

LEARNING SURVIVAL SKILLS

LESSON OVERVIEW

Grade Levels: 3-5

In this lesson, students will assemble into groups to explore specialized areas of survival and research skills necessary for survival. Students will present a survival skill to the class.

STANDARDS

NGSS 3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
NGSS 3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
CCSS RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCSS RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCSS RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVES

- Students will discuss general life skills and how these skills can be used for survival.
- In groups, students will research a specific survival skill.
- In groups, students will present a specific survival skill to the class.

MATERIALS

- Internet capable devices (e.g. computers, tablets, phones)
- Survival skills books
- Supplies for making a poster, skit, demonstration or other presentation (paper, pencils/crayons/markers, scissors, etc.)

PROCEDURE

- STEP 1:** Have a discussion on skills, knowledge, and supplies needed for survival. Tell students that they will be researching and presenting different survival skills. Discuss and define a specialist as a person who has great knowledge, skill and experience in an area.
- STEP 2:** Talk as a class about the skill of building a fire. Ask the students what skills they think are necessary for building a fire. What materials are necessary? What are some dangers or problems associated with fire and fire building? Ask what a person would need in order to be a specialist in fire building.
- STEP 3:** List the following survival skills and ask students to form groups to research and present on:
1. Making clean water
 2. Canning food
 3. Soap making
 4. Gardening
 5. Building a shelter
 6. First Aid
 7. Sewing and mending clothes
 8. Safe food preparation and storage
 9. Hygiene
- STEP 4:** Have each group research their survival skill area using the Survival Skill handout for guidance.
- STEP 5:** Groups will then create a poster, skit, demonstration, PowerPoint or other presentation.
- STEP 6:** Each group gives their survival skill presentation to the class.
- STEP 7:** As a class, discuss whether or not the students feel they are specialists in the skill they presented. Why or why not? Do they feel they are specialists on the skills they viewed as presentations? Why or why not?

SURVIVAL SKILL HANDOUT

Using online sources or books, research your survival skill. Take notes and write answers to the following questions on a separate piece of paper.

1. How do you do the skill?
2. If you could not buy items needed for this skill, what materials do you need that you could find around the home?
3. Draw a diagram of your skill, tool or process.
4. Why is this skill necessary for or important to survival?
5. Sketch out ideas for your groups presentation.

RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
RESEARCH	Uses more than 2 reliable sources for all information collected and presented.	Uses 2 reliable sources for all information collected and presented.	Uses 1 reliable sources for all information collected and presented.	Does not use a reliable sources for all information collected and presented.
PRESENTATION	Presentation is creative, engaging and includes all necessary content.	Presentation is creative and includes all necessary content.	Presentation is complete, but may not include all necessary content.	Presentation is incomplete, but may not include all necessary content.
COLLABORATION	Works well with others and discusses ideas in a fair, respectful, encouraging way and is considerate of the feelings of others.	Works okay with others and discusses ideas in a fair, respectful way, but may not be encouraging. Considers the feelings of others.	Works with others, but does not contribute a fair share of work OR is discouraging and does not consider the feelings of everyone.	Does not work well with others and/or discusses ideas in an unfair, disrespectful way.
REQUIREMENTS	Meets all of the requirements for the project.	Meets most of the requirements for the project.	Meets some of the requirements for the project.	Does not meet the requirements for the project.
DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES	Does a great job showing an understanding of the content covered in class.	Does an okay job with showing an understanding of the content covered in class.	Tries but has a difficult time showing an understanding of the content covered in class.	Does not show an understanding of the content covered in class.
Total				/15