “worm hunt” in activity two. Drape or fold the “worms” over the branches of trees or bushes near the school in a random pattern and at child’s eye level.

ACTIVITY PROCEDURE
1. Discuss the need to make signals when lost. List the two rules for effective signals on the board (they must attract attention and convey a message of distress).
2. Discuss what materials can be included in a small survival kit that can be used for a signal (ribbon, whistle, mirror, bright colors not found in nature). Brainstorm a list of materials that can be found on a beach, in the water, and in a forested area that can be used for signals.
3. Demonstrate that bright colors are more easily seen than dark or muted colors. Have a “worm” hunt. Drape the same number of pieces of bright and dark colored ribbon or paper over the branches of trees and have students find them. Count the “worms” found and compare the number of each color found.
4. Go outside to construct signals in an open area and in a forested area; review the rule of threes, and identify the best signals for a variety of environments.
5. Take pictures of the signals for the mural.
6. Remove all traces of the signals before returning to the classroom.

ASSESSMENT/EVALUATION
Have students write a paragraph about how to signal in an emergency situation. First, in preparation, what could you include in a survival pack to use as a signal? Then, describe the signal you would use in the following areas/environments: on the water, on a beach, in the forest.

Kodiak Alutiiq Heritage Thematic Units
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Access additional resources at:
OUTDOOR SURVIVAL

LESSON 8: SAFE DRINKING WATER

OVERVIEW
One of the most important factors in surviving in the wilderness is to drink water. Our ancestors knew what water was safe to drink, what waters not to drink. There is the term “beaver water” or “still water” which is water that will make one sick. Paying proper attention to where to get safe water is important for survival. In the winter time, snow can be melted to drink. Fresh water is usually found running off of rocks or in a running stream.

STANDARDS ADDRESSED
Alaska Content
Skills for a Healthy Life A.3, A.6, B.1, C.5
Culture C.3, D.1

GOAL/OBJECTIVES
Students will understand that water is essential to survival and be able to identify where and how water can be collected.
Students will:
• Identify water is safe to drink;
• Describe techniques of gathering water.

TEACHER PREPARATION MATERIALS
• Outdoor Survival Training for Alaska’s Youth, Teacher’s Guide by Dolly Garza, pages 31-33
• Pint, quart, and gallon jars, 8 empty pop cans, one cup measuring cup
• Tarp or large black garbage bag (for collecting water)
• Twine for groups of three to five students
• Ice and a bowl
• Digital camera

ACTIVITY PROCEDURE
1. Put the ice in a bowl and show it to the students.
2. Have Elder or Recognized Expert come to classroom to talk about safe sources of drinking water around the community and sources that are not safe, such as still waters and lakes.
3. While the Elder or Recognized Expert is talking about water safety, thaw out the ice cubes to demonstrate how it turns into drinking water.
4. Measure tap water in the measuring cup, pint, quart, and gallon jars and develop a chart to show the equivalence. Then use the pop cans and other containers to show how much water a person needs each day. Discuss the need for drinking water and make a list of the benefits of fresh water.
5. Review pages 31-33 in Outdoor Survival Training. Group students and have each group build a water collection device like the one found on page 32 in the teacher manual or page 18 in the student workbook.
6. Walk around the school to find and photograph a variety of sources of water. Have students identify the kinds of water that people know would be safe to drink.

ASSESSMENT/EVALUATION
Brainstorm areas with Elders or other experts on where to find water in a particular environment (forest, beach, on the ocean) and what kind of water to avoid. Discuss why our bodies need water. Read the handout (www.prohealthblog.com/nutrition/why-does-our-body-need-water.html), or other appropriate source. Then record the answer to: “Why do we need water?” Have students share aloud or write a paragraph answering the questions, “If you were stranded in a particular environment (specify in your classroom), what would you use to build a water collection device? What are three reasons why you need water in your body?”
LESSON 9: EMERGENCY FOODS

OVERVIEW
Students will recognize the importance of learning how to find food in an emergency. The Kodiak Archipelago is filled with nutritious foods that can be used for survival. The Alutiiq people have a history of knowing what to look for in times of need. In this lesson, children will be able to tell what foods are available to find during the different seasons. They will identify mammals or birds, fish, and plants which are good to eat and easily available from the land or ocean. They will recognize foods to avoid.

STANDARDS ADDRESSED
Alaska Content
Skills for a Healthy Life A.1, A.6, B.1, D.5, D.6
Culture A.6, C.3, D.1

GOAL/OBJECTIVES
Students will understand and appreciate the array and abundance of foods found in the outdoors and available year around.
Students will:
• Identify at least one mammal, one plant or bird which can be found on the land or sea and is good to eat;
• Identify plants and animals which should not be eaten. (Shellfish, including clams and mussels, should be a last resort if considered at all!);
• Identify at least one food that is available during each season.

TEACHER PREPARATION MATERIALS
• Outdoor Survival Training for Alaska’s Youth, Teacher’s Guide by Dolly Garza, pages 33-34
• Alutiiq Harvest Calendar by Alutiiq Museum
• Art supplies to continue the mural
• ADFG Wildlife Notebook Series available at: http://www.adfg.state.ak.us/pubs/notebook/notehome.php
• Elder or Recognized Expert to tell their story of gathering food to survive on

ACTIVITY PROCEDURE
1. Have the Elder tell their story of gathering food and how the food was used for survival.
2. Take a fieldtrip to the beach, ask the Elder to name the plants and animals that can be used as emergency foods, to tell the season(s) during which they can be gathered and safely eaten, and how these foods can be prepared with limited cooking facilities.
3. Take pictures of all of the food items identified on the beach; gather plants, shells, and feathers (of edible birds) to bring back to the classroom.
4. Add found materials to the survival mural.
5. Have the students create pictures of the mammals, birds, fish, shellfish, berries and plants and place them on the seasonal round according to research they have conducted. The seasonal round should be sectioned into land and sea categories throughout the yearlong cycle of harvesting.
6. Have students show what foods are gathered off the land, tide pools, or ocean.
7. Add illustrations of safe foods to the survival mural using art supplies.

ASSESSMENT/EVALUATION
Students should write a paragraph outlining a particular plant or animal that can be eaten during each season and how to prepare or eat that item. They could note one particular food that is dangerous and should not be eaten in this paragraph as well.
## OUTDOOR SURVIVAL

### UNIT ASSESSMENT

Student: __________________________

**Scale:** 4 — Independent  
3 — Proficient  
2 — Developing  
1 — Beginning

### EXPECTED OUTCOMES FOR UNIT

| 1. Student defined line of sight, named three things within his or her line of sight, and described the consequences of leaving an adult's line of sight. |
| 2. Student described the recognition and inventory stages of being lost. |
| 3. Student described ways that clothing provides shelter, identified clothing that gives the best protection, and described what happens when clothes are wet. |
| 4. Student made a debris sleeping bag or debris bed and described how the debris bag/bed or shelter met three criteria of a good shelter. |
| 5. Student recognized SOS and HELP signals, described why they are important, and named at least two rules for making signals effective. |
| 6. Student identified two sources of water that are usually safe to drink and one technique for gathering water. |
| 7. Student identified one mammal or bird from the land or sea that can be emergency food. |
| 8. Student identified one edible plant or animal to eat and one which should not be eaten in a survival situation. |
| 9. Student classified emergency foods by season. |
| 10. Student identified at least one item from the environment which could be used in place of each item in the survival pack. |
| 11. Student named one survival skill learned from an Elder or family member and two that children in *The Wind is Not a River* learned from their families. |
| 12. Student participated effectively in lesson activities. |
| 13. Student treated classmates, teacher, and guests with respect and listened attentively to guest speaker. |
| 14. Student worked to the best of his or her ability. |

Teacher comments:
OUTDOOR SURVIVAL

SCIENTIFIC PROCESS WORKSHEET

MY QUESTION: _____________________________________________

________________________________________________________________________

MY HYPOTHESIS:
I THINK THAT... _____________________________________________

________________________________________________________________________

MATERIALS:
___________________________________________________________

________________________________________________________________________

________________________________________________________________________

PROCEDURE:
FIRST WE... _____________________________________________

________________________________________________________________________

________________________________________________________________________

THEN WE... _____________________________________________

________________________________________________________________________

________________________________________________________________________

THEN WE... _____________________________________________

________________________________________________________________________

________________________________________________________________________

CONCLUSION & REFLECTION... (RESULTS)
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________