

Survival Lesson 2: Inventory

Teacher Name: Joyce Gardella
Subjects: Language Arts, Health, Science
Grade: Middle School (can be adapted higher or lower)
Lesson Duration: 2 class periods

Specific Learning Target: Students will survey their possessions and surroundings and classify items according to their usefulness in the 7 steps of survival.

Curriculum materials to be used:

- *Outdoor Survival Training for Alaska's Youth* by Dorothy Garza. Published by University of Alaska Sea Grant College Program, 1998.
- **Note: I found the student manual published on the web in pdf format. I printed off one copy for each student. A teacher's manual with lesson plans is available for purchase.
- *Land Safety and Survival: Volume 3, Surviving Outdoor Adventures* by Marian Allen. Published by University of Alaska Sea Grant College Program, 2002.
**Note: I found this resource published on the web in pdf format. It is 312 pages of excellent information and lessons on survival.

Student Activities: [Click Here to View: 7 STEPS OF SURVIVAL](#)

1. Review the 7 steps to survival. Share student comics from Lesson 1 with the class using a digital projector if possible.
2. Turn to Chapter 2: Seven Steps to Survival in *Outdoor Survival Training for Alaska's Youth*, student manual, pg. 7. Read pages 7 and 8, recognition and inventory.

The following steps are adapted from the activities, "Empty your Pockets," pg. 193 and "Seven Steps Survival Walk," pgs. 191-192, of *Land Safety and Survival*.

3. Equipped with a clipboard, paper, and pencil, take a walk into a wooded area near the school. In groups of 3 or 4, have students empty their pockets and take inventory of what they have on them. The challenge is to find uses for their possessions (include clothing) in a survival situation. They should list useful items and the relevant step of survival; for example, the metal back of an itouch can be used as a signal.
4. After students have taken a personal inventory, groups turn their attention to their natural surroundings. They walk around the area and document anything that would be useful to help them survive.

5. Each group will make a presentation to the class of items in their possession or found in nature and how they will be useful in a survival situation.

Assessment: Teacher will observe student participation and contribution to the group. How thoroughly did the group find items for shelter, signals, water, and food?

Standards:

Language Arts A-3 Demonstrate speaking skills, A-4 Writing and speaking with purpose

Science A-14 Living things and their environments, A-15 Using local knowledge, C-3 Cultural influences, D-1, 3 Practical applications of science

Skills for a Healthy Life A-1 Personal well-being, A-2 Healthy behaviors, A-3 Injury prevention, A-6 Making informed decisions, C-5 Effects of attitude and behavior, D-1 Responsible decisions.