



INSTRUCTOR GUIDE

LESSON 5: PERSONAL PREPAREDNESS

V. 2/2018

Bowhunter Education 2017 Standards – Sections 4 & 6

Objectives 17, 18, 19, 20, 21, & 38

Instructor Notes



In this lesson, students are introduced to the knowledge considered necessary for physically preparing for a hunt, and the equipment and skills needed in a survival situation. This lesson corresponds with Chapter 8 (pgs. 65-74) in the Today's Bowhunter student manual. Teach this lesson to the entire class.

Teaching Methods Used In This Lesson

- Lecture
- Discussion
- Small group work

Time Suggested



40 Minutes

Materials Required



- Audio visual equipment (projector & screen)
- Silvertip's "Hunter Education Video Series" DVD
- Whiteboard/easel
- Hunting Trip Plan Worksheets (1 for every 2-4 students)

Station
Set-up



10 minutes

1. Setup the AV equipment with the Silvertip DVD.
2. The video will run through 30 seconds of intro credits before getting to the main menu.
3. Close the projector cover until you are ready to show the video.
4. Place the whiteboard/easel in the front of the room to the side of the screen.
5. Stage the hunt trip plan worksheets so they're readily accessible.
6. Decide ahead of time how you will decide the students into groups.

Vocabulary
Builder



Note: Do not read the vocabulary to the students. These are terms commonly used during this lesson, and the definitions are for instructor reference only.

First-aid kit – A collection of equipment for use in giving first aid to an individual.

Heat cramps – A condition where excessive sweating depletes the body of salt and moisture, leading to painful muscle cramps.

Heat exhaustion – A condition of having symptoms of heavy sweating, rapid pulse, and dehydration as a result of your body overheating.

Heat stroke – A serious medical condition where the body becomes excessively overheated and dehydrated.

Hunting trip plan – A written plan of where you intend to hunt, how long you plan to be gone, who you are hunting with, and the time and date you will return.

Hyperthermia – The condition of having an abnormally high body temperature.




Hypothermia – The condition of having an abnormally low body temperature.


Personal flotation device (PFD) – A piece of equipment designed to keep a user afloat in water.



Survival kit – A pack of equipment available for personal use in emergency situations.

Wind chill – The rate of heat loss from exposed skin caused by wind and cold.

LESSON PLAN

<p><u>PART A:</u></p> <p><u>Focus Activity</u></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “Has anyone ever been lost or participated in the rescue of someone who was lost?”</p>
<p><u>PART B:</u></p> <p><u>Objectives</u></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> • identify items that should be included in every survival kit; • describe the STOP principle and how it helps if lost outdoors; • identify reasons for preparing and following a hunt plan; • explain the importance of personal preparedness when outdoors; • identify causes, symptoms, and treatments of hypothermia and heat exhaustion; • and describe layering for both mild and cold weather climates.”
<p><u>PART C:</u></p> <p><u>Teaching Method</u></p>  <p>20 minutes</p>	<p>Say: “We’re going to begin with a video that introduces several topics about outdoor safety and personal preparedness. After the video we will have a brief discussion and do an exercise in small groups.”</p> <ol style="list-style-type: none"> 1. Play the “Outdoor Safety” chapter of the DVD. The video has a run time of 15 minutes and 35 seconds. Stop the video when the end credits begin to play and cover the projector lens.

	<ol style="list-style-type: none"> 2. After the video, have a brief discussion with the students summarizing topics from the video. Begin by asking the students “why is personal preparedness important for a hunter?” 3. Ask the students, “if you are in a survival situation, and you can’t get yourself out of the situation, what is something you could have done ahead of time to ensure that someone will search for you and find you?” 4. Emphasize the importance of filing a Hunting Trip Plan with two responsible people who you know will follow up with the authorities if you don’t report back when scheduled. 5. Ask the students, “What information should be included in a Hunting Trip Plan”? Write the three W’s on the white board and explain each: <ul style="list-style-type: none"> • Where – informs others of your location (i.e. where to search for you) • Who – informs others of your companions (i.e. who is going with you) • When – informs others of your schedule (i.e. when to consider you overdue and to alert the authorities)
<p><u>PART D:</u></p> <p><u>Student Exercise</u></p>  <p>15 minutes</p>	<ol style="list-style-type: none"> 6. The purpose of the student activity is to have the students identify the reasons for preparing a plan. Have the students work in small groups to complete the Trip Plan Worksheet using the maps on the reverse side. Give the students 5 minutes to complete the Trip Plan. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Note: There are 4 different hunting locations/maps on the worksheets (1 in Western MA, 1 in Central MA, 1 in Northeast MA, and 1 in Southeast MA.)</p> </div>

	<p>7. Select groups to report back to the class as time allows. Use the Southeast MA location (English Salt Marsh WMA) to discuss the importance of a Personal Flotation Device (PFD) while hunting.</p> <p>Students are not being tested at this stage; they are gaining new knowledge. The role of the instructor is that of a facilitator/coach to lead the students the discussion.</p>
<p><u>PART E:</u></p> <p><u>Student Summary</u></p>  <p>3 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> • What items should be in every survival kit? • What are the symptoms of hypothermia? • What are the symptoms of heat exhaustion? <p>END OF LESSON</p>
<p><u>Addendum</u></p> <p><u>A</u></p> 	<p>FREQUENTLY ASKED QUESTIONS</p> <ol style="list-style-type: none"> 1. Have you ever been lost? <i>The answer to this question is going to be different for every instructor. Be honest. If you have been lost, explain what allowed you to get out safely.</i> 2. What are the chances of survival after getting lost? <i>Don't try to cite statistics that you do not know. Turn this question around by stating that your chances of survival are much higher if you have properly prepared by bringing extra food, a survival kit, and ways to signal for help.</i>

3. How long does it take to die from Hypothermia?

The length of time it takes for hypothermia to lead to death is completely dependent on many factors, including the age, health, and fitness of the individual, as well as whether the individual is wet or dry and the temperature they are exposed to.

