

LESSON PLAN

COURSE TITLE: Land Survival  
P-9E-1237

June 2004

CLASSIFICATION: Unclassified

TERMINAL OBJECTIVE:

LESSON TOPIC NUMBER: 1.1

Partially supported by this lesson topic:

LESSON TOPIC: Medical

1.0 Upon Completion of this unit of instruction the student will demonstrate basic land survival skills without injury to personnel or damage to equipment.

ALLOTTED LESSON TIME: 1.0 Classroom

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVE:

1 Classroom instructor

Completely supported by this lesson topic:

INSTRUCTIONAL REFERENCE:

1. Basic Survival Medicine, ATC Maxwell AFB 1980
2. Emergency Care, Grant Murry 1971
3. Management of wilderness and Environmental, Auerbach & Greeher 1989
4. Harrison's Principales of Internal Medicine, 12<sup>th</sup> ED 1991
5. Control of Communicable Diseases in Man, Benenson 1981
6. Medical and Health Encyclopedia, Ferguson 1983

- 1.1 Identify the two major types of cold injuries and their treatment.
- 1.2 Identify the four major types of heat disorders and their treatment.
- 1.3 Select the five methods of controlling bleeding in a survival episode.
- 1.4 Select the correct steps to treat fractures, dislocations, sprains, and other injuries.
- 1.5 Select the correct treatment for burns.
- 1.6 Identify the correct treatment for shock.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

7. Emergency First Aid, American Medical Association 1993
8. AFPAM 36-2246, Aircrew Survival

CRITERION TEST:  
Examination JS1490  
HOMEWORK: None

INSTRUCTIONAL AIDS:

PowerPoint presentation

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact.

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concerns:
  - a. Has anyone gone to the hospital/branch clinic for treatment within 24 hours, and are you taking any medications?
  - b. Has anyone taken over-the-counter medications within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

View slide 1

B. State Lesson Objectives.

Turn to cover page of Lesson Plan and paraphrase objectives.

View slide 2

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating statements:

State how students will use course material.

State why students need to know the lesson material.

2. Lesson overview

a. Lesson Topic: Medical

b. Major Teaching Points.

View slide 3

- (1) Cold/heat injuries.
- (2) Bleeding.
- (3) Common injuries to bones and joints.
- (4) Burns.
- (5) Shock.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- |    |   |              |
|----|---|--------------|
| A. | Cold Related Injuries.  | View slide 4 |
|    | 1. Superficial frostbite.   | View slide 5 |
|    | a. Occurs as a result of direct contact with cold object or exposure to cold air. |              |
|    | b. Usually unaware condition is occurring.  |              |
|    | c. Signs and symptoms.  | View slide 6 |
|    | (1) Tingling, stinging, numb sensation.   |              |
|    | (2) Light skin reddens.   |              |
|    | (3) Dark skin lightens.   |              |
|    | (4) Later becomes white and waxy in appearance.                                   |              |
|    | d. Treatment.   | View slide 7 |
|    | (1) Remove from cold environment (shelter).                                       |              |
|    | (2) Warm effected area using body heat.   |              |
|    | (3) <b>Do not rub or massage the effected area.</b>                               |              |

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Deep frostbite.

View slide 8

- a. Progresses from untreated superficial frostbite.
- b. Can affect muscles, deep blood vessels and bones (all tissue can become frozen).

c. Signs and symptoms

View slide 9

- (1) Color progresses from white and waxy to grayish blue.
- (2) Swelling and blistering.

d. Treatment.

View slide 10

- (1) Remove from cold environment (shelter).
- (2) Cover area and handle with extreme caution.
- (3) Leave frozen DO **NOT THAW OUT**.

e. Prevention.

View slide 11

- (1) Cover all exposed tissue.
- (2) Dress intelligently.
  - a. Head covered.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- b. Feet and hands protected.
- c. Clothing loose layered and dry.
- (3) Use buddy system.
- 3. Hypothermia. View slides 12 & 13
  - a. Lowering of the body core temperature.
  - b. Can occur with temperatures up to 60 degrees F.
  - c. Signs and symptoms. View slide 14
    - (1) Shivering in early stage. In severe cases, shivering becomes absent.
    - (2) Loss of sensation.
    - (3) Loss of judgment/decreased level of consciousness.
    - (4) Loss of motor coordination.
  - d. Treatment and prevention. View slide 15
    - (1) Remove wet clothing.
    - (2) Provide warm, nonalcoholic fluids of conscious.
    - (3) Move to a warmer environment.
      - (a) Shelters.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

(b) Fire.

(4) Rewarm slowly.

B. Heat Disorders.

View slide 16

1. Prevention.

View slide 17

a. Maintain body fluid levels.

b. Proper use clothing.

c. Conserve sweat not water (don't over exert).

2. Dehydration Occurs when loss of required body fluids are not adequately replaced.

View slide 18

a. Signs and symptoms.

View slide 19

(1) Headache.

(2) Irritability.

(3) General ill feeling.

(4) Dark yellow urine.

b. Treatment.

(1) Drink as much water as possible to maintain adequate hydration. **DO NOT RATION WATER.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Heat cramps.

View slide 20

- a. Occurs with prolonged exposure to excessive heat.
- b. Salts are lost by the body through sweating.
- c. Symptoms.
  - (1) Muscle cramps.
  - (2) Usually in legs and abdomen.
  - (3) Extreme pain.

d. Treatment.

View slide 21

- (1) Remove from heat and allow for rest.
- (2) Drink fluids.
- (3) Massage effected area.
- (4) Moist damp cloth over cramped muscle.

3. Heat exhaustion.

View slide 22

- a. A form of shock brought on by exposure to excessive heat.
- b. Direct loss of fluid and salt.
- c. Signs and symptoms.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (1) Heavy perspiration.
- (2) Pale, cool, ashen skin.
- (3) Altered state of consciousness.
- (4) Weak, rapid pulse.
- d. Treatment. View slide 23
  - (1) Remove from direct heat.
  - (2) If conscious, drink fluids.
  - (3) Rest.
  - (4) Loosen clothing.
- 4. Heat stroke. View side 24
  - a. The most severe form of heat disorder.
  - b. Body's temperature regulation mechanisms fail.
  - c. Signs and symptoms.
    - (1) Hot, dry, flush skin.
    - (2) Lack of sweating.
    - (3) Loss consciousness/altered mental state.
    - (4) Rapid but weak pulse.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

(5) Possible seizures.

d. Treatment and Prevention.

View slide 25

(1) Remove from direct heat/rest.

(2) Increase water intake, if conscious.

(3) Cool body by any means available.

C. Bleeding.

View slide 26

1. Types of bleeding.

a. Capillary (least severe).

b. Venous (dark red, oozing), not as serious but may cause further complications.

c. Arterial (bright red in color, squirting) could cause you to bleed to death in 60 seconds or less.

d. Adult body contains about 6 liters of blood. Immediate control of bleeding is essential.

2. Severe bleeding symptoms.

View slide 27

a. Weakness.

b. Shock.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. Possible death.
- 4. Controlling bleeding. View slide 28
  - a. Apply direct pressure. View slide 29
  - b. Elevation. View slide 30
  - c. Utilize pressure points. View slide 31
  - d. Constriction band.
  - e. Apply tourniquet (only use as last resort). View slide 32
- D. Common injuries to bones and joints. View slide 33
  - 1. Fractures.
    - a. Closed: No damage to skin by broken bones.
    - b. Open: The skin has been damaged by broken bone protruding through it. View slide 34
  - 2. Dislocations. View slide 35
    - a. When bone is forcibly displaced from joint.
  - 3. Sprains. View slide 36
    - a. An injury to the ligaments and soft tissues that support a joint.
  - 4. Treatment. View slide 37

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- a. Cover all wounds.
- b. Splint the affected area.
  - (1) Around joint, immobilize the bone above and the bone below.
  - (2) For a bone, immobilize joint above and below.
- c. A sling may be used to immobilize a dislocation to help reduce pain.
- d. Do not manipulate fractures. This can cause damage to arteries and veins.

E. Burns.

View slide 38

- 1. This injury is about the most serious and painful of all injuries, under any circumstance.
- 2. Degree of burns.
  - a. First degree: Only the superficial layer of skin is affected (sunburn is an example). Recovery time occurs naturally, within a week.
  - b. Second degree: Characterized by blisters. Recovery takes between 2 to 3 weeks. Keep area clean and place a bulky sterile dressing over the burn. **DO NOT POP THE BLISTER. THIS CAN CAUSE A SEVERE INFECTION.**
  - c. Third degree: Characterized by white and black color, possibly all the way to the bone.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

Recovery varies based on the percentage of the body burned.

3. Treatment.

View 39

a. 1<sup>st</sup> or 2<sup>nd</sup> degree burns.

(1) Apply cool, moist sterile dressing.

(2) DO NOT apply ointment or salve.

b. 3<sup>rd</sup> degree burn.

View 40

(1) Apply DRY sterile dressing.

(2) DO NOT apply any ointment or salves.

c. Drink small sips of water when available.

F. Shock.

View slide 41

1. In every injury you will experience some degree of shock, and it can be fatal.

2. Primary types of shock.

View slide 42

a. Hypovolemic - Commonly a result of fluid or blood loss (e.g., severe thermal burns, crushing injuries).

b. Psychogenic (fainting) - Frequently experienced immediately following an emergency. Caused by temporary dilation of blood vessels which reduces blood flow to the brain.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Signs and symptoms common to shock.
  - a. Restlessness and anxiety (mental confusion).
  - b. Weak and rapid pulse.
  - c. Cold, clammy skin.
  - d. Profuse sweating.
  - e. Pale or bluish skin.
  - f. Shallow, labored breathing.
  - g. Dilated pupils.
  - h. Loss of consciousness.

View slide 43

4. Treatment.
  - a. Control all bleeding.
  - b. Stop all activities.
  - c. Increase water intake.
  - d. Elevate legs (only if you do not suspect a spinal injury).
  - e. Maintain body heat.

View slide 44

SUMMARY AND REVIEW:

- A. State lesson objectives.

View slide 45

Turn to cover page for objectives

DISCUSSION POINT

B. Review major teaching points.

APPLICATION

None

EVALUATION

None

**ASSIGNMENT**

**Read AFPAM 36-2246, chapter 3.**

RELATED INSTRUCTOR ACTIVITY

Briefly summarize

LESSON PLAN

COURSE TITLE: Land Survival  
P-9E-1237

4. Fire Starting Kit

CLASSIFICATION: Unclassified

June 2004

LESSON TOPIC NUMBER: 1.2

LESSON TOPIC: Personal Protection

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

ALLOTTED LESSON TIME: 1.0 Classroom  
.5 Lab

1.0 Upon completion of this unit of instruction to student will demonstrate basic land survival skills without injury to personnel or damage to equipment.

INSTRUCTIONAL SUPPORT:

1 Classroom instructor

ENABLING OBJECTIVE:

Completely supported by this lesson topic:

INSTRUCTIONAL REFERENCE:

1. NAVWEPS 00-80T-56, Survival Training Guide
2. How to Survive on Land or Sea, Naval Institute Press
3. AFR 64-4, Survival Training Manual
4. AFPAM 36-2246, Aircrew Survival

1.7 Identify proper clothing principles to maintain personal protection.

1.8 Identify shelter considerations used to select the location and type of shelter.

1.9 Select the correct construction and use of fires.

1.10 Observe a demonstration on igniting a fire using material found during survival.

INSTRUCTIONAL AIDS:

1. PowerPoint Presentation
2. Shelter display
3. 24-foot parachute

CRITERION TEST:

Performance Test

Examination JS1490

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

HOMEWORK:

None

INTRODUCTION

A. Establish Contact.

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concerns:
  - a. Has anyone gone to the hospital/branch clinic for treatment within 24 hours, and are you taking any medications?
  - b. Has anyone taken over-the-counter medications within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

View slide 1

B. State Lesson Objectives.

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness.

View slide 2

1. Motivating statements:

State how students will use course material.

State why students need to know the lesson material.

2. Lesson overview.

a. Lesson Topic: Personal Protection

b. Major Teaching Points.

(1) Essentials of shelters.

View slide 3

(2) Shelter hazards.

(3) Firecraft.

(4) Snow cave.

(5) Canopy preparation.

(6) One-person shelters.

(7) Framework lean-to.

(8) No-pole shelter.

(9) Desert sun shade.

DISCUSSION POINT

(10) Fire reflector.

RELATED INSTRUCTOR ACTIVITY

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Clothing.

1. Factors affecting personal protection.

View slide 4 thru 6

a. C- Clean.

View slide 7 thru 15

b. O- Avoid overheating.

c. L- Loose and layered.

d. D- Dry.

e. E- Examine.

f. R- Repair.

B. Shelters.

View slide 16 & 17

1. Shelter considerations.

a. Considerations for shelter vary due to different environments.

View slide 18 & 19

b. Provide protection from elements.

(1) Wind.

(2) Rain.

(3) Sun.

(4) Cold.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. Provides protection from predators.
  - (1) Insects.
  - (2) Snakes.
  - (3) Small animals.
- d. Opening of shelters will be 90 degrees to the prevailing winds and down slope.
- e. The time spent building a good shelter is well worth it. A good night's rest may increase travel effectiveness by as much as two hours the next day and enhance mental and physical abilities.

View Slide 20

- 2. Shelter site selection (Be aware of the following):

View slide 21 thru 23

- a. Low areas- No drainage.
- b. Dry lake or stream beds- Flash flood.
- c. High ground- Too cold in winter.
- d. Dead standing trees- May fall on campsite due to wind.
- e. Effective base for signaling.
- f. Rock slide and avalanche areas.
- g. Ant hills and bee hives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Shelter types.

a. Immediate action.

View slide 24 thru 27

(1) Aircraft.

(a) Aircraft can be used for shelter in mild climates.

(b) Do not use for shelter in hot or cold environments.

(2) Other types.

View slide 28

b. Improvised shelters.

View slides 29 thru 35

(1) Desert shelter- Construct by using one section of colored parachute material and one section of white parachute material.

View slide 36

(a) Use white layer on top to reflect heat and colored layer under white layer to protect from ultraviolet rays.

(b) Stretch each layer of parachute material between three objects.

(c) Place life raft under sun shade to elevate body above desert surface or dig a trench to lower body 12-18 inches below desert surface (30 degrees cooler 10-12 inches above or below desert surface).

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (2) Para A frame. View slide 37
  - (a) Constructed for one person.
  - (b) Stuff layers with vegetation for comfort and insulation.
  - (c) The tighter the canopy, the more protection from rain.
  
- c. Parahammock (use in wet conditions). View slide 38
  - (1) Build the same as para (A) frame. Suspend between three trees or poles with skirt higher than apex.
  - (2) Use a platform beneath it to prevent sagging.
  
- d. Framework lean-to. View slide 39 thru 44
  - (1) Start with two upright 8-foot poles, or two trees close together.
  - (2) Attach one 10-foot pole to the inside of the upright poles.
  - (3) Next attach three lean poles.
  - (4) Tie canopy together.
  - (5) Attach canopy to frame with the skirt hem at the opening using bow knots.
  - (6) Roll apex under the lean poles at the

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

back of shelter.

(7) Can be constructed to house one person or many.

(8) Can be constructed out of parachute canopy or natural materials.

(9) If using natural materials, roof will be thatched by starting at bottom and working up like shingles on a roof.

4. Canopy preparation- Before a parachute canopy can be used to construct a shelter it must be properly prepared to ensure tightness and stability. View slide 45

a. Cut lines 20 inches below skirt hem. View slide 46 & 47

b. Locate zigzag stitching near apex of parachute. View slide 48

c. Pull on parachute for tension on canopy lines and carefully cut below stitching to release tension. View slide 49

d. In order to ensure parachute material is water repellent it must be pulled tight and be wrinkle free. View slide 50

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Fires.

View slide 51

1. Elements of fire.

a. Heat.

View slide 52

b. Fuel.

c. Oxygen.

2. Uses of Fire.

a. Signaling.

View slide 53 & 54

b. Cooking.

c. Warmth.

View slide 55

3. Fire Reflectors.

a. Used to direct heat into shelter.

b. Build out of logs, rock, or parts of aircraft.

c. Reflector should be, at a minimum, 2/3's as long as the opening of shelter and 4 feet high.

4. Fire safety.

5. Tinder.

View slide 56

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

a. Easiest to start.

6. Kindling.

a. Pencil size or smaller, and easily started.

7. Fuels.

a. Long burning materials, started by kindling.

8. Ignition aspects.

a. Flint stick.

b. Matches.

c. Magnified glass

d. Friction Fire-wood on wood

D. Tour Arboretum.

1. Explain all stations.

View slide 57 thru 59

Demonstration of the friction fire starting technique will be performed in the designated area and closely supervised by the NASC instructor assigned.

1. The designated area is free of all flammable material prior to demonstration.

2. All students will remain at a safe distance while demonstration is being

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

performed.

3. The instructor will strictly limit combustion and extinguish any flame produced.
4. After the demonstration is complete the instructor will ensure all materials are completely extinguished and placed in proper container.

In the unlikely event that there is a fire that the instructor is not able to extinguish immediately, the instructor will evacuate the facility and telephone NASP Fire Dept. 2-3333.

DISCUSSION POINT

SUMMARY AND REVIEW:

- A. State lesson objectives.
- B. Review major teaching points.

APPLICATION:

None.

EVALUATION:

None.

ASSIGNMENT:

None.

RELATED INSTRUCTOR ACTIVITY

Review all items.

Turn to cover page for objectives.

Briefly summarize.

LESSON PLAN

COURSE TITLE: Land Survival  
P-9E-1237

June 2004

CLASSIFICATION: Unclassified

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

LESSON TOPIC NUMBER: 1.3

1.0 Upon completion of this unit of instruction the student will demonstrate basic land survival skills without injury to personnel or damage to equipment.

LESSON TOPIC: Signaling Devices and Recovery

ALLOTTED LESSON TIME: 1.0 Classroom

ENABLING OBJECTIVE:

Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Classroom instructor

1.11 Select the proper signaling devices for rescue.

INSTRUCTIONAL REFERENCE:

1. AFR 64-4, Survival Training Manual

1.12 Identify the correct survivor rescue responsibilities for communication and recovery.

2. FM 21-76 Survival, 06-92

3. AFPAM 36-2246, Aircrew Survival

CRITERION TEST:

INSTRUCTIONAL AIDS:

Performance Test

1. PowerPoint Presentation

Examination JS1490

2. Appropriate signaling devices

HOMEWORK: None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact.

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concerns:
  - a. Has anyone gone to the hospital/branch clinic for treatment within 24 hours, and are you taking any medications?
  - b. Has anyone taken over-the-counter medications within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

View slide 1

B. State Lesson Objectives.

Turn to cover page of Lesson Plan and paraphrase objectives.

View slide 2

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness.

1. Motivating statements:

State how students will use course material.

State why students need to know the lesson material.

2. Lesson overview.

View Slide 3

a. Lesson Topic: Signaling devices and recovery.

b. Major Teaching Points.

- (1) Emergency signaling.
- (2) Static signal fire.
- (3) Using signaling devices safely.
- (4) Rescue communications.
- (5) Recovery.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Emergency Signaling.

View slide 4

1. Emergency signaling.

a. Electronic devices.

View slide 5

(1) AN/URT-33A beacon.

View slides 6 thru 8

(2) PRC-90.

View slides 9 thru 11

(3) PRC-112.

View slide 12 & 13

(4) PRT-5 beacon.

b. Pyrotechnics.

View slide 14

(1) MK-13 Mod O.

View slides 15

(2) MK-124.

View slide 16 thru 18

(3) MK-79 pencil flare kit/gyro jet.

View slide 19 thru 21

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

c. Other signaling devices.

View slide 22

(1) Aircraft.

(2) Helmet.

(3) Parachute.

(4) Signal mirror.

View slides 23 & 24

(5) Sea dye marker.

View slides 25 & 26

(6) Strobe light/flashlight.

View slide 27

(7) Space blanket.

(8) Natural materials.

View slides 28 thru 30

2. Static signal fire.

a. Construction.

View slide 31

(1) Three 8-foot poles sit in tripod  
with base three feet apart.

(2) Shelf 18 inches above ground.

(3) One foot of green vegetation for day  
signal fire (smoke).

(4) Fill entire tripod with all brown  
vegetation for night signal fires  
(flames).

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Placement.

- (1) Normally 50-100 feet apart in triangle.
- (2) On beach, place 50-100 feet apart above the tide line in a straight row.
- (3) In jungle, find a stream or river, build three rafts, place signal fire on rafts and secure to bank.

c. Ignition sources.

- (1) Flares, torches, etc.
- (2) Keep dry and store by signal fire or equipment rack.

d. Time limits for signaling aircraft.

- (1) You have approximately 40 seconds for jet.
- (2) You have approximately 2 minutes for a prop.
- (3) Have material ready and available at all times.
- (4) Only fire flares when directed by rescue.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Using signaling devices safely.
  - a. Always familiarize yourself with the safety requirements for all signaling devices.
  - b. Aircrew members should make note of firing procedures and safety precautions.

B. Communication and Recovery.

View slide 32

1. Rescue communications.
  - a. Contacting an aircraft with radio and guiding the pilot to you location.
    - (1) Mayday Mayday.
    - (2) Call sign (if any).
    - (3) Location.
    - (4) Number of survivors.
    - (5) Any medical aid or other specific type of help needed immediately.
    - (6) Listen.
  - b. Beacon transmissions will override all voice transmissions.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. Recovery site. View slide 33
    - (1) Pick a high terrain in the immediate area.
    - (2) Check for any obstacles.
  - d. Recovery procedures for helicopters. View slide 34
    - (1) Secure anything that could become caught up in the helicopters rotors.
    - (2) Stay clear until aircraft is on ground.
    - (3) Wait until crewmember comes out to assist or signals you to come aboard.
2. Preparation: Always be prepared for any survival situation.
- a. Check signaling equipment thoroughly before every flight.
  - b. It is your responsibility to make sure everything is in proper working order.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- 3. Survivor's responsibility for recovery.
  - a. Select appropriate recovery site.
  - b. Know how to use emergency signals.
  - c. Don't jeopardize safety.
  - d. Be knowledgeable of rescue procedures.
- 4. Initiate contact with recovery.
- 5. Vector aircraft to position. View slide 35
- 6. Supply additional information as requested by rescue procedures.
- 7. Helicopter rescue procedures.
  - a. Landing recovery procedures. View slide 36
    - (1) Approach single rotor helicopters from the 3 & 9 o'clock position. View slide 37
    - (2) Approach twin rotor helicopters from the rear. View slide 38
  
  - b. Hoist recovery (recovery hoist). View slide 39

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- |                             |               |
|-----------------------------|---------------|
| (1) Forest tree penetrator. | View slide 40 |
| (2) Rescue strop.           | View slide 41 |
| (3) Double rescue hook.     | View slide 42 |
| (4) Coast Guard basket.     | View slide 43 |
| (5) Stokes litter.          | View slide 44 |
| (6) STAR recovery system.   | View slide 45 |

DISCUSSION POINT

SUMMARY AND REVIEW:

- A. State lesson objectives.
- B. Review major teaching points.

APPLICATION:

None.

EVALUATION:

None.

ASSIGNMENT:

**Read AFPAM 36-2246, Chapter 5**

RELATED INSTRUCTOR ACTIVITY

View slide 46

Turn to cover page for objectives.

Briefly summarize.

LESSON PLAN

COURSE TITLE: Land Survival  
P-9E-1237

June 2004

CLASSIFICATION: Unclassified

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

LESSON TOPIC NUMBER: 1.4

1.0 Upon Completion of this unit of instruction the student will demonstrate basic land survival skills without injury to personnel or damage to equipment.

LESSON TOPIC: Food and Water

ALLOTTED LESSON TIME: 1.0 Classroom

ENABLING OBJECTIVE:

Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Classroom instructor

1.13 Identify water requirements.

INSTRUCTIONAL REFERENCE:

1.14 Identify water sources, procurement and purification.

1. NAVAIR 00-80T-1012, NATOPS Survival Manual

1.15 Identify food sources.

2. AFR 64-4, Survival Training Manual

1.16 Identify cooking methods.

3. NAVWEPS 00-80T-56, Survival Training Guide

CRITERION TEST:

Performance Test

4. Wilderness Survival, Bernard Shanks

Examination JS1490

5. AFPAM 36-2246, Aircrew Survival

HOMEWORK: None

INSTRUCTIONAL AIDS:

PowerPoint Presentation

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact.

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concerns:
  - a. Has anyone gone to the hospital/branch clinic for treatment within 24 hours, and are you taking any medications?
  - b. Has anyone taken over-the-counter medications within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

View slide 1

B. State Lesson Objectives.

View slide 2

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness.

1. Motivating statements:

State how students will use course material.

State why students need to know the lesson material.

2. Lesson overview.

a. Lesson Topic:

b. Major Teaching Points.

(1) Water requirements.

(2) Water procurement.

(3) Purification.

(4) Food sources.

(5) Cooking methods.

View slide 3

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Identify water requirements.
  - 1. A person may be able to live for weeks without food, but a person who has had no water can be expected to die within days.
  - 2. Daily requirements. View slide 4
    - a. Normal environment (4 quarts).
    - b. Desert environment (8 quarts).
- B. Identify water sources, procurement and purification. View slide 5
  - 1. Water sources. View slide 6
    - a. Surface water. View slide 7
      - (1) Lakes.
      - (2) Rivers.
      - (3) Streams.
      - (4) Springs.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- b. Precipitation. View slide 8
  - (1) Rain.
  - (2) Snow.
  - (3) Ice.
  - (4) Dew.
  - (5) Sleet.
- c. Subsurface. View slide 9
  - (1) Wells.
- 2. Indications of possible water sources. View slide 10
  - a. Drainage and low-lying areas.
  - b. Dry lake or stream bed.
  - c. Beaches (Dig behind first dune).
- 3. Water from plants. View slide 11
  - a. Cactus. View slide 12 & 13
  - b. Bamboo and plants. View slide 14
    - (1) If liquid is clear and colorless its possibly drinkable.
    - (2) If liquid is cloudy or milky, discard/undrinkable.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Solar devices.

View slide 15

a. In-ground still.

View slide 16

- (1) Dig hole 15 X 15 X 15.
- (2) Place container in the center.
- (3) Line walls with green vegetation.
- (4) Place a single layer of plastic over hole.
- (5) Place dirt around edges.
- (6) Put weight in middle of plastic.

b. Transpiration bag.

View slide 17

- (1) Place plastic bag over vegetation.
- (2) secure bag so it is airtight.
- (3) Tie down to allow water to collect.

c. Vegetation bag.

View slide 18

- (1) Place large amounts of vegetation in bag.
- (2) Secure bag so it is airtight.
- (3) Place on the ground in the sun.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

5. Purification.

View slide 19

- a. Water produced by live plants requires no further treatment.
- b. All other water sources should be purified.
  - (1) Boiling (boil water for 10 minutes).
  - (2) Iodine tablets.
    - (a) Fill container with clearest water available.
    - (b) Put two purification tablets per quart of water. Ensure that the tablets are steel grey in color and not stuck together.
    - (c) Wait 5 minutes then shake well, Let it sit for 30 minutes. Total purification time is 35 Minutes.
  - (3) Liquid iodine: Eight drops to a quart of water.
  - (4) Liquid bleach: Two drops to a quart of water.

6. 3 Level Water Filter

View slide 20

- a. Top Level- Grass
- b. Middle- Sand
- c. Bottom- Charcoal

7. Storage containers.

View slide 21

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- a. Flask.
- b. Water bag.
- c. LPU bladder.
- d. Anti-exposure suit and/or G-suit.
- e. Raft.
- f. Helmet.
- g. Natural.

8. Water and food aversion.

View slide 22

- a. Exposure to stranger foods and water prior to survival episode.
- b. Eat local foods and water prior to survival episode.

View slide 23 & 24

C. Identify food sources.

View slide 25

1. fish procurement: Best times to fish.

View slide 26

- a. Early morning.
- b. Late afternoon.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Fish with toxic flesh.

a. Avoid salt water fish that:

View slide 27

(1) Inflate.

View slide 28

(2) Have spines.

View slide 29

(3) Have large heads with small bodies.

View slide 30

(4) Have slimy skin.

View slide 31

(5) Look strange.

View slide 32

(6) Have teeth bigger than you.

View slide 33

b. Symptoms.

(1) Appear within one hour.

(2) Stinging or numbness in mouth.

(3) Nausea, stomach pain, headache and dizziness.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. Treatment.
  - (1) Induce vomiting.
  - (2) Eat powdered charcoal.
  - (3) Rest.
- 8. Edible food sources. View slide 34
  - a. Rations. View slide 35
  - b. Plants and animals. View slide 36
- 9. Amphibians and reptiles. View slides 37 and 38
  - a. Alligators and turtles.
    - (1) Must skin and gut before cooking.
  - b. Snake identification
    - (1) Nonpoisonous snakes.
      - (a) U shaped heads. View slide 39
      - (b) Round pupils. View slide 40
      - (c) Double row of scales from anal opening aft.
    - (2) Poisonous snakes.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (a) V shaped heads.
  - (b) Cat's-eye pupils.
  - (d) Single row of scales from anal opening aft.
- (3) Coral snakes.
- (a) Small head.
  - (b) End of snout black followed by broad yellow band.
  - (c) Body completely encircled by black, yellow, and red rings.
  - (d) Red rings bordered by yellow rings.
- c. Snake procurement.
- (1) All snakes are edible.
  - (2) Use a fork stick to pin head down.
  - (3) Cut off head.
  - (4) Bury head 8 to 10 inches in ground.
  - (5) Never handle live snakes in a survival situation.

View slide 41 thru 44

View slide 45

View slide 46

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- d. Skinning and gutting.
  - (1) Be aware that poisonous snakes bear young alive (**Unborn snakes are very poisonous**).
  - (2) All snakes must be skinned and gutted prior to cooking.
    - (a) After head has been removed, grasp skin at neck and pull off skin like removing your socks.
    - (b) Remove entrails.
  - (3) Use entrails for fish bate.
  
- e. Cooking.
  - (1) Snake meat spoils rapidly.
  - (2) Cook as soon as possible.
  
- f. Injected toxins (snake bites).
  - (1) Nonpoisonous symptoms.
    - (a) Puncture wounds.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (2) Poisonous (hemotoxic) symptoms.
  - (a) Puncture wounds.
  - (b) Extreme pain, swelling, and discoloration.
- (3) Poisonous (neurotoxic-coral snake) symptoms.
  - (a) Abrasion wound.
  - (b) Tingling and numbness at site.
  - (c) Severe headache.
  - (d) Dizziness, mental disturbances.
  - (e) Muscle spasms or twitching.
  - (f) May take several hours to occur.

g. Snake bite.

View slide 47

- (1) Nonpoisonous.
  - (a) Clean with tannic acid or soap and water.
  - (b) Apply clean dressing.
  - (c) Remove rings, watches or anything which may cause problems if swelling occurs.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (2) Poisonous snake bite treatment.
  - (a) Remain clam.
  - (b) Place restriction band 2-4 inches above bite and make tight enough to allow on finger to pass beneath the band without difficulty. **DO NOT CUT OFF CIRCULATION.**
  - (c) Clean sit with soap and water or tannic acid.
  - (d) Remove rings, watches and loosen clothing.
  - (e) Immobilize affected area by using a splint.
  - (f) Rest.
  
  - (g) Drink plenty of fluids to prevent renal failure.
  - (h) Anti-venom is the only cure for neurotoxic snakes.

View slide 48

10. Insects.

View slide 49

- a. Edible insects.
  - (1) Grass hoppers.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (2) Grubs.
- (3) Caterpillars.
- c. Poisonous insects.
  - (1) Spiders.
  - (2) Scorpions.
- d. People of many cultures consider insects delicacies. View slide 50
- e. Insect preparation.
  - (1) Remove all hard extremities.
    - (a) Wings.
    - (b) Legs.
  - (2) All insects must be cooked.
    - (a) Parch or boil to kill parasites.
    - (b) Disguise in stew.
- c. Poisonous.
  - (1) Black widow. View slide 51
    - (a) Shiny black with red/orange hourglass shape on underbelly.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (2) Brown recluse. View slide 52 & 53
  - (a) Light brown with dark brown fiddle shape on upper back.
- (3) Scorpions.
  - (a) 1-8 inches in length, with lobster-shaped body and long, thin tail. Black, white, brown, tan or green in color.
- (4) Ants. View slide 54
  - (b) Irritant and may lead to other problems.
- 11. Birds. View slide 55 thru 57
  - a. All birds and fresh bird eggs are edible.
  - b. To retain most nutrients, pluck feathers and cook with skin on.
- 12. Plant foods are the most available food source to a survivor. View slide 58
  - a. Fruits. View slide 59
  - b. Tubers. View slide 60
  - c. Stalks. View slide 61

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

d. Seeds.

View slide 62

13. Common survival plants.

View slide 63

a. Dandelions.

View slide 64

(1) Higher in calories than spinach.

(2) Can be eaten raw or cooked.

(3) Roots eaten cooked.

b. Trees.

View slide 65 & 66

(1) Needles high in vitamin C.

(2) Layer underneath bark (cambium).

c. Cattails.

View slide 67

(1) Stocks and Tubers.

d. Prickly pear.

View slide 68

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (1) Flowers and pods.
- 14. Edibility of berries (Look if animals or birds are eating them).
  - a. Blue or black.
    - (1) Almost all are edible.
  - b. Red.
    - (1) 50 Percent are edible.
    - (2) Berries in dense bunch (raspberry) good.
    - (3) Single berry, **bad**.
  - c. Green or white.
    - (1) Almost never edible.

View slide 69

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- |  |               |
|--|---------------|
| 15. Harmful and poisonous plants.  | View slide 70 |
| a. Mushrooms.  | View slide 71 |
| (1) Avoid.   |               |
| (2) Nutritional value small.   |               |
| (3) High percentage are edible, hard to tell good from bad unless you are an expert. |               |
| b. Plants with stinging hairs.   | View slide 72 |
| (1) Spurge nettle.   |               |
| (2) Prickly pear.  | View slide 73 |
| (a) Various parts are edible, but use caution.                                       |               |
| c. Plants with milky sap.  | View slide 74 |
| (1) Plants should be avoided with some exceptions.                                   |               |
| (a) Figs (dark red when ripe).   |               |
| (b) Dandelion.   |               |
| (c) Sow thistle.   |               |

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- d. Hemlock-Two types, both found throughout North America. View slide 75
  - (1) Poison Hemlock- Carrot or parsley leaves. View slide 76
  - (2) Water Hemlock- Found near water or swampy areas.
    - (a) Both types are extremely poisonous and can be fatal.
    - (b) Both grow from 2-10 feet high.
  
- e. Poison Ivy, Oak, and Sumac. View slide 77 & 78
  - (1) All widespread throughout North America.
  - (2) All cause similar problems (itchiness and blisters).
  - (3) All have leaves that grow in-groups of three (**Groups of three, leave them be**). View slide 79

16. Edibility test procedures.

View slide 80 & 81

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- a. Select young and tender leaves or parts,
- b. Gently rub small portions on exposed tender skin and check for reaction.
- c. Cook if possible.
- d. Put small portions on lip or tongue- Check for any stinging, burning or numbness.
- e. Chew (do not swallow) small portion for 5 minutes.
- f. Check for stinging, burning, or numbness.
- g. Swallow small portion and wait 8 hours.
- h. Swallow slightly larger portion and wait an additional 8 hours.
- i. Only test one plant at a time.
- j. Ensure type of plant tested is in abundance in the area.

D. Cooking methods.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- |  |                       |
|--|-----------------------|
| 1. Animal preparation.   | View slide 82         |
| a. Birds- pluck feathers and cook with skin.                       | View slide 83         |
| b. Mammals- Gut and skewer on stick (roast over fire).             | View slide 84 thru 88 |
| c. Fish- Scale and gut.  | View slide 89         |
| d. Reptiles- Skin and gut.   | View slide 90         |
| e. Insects- Burn hair off and remove hard parts.                   | View slide 91         |
| 2. Cooking methods.  | View slide 92         |
| a. Boiling.  | View slide 93         |
| (1) Best method.   |                       |
| (2) Ensures parasites and bacteria are destroyed.                  |                       |
| (3) No nutrients are lost if broth is consumed.                    |                       |
| (4) Cut into small pieces and boil until meat separates from bone. |                       |
| b. Roasting.   | View slide 94         |
| (1) Skewer meat on green stick and cook over fire.                 |                       |
| (2) Hold close to fire initially to char                           |                       |

DISCUSSION POINT

outer layer to reduce loss of juices.

c. Baking.

- (1) Easiest method because tending is not necessary.
- (2) Constructing baking pit as follows:
  - (a) Layer of hot coals.
  - (b) Layer of dirt.
  - (c) Meat wrapped in leaves.
  - (d) Layer of dirt.
  - (e) Layer of hot coals.
  - (f) Layer of dirt.

RELATED INSTRUCTOR ACTIVITY

View slide 95

DISCUSSION POINT

SUMMARY AND REVIEW:

- A. State lesson objectives.
- B. Review major teaching points.

APPLICATION:

None.

EVALUATION:

None.

ASSIGNMENT:

**Read AFPAM 36-2246, Chapter 7**

RELATED INSTRUCTOR ACTIVITY

View slide 96

Turn to cover page for objectives.

Briefly summarize.

LESSON PLAN

COURSE TITLE: Land Survival  
P-9E-1237

June 2004

CLASSIFICATION: Unclassified

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

LESSON TOPIC NUMBER: 1.5

1.0 Upon Completion of this unit of instruction the student will demonstrate basic land survival skills without injury to personnel or damage to equipment.

LESSON TOPIC: Procurement

ALLOTTED LESSON TIME: 1.0 Classroom  
.5 Lab

ENABLING OBJECTIVE:

Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Classroom instructor

3 Lab Instructors

1.17 Identify methods for fish procurement

INSTRUCTIONAL REFERENCE:

1.18 Identify types of traps and their uses  
various types of mammals

1. NAVAIR 00-80T-1012, NATOPS Survival Manual

2. AFR 64-4, Survival Training Manual

CRITERION TEST:

Performance Test

3. NAVWEPS 00-80T-56, Survival Training Guide

Examination JS1490

4. Wilderness Survival, Bernard Shanks

HOMEWORK: None

5. AFPAM 36-2246, Aircrew Survival

INSTRUCTIONAL AIDS:

PowerPoint Presentation

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact.

Display name and lesson topic.

1. Introduce self, give rank, current job.

View slide 1

2. State background, schools, duty stations, etc.

3. State question and answer policy.

4. State Training Time Out policy.

5. Ask for medical concerns:

a. Has anyone gone to the hospital/branch clinic for treatment within 24 hours, and are you taking any medications?

b. Has anyone taken over-the-counter medications within 24 hours?

c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives.

View slide 2

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

1. Motivating statements:

State how students will use course material.

State why students need to know the lesson material.

2. Lesson overview.

a. Lesson Topic:

b. Major Teaching Points.

(1) Animal signs.

(2) Fishing.

(3) Traps.

(4) Snares.

View slide 3

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Procurement Methods.

1. Traps and snares.
2. Hunting.
3. Tracking

View slide 4

B. Identify animal signs.

1. Trails.
2. Tracks.
3. Droppings.
4. Dens.
5. Feeding grounds

View slide 5

C. Fish Procurement.

1. Primary Methods.

- a. Skewer hook.
- b. Set line (bush hook).
- c. Trot Line.

view slide 6

view slide 7

view slide 8

2. Alternate methods

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- a. Wood spear.
  - b. Hands.
  - c. Hand woven nets.
2. Fishing equipment.
- a. Hooks
    - (1) Carry store bought in survival vest (allowed up to 5 lbs. Of additional gear in survival vest).
    - (2) Make out of wood, pins, rip cord, etc.
  - b. Line
    - (1) Carry store bought in vest
    - (2) Make out of parachute lines, web belts, shoe lace, or plant fibers
  - c. Bait
    - (1) Insects, worms, parts of fish.
3. Fish spoilage

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

a. Signs.

- (1) Odor worsens
- (2) Texture becomes slimy
- (3) Fish will have a sharp peppery taste

b. Symptoms

- (1) Appear within 24 to 48 hours after eating
- (2) Nausea, vomiting, temperature, and diarrhea

c. Treatment

- (1) Induce vomiting
- (2) Drink water (add charcoal if available)

d. Prevention

- (1) Eat fish immediately after catching
- (2) Keep fish alive until ready to eat
- (3) Smoke or dry until ready to consume

D . Traps and snares

view slide 9

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

1. Traps and snares are devices that:

a. Tangle

b. Strangle

c. Mangle

(1) Their success rate is approximately 15 to 1, and should be introduced to an area before arming.

(2) Best time to hunt

(a) Early morning

(b) Late afternoon

2. Snares

a. Carry materials in survival vest

b. Improvised materials from aircraft ( i.e electrical wire)

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Rabbit run

View slide 10

a. Loop or noose

- (1) Large enough to slip over head but not the body of an animal

b. Disguise human scent

- (1) Rub hands with strong smelling leaves
- (2) Spread animal urine over snare area

c. Locating of traps or snares

View slide 11

- (1) Place on narrow part of animal trail
- (2) Funnel animal into loop

- (3) Disturb natural surroundings as little as possible
- View slides 12 through 18

4. Traps

a. Scissor traps

View slides 19 through 21

- (1) Small rodents (squirrels, rats, etc)
- (2) Intermediate trigger

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Apache dead fall trap

View slides 22 through 25

- (1) Small rodents
- (2) Hair trigger
- (3) Can add sharpened sticks in ground to ensure death

c. Depression era trap

View slides 26 & 27

- (1) Uses log to deliver death
- (2) Intermediate trigger
- (3) Small to medium animals (squirrels, raccoons, etc)
- (4) Must build pin to direct animal to front side

d. Bulletproof supply primitive weapons original

View slides 28 & 29

- (1) Intermediate trigger
- (2) Larger animals
- (3) Uses rock suspended from tree
- (4) Must build pin to direct animal to front side

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

e. Figure four trap

View slides 30 & 31

- (1) Can be made small for small animals
- (2) Can be made larger for bigger animals
- (3) Intermediate trigger
- (4) Does not need animal direction control

DISCUSSION POINT

SUMMARY AND REVIEW:

- A. State lesson objectives.
- B. Review major teaching points.

APPLICATION:

- A. Assemble students in the arboretum after short break
- B. Give instructional tour and set off traps
- C. Split students into groups and assign them specific stations
- D. Instructors will work with students to allow hands on experience with traps, water, shelter, and fire

None.

EVALUATION:

None.

ASSIGNMENT:

None.

RELATED INSTRUCTOR ACTIVITY

Turn to cover page for objectives.

Briefly summarize.

LESSON PLAN

COURSE TITLE: Land Survival  
P-9E-1237

June 2004

CLASSIFICATION: Unclassified

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

LESSON TOPIC NUMBER: 1.6

1.0 Upon completion of this unit of instruction the student will demonstrate basic land survival skills without injury to personnel or damage to equipment.

LESSON TOPIC: Survival Final Exam

ALLOTTED LESSON TIME: 1.5 Classroom

ENABLING OBJECTIVE:

Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Classroom instructor.

1.19 Complete the examination in the allotted time and within the academic standard.

INSTRUCTIONAL REFERENCE:

NAVEDTRA 130A, Task Based Curriculum Development Manual

1.20 Critique all errors on the examination to 100 percent.

NAVEDTRA 131A, Personnel Performance Profile Based Curriculum.

1.21 Complete final course critique.

INSTRUCTIONAL AIDS:

1. Examination and answer sheet for each student.

CRITERION TEST:

Examination JS1490

2. Examination package.

HOMEWORK: None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION.

A. Establish Contact.

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.

Brief students on Training Time Out indicating specific signals for use during swim test.

5. Ask for medical concerns:

- a. Has anyone gone to the hospital/branch clinic for treatment within 24 hours, and are you taking any medications?
- b. Has anyone taken over-the-counter medications within 24 hours?
- c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives.

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness.

1. Motivating statements:

State how students will use course material.

State why students need to know the lesson

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

material.

2. Lesson overview.

a. Lesson Topic: Survival Final Exam.

b. Major Teaching Points.

(1) NATOPS sheet.

(2) Attention and motivation.

(3) Review.

(4) Preview.

(a) Examination.

(b) Critiques.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Joint Survival Exam.
1. Complete the Land Survival examination in the allotted time with an 80 % minimum score.
  2. Complete all Course Critique's.

DISCUSSION POINT

SUMMARY AND REVIEW:

- A. State lesson objectives.
- B. Review major teaching points.

APPLICATION:

None.

EVALUATION:

None.

ASSIGNMENT:

Review Student Guide.

RELATED INSTRUCTOR ACTIVITY

Turn to cover page for objectives.  
Briefly summarize.