# SURVIVAL SKILLS

## Water Safety and Crossings

# Lesson 34: Respecting Moving Water




### Objective:

Understand the dangers of moving water, learn to recognize strong currents, and make safe choices around rivers and streams.



### Key Information:

- Moving water can be stronger than it looks.
- Even shallow water can push hard against your legs.
- Fast-moving streams and rivers can knock you off balance quickly.
- Water that looks calm on the surface may still have a strong current underneath.

### Recognizing Strong Currents:

A current is the direction water flows.
You can spot stronger currents by looking for:



Water moving quickly around rocks.



Ripples that move in one direction.



Debris floating rapidly downstream.

**If** water is moving fast enough to carry sticks or branches quickly, it is strong enough to knock someone down.

### Moving Water Observation:



Observe a stream, river, or video of moving water.
Watch for:

- How fast the water moves.
- How it flows around rocks.
- How floating objects travel downstream.

### Key Question:

Talk about why even shallow moving water can be strong. Understanding water movement helps you make safer choices.



### The Takeaway:

Moving water can be dangerous, even when it looks calm. Pay attention to how water moves, recognize the signs of strong currents, and always make safe and responsible choices.



### Remember:

- Never enter moving water without adult supervision.
- Watch for signs of a strong current.
- Stay on stable ground and be careful near the edge.
- Respect moving water and its power.



# SURVIVAL SKILLS

## Water Safety and Crossings

# Activity 34: The Parallel Swim Relay (On Land)




### The Concept: Understanding Rip Currents



- **The Rip Current:** A strong, narrow channel of water moving fast away from the shore.
- **The Mistake:** Trying to swim straight back to shore against the current. This tires swimmers out.
- **The Solution:** Swim parallel to the shore (sideways) until you are out of the current, then head back to land.

## How to Play:

### 1 Setup the "Beach"

Create a grid on a gym floor or grassy field using cones, chalk, or jump ropes:

- **The Shoreline:** Designate one end of the area as the beach/shore.
- **The Rip Current Lane:** Set up a narrow lane (about 5–10 feet wide) running straight away from the shoreline. Use red cones or markers for this "danger zone."
- **The Safe Lanes:** Create two wide lanes on either side of the rip current lane. Use green cones for these.

### Field Setup (Top View)







### 2 The Relay Rules

Divide the kids into teams. Line them up at the far end of the "Rip Current" lane (out at sea).

1. **The Launch (Caught in the Current):** On "Go," the first runner moves straight down the middle lane toward the shore doing a "doggy paddle" or "freestyle" arm motion.
2. **The Trap:** Halfway down, the leader shouts "Rip Current!"
3. **The Escape (Parallel Swim):** The runner immediately stops going toward the shore, turns 90 degrees, and "swims" (side-shuffle or crab-walk) sideways into one of the green Safe Lanes.
4. **The Safe Return:** Once in the safe lane, turn back toward the shore and sprint to the finish line.
5. **The Tag:** Tag the next teammate, who repeats the process.

## Key Takeaways to Emphasize:

- **Don't Fight the Current:** If you try to run straight through the red lane when "Rip Current" is called, you get sent back to the starting line (simulating exhaustion).
- **Swim Sideways:** The only way to progress safely is by moving sideways out of the channel first.
- **Flip, Float, and Follow:** If you ever get tired in real life, flip onto your back, float to save energy, and follow the shoreline sideways.




## Remember:

- A rip current pulls you away from shore.
- Don't swim straight back to shore.
- Move parallel to the shore (sideways) first.
- If tired, float on your back and stay calm.
- Always follow the guidance of a trained adult.

# SURVIVAL SKILLS

## Water Safety and Crossings

## Lesson 35: Safe River Crossing Decisions




### Objective:

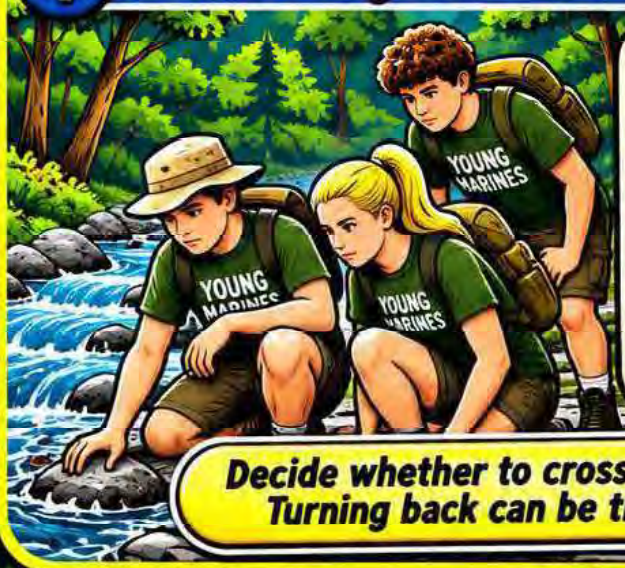
Make safe and smart decisions when a trail crosses a stream or river.



### Key Points:

- Sometimes a trail crosses a stream or river.
- Before crossing, stop and observe:
  - How fast is the water moving?
  - How deep does it look?
  - Is the bottom rocky or muddy?
  - Is there a safer place to cross?
- If the water is too deep, too fast, or unclear, the safest choice may be to turn back or find another route.
- Turning back is a smart decision, not a failure.

### River Crossing Decision Practice:




Imagine you come to a stream during a hike.

Answer these questions:

- Is the water fast or slow?
- Is it deep or shallow?
- Is the bottom clear or muddy?
- Is there a safer place nearby?

***Decide whether to cross, wait, or turn back. Turning back can be the safest choice.***

### Tips for Success:

- Stop, look, and think before crossing.
- Check the water speed, depth, and bottom.
- Look for a safer crossing point such as a shallow, rocky area.
- Keep your group together and communicate.

### Variations:

- Practice at a shallow, safe stream with adult supervision.
- Use different stream conditions (slow, faster, clear, or murky) to discuss your decision.
- Work in teams to decide whether to cross, wait, or turn back, and explain why.

### Remember:

- Water can be stronger and deeper than it looks.
- Never cross a stream or river without adult supervision.
- Choose safety over speed.
- Turning back is a smart and responsible decision.

# SURVIVAL SKILLS

## Water Safety and Crossings

# Activity 35: The Paper Bridge




### Objective:

**Discover how the shape, and not the amount of material, determines strength.**



### Materials:

- Sheets of paper
- Limited adhesive tape
- Books as supports
- Coins or weights
- Ruler



### Instructions:

1. Each team receives five sheets of paper and thirty centimeters of tape.
2. They must build a bridge of thirty centimeters of light between two books.
3. First test: build their first idea and load it until it collapses.
4. Write down the weight supported and observe where the structure failed.
5. Second round: redesign with a new design, applying what they have learned.
6. Compare the weights of both rounds and explain which shape resisted the most.



### Bridge Shapes to Try:




### Results & Learning:

- Record the weight each design held.
- Notice where and how it failed (bend, tear, or collapse).
- Compare Round 1 and Round 2 weights.
- Explain which shape resisted the most and why.

**Bridge Test Results**

| Design | Weight Held (coins or grams) |
|---|---|
| Round 1 | |
| Round 2 | |

### Variants:

- Require the bridge to also be the lightest.
- Increase the span to a light of sixty centimeters.
- Use spaghetti or sticks instead of paper.



### The Takeaway:

**The shape of a structure makes a big difference in its strength. Strong designs spread the load and resist bending.**



### Remember:

- Use only the materials given.
- Work as a team and plan your design.
- Test, record, and learn from failure.
- Apply what you learn to real bridges, like those used to cross rivers.

# SURVIVAL SKILLS

## Navigation, Signaling, and Staying Found

# Lesson 36: Using Landmarks to Stay Oriented




## Objective:

Learn how to make safe decisions when crossing a stream or river.



## Key Information:

- A landmark is something easy to recognize that helps you know where you are.
- Landmarks can include large rocks, unique trees, mountains, buildings, and bridges.
- When hiking or exploring, notice landmarks around you.
- Looking behind you occasionally helps you recognize the trail in both directions.
- Landmarks help you stay oriented and prevent confusion.

## Examples of Landmarks:


Large Rocks


Unique Trees


Mountains

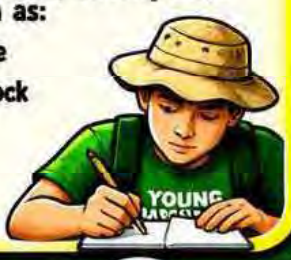

Buildings


Bridges

## Landmark Hunt:

Take a short walk through a park, neighborhood, campground, or trail. As you walk, identify three landmarks such as:

- ☐ A large tree
- ☐ A unique rock
- ☐ A bridge
- ☐ A sign
- ☐ A building



## Describe Each Landmark:

| | |
|---|---|
| What makes it easy to recognize? | |
| Where is it located? | |
| How could it help you find your way back? | |

## The Takeaway:

Paying attention to landmarks helps you stay oriented, remember your route, and avoid getting lost.



## Remember:

- Notice and remember landmarks as you travel.
- Look behind you to see the landmarks in reverse.
- Try to remember the landmarks in the order you passed them.
- Use landmarks to make safe and smart decisions.

# SURVIVAL SKILLS

## Navigation, Signaling, and Staying Found

# Activity 36: The Lighthouse




### Objective:

Practice using an audio landmark (a sound) to navigate safely without seeing.

### The Game:

- One player is chosen as the "Lighthouse" and stands on a central landmark (a specific large tree, a boulder, or a bench).
- The remaining players are "ships" who are blindfolded (or must close their eyes) and scattered a short distance away.
- The Lighthouse makes a distinct sound (clapping, calling out, or blowing a whistle) at regular intervals.
- The ships must use the audio landmark to navigate back to safety without looking.

### How to Play:




### Tips for Success:

- Keep the sound regular and easy to hear.
- Move slowly and carefully.
- Use your hearing to find the direction.
- Stay aware of others around you.




### Variations:

- Vary the size of the area (easier or harder).
- Use different sounds (clap, whistle, or call).
- Have more than one Lighthouse (advanced).

### Remember:

- A clear, consistent signal helps others find you.
- Listening carefully can guide you even when you cannot see.
- Stay calm and move with care.
- Audio landmarks are a useful survival skill in low-visibility situations (darkness, fog, or thick trees).

# SURVIVAL SKILLS

Navigation, Signaling, and Staying Found

## Lesson 37: Understanding Directions




### Objective:

Learn the four main directions and use them to communicate and understand basic locations.




### The Four Main Directions:




- North
- South
- East
- West

### Key Points:

- You do not need to be an expert navigator to understand basic directions.
- The sun rises in the east and sets in the west.
- Maps often place north at the top.
- Understanding directions helps you communicate clearly and understand maps.




### Direction Practice:



- Go outside and identify north, south, east, and west.
- If possible, observe where the sun is located and talk about how it can help you estimate direction.
- Then practice giving directions using the four cardinal directions.

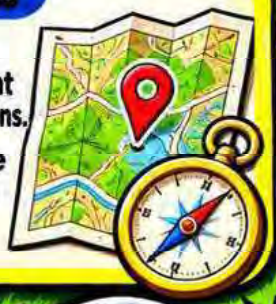
### Examples:

- "The playground is north of the parking lot."
- "The trail heads east."




### Variations:

- Practice with a map and point out different locations using directions.
- Work in pairs to give and follow direction challenges.



### The Takeaway:

Understanding directions helps you communicate more clearly and understand maps.



### Remember:

- Know the four main directions: North, South, East, and West.
- Observe the sun to help estimate direction.
- Use maps and practice often.
- Clear directions make it easier to stay found and work as a team.

# SURVIVAL SKILLS

Navigation, Signaling, and Staying Found

## Activity 37: Estimation by Eye




### Objective:

Estimate distances, heights, weights, and quantities without instruments, and measure one's own error.



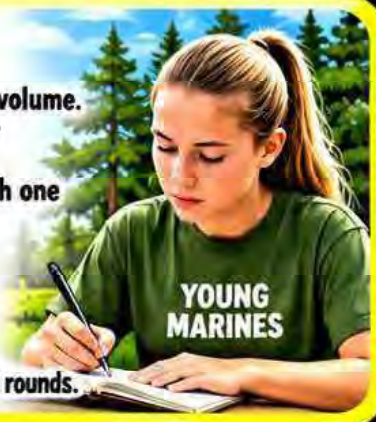
### Materials:

- Tape Measure
- Scales
- Notebook
- Miscellaneous Items
- Stopwatch




### Instructions:

1. Assemble six estimation stations: distance, height, weight, quantity, time, and volume.
2. At each station, everyone writes down their estimate in secret.
3. Then reality is measured or weighed and each one calculates its percentage error.
4. Teaches reference tricks: one's own step, one's own height, the fist extended.
5. Repeat the six stations with different objects by applying the tricks.
6. Compare the average error of the first and second rounds.




### The Six Estimation Stations:




### Reference Tricks:

- Use your own step (for distance).
- Use your own height (for tall objects).
- Use the first extended (for rough measurements).



### Variants:

- Estimating the number of people in a crowd.
- Estimating the time elapsed without a clock.
- With distance estimation in foggy terrain or at night.



### The Takeaway:

Builds observation, judgment, and practical field skills for real survival situations.



# SURVIVAL SKILLS

Navigation, Signaling, and Staying Found

## Lesson 38: Basic Map Awareness




### Objective:

Learn what maps show, identify important features, and use a map to plan a simple route.



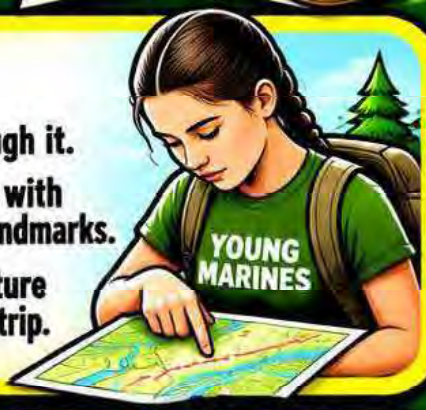
### Maps Show:

- Trails
- Roads
- Water sources
- Campgrounds



### Key Points:

- Maps help people understand an area before they travel through it.
- Before an outing, look at a map with an adult and identify important landmarks.
- Maps help you see the bigger picture and plan for a safe and successful trip.




### Map Exploration:

Look at a map of a park, campground, trail system, or your local area.
Find and identify:



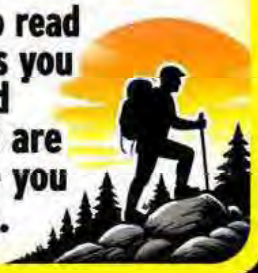

### Plan a Route:

- Trace a simple route between two locations using your finger.
- Talk about how maps help people plan before they travel.



### The Takeaway:

Learning to read maps helps you understand where you are and where you are going.



### Remember:

- Study the map.
- Identify key features.
- Plan a simple route.
- Use maps to stay oriented and safe.

# SURVIVAL SKILLS

## Navigation, Signaling, and Staying Foundd

# Activity 38: The Visual Memory Map




## Objective:

Remember a route with enough precision to draw it and do it again.



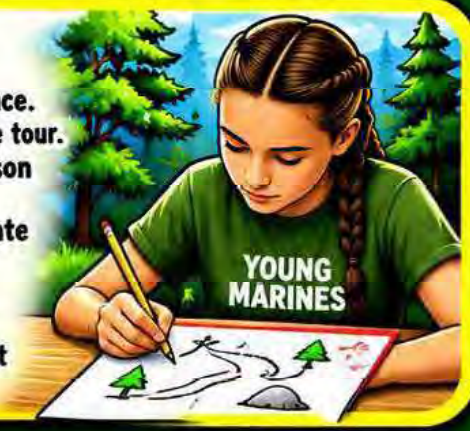
## Materials:

- Paper
- Pencils
- Stopwatch
- Prepared Tour




## Instructions:

1. Travel with the group a journey of five hundred meters in absolute silence.
2. Do not take notes or photos during the tour.
3. Back at the starting point, each person draws the route from memory.
4. Include turns, references, approximate distances, and trail details.
5. Compare the sketches in pairs and detect the differences.
6. Repeat the tour, verifying who got it right in each disputed point.




## The Tour Process:



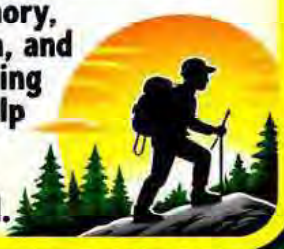

## Variants:

- Make the route in the opposite direction when returning.
- Use only the key decision points (turns, intersections).
- Try an urban route with street and shop names.



## The Takeaway:

Builds memory, observation, and map sketching skills to help you stay oriented in the field.



## Remember:

- Stay silent during the tour.
- Use what you see to remember the route.
- Be as detailed as possible in your sketch.
- Work together and check for accuracy.

# SURVIVAL SKILLS

Navigation, Signaling, and Staying Found

## Lesson 39: Trail Markers and Signs




### Objective:

Learn what trail markers and signs are, what they mean, and how they help people stay found and travel safely.

### Key Points:



- Many trails use markers to help people stay on the correct route.
- Markers can be painted on trees, attached to posts, or placed on signs.
- If you stop seeing markers, it may be time to stop and check your location.

### Marker Spotting:

During a hike, walk, or while looking at trail photos, search for markers that help people stay on the correct route.

**Look for:**

- Painted blazes on trees
- Directional signs
- Trail posts
- Trail maps
- Rock cairns







### For Each Marker You Find, Discuss:

- What information it provides.
- Why it is important.
- What might happen if someone ignores it.




### The Takeaway:

Trail markers help people stay found and travel safely on the correct route.



# SURVIVAL SKILLS

Navigation, Signaling, and Staying Found

## Activity 39: Measuring a Non-Climbing Tree




### Objective:

Apply field estimation methods with improvised materials and verify its precision.



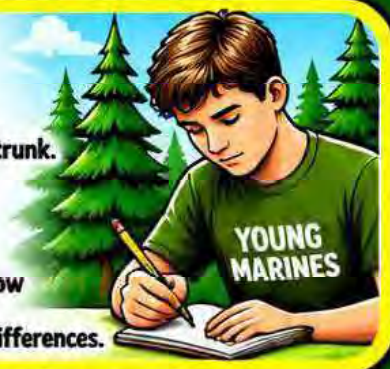

### Materials:

- 1 Meter Straight Stick
- Long Tape Measure
- Notebook
- Pencil



### Instructions:

1. Teach the woodcutter method: hold an upright stick with your arm outstretched.
2. Step back until the tip of the stick matches the top of the tree and the base matches the trunk.
3. The distance from that point to the tree is equal to its height.
4. Each team measures three different trees using this method and notes the results.
5. Now teach the method of proportional shadow and measure the trees.
6. Compare both results by tree and discuss the differences.




### Method 1: Woodcutter Method




- Hold a straight stick upright at arm's length.
- Step back until the top of the stick lines up with the top of the tree.
- The distance from you to the tree equals the tree's height.

### Method 2: Proportional Shadow




- Measure the height of a stick and its shadow.
- Measure the tree's shadow.
- Use proportion: Tree height (H) = Stick height (1 m) × (Tree shadow T + Stick shadow S).

### Variants:

- Use a homemade clinometer (conveyor and weighted thread).
- Measure the height of a building or mast in the camp.
- Estimate the volume of wood from a fallen tree.



### The Takeaway:

You can estimate the height of a tree without climbing it by using simple field methods and careful measurement.



### Remember:

- Use safe, non-climbing methods.
- Be accurate and double-check your results.
- Keep clear notes of your measurements.
- Compare different methods to improve accuracy.

# SURVIVAL SKILLS

Navigation, Signaling, and Staying Found

## Lesson 40: What To Do If You Think You Are Lost




### Objective:

Learn what to do if you think you are lost and use the STOP rule to stay safe.



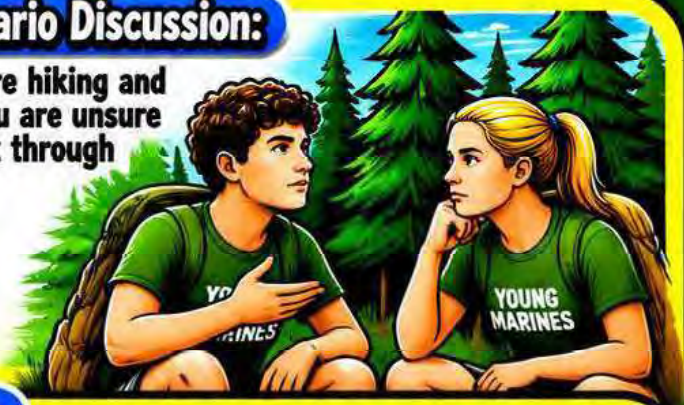
### The STOP Rule:

- **S** — Stop moving.
- **T** — Think about where you last knew your location.
- **O** — Observe your surroundings.
- **P** — Plan your next step with an adult if possible.

### Lost Scenario Discussion:

Imagine that you are hiking and suddenly realize you are unsure where you are. Talk through the STOP rule:

- Stop
- Think
- Observe
- Plan




### Discuss:

- What you should do first.
- Why running around is not helpful.
- Who you should try to contact.
- How staying calm helps.



### Key Points:

- Running around usually makes the situation worse.
- Calm thinking is your best tool.
- Practicing scenarios before they happen makes real situations easier to handle.




### The Takeaway:

If you think you are lost, **STOP**, **THINK**, **OBSERVE**, and **PLAN** to stay safe and be found.



# SURVIVAL SKILLS

## Navigation, Signaling, and Staying Found

# Activity 40: The Blind Trail




### Objective:

Walk a stretch of nature using touch, hearing and smell instead of view.



### Materials:

- 50 Meter Guide Rope
- Blindfolds or Scarves
- Natural Objects for Seasons

### Instructions:

1. Lay a guide rope along a varied route, at hand height.
2. Mark five stations along the route with items to touch and smell.
3. Participants walk the trail blindfolded, one at a time and with a minute apart.
4. They must move forward holding the rope and stop at each station knot.
5. A leader accompanies without speaking, just to guarantee security.
6. At the end, each one describes the route and then repeats it with their eyes open.




### The Trail: Five Sensory Stations (Example)

1 Touch → 2 Smell → 3 Touch → 4 Hear → 5 Smell



### Variants:

- With recorded sounds or instruments at stations.
- Night tour without blindfolds, guided only by the rope.
- In pairs where one guides the other with his voice.



### The Takeaway:

Using your other senses builds awareness, confidence, and observation skills in nature.



### Remember:

- Stay connected to the rope.
- Move slowly and carefully.
- Use your touch, hearing, and smell.
- Keep the group safe.
- Practice builds better awareness outdoors.

# SURVIVAL SKILLS

☆ Navigation, Signaling, and Staying Found ☆

## Lesson 41: Why Staying Put Helps Rescuers




### Objective:

Understand why staying put, being visible, and remaining patient can help rescuers find you.



### Key Points:



- If adults know where you were last seen, staying in one area makes it easier for them to find you.
- Moving long distances creates a larger search area.
- Staying put and being easy to see can help rescuers locate you more quickly.

### Stay Put Practice:

Choose a safe outdoor location. Imagine that you have become separated from your group. Discuss:

1. Why staying in one area can help rescuers find you.
2. What landmarks you could use to describe your location.
3. How you could make yourself easier to see.




### Ways to Make Yourself Easier to See:



- Use bright or contrasting colors.



- Make a large, visible signal (such as an "X").



- Choose an open, visible location.



- Use a whistle or other signal if you have one.

### Remember:

- Running around usually makes the situation worse.
- Patience is often part of good decision-making.
- Calm thinking helps you make the best choices.

### The Takeaway:

If it is safe to do so, stay put, stay visible, and be patient. This gives rescuers the best chance to find you.



### Avoid:

- Wandering away from where you were last seen.
- Moving long distances.
- Hiding in thick brush or hard-to-see areas.
- Panicking or making rushed decisions.

# SURVIVAL SKILLS

☆ Navigation, Signaling, and Staying Found ☆

## Activity 41: The Camp Sundial




### Objective:

Build a functional instrument that keeps time throughout the camp.



### Materials:

- Straight Rod
- Stones
- Compass
- Watch
- Bookmark
- Tape Measure




### Instructions:

1. Choose a flat spot that gets sun throughout the day.
2. Nail the rod inclined towards the celestial south with the angle of your latitude.
3. At every exact hour, place a stone at the tip of the shadow.
4. Mark each stone with the corresponding time.
5. The next day, check if the clock strikes correctly without wearing a watch.
6. Calculate the time lag and explain why.




### Sundial Setup:




### Recording the Time:




### Check and Calculate:

- The next day, check if the sundial shows the correct time.
- Calculate the time lag (difference in minutes).
- Explain why there may be a difference (such as the season, exact alignment, or position).

### Variants:

- Portable pocket sundial in cardboard.
- Comparing solar noon with official noon.
- With precision equatorial clock for seniors.



### The Takeaway:

You can use the sun and simple materials to keep time in the field. A sundial builds observation, measuring, and problem-solving skills.



### Remember:

- Use a sunny, open area.
- Set the rod at your latitude angle.
- Record the time accurately.
- Check and explain any time differences.

# SURVIVAL SKILLS

Navigation, Signaling, and Staying Found

## Lesson 42: Using a Whistle for Help




### Objective:

Learn how and when to use a whistle for help in an emergency.



### Key Points:

- A whistle is one of the most useful items in a safety kit.
- Your voice can become tired, but a whistle stays loud.
- Three short whistle blasts are often used as a distress signal.
- Whistles should only be used for real emergencies.



### Whistle Awareness:

Examine a whistle. Discuss:

- Why whistles are often included in safety kits
- How they are easier to hear than a voice
- When they should be used
- When they should not be used




### The Distress Signal:

Use three short whistle blasts (a group of three quick, clear blows).



Three Short Blasts = Distress Signal

### Practice:

- If appropriate and allowed, practice making three short whistle blasts.

### Use a Whistle When:

- You are lost or need help.
- You are injured and cannot move.
- You need to get the attention of your group or rescuers.



### Do NOT Use a Whistle When:

- There is no emergency.
- It could cause unnecessary alarm.
- It might be confused with another signal.

### The Takeaway:

Understanding how and when to use a whistle can help you be found more quickly and stay safe in an emergency.



# SURVIVAL SKILLS

★ Navigation, Signaling, and Staying Found ★

## Activity 42: Paper Whistle




### Objective:

Make noise with a sheet of paper.




### Materials:

- Scissors
- Whistle Template
- Paper



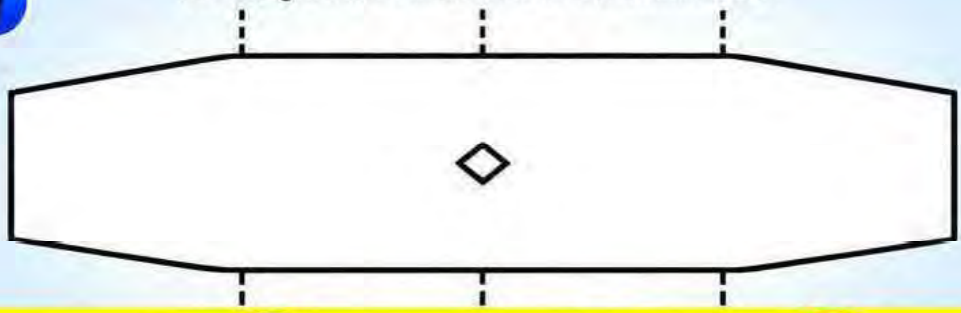
### Instructions:

1. Print out the template.
2. Cut and assemble.
3. Place the two folds on either side of the diamond cut out against your lips and blow.



### Template:

Cut along the solid lines. Fold at the dashed lines.



### Tips:

- Use a piece of ordinary paper.
- Make clean, straight folds.
- Hold the folded sides firmly against your lips.
- Blow a steady, strong breath.

### The Takeaway:

You can make a simple whistle from paper that makes a loud sound to get attention in an emergency.



### Remember:

- ✓ A paper whistle can be used if you do not have a regular whistle.
- ✗ It can help signal for help and attract attention.
- ✗ Practice ahead of time so you know how to make and use it.

# SURVIVAL SKILLS

★ Navigation, Signaling, and Staying Found ★

## Lesson 43: Emergency Signals




### Objective:

Learn about emergency signals and how to make clear, visible signals for help.



### Key Points:



- People sometimes use simple signals to communicate when voices cannot travel far enough.
- Signals should be clear and easy to recognize.
- Communication is an important survival skill.

### Examples of Signals:



Whistle Blasts



Flashlight Signals



Large Symbols (Rocks or Sticks)

### Signal Builder:

- Using sticks, rocks, leaves, or paper, create a large signal on the ground.
- Make it as large and easy to see as possible.



### Then Explain:

1. What the signal means.
2. Who it is intended for.
3. Why size and visibility matter.



### Standard Emergency Signals to Teach Youth:

#### The Whistle Rule:

- 3 short blasts repeated every minute = "I need help / Where are you?"
- The response from a rescuer is typically 2 blasts.

#### SOS Morse Code:

- Three short, three long, three short (... --- ...).
- Tap with a stick, flash with a flashlight, or reflect with a mirror.

#### Ground-to-Air Body/Visual Signals:

- V: Require assistance / I need help
- X: Require medical assistance / Injured
- LL: All is well / No help needed

### The Takeaway:

Use simple, well-known signals that are clear, large, and easy to see. The right signal can help rescuers find you quickly and get you the help you need.



### Remember:

- Use emergency signals only when you need help.
- Make signals as large and visible as possible.
- Know and practice the whistle rule and SOS code.
- Pick up your practice signal when you are done.

# SURVIVAL SKILLS

★ Navigation, Signaling, and Staying Found ★

## Activity 43: Signal and Survive Relay (Scouts Method)




### Objective:

**Practice emergency communication using team relay bases.**




### How It Works:

- **Divide youth into small teams and rotate through active "bases" that teach emergency communication.**




### Relay Bases:

1. **Ground-to-Air Signals:**
   Practice laying out large symbols (such as "X" for medical help or "V" for require assistance) using stones, logs, or fabric strips sized roughly 3 × 10 meters, or practice standard body signals.



2. **Morse Code & Mirror/Torch Signaling:**
   Use flashlights (torches) or small signal mirrors to tap out distress codes (like SOS: ... --- ...) to a partner across a field.




3. **Whistle Code Challenges:**
   Teach standard outdoor distress signals (e.g., three blasts of a whistle means help is needed) and run a game where youth listen for hidden whistles in a wooded area and locate the "lost" camper.




### The Disaster Game or "Lights Out"!

- A simple and fun way to get people engaged, sharing and talking about preparedness planning and 72-hour kits.
- A great icebreaker to get the preparedness conversation going.
- Estimated time: 20–40 minutes.




### The Game Is Simple:

1. Give each person an item/resource card (e.g., an emergency radio) and a scenario/need card.
2. Go around the room and have each person read their need.
3. Anyone with a resource that could help shows their card and says "I have a _____!" Match the resource with the need.
4. The person who offered a resource goes next, reading their need.
5. It gets people talking, builds knowledge, and sparks ideas for other preparedness tips.

### "Lights Out" Variation:

- Stage the room and hand out the resource cards.
- Turn the lights out in a surprise moment!
- Hand out the need cards and play the game in low light if possible.
- Everyone has fun and enjoys the dramatic flair.




### The Takeaway:

**Practice, teamwork, and simple signals help you communicate and get help when you need it most.**



# SURVIVAL SKILLS

★ First Aid and Body Awareness ★

## Lesson 44: Staying Calm During Minor Injuries




### Objective:

Learn how to stay calm and think clearly when someone gets a minor injury.



### Key Idea:

- When someone gets hurt, staying calm is the first step.
- Panicking can make it harder to think clearly.
- Take a slow breath and assess what happened.




### Ask:

1. Is the injury small or serious?
2. Is the person safe where they are?
3. Do we need adult help right away?




***Calm thinking helps you respond more safely.***

### Calm Response Practice:

Imagine a small injury, such as a scraped knee.




### Practice:

- Take a slow breath.
- Look at the injury calmly.
- Say what happened clearly.



### Talk About It:

- Why does staying calm help you think better?



### The Takeaway:

Stay calm, look at the situation, and decide what to do next. Calm thinking helps you respond safely and get the right help.



### Remember:

- Stay calm.
- Check the injury.
- Make sure the area is safe.
- Get adult help if needed.

# SURVIVAL SKILLS

## Navigation, Signaling, and Staying Found

# Activity 44: The Emergency Call




### Objective:

**Give a complete, orderly emergency notice without omitting critical data.**




### Key Points:

- ***Give your location.***
- ***Explain what happened.***
- ***Tell how many are injured.***
- ***Follow the 6-part format.***

### The 6 Parts:

1. **Who you are.**
2. **Where you are.**
3. **What happened.**
4. **How many injured.**
5. **What help you need.**
6. ***Stay on the line.***

### Example Call:

***"This is Young Marine Smith at Pine Ridge Trail. We have one injured with a cut. We need a medic. I'm with the injured. Over."***

### Activity Steps:

1. **Practice giving a complete emergency call.**
2. **Use the 6-part format.**
3. **Take turns as the caller and the operator.**
4. **Keep your message clear and calm.**

### Remember:

- ***Be calm and clear.***
- ***Give only the facts.***
- ***Speak slowly and clearly.***
- ***Stay on the line.***

## *A clear call can save lives!*

# SURVIVAL SKILLS

## First Aid and Body Awareness

# Lesson 45: Cleaning Small Cuts and Scrapes




### Objective:

Learn how to properly clean and cover small cuts and scrapes.



### Key Points:

- Small cuts and scrapes are common outdoors.
- With adult supervision, clean minor cuts with clean water to remove dirt.
- After cleaning, cover with a bandage if needed.
- Never ignore a wound that keeps bleeding or looks deep.

### Clean and Cover Review:

Treat small cuts. Review the steps:




Rinse with clean water.

Remove dirt gently.

Cover with a bandage if needed.

### Remember:

- Tell an adult about all injuries, even small ones.
- Get adult help if a cut is deep, won't stop bleeding, or shows signs of infection (redness, swelling, or increasing pain).




### Practice:

- Use a training scenario or simulation.
- Walk through the clean and cover steps in order.
- Explain why each step is important.




### The Takeaway:

Clean, cover, and tell an adult. Knowing the basic steps for small cuts and scrapes builds confidence and helps prevent infection.



### Remember:

- ✓ Use clean water.
- ✓ Remove dirt gently.
- ✓ Cover with a bandage if needed.
- ✓ Get adult help for deeper or serious wounds.

# SURVIVAL SKILLS

## First Aid and Body Awareness

# Activity 45: Bandages




### Objective:

Practice basic bandages until they can be applied correctly and quickly.



### Materials:

- Gauze and Elastic Bandages
- Scarves
- Scissors
- Illustrated Cards
- Stopwatch

### The 5 Stations:




### Instructions:

1. Create five stations: hand, ankle, knee, head and sling.
2. Each station has an illustrated card with the correct steps.
3. Teams rotate every 8 minutes practicing in pairs.
4. At each station, everyone must bandage and be bandaged at least once.
5. Check that the bandage does not cut off circulation by checking the distal pulse.
6. Timed final round where each one demonstrates two bandages of their choice.




### Variants:

- Bandages with improvised material: scarves, T-shirts and tape.
- In difficult conditions: with gloves, in the dark or in the rain.
- With the person bandaged simulating pain and movement.



### The Takeaway:

Be able to apply simple bandages correctly, check circulation, and adapt to different conditions.



### Remember:

- Use clean material.
- Wrap snug, not too tight.
- Check circulation (pulse, color, temperature).
- Keep the person comfortable and still.

# SURVIVAL SKILLS

## First Aid and Body Awareness

# Lesson 46: Treating Blisters Early




### Objective:

Learn how to recognize, prevent, and treat blisters early.



### Key Information:

- Blisters can form from friction while walking or hiking.
- Hot spots on your feet may turn into blisters if ignored.
- If you feel rubbing or discomfort, stop and tell an adult.



### Prevention Tips:

- Wear dry socks.
- Use well-fitting shoes.
- Pay attention to "hot spots" (rubbing or soreness).



### Blister Prevention Plan:



- Check your shoes and socks.

**Talk about:**

- Whether shoes fit properly
- How dry socks help
- Why stopping at a hot spot matters

### Remember:



- Stop and tell an adult if you notice a hot spot.
- Take care of small problems early.
- Keep your feet clean, dry, and protected.

### The Takeaway:

Dry socks and well-fitting shoes help prevent blisters. Early attention prevents bigger problems later.





# SURVIVAL SKILLS

## First Aid and Body Awareness

# Activity 46: Blisters & Foot Care




### Objective:

**Prevent and treat the injury that ruins the most gears: the blister.**



### Materials:

- Hydrocolloid Dressings
- Fabric Tape
- Scissors
- Sample Socks
- Vaseline




### Instructions:

1. Explain together why a blister forms: friction, humidity, and heat.
2. Check each other's footwear for interior seams and wear.
3. Teach the preventive bandage at the usual rubbing points.
4. Practice the second skin technique on an already formed blister.
5. Discuss when a blister drains and when it should never be touched.
6. Establish the group's protocol: stop at the first discomfort, not the pain.






### Variants:

- Mandatory foot check-up after each day of walking.
- Comparison of technical and cotton socks.
- With real test during a short march.




Technical Sock (moisture-wicking)

Cotton Sock (holds moisture)

### Key Concepts:

- Blisters are caused by friction, humidity, and heat.
- Prevent by using dry socks, well-fitting shoes, and protection at hot spots.
- Use a hydrocolloid (second skin) dressing to protect and promote healing.

### The Takeaway:

**Know how to prevent and treat blisters, check your gear, and speak up early. Stop at the first discomfort to keep your feet healthy and mission-ready.**



### When to Drain?

- A large, painful blister with a lot of fluid may be drained by a trained adult using a clean, sterile method.

### Never Touch If:

- It is small or not painful.
- The skin is still intact.
- You are unsure—get an adult's help.

# SURVIVAL SKILLS

## First Aid and Body Awareness

# Lesson 47: Sprains and Twists



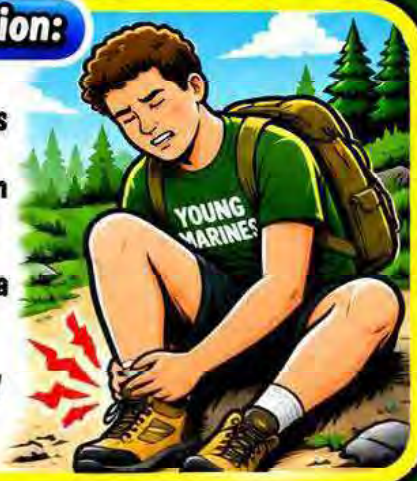

### Objective:

Learn about sprains and twists and what to do when they happen.



### Key Information:

- Uneven ground can cause twisted ankles or sprains.
- If someone twists an ankle, stop walking immediately.
- Rest the injured area and avoid putting weight on it.
- Tell an adult so they can decide what to do next.




### What to Do (R.I.C.E.):

- **R** – Rest – Stop activity and keep the joint still.
- **I** – Ice – Use a cold pack (or cold, wet cloth) to reduce swelling (10–20 minutes).
- **C** – Compress – Wrap gently with an elastic bandage.
- **E** – Elevate – Raise the injured foot or ankle above the level of the heart if possible.



### Sprain Scenario Discussion:

Imagine someone twists an ankle during a hike.

**Answer:**

- Should they keep walking?
- What should they do first?
- Who should they tell?




### Remember:

- Stop and get help early.
- Do not keep walking on an injured joint.
- Use R.I.C.E. for early care.
- Tell an adult or leader right away.
- Continuing to walk can make it worse.

### The Takeaway:

Stopping early helps prevent further injury and allows for the right care and a faster recovery.





# SURVIVAL SKILLS

## First Aid and Body Awareness

# Activity 47: Fracture Immobilization




### Objective:

**Immobilize an injured limb with improvised material, without aggravating the injury.**




### Materials:

- Cartons
- Magazines
- Scarves
- Bandages
- Wands (sticks)
- Padded Padding (foam/cloth)



### Instructions:

1. Explain the principle: immobilize the top and bottom joints of the focus.
2. Always teach quilting (padding) before putting on any rigid splint.
3. Each pair practices a forearm splint with a rolled up magazine.
4. Then practice leg immobilization with rods and scarves.
5. Check pulse, tenderness, and distal mobility before and after each splint.
6. Discuss why you never try to reposition a displaced bone.







### Key Principle:

**Immobilize the top and bottom joints of the injured area.**




### Safety Checks:

- Check pulse.
- Check for tenderness.
- Check distal mobility (can they move fingers or toes, feel touch, and are they warm and normal in color) before and after each splint.



### Remember:

- Do not force or reposition a displaced bone.
- Keep the injured part still and supported.
- Use padding to prevent pressure and rubbing.
- Get help from an adult or trained responder as soon as possible.

### Variants:

- Body-to-body immobilization when there is no material.
- With scarf sling for shoulder and collarbone injuries.
- Combined with stretcher transfer.








# SURVIVAL SKILLS

## First Aid and Body Awareness

# Lesson 48: Recognizing Serious Injuries




### Objective:

Learn about serious injuries and when to get immediate adult help.



### Key Information:

- Some injuries require immediate adult help.
- Do not try to handle serious injuries alone.
- Getting help quickly is the safest choice.

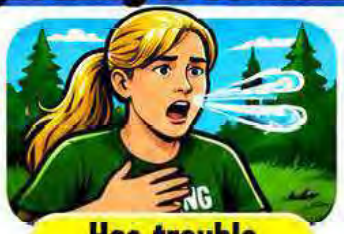
### Serious Injury Recognition:

- Review the signs of serious injury.
- Practice saying, "We need help right away."

### Seek Help Right Away If Someone:



Loses consciousness



Has trouble breathing



Bleeds heavily



Cannot move a limb



Shows signs of confusion after a fall

### Remember:

- Stay calm.
- Check the person.
- Tell an adult or leader immediately.
- Give clear information (e.g., what happened, what is wrong, and where you are).




### The Takeaway:

Know the signs of a serious injury and get help quickly. Quick action can prevent the injury from getting worse.



# SURVIVAL SKILLS

## First Aid and Body Awareness

# Activity 48: Hemorrhage Control




### Objective:

Stop bleeding by direct pressure, the technique that saves the most lives.



### Materials:

- Gauze and Dressings
- Nitrile Gloves
- Bandages (wrap)
- Sponges with Red Dye
- Stopwatch




### Instructions:

1. Explain the sequence: gloves, firm direct pressure, dressing and bandage compressive.
2. Prepare simulations with sponges soaked in water with red dye.
3. Each pair practices direct pressure by holding it for three minutes without letting go.
4. Practice adding dressings on top without ever removing the first one.
5. Apply the compression bandage and check that it does not cut off circulation.
6. Discuss why the tourniquet is a last resort and its conditions of use.



### Key Sequence:



1. Gloves
2. Firm Direct Pressure
3. Dressing (add on top)
4. Compression Bandage

### Tourniquet Reminder:

- A tourniquet is a last resort.
- Use only for life-threatening bleeding that cannot be stopped by direct pressure.
- Use proper training and follow established guidelines.



### Variants:

- With elevation of the limb as a complementary measure.
- Practicing self-application of pressure on one's own hand.
- With nosebleeds, which is the most frequent in practice.



### The Takeaway:

Use gloves, apply firm and steady pressure, add dressings, and secure with a compression bandage. Quick and correct action can save a life.



# SURVIVAL SKILLS

## First Aid and Body Awareness

# Lesson 49: Nosebleeds and Minor Bleeding




### Objective:

Learn how to respond to a nosebleed and minor bleeding safely and calmly.



### Key Information:

- Nosebleeds can happen from dry air or minor bumps.
- If a nosebleed occurs, sit upright and lean slightly forward.
- Apply gentle pressure to the soft part of the nose.
- When someone is bleeding at any time, apply pressure with a clean bandage or cloth.



### Nosebleed Steps Practice:

How to respond to a nosebleed.




Explain why leaning forward is important. Practicing calmly helps you respond better.

### Minor Bleeding Care:



- Use a clean bandage or cloth.
- Apply firm, steady pressure.
- Keep the area clean and covered.

### Remember:

- Stay calm.
- Sit upright and lean slightly forward for a nosebleed.
- Pinch the soft part of the nose for 5–10 minutes.
- Apply pressure to control other minor bleeding.
- Tell an adult and get help if bleeding does not stop, is heavy, or keeps coming back.

### The Takeaway:

Most minor bleeding, including nosebleeds, can be managed safely with the right steps and adult supervision.





# SURVIVAL SKILLS

## First Aid and Body Awareness

# Activity 49: Standard Bandage Relay




### Objective:

Practice applying common bandages quickly, correctly, and safely in a team relay.



### Materials Needed:

- Handkerchiefs or bandanas
- Triangular bandages
- Roller bandages (or adhesive Band-Aids)



### Setup:

Teams line up in double-file pairs facing a designated judge or turnaround station about 25 feet away.




### The Action:

1. The judge calls out a specific bandage (e.g., "head bandage," "sling," or "ankle bandage").
2. Each pair runs to the judge. One Scout correctly applies the announced bandage to their buddy.
3. The judge inspects the bandage for proper technique, snugness, and neatness.
4. Once approved, the bandage is removed, and the roles switch: the second Scout ties the exact same bandage onto the first.
5. After both have tied and been approved, the pair sprints back to their team and tags the next pair.


Head Bandage


Sling


Ankle Bandage


Compression Bandage

### Scoring & Points:

- **Accuracy:** Points are awarded for correct placement, proper technique, and secure/tucked ends.
- **Speed:** The first pair to complete the task and return often earns a bonus point or speed multiplier.
- **Safety Rules:** Judges must ensure bandages are never tied too tightly (to avoid cutting off circulation) and that head/face wraps never cover the nose or mouth.

### Fun Variations:

- **Mystery Injury:** Instead of naming the bandage directly, announce an injury (e.g., "sprained ankle" or "collarbone fracture") and have Scouts decide which bandage or sling is required.
- **Blindfold Round:** One Scout in the pair is blindfolded to test verbal communication and tactile precision.
- **Stretcher / Carry Combo:** Pair the bandage relay with an improvised blanket-and-pole stretcher build or a two-person carry to create a full rescue simulation.









# SURVIVAL SKILLS

## First Aid and Body Awareness

## Lesson 50: Recognizing Allergic Reactions




### Key Point:

Some people have allergies to foods, insects, or plants.



### Signs of a Serious Allergic Reaction:

- Swelling of the face or throat
- Trouble breathing
- Hives (itchy, raised red welts)
- Dizziness (feeling faint or lightheaded)

### Examples: What It Might Look Like













### What to Do:

- Tell an adult immediately.
- Stay with the person and keep them calm.
- Follow the adult's directions (e.g., using an epinephrine auto-injector if available).




### Talk About:



- What allergies are.
- Why swelling or trouble breathing is serious.
- Why immediate help is important.

### The Takeaway:

Recognize the signs of a serious allergic reaction and get help right away. Acting quickly can protect someone's health.



# SURVIVAL SKILLS

## First Aid and Body Awareness

# Activity 50: Stings and Bites




### Objective:

Act with criteria, without panic and without dangerous remedies.



### Materials:

- Local Fauna Files (field guides)
- Thin Tweezers
- Soap
- Cold Compresses (ice pack)
- Protocol Sheets




### Instructions:

1. Identify what dangerous wildlife actually exists in your area of activity.
2. Review the general protocol: clean, cool, immobilize, and observe.
3. Practice correctly removing a tick with tweezers, without turning oor burn.
4. Review the signs of a severe allergic reaction and its immediate response.
5. Dismantle the myths: no suction, no cutting, no tourniquet.
6. Make a pocket file with the toxicological emergency telephone numbers.









### Signs of a Severe Reaction:

- Swelling of the face or throat
- Trouble breathing
- Hives (widespread)
- Dizziness

### The Myths:

- No suction (do not try to suck out venom).
- No cutting (do not cut the wound).
- No tourniquet (do not use a tourniquet).



### Variants:

- With the specific fauna of the place of the next camp.
- Prevention: inspection of footwear, clothing and tent area.
- With a visit from a local health professional.






### The Takeaway:

Know the risks, use the right first aid steps, avoid dangerous remedies, and get help quickly if a serious reaction occurs.



# SURVIVAL SKILLS

## First Aid and Body Awareness

# Lesson 51: Basic First Aid Kit Awareness




### Key Point:

**A first aid kit helps manage minor injuries.**

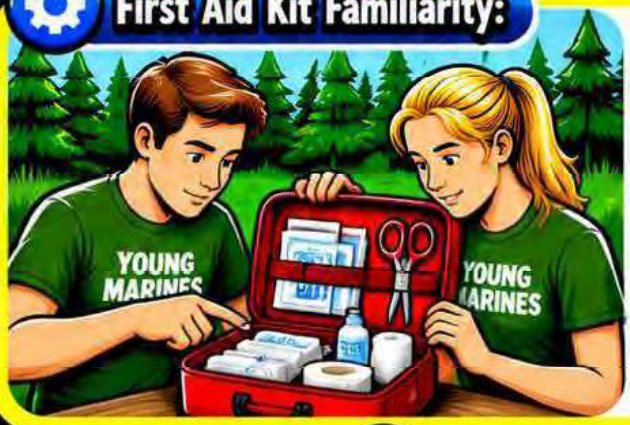



### Common Items Include:

- **Bandages**
- **Gauze**
- **Antiseptic wipes**
- **Medical tape**




### First Aid Kit Familiarity:




- Look inside a real first aid kit if available.
- Name at least three items and describe what they are used for.

### Examples and Uses:



**Bandage:** Covers and protects minor cuts and scrapes.



**Gauze:** Absorbs blood and helps keep the wound clean.



**Antiseptic Wipe:** Cleans the skin and helps prevent infection.

### Important Reminders:

- Learn what is inside your group's first aid kit.
- Do not use items without adult instruction.
- Knowing what tools are available helps you stay prepared.




### The Takeaway:

**Know the common items in a first aid kit and what they are used for. Being familiar with your kit builds confidence and preparedness.**



# SURVIVAL SKILLS

## First Aid and Body Awareness

# Activity 51: The Blind First Aid Kit




### Objective:

**Know the medicine cabinet well enough to find anything in the dark.**




### Materials:

- Complete First Aid Kit
- Blind Folds or Bandage Scarves
- Stopwatch
- Lost of Items




### Timing & Scoring:




### Instructions:

1. Go over the complete contents of the first aid kit and its internal organization together.
2. Each participant studies the arrangement for two minutes.
3. He blindfolds himself and must find three items that you ask for.
4. Time the time and write down the successes and errors.
5. Repeat with different items until everyone has looked for five things.
6. Reorganize the first aid kit together if you detect that something is difficult to find.




### Variants:

- In real conditions: at night and with gloves on.
- With a scenario that dictates what element is missing.
- With each one's personal first aid kit.




### The Takeaway:

**Be familiar with your first aid kit so you can quickly find what you need in an emergency.**



# SURVIVAL SKILLS

## First Aid and Body Awareness

## Lesson 52: When to Stop and Ask for Help




### Key Point:

**The most important first aid skill is knowing your limits and asking for help when needed.**



### Know When to Ask for Help:

- If you feel unsure about what to do.
- If you feel overwhelmed.
- If you are concerned about an injury.
- For any injury that seems more serious than a minor problem.

### Why It Matters:




- Early action prevents small issues from becoming serious problems.
- Asking for help is responsible and strong.

### Speaking Up Practice:



- "I am not feeling well."
- "I think this needs attention."
- "Can you check this injury?"

### Practice Activity:

- Role-play different situations (e.g., minor injury, not feeling well, unsure what to do).
- Take turns being the person who asks for help.
- Use clear, calm, and direct language.




### The Takeaway:

**Clear communication is one of the strongest safety skills. It helps you get the right care at the right time.**



# SURVIVAL SKILLS

## First Aid and Body Awareness

# Activity 52: The Chain of Details




## Objective:

To check how visual information is lost and distorted when it is transmitted.



## Materials:

- A Complex Image
- Paper
- Pencils
- Space to isolate people









## Instructions:

1. Isolate five participants who don't see or hear what's going on inside.
2. Show a sixth a complex image for thirty seconds.
3. That person describes the image to the first one who enters, without being able to see it anymore.
4. The first describes the second, the second the third, and so on.
5. The latter draws the scene as he understood it.
6. Compare the final drawing with the original image in front of the whole group.











## Variants:

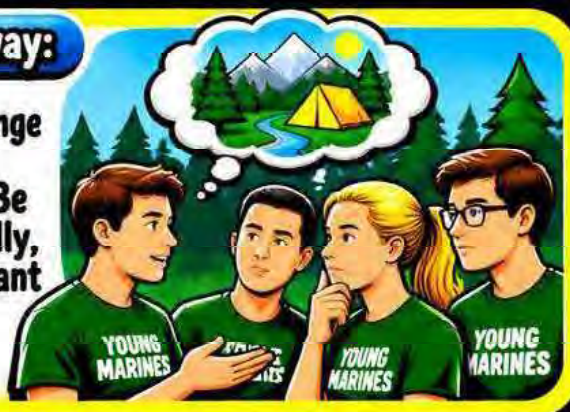
- With the ability to take notes to compare reliability.
- With two parallel chains starting from the same image.
- Applied to an emergency message with specific data (e.g., location, number of people, needed supplies).






## The Takeaway:

Information can change as it is passed from person to person. Be clear, listen carefully, and confirm important details.



# SURVIVAL SKILLS

Nature, Terrain, and Wildlife Awareness

## Lesson 53: Reading the Trail




### Key Point:

Watch where you place your feet and look a few steps ahead.

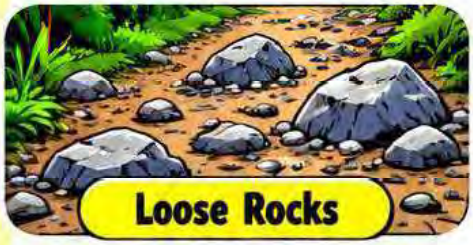


### The Trail Can Change:

- Trails can change quickly.
- Some areas may be smooth and wide, while others are rocky, narrow, or uneven.
- Loose gravel, exposed roots, and muddy patches can cause slips and falls.
- Walking carefully and steadily reduces risk.

### Trail Scan:

Go for a walk outdoors on a nearby trail. Look ahead and identify:





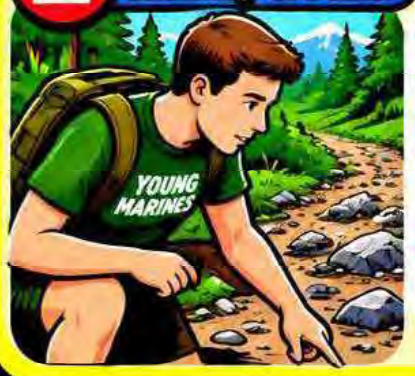








### Identify & Plan:




- Point out at least three hazards.
- Explain how you would step around them safely.
- Looking ahead helps prevent trips and falls.

### The Takeaway:

Read the trail, watch for hazards, and move carefully. Staying alert and planning your steps keeps you safe on the trail.



# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Activity 53: The Color Palette




### Objective:

Discover the enormous chromatic variety of an environment that seemed simply green.



### Materials:

- Cartons with double-sided tape



- Printed or painted color swatches



### Instructions:

1. Give each pair a carton with a strip of sticky tape on their faces.
2. Show a card with six different shades, all of them variants of green and brown.
3. Find elements on the floor that match each tone.
4. Only collect fallen material: dry leaves, petals, loose bark, soil.
5. Glue each finding on their cardboard along with the corresponding shade.
6. Display all the palettes together and compare the results.






### Variants:

- Texture palette instead of colors.
- Palette of a single range: fifteen different greens.
- Seasonal palette to compare the same place in autumn and spring.




### The Takeaway:

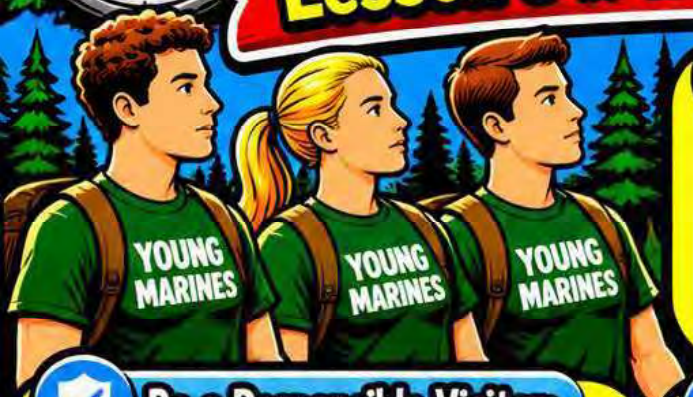
Look closely at nature. It has many shades, textures, and colors beyond what we often notice.



# SURVIVAL SKILLS

Nature, Terrain, and Wildlife Awareness

## Lesson 54: Wildlife Awareness Basics




### Key Point:

Wild animals are part of healthy ecosystems. Most animals avoid humans, but they may react if they feel threatened or surprised.



### Be a Responsible Visitor:

- Keep a safe distance from all wildlife.



- Never feed animals.



- Do not approach animals for photos.

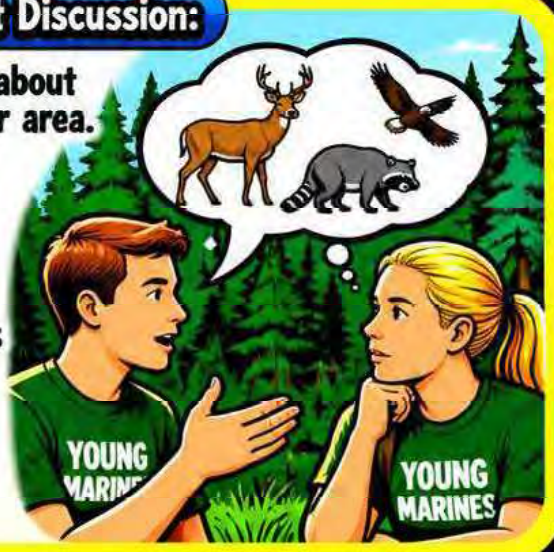


### Wildlife Respect Discussion:

Discuss with someone about animals that live in your area.

**Discuss:**

- Why animals may avoid humans
- Why feeding animals is harmful
- Why distance keeps everyone safer




### Remember:

Respecting wildlife keeps both you and the animals safe.



### The Takeaway:

Observe wildlife from a distance, never feed them, and give them space. Respect is part of safety.



# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Activity 54: Adopt a Tree



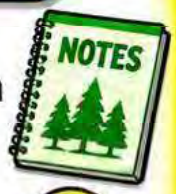

### Objective:

Establish a personal and sustained bond with a specific living being in the environment.




### Materials:

- Notebook per person
- Tape Measure
- Colored Pencils
- Optional Camera










### Instructions:

1. Each participant chooses a tree from the environment that will be theirs during the year.
2. Measure and write down their perimeter at chest height and estimate their height.
3. Make a tracing of the bark by rubbing a pencil on paper resting on the trunk.
4. Draw a leaf in detail and describe the tree with five adjectives.
5. Give it a proper name and write a short letter addressed to it.
6. Repeat the visit and measurements at each camp of the year.



















### Variants:

- Adoption by team of a large and remarkable tree.
- With monthly photo tracking from the exact same point.
- Combined with planting a new tree.



### The Takeaway:

Caring for a tree helps you notice change over time, understand its role in the environment, and build a lasting respect for nature.



# SURVIVAL SKILLS

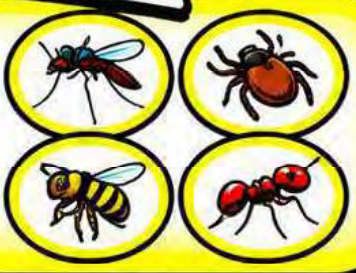
Nature, Terrain, and Wildlife Awareness

## Lesson 55: Insects and Bites




### Key Point:

Insects are common outdoors. Mosquitoes, ticks, bees, and other insects may bite or sting.



### Reduce the Risk:

- Wear protective clothing (long sleeves, long pants).



- Use insect repellent with adult supervision.




### Insect Check Routine:

After spending time outside, look for ticks:




Check Your Clothing



Check Exposed Skin



Look Behind Knees and Around Ankles

### After a Bite or Sting:

- Tell an adult immediately.
- Follow first aid instructions.
- If you feel unwell (e.g., fever, rash, or feeling worse), get medical attention right away.



### The Takeaway:

Tick checks are important because they help find and remove ticks early, which can prevent illness. Small habits prevent bigger problems.



# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Activity 55: Physical Games and Relays




### Objective:

Be active and have fun with games that explore insect and animal movement and behaviors.



### 1 Caterpillar Races:

Use paper cutouts of caterpillars and have kids use a straw to blow air and race them across a table or floor.



### 2 Busy Bee Pollen Relay:

Use spoons and yellow pom-poms (or cotton balls) to let kids race and transfer "pollen" from one flower/bowl to another.




### 3 Grasshopper Jumping Distance:

Mark a starting line and have children see how far they can jump like a grasshopper, measuring their distance. their distance.



### 4 Froggy Fly Catcher:

Create construction paper frogs with party-blower tongues and use them to catch sticky-tape "flies."



### Tips for Success:

- Set up a safe, open space.
- Use soft, simple materials.
- Keep the focus on teamwork, effort, and fun.

### The Takeaway:

These games build fitness, teamwork, and appreciation for the many creatures that move, fly, jump, and work in their own unique ways in nature.

# SURVIVAL SKILLS

Nature, Terrain, and Wildlife Awareness

## Lesson 56: Recognizing Poisonous Plants




### Key Point:

Some plants can cause skin irritation or illness. Learn to recognize common harmful plants in your area with adult guidance.



### Stay Safe:

- Avoid touching plants you do not recognize.



- If your skin becomes itchy or irritated after touching a plant, wash the area and tell an adult.



- When in doubt, do not touch.



### Common Harmful Plants (Examples):

#### Poison Ivy



- Usually three leaflets ("leaves of three, let it be").
- Can cause an itchy rash.

#### Poison Oak



- Leaves look like small oak leaves (often in groups of three).
- Can cause skin irritation.

#### Poison Sumac

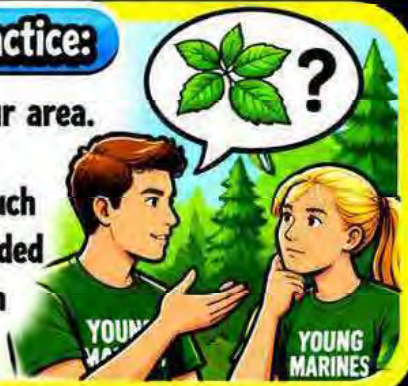


- Has 7–13 leaflets in pairs.
- Often grows in wet areas.
- Can cause a serious skin reaction.

### Plant Awareness Practice:

Look at common plants in your area. Talk about:

- Which plants are safe to touch
- Which plants should be avoided
- Why you should never touch unknown plants




### The Takeaway:

Learning to recognize harmful plants keeps you safe outdoors. Knowledge and caution prevent mistakes.



# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Activity 56: Step-by-Step Planting Activity




### Objective:

Plant a seed or seedling in a decorated container and care for it as it grows.



### Materials:

- Small pot or recycled container (with drainage holes)
- Paint, markers, stickers, googly eyes (optional)
- Potting soil (pre-moistened)
- Seeds or a seedling (herb or flower)
- Spray bottle or light watering can
- Craft stick label and pen









### Follow the Steps:

#### 1 Choose Your Container & Prep It



Pick a small pot or recycled container with drainage holes. If it doesn't have holes, add a few or use a plant that doesn't need heavy drainage.

#### 2 Decorate the Pot



Paint the pot, glue on googly eyes to make a funny face, or wrap it with natural materials and stickers.

#### 3 Add Potting Soil



Fill the pot with pre-moistened, well-draining potting mix, leaving about an inch of space at the top.

#### 4 Plant the Seed or Seedling



- **Seeds:** Press seeds gently into the soil at the depth recommended on the seed packet.
- **Seedlings/Herbs:** Dig a small hole, place the plant in gently, and fill in soil around the roots so it sits level with the top of the root ball.

#### 5 Water Gently



Use a spray bottle or a light watering can to moisten the soil without washing the seeds or plant away.

#### 6 Label and Place




Stick a craft-stick label with the plant's name and date in the soil, then set the pot on a sunny windowsill.

### Care Tips:



- Keep the soil slightly moist.
- Give it plenty of light (a sunny windowsill works well).
- Watch for new growth and record changes over time.

### The Takeaway:

Planting helps you learn about plant needs, responsibility, and the life cycle in nature.



# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Lesson 57: Animal Tracks and Signs




### Key Point:

**Animals leave clues behind. Tracks, droppings, scratched trees, and disturbed ground can all signal that animals are nearby.**



### Understanding Animal Tracks:

- Animals leave footprints (tracks) when they walk through mud, sand, snow, or soft soil.
- Different animals leave different shapes.
- Some tracks show claws, while others do not.
- Some animals have four toes, others have five.
- Hoofed animals leave split prints.

### Common Animal Tracks (Examples):

**Deer (Hoofed)**



- Split (two-part) print.
- Often found on trails and soft soil.

**Coyote (Dog Family)**



- Four toes, often with claw marks.
- Oval-shaped print.

**Raccoon**



- Five toes, hand-like print.
- Often near water areas.

**Turkey (Bird)**



- Three forward-facing toes.
- Often seen in dirt or mud.

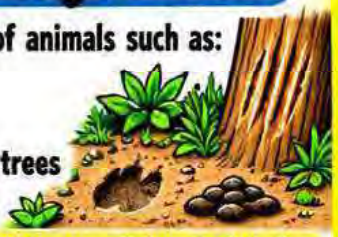
### Other Animal Signs:




### Track and Sign Observation:

Look for signs of animals such as:

- Tracks
- Droppings
- Scratches on trees



Observe from a distance and do not disturb anything. Recognizing signs builds knowledge without risk.

### Track Observation:

Look for animal tracks in mud, sand, or snow. If you cannot find real tracks, use pictures of common animal tracks.



Observe:

- The number of toes
- The overall shape
- The size compared to your hand

### The Takeaway:

**You do not need to know every animal track to learn from them. Start by noticing size, shape, and pattern. Observing from a distance is always safest. Tracking is about awareness, not chasing animals.**

# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Activity 57: Animal Scat Identification




## Objective:

Learn about wild animals by studying and modeling their scat (poo) and what it can tell us about their diet.



## The Scat Categories:

### Herbivores (Plant-Eaters)



- Often round or small pellets.
- Made from plants (leaves, grass, twigs).

### Carnivores (Meat-Eaters)



- Often long and pointed at one or both ends.
- Usually contains fur, bone, or other animal parts.

### Omnivores (Plant and Animal-Eaters)



- Variable in shape (often oblong).
- May contain a mixture of plants (seeds, berries) and animal parts.

## Materials:

- ✓ Animal Scat Identification Chart




- ✓ 3 sheets of paper
- ✓ Pen or pencil
- ✓ ½ cup of clay or oatmeal poo mixture



## Oatmeal Poo Mixture Recipe:

**You will need:**

- Measuring cup
- Oatmeal (not instant)
- Cocoa powder
- Teaspoon
- Water



**Steps:**

1. Place ½ cup oatmeal on a plate and grind it with your fingers to make it less chunky.
2. Add 2 teaspoons cocoa; mix with fingers.
3. Add water little by little until the mixture can be molded.

## Follow the Activity Steps:

### 1 Use the Chart




Look at the Animal Scat Identification Chart. Learn that scat is the name for poo, and how it can show whether an animal is an herbivore, carnivore, or omnivore.

### 2 Compare & Discuss



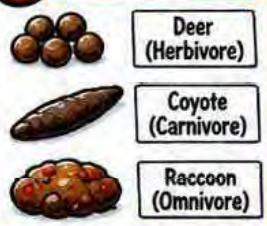

Discuss: How are herbivore scat, carnivore scat, and omnivore scat similar or different in shape, size, and texture?

### 3 Model the Scat



Choose one animal scat from each of the three categories (herbivore, carnivore, omnivore) and model it using clay or the oatmeal mixture.

### 4 Label Your Models




Place each model on a sheet of paper and label it with the animal's name and whether it is an herbivore, carnivore, or omnivore.

## The Takeaway:

Animal scat is a useful clue that tells us which animals are in an area and what they eat. By observing (not touching) scat in the wild, we can learn about wildlife while respecting their habitat.

# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Lesson 58: Fresh and Old Tracks




### Key Point:

Not all tracks are recent. Fresh tracks often have sharp edges and clear shapes. Old tracks may look faded, filled with debris, or washed away by rain.




### Tracking Safely and Respectfully:

- Always track safely and responsibly.
- Never follow tracks into thick brush, unstable ground, or unfamiliar areas.
- Stay with your group and within sight of an adult.
- Do not disturb tracks, nests, or animal homes.
- Avoid touching droppings or other signs of wildlife.

### How to Tell the Difference:

**Fresh Track**



- Sharp, clear edges
- Full and well-defined shape
- Little or no debris
- Looks recently made

**Old Track**



- Rounded or blurry edges
- May be faded or shallow
- Often filled with debris (leaves, sticks, dirt)
- May look washed or worn by rain, wind, or sunlight

### What Changes Tracks?

Wind, sunlight, and time can change how tracks look.




### Discussion: Fresh or Old?

Observe a track in the ground or look at pictures showing clear and faded tracks.

Ask:

- Are the edges sharp or blurry?
- Is the track filled with debris?
- Does it look recently made?




### Safe Tracking Plan:

Imagine you find fresh animal tracks on a trail. Answer:

- Should you follow them into thick brush?
- Should you stay on the trail?
- Who should you tell?



### The Takeaway:

Tracking is a way to learn about animals without interfering with them. Understanding time helps you read signs safely. Let's observe from here. Tracking is about learning, not chasing.



# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Activity 58: Track and Scat Field Investigation




## Objective:

Go outdoors to find and identify animal tracks, scat (poop), and deer signs, then create your own local guide.



## Materials:

- Print "Scat-tergories: The scoop on poop"




- Print "Key Common Mammal Tracks"



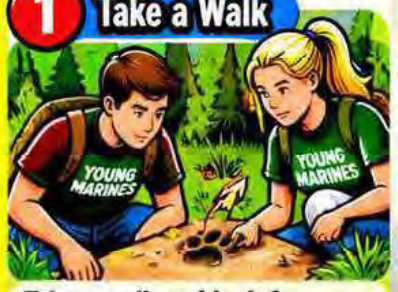

- Print "Common Deer Signs"




- Paper and pencil

## Follow the Activity Steps:

### 1 Take a Walk




Take a walk and look for different tracks or scat (poop).

### 2 Identify Tracks or Scat



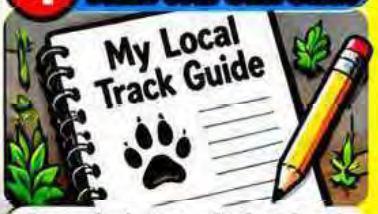

Try to identify what you find using the "Key Common Mammal Tracks" and "Scat-tergories" guides.

### 3 Look for Deer Signs



Look for deer signs, such as tracks, scat, rubbed trees, or browse, using the "Common Deer Signs" guide.

### 4 Make Your Own Guide




Record what you find and make your own guide to local tracks and signs.

## Examples You Might Find:



Deer Track (Hoof)



Coyote Track (Four Toes)



Deer Scat (Pellets)



Deer Rub (Tree Marks)

## The Takeaway:

By carefully observing tracks, scat, and deer signs, you can learn which animals are in your area and how they use the land. Be respectful, observe from a distance, and leave nature undisturbed.



# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Lesson 59: Respecting Boundaries and Signs




### Key Point:

Outdoor areas often have posted signs. Signs may warn about wildlife, unstable ground, or restricted areas. Always follow posted instructions.



### Why Signs Matter:

- Keep people safe.
- Protect wildlife and their habitat.
- Warn about dangers (like unstable ground).
- Mark areas that are off-limits or restricted.
- Following signs helps everyone enjoy the outdoors responsibly.

### Common Outdoor Signs and Meanings:




| Trail Ahead | Falling Rocks | No Fires | Restricted Area | Wildlife Area |
|---|---|---|---|---|
| Stay on the trail. | Be alert for rocks and unstable ground. | Fires are not allowed in this area. | Do not enter. This area is closed to the public. | Be aware of wildlife. Give animals space. |

### Sign Reading Practice:

**1 Look at the Sign**




Look at a trail sign or park sign.

**2 Read and Explain**




Read the sign carefully and answer the questions.

**3 Share**




Share your explanation with the group.

### The Takeaway:

Rules are there to protect people and the environment. Ignoring signs increases risk. Following signs keeps everyone safer and shows respect for nature.

# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

## Activity 59: "Baby Bear" (Listening to Boundaries)




### Objective:

**Connects auditory awareness with respecting an animal's territory.**



### Materials:

- **Blindfold**






### Instructions:

**1 Set Up the Game**




One youth is blindfolded in the center of a circle, guarding a "honey pot". (a set of keys or a pinecone).

**2 Sneak In Quietly**



The surrounding youth try to sneak into the circle quietly to steal the honey.

**3 Listen and Respond**




If the "Bear" hears a twig snap or leaves rustling, they point in that direction and yell "Step Back!"

**4 Learn the Lesson**



This demonstrates how wild animals can hear us long before they see us, and why respecting quiet boundaries matters.

### The Takeaway:

**Be aware of the sounds you make outdoors. Moving quietly and respecting an animal's space helps keep you safe and protects wildlife.**



# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

## Lesson 60: Moving Safely Through Natural Areas




### Key Point:

Natural environments are not smooth or predictable. Slow down, use stable footing, and avoid distractions. Keep your group within sight and communicate clearly.



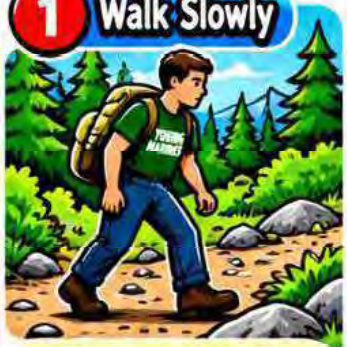
### Move Safely Outdoors:

- Slow down and watch where you step.
- Use stable footing (firm, flat ground when possible).
- Avoid distractions (e.g., your phone or being off task).
- Keep your group within sight.
- Communicate clearly with your group.

### Careful Movement Drill:

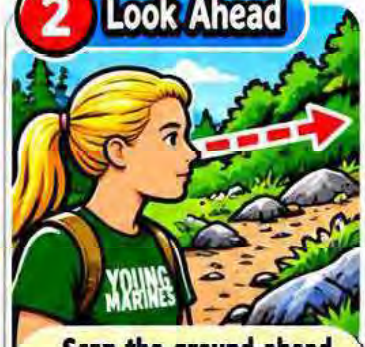
On a safe surface, practice these skills:

**1 Walk Slowly**



Move at a steady, controlled pace.

**2 Look Ahead**



Scan the ground ahead for rocks, roots, and uneven terrain.

**3 Avoid Distractions**



Stay focused on your surroundings, not your device.

### Think About It:

- Why does careful movement prevent injury?
- What can happen if you are not watching where you walk?
- How does staying with your group keep you safer?



### The Takeaway:

Careful, aware movement helps you avoid injuries, stay with your group, and move safely through natural areas.

# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Activity 60: The Micropath




### Objective:

Scale and discover the complete ecosystem that fits in a meter square.

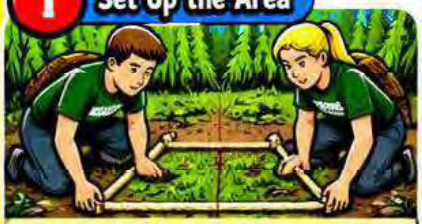



### Materials:

- One meter of cord per pair
- Magnifiers
- Notebook and Pencil
- Chopsticks

### Instructions:

**1 Set Up the Area**



Each pair lays their one-meter cord on the ground, wherever they prefer.

**2 Explore the Scale**



That line is a path, and they are explorers the size of an ant.

**3 Investigate Closely**



Go through it with the magnifying glass, inch by inch, for fifteen minutes.

**4 Record Your Findings**




Write down and draw every living thing, trace, or structure they find.

**5 Name It**




Name your trail and invent names for three geographical features you find.

**6 Guide the Group**




Each pair guides the group along their path, explaining the route and what they found.

### Variants:

- Compare a meter of forest with a meter of mowed grass.
- Use a cell phone camera to photograph the findings.
- Repeat the same metro in different seasons of the year.

### The Takeaway:

Even a small area is full of life and features. Looking closely helps you notice, learn about, and appreciate the natural world around you.

# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Lesson 61: Leave No Trace Awareness




### Key Point:

Taking care of nature is part of outdoor safety. Leaving no trace protects natural areas for others and for wildlife.



### Why It Matters:

- Keeps natural areas clean and healthy.
- Protects plants and animals.
- Helps everyone enjoy the outdoors.
- Shows respect for the environment.



### Leave No Trace Principles Review:

**Pack Out Trash**




Take all of your trash with you.

**Stay on Marked Trails**



Use established and marked trails.

**Respect Wildlife**



Watch from a distance and avoid disturbing animals.

### Think About It:




### The Takeaway:

Caring for the environment supports long-term safety, keeps natural areas healthy, and ensures they can be enjoyed by others in the future.



# SURVIVAL SKILLS

## Nature, Terrain, and Wildlife Awareness

# Activity 61: The Garbage Audit




### Objective:

Turning an abstract complaint about trash into hard data and decisions own.



### Materials:

- Gloves
- Bags
- Scales
- Registration Sheet
- Cardstock

### Variants:

- Audit of the group's own garbage after a camp.
- Comparison between two areas: a well-kept park and an abandoned one.
- Repeat after three months to measure the impact of their action.

### Instructions:

**1 Collect Trash**




Collect all the rubbish from a delimited area for twenty minutes.

**2 Be Safe**



Do not open bags of other people's waste or touch anything sharp or sanitary.

**3 Separate and Sort**




On the way back, separate what you collected into categories on a piece of plastic.

**4 Weigh and Record**




Weigh each category and write down the data on the registration sheet.

**5 Make a Graph**




Make a large graph with the results on cardboard.

**6 Take Action**




Decide together on a concrete action based on what the data shows.

### The Takeaway:

Collecting, measuring, and analyzing trash helps you understand its impact and make real choices to keep natural areas clean and healthy for everyone.

# SURVIVAL SKILLS

## Wildlife Encounters

## Lesson 62: What to Do If You See a Bear




### Key Point:

**Seeing a bear can be exciting, but it is important to stay calm.**



### Why It Matters:

- Helps you stay safe.
- Reduces the chance of a dangerous encounter.
- Respects wildlife in their home.
- Most bears prefer to avoid people and will leave if given room.

### If You See a Bear:

**1 Stop and Remain Calm**



Stop, take a breath, and stay calm.

**2 Stay with the Group**




Stay close to the adults in your group.

**3 Do Not Run**



Do not run. Running can trigger a chase response.

**4 Speak Calmly and Back Away Slowly**



Speak in a calm, steady voice and back away slowly.

**5 Give the Bear Plenty of Space**



Give the bear plenty of space and let it leave the area.

### Bear Encounter Discussion:



Imagine you are hiking and see a bear in the distance.

**Discuss:**

- What should you do first?
- Why is running a bad idea?
- How can you give the bear space?

### The Takeaway:

**Know what to do ahead of time, stay calm, and give bears space. This helps keep you and the wildlife safe.**

# SURVIVAL SKILLS

## Wildlife Encounters

## Activity 62: Bear Safety Practice




**Objective:**
Practice calm, confident responses to a bear encounter.



### "Hey Bear!" Freeze Tag

**How to Play:**

- One player is the "Bear" and stands with their back turned.
- The other players are hikers who try to sneak up on the bear.
- At any moment, the Bear can whip around.
- When the Bear turns, all hikers must immediately freeze, raise their arms up high to look big, and firmly (but calmly) chant, "Hey Bear! I see you, Bear!"
- Anyone who runs, panics, or forgets to look big is out or becomes the next Bear.




**★ The Lesson:** Trains muscles and reflexes to freeze and act big instead of sprinting away when startled.

### The Bear-Sighted Obstacle Course

**How to Play:**

- Create a simple backyard or indoor obstacle course (e.g., cones, chairs, ropes, or logs).
- While youth navigate the course, a leader yells "Bear!" at random intervals.
- When you hear "Bear!", instantly stop what you are doing, slowly back away sideways (without turning your back or tripping), and stand together in a tight group.




**★ The Lesson:** Teaches kids how to maintain awareness of their footing while keeping an eye on a threat and backing away safely.

**The Takeaway:** Practice now so you can stay calm, look big, and give bears space if you ever see one in the wild.

# SURVIVAL SKILLS

## Wildlife Encounters

## Lesson 63: What to Do If You See a Snake




### Key Point:

Snakes play an important role in nature and should be left alone.



### Why It Matters:

- Snakes help keep nature in balance (e.g., by controlling rodents).
- Most snakes are not interested in people.
- Many bites happen when people try to handle snakes.

### If You See a Snake:

**1 Stop Where You Are**




Stop and stay calm.

**2 Give It Space**



Give the snake plenty of space.

**3 Do Not Touch It**



Do not try to touch, catch, or move the snake.

**4 Tell an Adult**




Tell an adult immediately.

**Remember:** Most snakes will move away if left alone. The safest choice is always to observe from a distance.

### Snake Safety Review:







Look pictures of snakes that live in your area.
Discuss:

- Why snakes are important
- Why touching them is dangerous
- What to do if you see one on a trail

### The Takeaway:

Stay calm, give snakes space, and tell an adult.
Observing from a distance keeps you and the snake safe.

# SURVIVAL SKILLS

## Wildlife Encounters

## Activity 63: Snake Safety Practice




### Objective:

Practice safe, calm behaviors and awareness around snakes.



### The Tree Freeze Game




- Play a version of "Red Light, Green Light" or "Statues."
- The leader yells "Snake!" and everyone must freeze like a tree, cross their arms, and stay totally still for five seconds before backing away.

### Snake Stomp Walk




- When walking through grassy or wooded areas, use a heavy, rhythmic "snake stomp" or shuffle.
- The vibrations warn shy snakes that you are coming so they can slither away before you even see them.

### Red-Light/Green-Light Observation




- Practice spotting fake rubber snakes placed on a trail.
- Point, announce "snake,"; measure a safe distance with your eyes, and pick a wide route around it.

### Role-Play Scenarios




- Act out what to do if you find a snake in these places.
- Build muscle memory for staying calm and finding an adult.

### The Takeaway:

Stay alert, make your presence known, keep a safe distance, and always tell an adult if you see a snake.

# SURVIVAL SKILLS

## Wildlife Encounters

## Lesson 64: Respecting Large Animals




### Key Point:

Large animals such as moose, elk, bison, and deer may look calm, but they can move quickly and become dangerous if approached.



### Never:



Feed them.



Approach for photos.



Block their path.



Separate adults from their young.

### What to Do:




- If a large animal notices you, slowly move away and give it more room.
- Respecting distance helps prevent problems.

### Wildlife Distance Check:

Visit a park, nature center, or look at wildlife photos. Choose an animal and discuss:

- How much space it should be given.
- Why approaching wildlife is risky.
- How binoculars can help you observe safely.

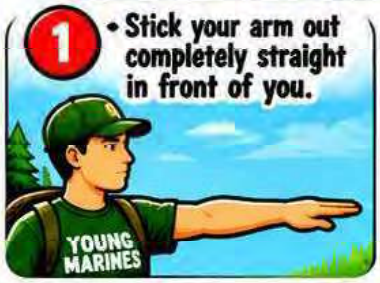


### The "Thumbs Up" Distance Rule (Leave No Trace)

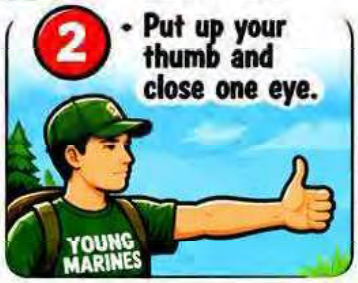
**Give Wildlife a Thumbs Up**

A simple way to determine if you are a safe distance from wildlife.

1. Stick your arm out completely straight in front of you.




2. Put up your thumb and close one eye.




3. Look down your arm and try to cover up the animal with your thumb.



If you can cover up the animal with your thumb, you are a safe distance.



If you cannot cover up the animal, back up and give it some space.



### The Takeaway:

Give large animals plenty of space, never approach or feed them, and use the Thumbs Up rule to stay safe and respect wildlife.



# SURVIVAL SKILLS

## Wildlife Encounters

# Activity 64: Marshland Impact Simulation




## Objective:

Exploring Respect for Wildlife.



## Materials:

- A garden hose or other means of marking the marshland area
- Duck decoys, silhouettes, or pictures of ducks
- Pictures or silhouettes of a doe and fawn deer



## Preparation:

1. Lay out the garden hose or another means of marking the marshland.



2. Place the duck, doe, and fawn pictures or silhouettes in the marshland.



## Instructions:

### 1 Explain the Scenario



You are hiking a trail and come to a marshland with ducks, a doe, and a fawn. Explain what you will do to avoid disturbing them.

### 2 Demonstrate Respect



As you approach the marshland, show how you will avoid disturbing the wildlife and how you will know if you were successful.

### 3 Reflect and Discuss



After you pass the marshland, discuss why you used these techniques, other methods you could use, and how wildlife behavior (e.g., flying or running away) can show you were too close.

## Key Guidelines for Respecting Wildlife:



- Observe wildlife from afar to avoid disturbing them.
- Give animals a wide berth, especially during breeding, nesting, and birthing seasons.
- Store food securely so wildlife will not be attracted to it.
- Keep garbage and food scraps away from animals so they will not acquire bad habits.

## The Takeaway:

Quick movement and loud noises are stressful to animals. You are too close if an animal alters its normal activities.



# SURVIVAL SKILLS

## Wildlife Encounters

## Lesson 65: Animal Families and Young Wildlife




### Key Point:

**Baby animals can be exciting to see, but they should never be approached.**



### Why It Matters:

- A young animal that appears alone may still have a parent nearby.
- Touching, feeding, or moving young wildlife can create problems for the animal.
- It may also cause protective adults to react and become dangerous.



### If You Find a Young Animal:

**1 Leave It Alone**



Leave it where it is.

**2 Keep Your Distance**




Observe from a distance.

**3 Tell an Adult**




Tell an adult.

**Remember:** The best way to help wildlife is often to leave it alone.

### Baby Animal Scenario:



Imagine you find a young animal sitting alone near a trail.

Discuss:

- Should you pick it up?
- Should you feed it?
- Who should you tell?

### The Takeaway:

Leave young wildlife alone, observe from a distance, and tell an adult. Respecting nature helps protect animals and people alike.



# SURVIVAL SKILLS

## Wildlife Encounters

## Activity 65: Animal Relay




**Objective:**

Move like different animals and work together as a team.



### Animal Relay

**How to Play:**

1. Players form two lines with equal numbers on each team.
2. The first player on each team is one animal, the second a different animal (have youth draw from a container for their animal).
3. On the word "Go," the first team members act like their animal; they run, hop, or crawl to a given place and back.
4. The following players then act like their animals, and so on, until one team is finished and all are sitting down.



**Examples of Animals to Use:**













### "Who Am I?" Wildlife Clues

**How to Play:**

1. Tape the name or picture of a young animal (e.g., a baby elephant or a fennec fox) to the back of each child.
2. Children walk around asking peers yes/no questions ("Do I have fur?", "Do I live in the forest?", "Am I a baby deer?") to guess the animal on their back.




**The Takeaway:** Learn about animal families and young wildlife, practice observation skills, and remember to respect and leave wildlife alone.

# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Lesson 66: Setting Up a Tent Properly




### Key Point:

Follow the right steps to set up a tent for comfort, safety, and everyday camping.



### Before You Set Up:

- Choose flat, stable ground free of sharp rocks and sticks.
- Lay down a footprint or groundsheet if available.



### Tent Setup Steps:

**1 Lay Out and Prepare**



Choose a good spot and lay down a footprint or groundsheet.

**2 Assemble Poles**




Assemble the tent poles carefully and follow the instructions step by step.

**3 Raise the Tent**



Attach the poles to the tent and raise the tent into shape.

**4 Secure and Check**



Stake it down firmly, check all corners, and make sure the fabric is snug (not overstretched).

### Tent Setup Review:




### Discuss:

- Why is flat ground important?
- How do secure stakes keep you safe?
- Why is proper pole placement important?
- Why should there be clear space around the tent?

### The Takeaway:

A well-set tent keeps you dry, warm, and comfortable on every camping trip.

# SURVIVAL SKILLS

## Camping Skills and Camp Life

# Activity 66: Timed Tent Assembly




### Objective:

Pitching a tent correctly and in a short time, even under pressure or poorly timed.




### Materials:

- One tent per team
- One tarp per team
- Stakes
- Stopwatch

### Instructions:

**1 First Round: Set Up the Tent**



Set up the tent following the correct steps (without a timer).

**2 Check the Result**



- Orientation
- Tension (taut fabric)
- Wind exposure (secure and stable)
- Stakes (fully set)

**3 Disassemble and Store**



Take the tent down and store everything in the bag properly folded.

**4 Second Round: Timed Setup**




Set up the tent again, using the technique already learned.

**5 Third Round: Add a Difficulty**

Silent (no talking) OR With One Person Less

**6 Evaluate the Build**



Did the quality drop as speed increased?

### Variants:



Night mounting with headlamps.



Installation under simulated rain (with a watering can).




Blindfolded for half of the team.

### The Takeaway:

Practice setting up a tent quickly and correctly so you can build a safe, strong, and comfortable camp, even in challenging conditions.

# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Lesson 67: Choosing a Safe Campsite




### Key Point:

Choose a campsite that is level, safe from hazards, and away from water (unless in a designated campground).



### Campsite Tips:

- Look for ground that is level and slightly raised so water drains away.



- Avoid camping under dead trees or loose branches.



- Stay a safe distance from water sources unless you are in a designated campground.



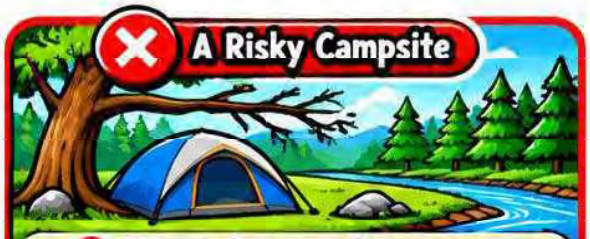
### Compare Campsites:

#### A Safer Campsite



- Level ground
- Slightly raised
- No overhead hazards
- A safe distance from water

#### A Risky Campsite



- Uneven, low ground
- Under dead or loose branches
- Too close to water
- Higher risk of problems

### Campsite Evaluation:




Look at a camping area or photos of one.
Answer:

- Is the ground level?
- Is it free of overhead hazards?
- Is it a safe distance from water?



**Discuss:** why certain areas are better than others.

### The Takeaway:

Choosing a safe campsite prevents problems before they start and helps keep everyone safe and comfortable.



# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Activity 67: The Silence of the Forest




### Objective:

Find out how much a place changes when the group stops making noise during fifteen minutes.



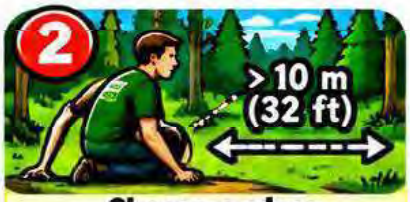
### Materials:

- Notebook
- Pencil
- Stopwatch
- Blanket or Insulation

### Instructions:



1. Walk with the group to a quiet place with greenery.




2. Choose a place more than ten meters from the nearest one.




3. Sit and remain in absolute silence for fifteen minutes.




4. Write down everything you see, hear, or perceive, without valuing it.



5. Pay special attention to what appears after the fifth minute.




6. Regroup and share a single find each.

### Variants:



Repeat in the same place at sunrise and sunset.



Do the activity with your eyes closed.




Use progressive durations throughout the year, up to half an hour.

### The Takeaway:

- The forest often becomes more active and alive when we are quiet.
- Patience and silence help us notice more wildlife and understand the outdoor world.



# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Lesson 68: Keeping Camp Organized




### Key Point:

A clean and organized campsite is safer, reduces accidents, and helps everyone enjoy the trip.



### Keep Camp Safe:

- Keep gear in one area so it is easy to find.
- Close zippers on tents and packs to keep insects and animals out.
- Put away trash immediately.
- Keep food stored properly and away from your sleeping area.

### Camp Organization Practice:

Organize gear at home or during a camping trip into clear areas:




### Remember:



- Food attracts animals.
- Store food securely.
- Keep your campsite clean.
- Be aware of where your food and trash are at all times.

### Discuss:

- How does organization reduce accidents?
- Why is it important to keep food and trash contained?
- What can happen if a campsite is messy?

### The Takeaway:

Stay organized, keep your campsite clean, and store food properly to make camp safer and more enjoyable.



# SURVIVAL SKILLS

## Camping Skills and Camp Life

# Activity 68: Encampment Menu




### Objective:

Plan the complete feeding of a camp with real criteria for nutrition and budget.



### Materials:

- Menu Templates
- Calculator
- Price Brochures
- List of Kitchen Equipment




### Instructions:

**1 Plan the Menu**




Each team plans the full menus for a three-day camp.

**2 Include All Meals**



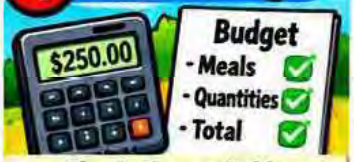
- Breakfast
- Lunch
- Snack
- Dinner (each day)

**3 Calculate & List**




Calculate quantities per person and draw up the shopping list.

**4 Check the Budget**




Check the available budget and adjust if they go over.

**5 Consider Restrictions**



Review real food restrictions of the members of their team (e.g., allergies, dietary needs).

**6 Present the Menu**




Present the menu to the rest and receive questions and suggestions.

### Example: 3-Day Menu Plan

| | Day 1 | Day 2 | Day 3 |
|---|---|---|---|
| Breakfast | Oatmeal & fruit | Breakfast burritos | Eggs & toast |
| Lunch | Sandwiches & chips | Tuna wraps & fruit | Veggie wraps |
| Snack | Trail mix | Granola bar & apple | Fruit & crackers |
| Dinner | Chicken, rice & vegetables | Pasta & meat sauce | Trail stew & bread |

### Variants:

- With the restriction of one meal without fire per day.
- Walking menu with maximum weight per person.
- With real post-camp evaluation (what worked well, costs, changes for next time).



### The Takeaway:

A well-planned, balanced, and budget-friendly menu keeps the team fed, healthy, and ready for a successful encampment.

# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Lesson 69: Packing a Backpack Correctly




### Key Point:

**How you pack your backpack affects comfort, balance, and safety.**



### Packing Tips:

- Place heavier items close to your back.



- Keep frequently used items easy to reach.



- Tighten and adjust straps so the pack does not shift while walking.



- Keep the load balanced from side to side.



### How to Pack a Backpack:



**Light Items (top)**
Clothing, rain gear, light snacks

**Medium Items (middle)**
Food, cook gear, extra clothing

**Heavy Items (close to your back) and bottom)**
Water, tent parts, stove, bulk items

### Pack and Wear Check:




- Pack sits high and close to your back.
- Shoulder straps are snug.
- Waist belt (if used) rests on your hips.
- Load feels balanced and comfortable.

### Backpack Balance Test:



Pack a backpack with safe household items.



Wear the pack briefly and notice how it feels.

### Discuss:

- How does balance affect comfort?
- How does it affect safety?
- Why is it important to keep heavier items close to your back?



### The Takeaway:

**Pack smart, keep it balanced, and adjust your straps for a more comfortable, safer, and more enjoyable camp.**

# SURVIVAL SKILLS

## Camping Skills and Camp Life

# Activity 69: The Perfect Backpack




### Objective:

Learn how to pack a backpack with criteria of weight, order, and accessibility.



### Materials:

- Backpacks
- Printed Equipment List
- Scales
- Plastic Bags
- Varied Equipment









### Instructions:

1. Each one assembles their backpack with the official list, without help or prior instructions.




2. Weigh all the backpacks and write down the weights on a visible sign.






3. Compare to the recommended maximum:
   - 1/5 of body weight.



Example:
Body weight: 150 lb
Max pack weight: 30 lb

4. It teaches the correct order: heavy and close to the back, light down and up.




5. Show what should always be accessible: water, shelter, flashlight, and first aid kit.



6. Reassemble all the backpacks by applying the criterion and weigh them again.




### Variants:



Use a one-day backpack for a march.



Contest for the lightest backpack that meets the entire list.




Field test: walk fifteen minutes and evaluate comfort.

### Packing Order & Accessibility (Reference):



**Top (Light & Often Used)**
- Rain gear, snacks, small items

**Middle (Heavy & Close to Back)**
- Food, stove, cookware, water (extra)

**Bottom (Light & Bulky)**
- Sleeping bag, spare clothing

**Always Accessible:**
- Water
- Shelter (tarp/tent)
- Flashlight
- First Aid Kit



### The Takeaway:

Pack with a plan—keep it within the weight limit, in the right order, and with key items easy to reach.

# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Lesson 70: Morning Camp Routine




### Key Point:

A simple morning routine helps you stay organized, prepared, and ready for the day.



### Morning Routine Checklist:

- Dress properly (in appropriate layers).
- Pack gear (sleeping gear and personal items).
- Bring water (full water bottle).
- Check the campsite (before leaving for the day).

### Morning Routine Plan:

Follow these steps in order.

**1 Dress Properly**



Get dressed in appropriate layers for the weather.

**2 Pack Your Gear**



Put away and pack your sleeping gear and other items.

**3 Bring Water**




Check and fill your water supply.

**4 Check the Campsite**



Look over the campsite to make sure it is clean, safe, and nothing is left behind.

### Practice:

Create your own morning routine checklist and practice following it once.

### The Takeaway:

Start the day prepared—follow a routine, stay organized, and prevent forgetten gear.



# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Activity 70: Design an Encampment Routine and Gear List




### Objective:

Plan a complete encampment that includes who is going, where it will be, what to pack, and a 24-hour routine.



### Materials:

- Paper and pencil



### Instructions:

1. Divide into teams.
2. Who's going?
   - Age range
   - How many campers
3. Set the scene.
   - Type of fone (forest, foods, mountains, fhat lands, etc.)
   - Type of climate, (bot summer, cold winter, etc.)
4. What to pack.
   - What type of food and how muck
   - Gear and clothing needed (Gear List)
5. Design a 24-hour encampment routine.
   - Chow times
   - Sleep times
   - Activities for fun
   - Activities to learn skills

### Plan Your Encampment:

#### 1 Who's Going?




- Age range: _____
- Number of campers: _____

#### 2 Set the Scene



- Area: _____
- Climate: _____

#### 3 What to Pack?



- Food (type and amount): _____
- Gear and clothing (Gear List): _____

#### 4 24-Hour Encampment Routine



| Time | Activity |
|---|---|
| _____ | Chow (Meals) |
| _____ | Skills / Training |
| _____ | Activity / Recreation |
| _____ | Sleep |

### Example: 24-Hour Routine

| Time | Activity |
|---|---|
| 6:30 AM | Wake up / Personal care |
| 7:30 AM | Braakfast (Chew) |
| 8:00 AM | Skills: Firct Aid |
| 10:00 AM | Hike / Outdoor Activity (Fun) |
| 12:30 PM | Lüinch (Chowr) |
| 3:30 PM | Skills: Shetiing |
| 3:30 PM | Team Activity (Fun) |
| 6:00 PM | Comer (Chowr) |
| 7:00 PM | Campfire / Leadership Activity (Fun) |
| 9:00 PM | Porpiare for Sleep |
| 9:30 PM | Lights out (Sleep) |

### Present Your Plan:

- Share your encampment plan with the rest of the group.
- Explain your gear list and why you choes your routine.
- Be ready to answer questions and make adjustments.




### The Takeaway:

A good encampment plan includes the right people, place, gear, food, and a balanced routine for learning, teamwork, and fun.



# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Lesson 71: Nighttime Camp Routine




### Key Point:

**Preparation before dark makes nighttime safer, more organized, and more restful.**



### Evening Preparation:

- Secure food.
- Set out clothing for the morning.
- Place a light within reach.
- Keep shoes nearby.

### Night Routine Walkthrough:

Before evening, practice these steps:

**1 Secure Food**



Store food properly and away from your sleeping area (e.g., bear box or hanging bag).

**2 Set Out Clothing**



Lay out clean, dry clothing for the next day.

**3 Place a Light**



Keep a flashlight or lantern within easy reach in or near your shelter.

**4 Keep Shoes Nearby**



Place your shoes where you can find them quickly, even in the dark (such as inside the tent or by the door).

### Discuss:

- Why is it important to secure food at night?
- How does setting out clothing save time?
- What problems can happen if you cannot find a light or your shoes in the dark?



### The Takeaway:

**End the day prepared—secure food, set out clothes, keep a light within reach, and keep your shoes nearby for a safer, calmer night at camp.**

# SURVIVAL SKILLS

## Camping Skills and Camp Life

# Activity 71: Fire Watch




### Objective:

Take real responsibility for caring for the group during the night.



### Materials:

- Flashlights
- Watch
- Guard Notebook
- Coat
- Whistle
- Radio

### Instructions:

#### 1 Organize Shifts




Organize the shifts in pairs, of an hour and a half each.

#### 2 Define the Tasks




Clearly define the tasks: watch the fire, check the perimeter, and attend to emergencies.

#### 3 Set Wake-Up Rules



Establish which situations require waking up a leader immediately (e.g., injury, fire risk, uninvited person, severe weather).

#### 4 Keep a Log




Each pair writes down the time and news in the on-call notebook.

#### 5 Handover in Person




The handover is done in person, never leaving the position empty.

#### 6 Report at Breakfast



At breakfast the complete guard notebook is read aloud.

### Shift Example (3 Hours Total):

| Shift | Time | Team |
|---|---|---|
| 1 | 9:00 PM – 10:30 PM | Team A (Two) |
| 2 | 10:30 PM – 12:00 AM | Team B (Two) |
| 3 | 12:00 AM – 1:30 AM | Team C (Two) |
| 4 | 1:30 AM – 3:00 AM | Team D (Two) |

### Variants:

- Guard only until midnight for younger groups.
- With added tasks such as stargazing or sound recording.
- With an awakened leader accompanying each shift.



### The Takeaway:

A fire watch keeps the camp, the fire, and the group safe throughout the night by staying alert, prepared, and responsible.

# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Lesson 72: Outdoor Bathroom Awareness




### Key Point:

**Using the bathroom outdoors requires care, respect, and good hygiene.**




### When to Use:

- Use designated restrooms when they are available.



- If none are available, follow adult guidance and local rules (e.g., distance from water and trails).

### Hygiene Matters:



- Always wash or sanitize your hands after using the bathroom.



- Good hygiene helps prevent the spread of germs and keeps everyone healthy.

### If There Is No Restroom: Do It Right:

#### 1 Choose a Good Site




- Be at least 200 feet (60 m) from water, trails, and camp.
- Choose a private, durable area.

#### 2 Dig a Hole




- Dig a hole 6–8 inches (15–20 cm) deep.
- Keep the soil nearby to fill it in.

#### 3 Use and Pack Out




- Use the hole, then cover and pack down the soil.
- Pack out your toilet paper and other hygiene items.

#### 4 Clean Your Hands



- Wash your hands with soap and water, or use hand sanitizer.

### Discuss:

- When should you use a restroom?
- Why is handwashing important?
- How can germs spread at camp?
- How do you properly go to the bathroom in the woods with no restroom?

### The Takeaway:

**Be responsible and respectful—use restrooms when available, follow proper outdoor bathroom procedures when needed, and always keep clean.**



# SURVIVAL SKILLS

## Camping Skills and Camp Life

# Activity 72: Outdoor Bathroom Awareness




### Objective:

Learn and practice proper outdoor bathroom skills, including the 200-foot rule, digging a cathole, and protecting water sources.



### Materials:

- Measuring tape (or 200-ft rope)
- Rope or flagging (for fake stream/trail)
- Camp towels (1 per team)
- Shovels or trowels
- Bucket or bowl (of clean water)
- Washable cocoa powder or food coloring
- Watering can

## 1 The 200-Foot Pace Challenge




- Youth learn to measure the required 200-foot distance from water sources, trails, and campsites.
- Mark a fake stream or trail with rope.
- Have participants pace out where they think 200 feet is, then use a measuring tape to see who gets closest.

## 2 Cathole Digging Relay




- Teams compete to dig a proper 6-to-8-inch-deep cathole using a camp towel in a designated dirt area.
- Award points for:
  - ✅ Accurate depth (6–8 inches)
  - ✅ Clean dirt piles
  - ✅ Fully disguising the refilled hole with natural leaves and sticks.

## 3 Watershed Contamination Demo



- Build a miniature hillside out of dirt, rocks, and leaves leading down to a bowl of clean water.
- Place a small drop of washable cocoa powder or food coloring too close to the water.
- Use a watering can to simulate rain and show how waste washes directly into drinking sources.

### The Takeaway:

Go at least 200 feet from water, trails, and camp, dig a 6–8-inch-deep cathole, pack out toilet paper, and keep water sources clean.

# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Lesson 73: Leaving Camp Better Than You Found It




### Key Point:

Leave the campsite clean, safe, and as natural as you found it (or even better).



### Before Leaving Camp:

- Pick up all trash.



- Check for forgotten gear.



- Make sure fires are fully extinguished.



- Leave natural areas undisturbed.



### Final Campsite Sweep:

Walk through a campsite or a pretend setup and check for:

**1 Trash**




Find and remove all trash (litter, food scraps, wrappers, etc.).

**2 Forgotten Items**



Look for and collect all forgotten items (gear, clothing, water bottles, etc.).

**3 Fire Safety**



Make sure fires are completely out, cool to the touch, and the fire ring area is clean.

**4 Natural Area Disturbance**



Check for and fix any disturbance (e.g., excess trails, dug areas, or moved natural items).

### Discuss:

- Why is it important to clean up a campsite?
- What can happen if trash is left behind?
- How do you know a fire is truly out?
- What does "leave no trace" mean to you?




### The Takeaway:

Be responsible outdoors—clean up, secure the fire, pick up forgotten gear, and leave the area as natural and safe as you found it.

# SURVIVAL SKILLS

## Camping Skills and Camp Life

## Activity 73: Police Call / FOD Walk




### Objective:

Keep campsites and natural areas clean by picking up trash and understanding how long it takes to break down in nature.




### Activities:

#### 1 Police Call / FOD Walk



Everyone lines up shoulder-to-shoulder and walks slowly across the area picking up any trash that they come across.

#### 2 Trash Timeline



Using the trash items found, race to line them up from fastest to slowest decomposition time, then reveal how long each stays in nature.

### Decomposition Times: How Long Does It Last?

#### Organic & Paper Waste (Fast Decomposition)



- Paper and cardboard: 2 to 6 weeks (though tightly packed in landfills, paper can take longer due to a lack of oxygen)
- Banana or orange peel / apple core: 1 to 6 months
- Cotton t-shirt / rag: 2 to 6 months
- Wood / timber: 1 to 3 years

#### Metals & Household Goods (Medium to Slow Decomposition)



- Cigarette butts: 1 to 12 years (filters break down very slowly)
- Leather shoes: 25 to 40 years
- Tin cans: 50 years
- Aluminum cans: 80 to 250 years (though infinitely recyclable)
- Batteries: 100 years (leaking toxic chemicals into soil and water)

#### Plastics & Persistent Waste (Very Slow / Never Fully Decompose)



- Plastic bags: 10 to 1,000 years (they often photodegrade into harmful microplastics rather than fully disappearing)
- Disposable diapers: 250 to 550 years
- Plastic bottles: 450 years
- Styrofoam: Never truly decomposes
- Glass bottles: 1 million years (or practically indefinite in natural settings)

### Discuss:

- Why is it important to pick up trash?
- Which items break down the fastest?
- Which items last the longest?
- How can we reduce trash at camp and in nature?

### The Takeaway:

Pack it in, pack it out—keep our campsites and natural areas clean for everyone!



# SURVIVAL SKILLS

## Survival Kits and Outdoor Tools

## Lesson 74: What Is a Survival Kit?




### Objective:

Learn what a survival kit is, why it is important, and what basic items to include for outdoor adventures.



### What Is a Survival Kit?

- A collection of useful items that can help you stay safe during an outdoor adventure.
- It is not meant to solve every problem, but it helps you handle small challenges while you wait for help or work with your group.
- The best survival kits are simple, organized, and easy to carry.

### Basic Survival Kit Items




### Remember:

- A beginner survival kit does not need to be large.
- The exact contents may change depending on where you are going and how long you will be outside.
- Preparation starts before the adventure begins.

### The Takeaway:

Be prepared, stay safe, and carry a simple survival kit so you are ready for outdoor adventures.



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## Survival Kits and Outdoor Tools

## Activity 74: Build and Explore a Survival Kit




### Objective:

Learn what belongs in a survival kit and how each item can help you stay safe outdoors.



### Materials:

- A variety of survival kit items (e.g., whistle, flashlight, batteries, first aid kit, water bottle, rain poncho, emergency blanket, map, healthy snack)



### Instructions:

1. Gather a variety of items that could go into a simple survival kit.



2. In small groups, sort the items and discuss what each one does.




3. Share with the group:
   - What each item does
   - Why it is useful
   - When it might be needed



### Discuss:

- Which items do you think are most important?
- How would these items help in a real situation?
- Would you change or add anything to your kit?
- How can being prepared keep you and your group safer outdoors?

### The Takeaway:

A survival kit helps you be prepared for the unexpected. Knowing your gear and how to use it builds confidence and safety on any outdoor adventure.



# SURVIVAL SKILLS

## Survival Kits and Outdoor Tools

## Lesson 75: Tool Safety Basics




### Key Point:

Outdoor tools can make many tasks easier, but they must always be treated with respect.



### Before Using Any Tool, Ask:

- What is this tool designed to do?
- How should it be used safely?
- Is an adult supervising?




### Remember:

Good tool habits prevent accidents.

### Knife Safety Awareness

Knives are useful outdoor tools, but they require maturity, training, and supervision.













### Tool Safety Discussion

Look at a few common outdoor tools. For each tool, discuss:

- What it is used for
- What safety rules apply
- Why supervision matters



### The Takeaway:

Understanding safety comes before using any tool.



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## Activity 75: Knife & Camp Craft Skills




### Objective:

**Build safe tool handling skills, problem-solving, and practical campcraft abilities.**

### The Activities:

- ***Feather Stick Challenge*** – Shave thin, curly wood shavings for campfire tinder.
- ***Tent Stake Crafting*** – Cut a green branch and whittle a notch and point to make a functional tent stake.
- **Marshmallow Roaster Station** – Trim a green sapling, peel the bark, and sharpen it into a safe roasting stick.

### How to Play:




### Tips for Success:

- Use only approved tools and work in a safe area.
- Follow instructions and use proper technique.
- Keep your blade pointed away from your body.
- Move slowly and stay focused.

### Variations:

- **Easier** – Use softer wood and pre-cut branches.
- **Harder** – Create more detailed shapes (turtle, arrowhead, or totem pole).
- **Team** – Turn it into a friendly timed challenge.

### Remember:

- Always use tools under adult supervision.
- Keep your work area clear and organized.
- Use tools only for their intended purpose.
- Be aware of others around you.