

# SURVIVING EXTREME CIRCUMSTANCES

## LESSON OVERVIEW

Grade Levels: 3-5

In this lesson, students will participate in class discussion about items, skills and knowledge necessary for survival. Students will engage in a card trading activity in order to get them thinking about survival. Students will write a short essay about their experience playing the game.

## STANDARDS

CCSS ELA.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 ELA.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 ELA.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS ELA.RI.5.1	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 ELA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## OBJECTIVES

- Students will participate in class discussion about items, skills and knowledge necessary for survival.
- Students will evaluate items necessary for survival by participating in a survival resources trading game.
- Students will write a short essay about their experience playing the game.

## MATERIALS

- Needs Assessment handout
- Survival Resource cards
- Supplies for writing essay (paper, pencils/pens.)

## PROCEDURE

- STEP 1:** Have a discussion, asking students these questions:
1. Of the items that you currently use on a daily basis, which items would be useful or useless in a survival situation?
  2. If there were no stores or suppliers of everyday items, where would you get the supplies you need?
  3. Would the value of certain things be higher than others?
  4. What skills and trades would be valuable in this situation?
  5. Do you think it would be more important to specialize in one skill or learn a little about many skills?
  6. What do you think is needed to become a specialist?
  7. How might the following skills that seem unrelated to survival be useful when there are little or no outside resources available?
    - a. Playing video games
    - b. Riding a bike
    - c. Making art
    - d. Doing math homework
    - e. List additional skills
- STEP 2:** Hand out and have students complete the Needs Assessment handout. They will indicate the priority level they place on each item.
- STEP 3:** Discuss these priorities with the students by a show of hands for each item. Ask students why they chose the order that they did. Allow for discussion.
- STEP 4:** Tell students that knowledge and skills are not the only things needed for survival. What other things might be needed? Discuss the physical things a person uses every day and what is needed to stay alive. Have students write down 10 items that they think are necessary for survival.
- STEP 5:** Pass out the Survival Resource cards. Students may take 10 cards. Referring to their Needs Assessment handout, have students decide on the survival skill category and priority level ranking for each of their cards.
- STEP 6:** Students may now try to negotiate trades of cards with one another.
- STEP 7:** After the trading time has ended, discuss the trades as a class asking:
1. Why did you choose to trade certain cards?
  2. How has the trade improved your collection of assets?
  3. How did you get cards you wanted from other students?
  4. How did other students get cards they wanted from you?
  5. Do you regret making any trades?
- STEP 8:** Have students write short essays about their experience playing the Survival Resource card game, what skills, knowledge and items they feel are necessary for survival, and if playing the game changed their opinions.

## NEEDS ASSESSMENT HANDOUT

Prioritize the following items in terms of their value with 1 being the highest and 11 being the lowest. Place a check mark in the corresponding priority box for each item.

ITEM	PRIORITY LEVEL <i>(1 is the Highest)</i>										
	1	2	3	4	5	6	7	8	9	10	11
First Aid											
Hygiene and Safety											
Clothing											
Food											
Electricity											
Fire											
Water											
Chemicals											
Shelter and Structures											
Mechanical Devices/Tools											
Plants and Biology											

SURVIVAL RESOURCE CARDS

**WINTER HAT**



**WINTER GLOVES**



**WINTER BOOTS**



**GOGGLES**



**COAT**



**BLANKET**



**VITAMINS**



**TOILET PAPER**



**SEWING KIT**



**RAZOR**



**HYDROGEN PEROXIDE**



**ALCOHOL**



<p><b>NET</b></p> 	<p><b>MULTI-PURPOSE TOOL</b></p> 	<p><b>MATCHES</b></p> 
<p><b>LIGHTER</b></p> 	<p><b>HATCHET</b></p> 	<p><b>FLASHLIGHT (Crank)</b></p> 
<p><b>DUCT TAPE</b></p> 	<p><b>CROW BAR</b></p> 	<p><b>COMPASS</b></p> 
<p><b>CANISTER</b></p> 	<p><b>BACK PACK</b></p> 	<p><b>BINOCULARS</b></p> 

<p><b>FABRIC BANDAGES</b></p> 	<p><b>CHAPSTICK</b></p> 	<p><b>ANTIHISTAMINE</b></p> 
<p><b>ANTIBIOTICS</b></p> 	<p><b>WIRE</b></p> 	<p><b>UTILITY KNIFE</b></p> 
<p><b>SLEEPING BAG</b></p> 	<p><b>SCISSORS</b></p> 	<p><b>RESPIRATOR</b></p> 
<p><b>POT</b></p> 	<p><b>PLASTIC TARP</b></p> 	<p><b>NEWSPAPER</b></p> 

**WATER**



**SALT**



**TRAIL MIX**



**DRIED BANANAS**



**FORTIFIED CEREAL**



**CANNED FOOD**



## RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
ARGUMENT SUPPORT	Argument addresses all prompt questions and provides ample reasons and examples.	Argument addresses all prompt questions and provides some reasons or examples.	Argument either does not address all prompt questions or does not provide enough reasons.	Argument does not address all prompt questions and does not provide reasons.
WRITTEN REFLECTION	Paragraph explanation and reflection are clear and use evidence to support reasoning.	Paragraph explanation and reflection are clear.	Paragraph explanation and reflection are a little difficult to understand but include critical components.	Paragraph explanation and reflection are difficult to understand and missing several components or is incomplete.
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