

Instructional Plan: Survival

The overlying objective of the Nassau BOCES Survival Program is to provide specific content aligned to each grades' curriculum while also providing real world applications for NYS Science and Physical Education Standards and ELA Common Core Standards. Alignments are on reverse side of this document.

Vocabulary (teacher may add to list or request emphasis)

canopy	radiation
coniferous	tinder
deciduous	transpiration
evaporation	understory
kindling	wind chill

Program Logistics:

- Group Size: 15 students/naturalist
- 1 adult chaperone/student group
- 1.5-2 hr program and is typically combined with another program.
- Please inform us if making literature connections.

Call for pricing and to schedule:

516-396-2264

See us online:

www.nassauboces.org/outdoors



We are more than just a field trip...

We provide a learning environment for your students!

Students work together to build a debris hut as a means of understanding the basic principles of survival.

Lesson Objectives:

Students will be able to...

Understand that the survival of an organism depends on its ability to sense and respond to its external environment.

- Demonstrate an understanding of the “rule of threes” – food, water and shelter and how to prioritize those needs in a survival situation.
- Give examples of finding one’s way without a compass.
- Demonstrate the basic principles of fire making and related safety issues.
- Understand the differences between hypothermia, frostbite, and heat stroke/exhaustion and how we are often at risk in everyday situations.
- Discuss the importance of being “found” and demonstrating methods of attracting attention; leaving a trail and other signaling techniques.
- If requested, make literature connections to novels such as: *Hatchet*, *My Side of the Mountain* or *Island of the Blue Dolphin*.

Activities (can include)

- Building a debris hut
- Discussion of “reading the woods” for best shelter building sites.
- Name the layers of a forest.
- Discussion of natural factors and noting landmarks that can support finding one’s way.
- Building a solar still to acquire water and/or to purify natural water sources.
- Practice the use of a bow and drill for making fire.
- If combined with Orienteering: finding the group’s Lunch stashed in the woods!

Assessment

- The program will end with a summative “Q & A.”
- Students can complete related writing tasks back in the classroom.
- A post trip, Survival Problem posted on our website can be used to assess students’ learning: check the curriculum and vocabulary links on our website.

Standard Alignments for Survival

Standards Type	Key Standards or Code	Standard Description	Instructional Activities
NYS Science Core Curriculum	Scientific Inquiry S 1.1 thru 1.3; S3.1 thru S3.3	Ask “why” questions in attempts to seek greater understanding concerning observed objects and events; seek clarification, organize objects/data through classification and use of simple charts and tables; interpret and recognize simple patterns/ relationships.	The whole session is inquiry and discovery based. Observations and learning to “read the woods” for clues occur throughout the program. Observations of plants’ growth patterns and alignments to the Sun are used to determine direction. Use of diagrams for debris huts and solar stills help students create their own models.
NYS Standards for Health. Phys. Ed & Family & Consumer	Standard 1: Personal Health and Fitness	Physical Education: Students will perform basic motor and manipulative skills. Students: develop leadership, problem solving, cooperation, and team work by participating in group activities. Family & Consumer: Evident when students practice communication skills that foster positive interpersonal relationships and optimum health for all family members	The Survival program is skill-based with an emphasis on cooperation and decision making, as well as pursuing good communication skills and collaboration.
	Standard 2 A Safe and Healthy Environment	Health Education: Students will demonstrate personally and socially responsible behaviors and will respect themselves and others. Physical Education: Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.	In addition to learning new skills, students will be involved in extensive hiking throughout the day. Opportunities exist for demonstrating leadership and problem-solving and creating a positive experience when all members contribute effort.
	Standard 3 Resource Management	Physical Education: Students will also be aware of some career options in the field of physical fitness and sports.	Our naturalists are role models for an active lifestyle and often provide students with information on requirements for the job.
NYS Common Core	Supporting Standards	Description	Instructional Activities
ELA College and Career Anchor Standards Speaking and Listening Grades 6-12	Comprehension & Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	Students will participate in conversations related to their observations and planning their shelters and solar stills.
	Presentation of Knowledge and Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Students will participate in collegial conversations and work collaboratively as a team as they acquire new skills and plan their tasks.
	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Expressing a view point appropriately with valid reasoning comes into play when deciding on a building site. This is also demonstrated in the post-trip Survival Game activity. Students will use content-driven vocabulary throughout the program and practice the use of root words, prefixes and suffixes to determine meaning (ex.: hypo; therm; etc.) Words such as coniferous vs deciduous woods are discussed in the context that one type of forest site is preferential over the other