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# Introduction

**M**any of us take our daily survival needs for granted. It is not until we are in a time of need that we remember the importance of a dependable shelter, nutritious food, clean water, adequate clothing, and companionship. We sometimes forget that without these necessities, survival would be a difficult or nearly impossible task.

This unit emphasises survival in four major settings: bush, Antarctic, island, and war. For each setting, lessons are planned to extend the theme through a cross-curricular approach. Two literature selections provide a foundation for each series of lessons. An introductory section provides activities which are universal to all four survival settings and can be incorporated into your unit at any time. Suggestions for notice boards, class awards, and culminating activities are also included. Each section is also preceded by a division page which may be used on bulletin board displays, as report covers, or in other ways which may be beneficial to you and your class.

As a teacher in a self-contained classroom, you will find activities to meet all your curricular needs. As a content area teacher, you may wish to cooperate with your teaching team and introduce the theme together. Although the lessons prepared in this unit are categorised by content areas, you will find that many of the activities are designed to overlap into more than one curricular area.

# What Is Survival?

Although we all have the same basic needs for physical survival, some of these needs may become more or less important, depending upon the situation. The word survival can be applied to a variety of circumstances. Animals survive daily in the bush, families survive under harsh conditions as victims of war, people survive who become lost or stranded in unfamiliar environments, and children survive daily in unsafe city streets. Depending upon an individual’s location or needs, survival may take on very different meanings.

For this activity, you will be exploring and expanding your concept of survival. You will need to work in cooperative teams. Once in your teams, work together to brainstorm a list of ideas, words, and phrases that represent survival. Be sure that everyone in the group contributes some ideas to the list.

When you are finished, share your team’s ideas by listing them on the board for a full class discussion. Try to group your ideas by developing category titles such as wilderness, city, animals, foods, etc. This will help organise your thoughts and may contribute to interesting discussions.

<b>Survival Brainstorm</b>	

Name \_\_\_\_\_

# Survival Priorities

When you are lost or stranded, there are several survival priorities that you should keep in mind. All of the priorities are important, but when faced with a severe emergency situation, some of the priorities become more important than others.

Arrange the following list in order of importance. After you have decided upon a sequence, explain your reasons for the order. Are there any survival situations in which you might change your ranking? If so, what situations are they, and how would they change the ranking?

- shelter
- fire
- signalling for help
- positive attitude
- water
- first aid
- food

1.	_____	_____
		_____
2.	_____	_____
		_____
3.	_____	_____
		_____
4.	_____	_____
		_____
5.	_____	_____
		_____
6.	_____	_____
		_____
7.	_____	_____
		_____

# Story Starters

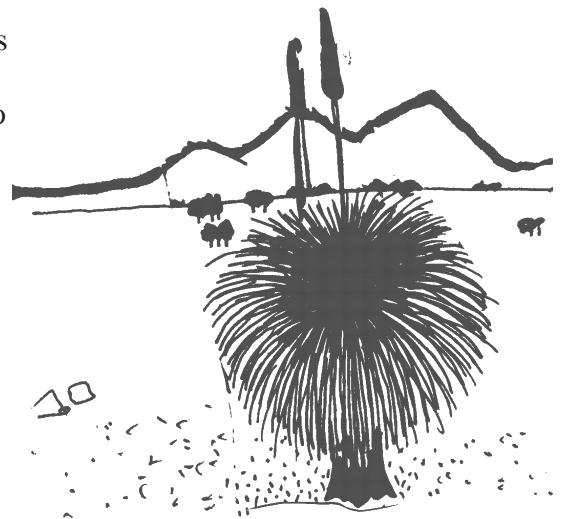
Outline your primary survival concerns. Then, read one of the following survival scenarios. Write a story to respond to the situation.

**Note to the teacher:** Students can work individually or in cooperative teams to create their stories.

1. Imagine that you are hiking with a group of friends near Cradle Mountain, Tasmania, and the weather changes unpredictably. The rain is falling in sheets, and it is difficult to see where you are going. You decide that you need to find shelter, so you dash into a nearby cave. Once inside, you notice that one of your friends is missing. The storm is still very strong, and it is beginning to get dark. What do you do?
2. You are on a trip with your family in the South Pacific. One day while walking on the beach, you discover an old rowboat. You do not think that anyone will mind if you borrow it for a short time, so you get in and begin to row out into the lagoon. As you reach the edge of the lagoon, a current begins to pull your boat into the ocean. You try to row back, but the current is too strong. Before long, you can no longer see land. What do you do?



3. You are visiting a cousin. Your cousin lives in Jindabyne in the Snowy Mountains. It is late August, and there is approximately one foot (30 cm) of snow on the ground. You decide to go hiking in the mountains for the afternoon. Your cousin knows the area well and leads you into an area of the mountains where you have never been. You stop to rest for a minute, and when you turn around, your cousin is gone. You know that your cousin enjoys playing jokes, so you wait for your cousin to return. It is getting late, and your cousin is still nowhere to be found. You have a light pack with some dried fruit and water, but you have no torch. You know that it will get dark before you are able to retrace your path in the snow. What do you do?
4. You are driving with your family just off the Birdsville track. All of a sudden a burning smell fills the car. The driver decides to pull over immediately, inspects the engine and decides that the car won't go any more. You are now sixty kilometres from the main road on an infrequently used dirt track. You have enough water for twenty four hours, a little bit of food and a mobile phone – which cannot get a signal. What should you do?



# Research Ideas

1. **Animal Survival:** Choose a wild animal and research the special survival techniques it depends upon in the wilderness. How might survival conditions change with the seasons?
2. **Shelters:** Research different styles of shelters and how they are built. Find out what materials they are made of and in what climates they are most useful.
3. **Food:** Find out what wild foods can be found in your area of the country. Where would you find these foods? At what time of the year would you find them? How would you prepare them?
4. **Water:** Research your town's water system. What is the source? How is it purified? Is your town prepared to supply water in an emergency situation?
5. **Nutrition:** Study what nutrients our bodies need to survive and what foods provide good sources of these nutrients.
6. **Fire:** Research different fire-building techniques. What resources are available that you might be able to use if you do not have matches? How can someone build a fire in the wilderness when it is raining?
7. **Navigation:** Research how people are able to find their way without a compass. How accurate are these other techniques? Are any of them being used by people today?
8. **Survivors:** Research one of the following survivors or choose another survivor you know. What situation did the person survive and how?
  - Kay Cottee
  - Douglas Mawson
  - Tony Bullimore
  - John McDouall Stuart
  - Nelson Mandela

