INTRODUCTION

GOAL OF THIS MANUAL

Countless lives are lost each year when hunters, beachcombers, fishermen, and casual travelers find themselves in an outdoor emergency that they are not prepared to handle physically or mentally. Safety and survival training can reduce unnecessary loss of lives by equipping students with the skills and knowledge to successfully deal with outdoor emergencies. It is the goal of this program to provide instructors with basic information to teach safety and survival to Alaska’s youth. If the knowledge is effectively acquired, it will stay with the students throughout their lives.

Survival Training for Alaska’s Youth: Instructor Manual is a compilation from several sources of safety and survival materials. It contains current information on the subject. The student manual that accompanies this instructor manual is a free guide that students can take home to use and share with their families and friends.

AUDIENCE

This manual was written for students in grades 5-7, although the materials have been used successfully in grades K-12. Lesson plans can be adapted to grades K-4 or 8-12 or to informal education programs such as 4-H or Girl Scouts and Boy Scouts. Sample agendas are included for individual classes, as well as for small schools where the entire student body can participate in the program.

The manual is intended to be used by instructors who have completed safety and survival training or have a strong background in outdoor education. Information and schedules for training opportunities are available from the University of Alaska Marine Advisory Program and the Alaska Marine Safety Education Association (addresses in References section). The instructor should read the introduction to the References section for further preparation.
GEOGRAPHIC REGION

The materials in this book are based on experiences in the Gulf of Alaska coastal areas. For other regions, instructors can alter information (e.g. edible foods) to meet specific needs, while still adhering to the program format.

AUDIOVISUAL MATERIALS

The curriculum includes an optional video program, which serves as a preview of the Outdoor Survival Practical and the Survival Suit Practical for the instructor and students. The video gives a clear idea of the activities and equipment needed, provides a visual guide to the construction of shelters and signals, and tells how to get into and use survival suits.

The video is available for loan or sale from Alaska Sea Grant (see References).

Titles of other videos that can be used to supplement this manual are included in the References section. They can be borrowed or purchased from the Alaska Marine Safety Education Association in Sitka or the University of Alaska Marine Advisory Program in Anchorage (see References). The videos may be used during the lessons for teaching a group of children spanning several age groups, or they can be shown before or after the lessons (see agendas).

TEACHING PLAN

The seven chapters include in-class lectures with accompanying activities, water exercises, and an outdoor field trip. The in-class lessons vary between 15 minutes and one hour, but can take longer. They can be taught consecutively within a two-day period, or individually on separate days. The practicals range from one and a half hours to a full day.

The teaching agenda examples represent a two day program during which students devote their entire time to survival education. The two day agendas have been used in many teaching situations, including fifth graders in school and a class of students from a logging camp.

READING MATERIALS AND INSTRUCTION SHEETS

Reading materials and instruction sheets at the end of the chapters in the Instructor Manual can be used by both instructors and students. They include newspaper and newsletter articles, a note taking guide, a crossword puzzle, and quick reference instruction sheets. The instructor should read all the materials before teaching the classes. The students can read the materials before class, or during the week following the class.

EVALUATION AND TESTING

Four written quizzes are included: a pretest, a seven steps to survival quiz, a survival kit quiz, and a cold water survival quiz. Answers to quizzes are also included. In addition, a check off sheet is included to evaluate students on their ability to carry out various tasks in the outdoor practical. They can be photocopied for use by the chaperones. The pretest should be filled out by the students during the first part of the class on day 1, and the other quizzes can be administered during class or the week following the class.

STUDENT MANUALS

A student manual accompanies this Instructor Manual. Included in the student manual are abbreviated text for all chapters, illustrations, and some reading materials. Quizes are not included.

WAIVERS

The instructor should consider asking parents to sign waivers before class begins, which may exempt the school or organization from responsibility if an accident should happen during the activities. Some legal experts believe that waivers help limit liability by making students aware of the potential hazards. Waivers are a controversial topic. Instructors should make their own choice, consulting their school policy or a lawyer, if necessary, to arrive at a decision.

If you do use a waiver in your class, it should be signed before the class begins. Students should never be pressed to sign a waiver. A sample waiver is at the end of Chapter 1.
Teaching Agenda for Groups of Similar Age Students, Day 1

The total time for the Pool Exercise depends on scheduling and size of group. The time for the Survival Suit Practical depends on the distance to the dock and the size of the group.

For this agenda the videos can be used as a lesson supplement the day before or days following.

8:15 am ~ Lecture-discussion in the classroom:
Survival Pretest and Preparation for the Emergency (Chapter 1) (20 min)
Seven Steps to Survival (Chapter 2) (1 hr, without videos)
Survival Kits (Chapter 3) (20 min, without videos)
Video for Outdoor Survival Practical and Survival Suit Practical

10:25 am ~ Break

10:30 am ~ Cold Water Survival Skills Classroom Session (Chapter 4) (20 min, without videos)
Review PFD Pool Practical activities by demonstrating PFDs, H.E.L.P., Huddle, and reach to rescue (Chapter 5)
Head to pool and get dressed

11:00 am ~ PFD Pool Practical
(If you do not have a pool, substitute the lecture in Chapter 5)
Station 1 - H.E.L.P.
Station 2 - Huddle
Station 3 - Reach-to-Rescue
Free swimming (optional)

11:50 am ~ Dress and return to class

Noon Lunch

12:30 pm ~ Review Survival Suit Practical activities (Chapter 6) and go to the dock

12:45 pm ~ Survival Suit Practical
Each student gets in water wearing a suit

1:55 pm ~ Re-pack suits
Return to school
Rinse suits and hang them to dry

2:30 pm ~ Give Quizes (Chapters 2, 3, and 4)
Teaching Agenda for Small Schools or Groups of Mixed Age Students, Day 1

All students in the school can be divided into two groups, K-4 and 5-12, for the morning. The groups can be combined in the afternoon. Since it is assumed that a pool is not available in small rural communities, no pool activity is on this agenda. (For this agenda quizzes can be given on the following days.)

8:15 am ～ Give pretest. Then break into groups

8:30 am ～ Elementary students:
Watch Shore Survival and Sea Survival videos
(21 minutes each, see References, Videos)

8:30 am ～ High school students:
Lecture-Discussions: Preparation for the Emergency, and Seven Steps to Survival (Chapters 1 and 2)

9:45 am ～ Break: Rotate groups or move video equipment.
10:00 am

10:00 am ～ Elementary students:
11:35 am ～ Lecture-Discussions: Preparation for the Emergency, and Seven Steps to Survival (Chapters 1 and 2)

10:00 am ～ High school students:
11:35 am ～ Watch Sea Survival and Shore Survival videos
(21 minutes each, see References, Videos)

11:05 am ～ Combine classes
11:15 am

11:15 am ～ Survival Kits (Chapter 3)
12:00 noon ～ Video: Outdoor Survival Practical and Survival Suit Practical

Noon Lunch

12:30 pm ～ Lecture-Discussion: Cold Water Survival Skills
(Chapter 4)

1:30 pm ～ Watch It Could Have Been Prevented video
(17 minutes)

Review PFD Pool Practical activities by demonstrating PFDs, H.E.L.P. Huddle, and Reach to Rescue
(Chapter 5)

1:30 pm ～ Head to dock with survival suits, or to pool with PFDs

1:40 pm ～ Survival Suit Practical or PFD Pool Practical
(Chapter 5 or 6)

2:30 pm ～ Return to class, rinse suits, and hang them to dry

* Videos can be purchased or borrowed from the University of Alaska Marine Advisory Program or the Alaska Sea Grant College Program (see Reference section for addresses).
Teaching Agenda for All Age Groups, Day 2

8:30 am ～ Leave school for designated area
8:45 am ～ Organize
9:00 am ～ Collect food
9:45 am ～ Review collected food
   (Instructor can prepare food between this exercise and lunchtime)
10:00 am ～ Students build shelters
11:30 am ～ Critique shelters
   - small
   - insulative
   - weatherproof

Noon Lunch: Eat collected foods as well as packed lunches
Discuss water collecting methods during lunch
12:30 pm ～ Construct signals (two signals per group)
   - one by air (SOS)
   - one by sea (hanging debris)
12:50 pm ～ Build fire with flint box or magnesium starter
   - keep it burning for at least 10 minutes
1:15 pm ～ Clean-up
   - tear down shelters and signals
   - take out all plastic
1:30 pm ～ Leave beach and go back to school

Departure time is based on an 8:30-9:30 am low tide.
CHAPTER 1
PREPARATION FOR THE EMERGENCY

GOAL
To impress upon students the need to prepare for an emergency before leaving home.

OBJECTIVES
The students will be able to:

1. Name the two categories of preparation.
2. Explain why depression is the most dangerous emotion to have in an emergency.
3. Describe how to plan a trip and explain why it is important.

MATERIALS
1. Photocopies of pretest
2. Clothing made of polypropylene, wool, and cotton; a small basin with water.

PRESENTATION PLAN
Give the pretest. Present information in a lecture-discussion format, including the pocket-contents activity. If time permits, demonstrate dry and wet clothing. Have the students read the survival stories as homework and discuss them later during the week. They could also write a different ending to the story. The survival stories are printed in the student manual.

INTRODUCTION
Most of us spend time in the out-of-doors and can find ourselves in an emergency at any time. Discuss students’ out-of-doors activities.

In preparing for an emergency it is important to think “it can happen to me.” An emergency can surface at any time. Discuss emergency situations that might arise during outdoor activities.

It is important to prepare for an emergency before leaving home or we will not have the necessary equipment or skills to face an unexpected emergency.
Chances of survival in an emergency situation are increased if you are prepared in two ways. Write these on the board:

**Mental preparation**
- Positive mental attitude
- Will to survive

**Physical preparation**
- Good health
- Proper survival skills
- Survival equipment

**MENTAL PREPARATION**

Discuss how the students would feel in an emergency situation. Write these three on the board, plus other responses.

- Panic (scared)
- Fear (afraid)
- Depression (feel bad)

Examples of other likely answers are: cold, tired, hungry.

Discuss why these three emotions are bad, and which one is the most dangerous.

The most dangerous is DEPRESSION (feel really bad), because it destroys the will to live.

Second is PANIC (disorganization), because a person can't decide which task is the most important. He or she runs from one task to the next, and may accomplish nothing.

Third is FEAR. Fear can be good if we know the proper survival skills. Fear organizes us. A scared person might say to himself, “I have to build a shelter to stay warm or I will die.”

These feelings are normal. By knowing proper survival skills we can develop the will to survive and minimize the effects of negative emotions.

In developing the proper mental attitude we must:

1. Accept the fact that it can happen to us.
2. Realize that what we have on may be all that we have in an emergency.
3. Develop a will to survive by controlling fear and believing that we will survive.
Write these on the board.

Survival is:
- Attitude
- Equipment
- Skill

Activity

Have students take out all the things in their pockets, and ask them how they would use each one in an emergency. Discuss items that can be used for shelters, signals, water, food, and play.

PHYSICAL PREPARATION

Materials: Display wool, polypropylene, and cotton items in the classroom.

Tell students that physical preparation includes:

1. Health: Don't go on an outing when you are not in the best of health or not eating properly.
2. Survival skills: We are learning those now.
3. Survival equipment: Including a survival kit, which we will put together in class (see Chapter 3).

Remember: The best survival equipment you have is between your ears (your brain).

MAKING A TRIP PLAN

Discuss with students what they should do to prepare before they go on an outdoor trip.

1. Check the weather forecast. Ask elders and other experienced adults what they expect the weather to be like.

2. Know the following:
   - Where you are going.
   - The route you are taking.
   - How long it will take to get there.
   - How and when you will be coming back.

3. Tell at least one person (grownup) your plans and let them know at what time they should call for help (e.g. two hours after overdue).

4. Never travel alone, especially if you are young and don't know the area well. It is best to travel in groups of
three or four. If one person has an accident, one person can go for help and the other can stay with the injured person.

5. Take proper clothing and gear including long underwear, rain pants, rain jacket, extra mittens, socks, a hat, and a survival kit. Dress in layers. Wool or polypropylene are the best insulative materials. Cotton is a poor insulating material, even though cotton is what most people use (jeans). Insulation is trapping the body's heat next to the body.

Discuss other things students should take on an outing. (Camping gear, firearms, fishing gear, etc.)

■ Activity

Materials: Wool, polypropylene, and cotton clothing; water basin.

Place some clothes made of wool, polypropylene, and cotton in cold water. Ring them out and pass around. Hang them up to dry, and at the end of the day pass them around again and discuss how they would feel on us if we were out in the cold. Compare how long each type of material will take to dry.

READING AND DISCUSSION

The teacher should discuss the Jeffrey Young stories about the nine-year-old boy who was lost in the Sitka area for five days before his rescue. (Both articles are printed in the Student Manual.)

What did he have going for him?

- Warm weather
- Water
- He built a shelter
- He decided to stay in one place
- He had the will to survive
- He knew salmonberries were safe to eat

What would have made his rescue quicker?

- Signals!
Lost Boy Rescued After 5 Days
Searcher Finds 9-Year-Old In Good Shape On Gavan Hill

By Allen Sykora
Sentinel Staff Writer

"Hey, my name is Jeff." The child's voice from a wooded ravine led Dave Caldwell to nine-year-old Jeffrey Young Sunday morning. The boy was rescued safe and sound after five nights in the woods without shelter and only berries to eat.

Since Wednesday morning, the boy had been the subject of one of the most intensive missing person searches in Sitka history.

Rescuers and a doctor at Mt. Edgecumbe Hospital all described the boy as in remarkably good condition for his ordeal. He was found by a member of a volunteer search team high on Gavan Hill at about 11 a.m. Sunday.

Because of the rugged terrain, it took a couple of hours for rescuers to administer first aid and carry him to the nearest road, where an ambulance was waiting to take him to Mt. Edgecumbe Hospital.

"He's doing remarkably well," said Dr. Thomas Krahn, who said the boy suffered only some swelling of the feet and some bruises.

"He's one of the healthiest people I've seen today," said the Mt. Edgecumbe hospital staff physician. After the examination, Jeffrey was taken to a room to rest and recover.

The news of the rescue came as a team of bloodhounds and their handlers, expenses covered by volunteers, were being flown to Sitka for another attempt to solve the mystery of the disappearance of the boy, on a hillside in direct view of most Sitka residents. Jeffrey had last been seen Tuesday morning by his brother Tom, from whom he had become separated as Tom was hunting deer on the hill.

Joyous family members and friends lined the hospital hallway outside the emergency room Sunday afternoon while the boy was being examined upon arrival by ambulance. He raised his head and flashed them a big smile as he was wheeled out to a hospital room.

Dave Caldwell, who found the boy, was in a team with Rod Lowe and Kevin Kambak. They borrowed a two-way radio from the fire hall and headed up Gavan Hill early Sunday morning, following a trail that begins behind the city landfill.

They made their way to some cliffs, which seemed a likely spot for a closer look. Caldwell walked above the cliffs, while the other two men were below.

They were calling out to each other to keep track of the whereabouts of their own team members in the nearby brush, Caldwell said. At one time he was out of earshot of the others, so when they got back within hearing distance they shouted that they would continue their respective courses until they could meet back on the trail.

"I went along for a while and lost vocal contact again," said Caldwell, "so instead of calling Rod's name, I called Jeff's name."

Caldwell said he had not been calling the boy's name all day, but the third time he called out the boy's name, a child's voice answered.

"He said, "Hey, my name is Jeff,"" said Caldwell.

Caldwell said he was stunned to hear the young voice from nearby, and scarcely believed his ears. But he quickly followed the voice to a gully, where he spotted the boy.

Jeffrey was standing, but said he had a hurt leg. His clothes were wet from the waist down.

"He sure was glad to see somebody," said Caldwell. Caldwell happened to be the carrier of the two-way radio carried by his party. He called in the news that the town had been praying for. Jeffrey Young had been found alive and well.

Caldwell fired two shots to summon his companions, but they were unable to find him until helicopter pilot Arnie Johnson directed them to the spot.

Don Kluting, a member of the fire department's search and rescue team, was with a group beating through brush behind the Public Safety Academy, when he heard Caldwell's broadcast. The message had not been picked up at the fire.
...in Jeffrey’s favor
were the unusually
warm and sunny
weather of recent days,
and the nearby trickle
of water that flowed
through the gully in
which he was located.

...while a person can
survive for long peri-
ods without food, he
can’t last more than a
couple of days without
water.

hall, so Kluting relayed the news.

“Then we ran up the hill,” he said.

“The kid was in really high spir-
ts,” said Kluting. “He was happy, he
was able to get up and walk.” Never-
theless, the rescuers brought Jeffrey
down the mountain on a stretcher
that had been lowered by the heli-
ocpter.

Johnson was unable to find any
clearing in the vicinity big enough to
land the helicopter, which would have
been necessary to get him aboard.

The professional search and res-
cue personnel who first reached Je-
ffrey sent a radio message to the fire
hall that the boy complained of an
injured leg, but that his vital signs
were in the range of normal. As a
precaution, they placed him in a hy-
pothemia warming bag and strapped
him to the stretcher.

News of the rescue quickly spread
through town. Throughout the com-
community, the yellow and white heli-
ocpter was clearly visible hovering
above the hillside, marking the
progress of the recovery party. In at
least one church the news was re-
ceived only moments after the con-
gregation had prayed for Jeffrey’s
safe return.

A large crowd gathered at the base
of the main Gavan Hill trail, which
begins at the end of Baranof Street.
Jeffrey’s parents, family members,
friends, and curious onlookers had
walked up the path a couple hundred
yards to the first open muskeg area,
and cheered and hugged one an-
other as rescuers emerged from the
woods carrying the boy, wrapped from
head to toe in the rescue blanket.
Without pausing, the litter bearers
placed Jeffrey into the waiting am-
bulance. Family hugged and shook
hands with Kambak, Caldwell, and
Lowe.

“I think I was happier than he
was,” said Caldwell about his feel-
ings when first coming across the
boy. “And he was pretty happy. If it
wasn’t for Jehovah looking out for
everyone, we wouldn’t have found
him. God is the one who led us
through. That’s who I’ve got to
credit.”

Two factors that worked in
Jeffrey’s favor were the unusually
warm and sunny weather of recent
days, and the nearby trickle of water
that flowed through the gully in
which he was located. Dr. Krahn
and rescue personnel agreed that if
it had been as rainy as usual in
Sitka, without shelter the boy would
have been at risk of life-threatening
hypothermia.

And Kluting observed that while
a person can survive for long peri-
ods without food, he can’t last more
than a couple of days without water.

Caldwell said Jeffrey told him he
was able to see the Coast Guard and
privately owned helicopters over-
head during the five days of search-
ing, but that he had not been able to
signal them. However, said Caldwell,
the boy told him he had not heard
the voices of any of the scores of
searchers on the ground until the
final day. It was not immediately
clear how long Young had been at
the spot he was found.

Caldwell said the boy told him he
had eaten some berries early in the
ordeal, but that he had eaten noth-
ing for the last couple of days before
his rescue, because there were no
berry bushes in the gully. From the
gully, the boy could see the town and
airport, Caldwell said.

“I’ve got to hand it to Jeffrey,”
said Caldwell. “He’s a strong boy.”
Caldwell said the boy told him that
he and his older brother had often
gone into the woods. “He said his

Story continues on page 13
brother was top of the world," said Caldwell.

Authorities had suspended the official search Friday night after the intensive effort of the previous three days had not located the boy. Up to that time, said a fire department spokesman, "official" search parties had spent more than 3,000 search hours on the ground in the woods, and an undetermined hundreds of additional hours had been put in by others, including family members who went out on their own.

Helicopters spent 32 hours in the air during the search, including 15.6 hours of flight time in which the Coast Guard was using infrared body heat detectors, said the fire department spokesman. He added that three dogs and their handlers from Juneau had spent 100 hours in the woods.

Although the "official" search was suspended, some 80 volunteers, including members of the fire department, used the fire hall as a starting point for their efforts on Saturday and Sunday. And, as on previous days, an undetermined number went into the woods to search without checking in.

Early Thursday night searchers' hopes had been buoyed when a team headed by Kluting discovered a site on the hillside where they believed the boy had spent a night.

Under the fallen tree someone had lined up sticks to form a wall. There were a child's footprints, where dirt was kicked against the side. Caldwell said the boy, when rescued, confirmed he had spent one night under a log.

Friday's search from the log shelter went down into the Indian River Valley, which seemed to be the direction the small footprints led. Searchers formed a long line, spaced about 10 yards apart, and plowed through devil's club, blueberry bushes, and deadfalls for the rest of the day.

Kluting said it now appears that Jeffrey went around the side of Gavan Hill and actually climbed higher, to within about 500 feet from the top. At one point, continued Kluting, the boy must have actually crossed the main Gavan Hill trail, apparently without recognizing it, in order to have reached the spot where he was found.

Many Sitkans took off from work and gave up leisure time to beat through the brush, and many others donated food and beverages for the search teams.

Searchers ranged from teenagers to men over 60, who lugged backpacks through the woods all day. Many commented that they were motivated by visions of how they would feel if it were their own child lost in the woods.

Jim and Nancy Hope used their own credit card to advance the expenses of the three bloodhounds and their trainers Sunday.

Said Caldwell, also a father, when the search was ended, "I kept thinking how his folks must feel. A couple dark nights, it really bothered me. I knew he was still out there somewhere. I had a gut feeling."
Boy Bounces Back After 5 Days On Hill

By Allen Sykora
Sentinel Staff Writer

Nine-year-old Jeffrey Young says he “wasn’t ever scared” during his five days and nights alone on Gavan Hill, but adds he’d rather see people than trees.”

The boy spoke about his adventure this morning in his Mt. Edgecumbe Hospital room as he opened a model airplane, one of the many gifts from the steady stream of family and friends who have visited him.

Jeffrey was reported missing one week ago today, when he became separated while following his older brother Tom on a hunting trip. The brother reported that he left Jeffrey on the trail to rest, but that Jeffrey was no longer there when he returned.

Jeffrey said he waited for some time, and then decided to walk back to town, and got lost. He said he spent one night underneath a log, forming a wall on one side by arranging sticks. Searchers found this place Thursday night, and the discovery spurred new hope for finding the boy.

Jeffrey said he left that shelter and wandered on, until he ended up in the steep gully where he was finally located by a volunteer searcher Sunday morning.

“I was trying to come back to town and my leg started to get sore,” he said today. “I decided to stay there and wait for someone to find me. That’s the only way I’d make it.”

The examining doctor said Jeffrey was in generally good condition. He suffered some bruises and swollen feet.

“I wasn’t ever scared at all,” said Jeffrey. However, he said, when searcher Dave Caldwell walked nearby shouting his name, “I was pretty happy to hear a voice. It’s better to see people than it is to see trees.”

Jeffrey said he made a bargain with God while on the hill.

“I asked him if I could go home, then I wouldn’t fight with my mom any more. I was thinking about getting home and stuff, and riding my bike. Only now I can’t,” due to his swollen feet, he said.

Dr. Thomas Krahm said no decision had been made on when the youth would be discharged from the hospital. The Mt. Edgecumbe staff physician said Jeffrey was being held for observation due to the swollen feet.

Jeffrey said he didn’t get hungry the first couple of days because of an abundance of berries. “There was a bunch of salmonberries up there,” he said.

But he ended up in a gully he couldn’t get out of and during his last two days on the hillside he had access only to water, he said.

Jeffrey will enter the third grade in the fall. He said he had never hiked up Gavan Hill before, although he had been on top of nearby Harbor Mountain. The story of the search and subsequent rescue of Jeffrey has received national attention. His mother, Jennifer Young, said today that she has received telephone calls from the International News Service and NBC News.

Beginning Wednesday, Sitka rescue personnel and volunteers spent thousands of hours combing Gavan Hill and the Indian River Valley. In addition, Coast Guard and private helicopters spent 32 hours searching for the youth.

In addition, more than 100 dog-hours were logged by official search parties, and preparations were under way to bring in bloodhounds when Jeffrey was found on Sunday.

SEADOGS, a Juneau-based group that makes their trained tracking dogs available for searches, brought two golden retrievers and one German shepherd into the search. A golden retriever owned by Sitka Volunteer Fire Department member Karen Royce was also on Gavan Hill.

Some volunteers brought their own dogs to help search at various times, authorities said.

The SEADOGS (Southeast Alaska Dog) are trained to follow the airborne scent of a search subject, explained coordinator Bruce Bowler. The dogs run freely and follow voice and hand commands.

On the other hand, he said, bloodhounds are generally deployed on a leash and follow the scent trail on the ground. Experienced bloodhounds can also follow an airborne scent, he said.

Besides “trailing,” SEADOGS are trained to sniff out victims in caves, earthquakes and avalanches, said Bowler. The handlers also undergo intensive training, not only in trailing with the dogs, but in use of compass and maps, first aid, and wilderness survival, so they are prepared to enter unfamiliar wilderness terrain, said Bowler.
WAIVER FORM

COLD WATER SURVIVAL PROGRAM WAIVER AND RELEASE

I, ________________________________________________ parent of

________________________________________

student name

recognize the activities in which my son/daughter desires to participate involve a risk of injury. I am aware
and accept the risks involved, which may include the possibility of striking objects when entering water,
cardiac arrest, ventricular fibrillation, chest pain from contact with cold water, inadvertent gasping and
inhalation of water, sudden drowning syndrome, or drowning from other causes. I waive and release any
and all rights and claims for damages

against ________________________________, its employees, agents,

and other representatives in the event of accidental injury or illness resulting from participation in the
Outdoor Survival Training for Alaska's Youth program.

NAME ________________________________ DATE ________________________________

parent signature

Please list any health problems or special consideration that may limit your child's participation in the program.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
SURVIVAL PRETEST

Name

OUTDOOR SURVIVAL

1. List the Seven Steps to Survival in correct order:
   1) ______________________________
   2) ______________________________
   3) ______________________________
   4) ______________________________
   5) ______________________________
   6) ______________________________
   7) ______________________________

2. A survival kit should be located on/in your (circle the correct place):
   a. boat
   b. body
   c. backpack

3. A shelter must be _____________, insulative, and weatherproof.

4. Name a fabric that keeps you warm even when it is wet: ____________.

5. To signal distress, _________ is the magic number.

6. To ensure rescue, a signal must attract ____________ and send a ____________ of distress.

7. To make sure creek water is safe to drink, you must boil it for ________ minutes.

8. List two edible plants found in your region.
   1. ________________________________
   2. ________________________________
SURVIVAL PRETEST

9. List two poisonous plants found in your region.
   1. __________________________
   2. __________________________

10. To avoid depression you must maintain a positive mental ________________.

COLD WATER SAFETY

11. If you know how to swim you should swim out to a drowning victim to try to save him/her.  
    (circle correct answer)
    True
    False

12. If you are by yourself and fall into the ocean you should  
    (check the best answer)
    ____________ try to swim to shore
    ____________ get into the H.E.L.P. position
    ____________ get into the huddle position

13. If you have fallen in the water with two other people, get in the ________________ position.  
    (H.E.L.P. or Huddle)

14. All waters in Alaska are so cold that if you fall in and are rescued quickly you still could get  
    ________________.

15. The two factors that determine how long you will survive in cold water are ________________ (the 
    amount of buoyancy you have), and ________________ (this allows you to retain body heat).
OUTDOOR SURVIVAL

1. List the Seven Steps to Survival in correct order:
   (1) Recognition
   (2) Inventory
   (3) Shelter
   (4) Signals
   (5) Water
   (6) Food
   (7) Play

2. A survival kit should be located on/in your (circle the correct place):
   a) boat
   b) body
   c) backpack

3. A shelter must be small, insulative, and weatherproof.

4. Name a fabric that keeps you warm even when it is wet: wool or polypropylene.

5. To signal distress, three is the magic number.

6. To ensure rescue, a signal must attract attention and send a message of distress.

7. To make sure creek water is safe to drink, you must boil it for 20 minutes.

8. List two edible plants found in your region.
   (This answer varies)
9. List two poisonous plants found in your region.
   (This answer varies)

10. To avoid depression you must maintain a positive mental attitude.

**COLD WATER SAFETY**

11. If you know how to swim you should swim out to a drowning victim to try to save him/her. (circle correct answer)
    
    True
    
    False

12. If you are by yourself and fall into the ocean you should (check the best answer)
    
    __________ try to swim to shore
    
    ______X______ get into the H.E.I.P. position
    
    __________ get into the huddle position

13. If you have fallen in the water with two other people, get in the ________________ position.
    (H.E.I.P. or Huddle)

14. All waters in Alaska are so cold that if you fall in and are rescued quickly you still could get hypothermia.

15. The two factors that determine how long you will survive in cold water are flotation (the amount of buoyancy you have), and insulation (this allows you to retain body heat).