

Secondary Cycle One  
Core and EESL

**Survival 101**  
**Learning and Evaluation Situation**

**Student Booklet**

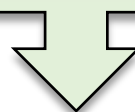
# SURVIVAL 101



## Introduction

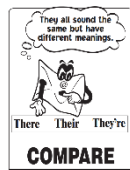
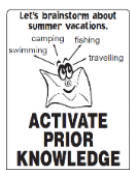
- Are you prepared to face life-threatening situations? Are you sure?
- During the upcoming tasks, you will learn about certain risky situations and safety tips.
- You never know when this knowledge could come in handy: on a camping trip where the weather turns on you, on a hiking adventure if you come face to face with a bear, or even if your parents' car breaks down in the middle of nowhere, etc.
- After previewing some key vocabulary words, reading texts and viewing videos, you will individually create a tip sheet to inform your peers about surviving in the forest.

At the end of each class, take a few minutes to reflect on learning (p.15-16).



## Constructing Meaning of Texts (C1-C2)

1. A) Look at the pictures provided by your teacher.  
B) Choose which objects are most likely to save your life.  
C) Rate each one from 1 to 7 and write the names of the objects on the lines below.  
Keep in mind that 1 is the **most likely to save your life** and 7 is the **least likely to save your life**. Use strategies to help you.  
D) Explain your choices to a classmate. Comment (e.g. agree/disagree, question, share anecdotes) on your classmate's rating.



1- \_\_\_\_\_

2- \_\_\_\_\_

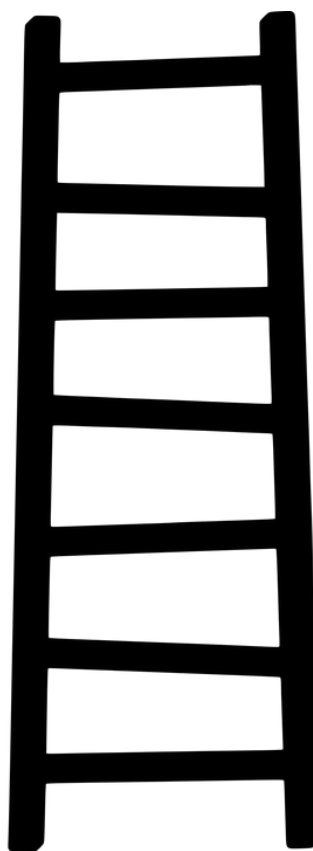
3- \_\_\_\_\_

4- \_\_\_\_\_

5- \_\_\_\_\_

6- \_\_\_\_\_

7- \_\_\_\_\_



Write any new vocabulary words in the glossary on p. 20.



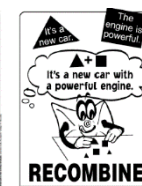
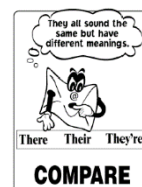
2. A) Read the glossary on page 19.

B) Access [this link](#)<sup>1</sup> and do some of the activities<sup>2</sup> to practise and become familiar with the words.

C) On this page, read each group of words. Decide if they belong together or not. Indicate your choice(s).

D) Be prepared to explain your choice(s) to a classmate or group members.

E) There might be more than one possible answer. Try to discuss the many possibilities!



1

- Pocket knife
- Pocket blanket
- Matches
- Compass

These words:

- ☐ Belong together
- ☐ Don't belong together

2

- Emergency
- Shelter
- Camp stove
- Threatening

These words:

- ☐ Belong together
- ☐ Don't belong together

3

- Survival
- Supplies
- Stunned
- Skill

These words:

- ☐ Belong together
- ☐ Don't belong together

4

- Rope
- Canoe
- Sleeping bag
- Useful

These words:

- ☐ Belong together
- ☐ Don't belong together

5

- Flash flood
- Water purification tablets
- Lightning

These words:

- ☐ Belong together
- ☐ Don't belong together

6

- Weather hazard
- Survival
- Flashlight
- Tip

These words:

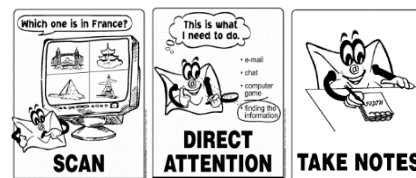
- ☐ Belong together
- ☐ Don't belong together

<sup>1</sup> Original source: [https://quizlet.com/\\_924fjr?x=1qqt&i=24pwnw](https://quizlet.com/_924fjr?x=1qqt&i=24pwnw)

<sup>2</sup> Explore the sections: Flashcards, Learn, Write, Spell, Test. If you are on the French version of the site, they will appear as: Cartes, Apprendre, Écrire, Dictée, Test

### 3. Classify the plants

- A) Work with a partner: one student will work on the chart called "Edible Plants in Canada" (p.3) and the other student will work on the chart called "Toxic Plants in Canada" (p.4).
- B) Read the text<sup>3</sup> to complete the information in **your chart only**.
- C) Discuss the information about edible and toxic plants with your partner.
- D) Complete the **WARNING!!!** section together (p.4).



#### Edible Plants Text

<https://bit.ly/35yNOzm>

Edible Plants in Canada		
Name	Characteristics (what it looks like: size, color, shape, etc.)	Tips (where/when to find it and how to eat it safely)
1- Blueberry	Small, round, blue	In low-lying bushes in Atlantic provinces, Québec and Ontario in mid/late July Just rinse and eat raw.
2- Watercress		
3- High-bush cranberry		
4- Oxeye daisy		
5- Elderberry		
6- _____ (your choice)		

Write new vocabulary words in the glossary on p. 20.

<sup>3</sup> Original text for "Edible Plants" <http://www.outdoorcanada.ca/15-wild-plants-you-can-eat>

Original text for "Toxic Plants" <https://www.theweathernetwork.com/news/articles/toxic-plants-found-in-canada/52042>

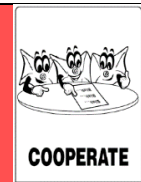
**Toxic Plants in Canada**

Name	Characteristics (what it looks like: size, color, shape, etc.)	Tips (where/when to find it)
1- Bloodroot		
2- Water hemlock		
3- Giant hogweed		
4- Winterberry		
5- American nightshade		

**E)** Indicate why some plants might be mistaken for one another and **explain how one of them is dangerous.**

**WARNING!!!**

**These plants may be easily mistaken for each other so be careful!**



1- Oxeye daisy and bloodroot are similar because they are both white flowers with a yellow centre. Bloodroot is dangerous because it can injure people if they touch it and even kill animals if they eat it.

2- Watercress and water hemlock are similar because ...

3- Watercress and \_\_\_\_\_ are similar because ...

4-

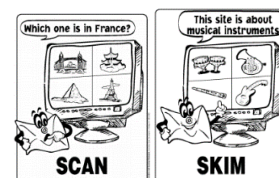
5-

6-

4. A threatening situation involves the possibility of something bad or unpleasant happening.

A) Read about threatening situations from each category below.<sup>4</sup>

<b>Weather Hazards</b> <a href="https://bit.ly/3pCb4UU">https://bit.ly/3pCb4UU</a> 	<b>Bear Safety</b> <a href="https://bit.ly/3nmMl5g">https://bit.ly/3nmMl5g</a> 	<b>Camping Safety</b> <a href="https://bit.ly/3pv55Bz">https://bit.ly/3pv55Bz</a> 
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Write new vocabulary words in the glossary on p. 20.

B) Choose two examples from each category and complete the chart.

Situation		Tips to follow if you are in this situation:
<b>Example</b> <i>Lightning</i>		<i>Apply the 30-30 rule: If you can count fewer than 30 seconds between seeing the lightning flash and hearing the thunder, take shelter (NOT IN A TENT!) and remain there until 30 minutes after the last flash of lightning or rumble of thunder.</i>
Weather Hazard		
Bear Safety		
Camping Safety		

<sup>4</sup> Original Texts:

Weather Hazards: <https://www.canada.ca/en/environment-climate-change/services/sky-watchers/publications/guide/chapter-4.html>

Bear Safety: <http://www.pc.gc.ca/en/pn-np/mtn/ours-bears/securite-safety/ours-humains-bears-people>

Camping Safety: <https://www.campinginontario.ca/besafewhilecamping>

C) Give each situation you listed on the previous page a rating from 1 to 6, where 1 is the **most** threatening and 6 is the **least** threatening. Briefly explain your ratings.



	<ul style="list-style-type: none"> <li>• Situation: <i>Lightning</i></li> <li>• Explanation: <i>I rated lightning a 6 because I don't think it is as threatening as some of the other situations. Also, there are things I can do to keep myself safe, like not touch water, electrical items or metal during a storm which makes it less of a risk as long as I follow the guidelines.</i></li> </ul>
1	<ul style="list-style-type: none"> <li>• Situation:</li> <li>• Explanation:</li> </ul>
2	<ul style="list-style-type: none"> <li>• Situation:</li> <li>• Explanation:</li> </ul>
3	<ul style="list-style-type: none"> <li>• Situation:</li> <li>• Explanation:</li> </ul>
4	<ul style="list-style-type: none"> <li>• Situation:</li> <li>• Explanation:</li> </ul>
5	<ul style="list-style-type: none"> <li>• Situation:</li> <li>• Explanation:</li> </ul>
6	<ul style="list-style-type: none"> <li>• Situation:</li> <li>• Explanation:</li> </ul>

D) Compare your answers with a partner. Explain why you put the items in the order you did and why you think one situation is more dangerous than another. You can also share any tips that you learned. Use the language provided:

I think . . . is **the least threatening** because . . .

I think . . . is **less threatening** than . . . because . . .

I think . . . is **more threatening** than . . . because . . .

I think . . . is **the most threatening** because . . .

I agree/disagree because . . .

I'm not sure I understand.

Where did you find this information?

That is possible.

Interesting observation!

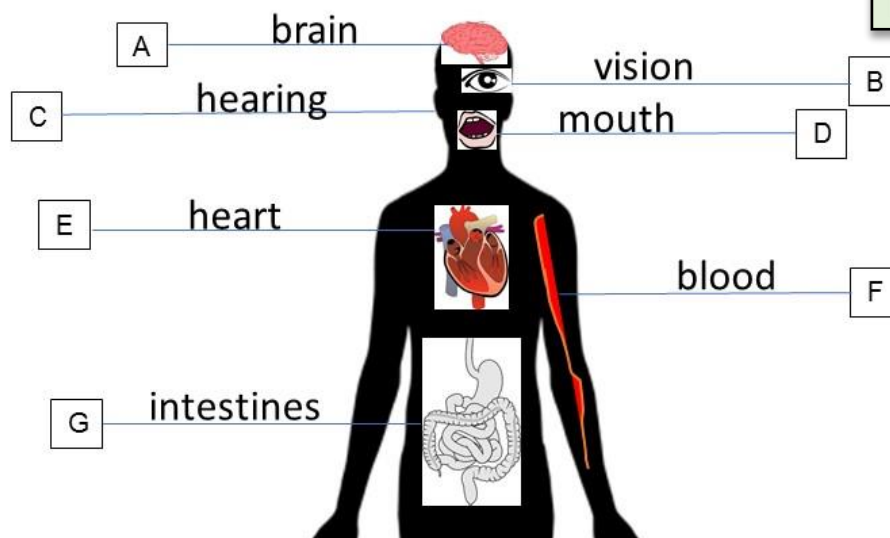
Write new vocabulary words in the glossary on p. 20.

5. What do you think happens to your body in an emergency situation?

- Write your predictions in the chart below.
- Compare your predictions to the facts on page 10 of the book *When the Worst Happens* by Tanya Lloyd Kyi.
- Add any extra information if necessary.



Write new vocabulary words in the glossary on p. 20.



My predictions	Facts from the book
a)	<input type="checkbox"/> I was correct <input type="checkbox"/> Extra information:
b)	
c)	
d)	
e)	
f)	
g)	

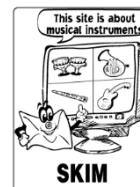
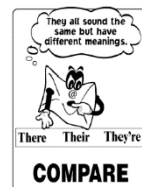


## 6. Survival Tips

A) Read the survival tips on pages 5 and 6 of the book, *When the Worst Happens* by Tanya Lloyd Kyi.

B) Which three tips do you find most useful?

Explain in no more than **one** sentence.



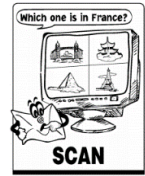
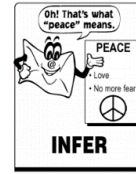
Top 3 Tips	This tip is useful because. . .
1. Most useful tip:	
2. Second most useful tip:	
3. Third most useful tip:	



## Demonstrates Understanding through the Response Process (C2)

7. A) Read one story from the book *When the Worst Happens* by Tanya Lloyd Kyi.
- B) Complete the graphic organizer below.
- C) Use clues from the text to support your ideas (e.g. illustrations, dialogue, key events).

**Note:** Refer to the facts presented on pages 5, 6, 10, 14, 27, 37 and 42.

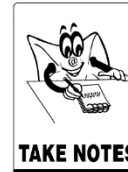


Explore	Explore
<p>A) Which dangers did the main character face? B) Which tips/skills did the main character use to survive?</p>	<p>How did the main character's body react to the various dangers?</p>
<div style="background-color: #e8f5e9; border-radius: 10px; padding: 10px; margin: 0 auto; width: 80%;"> <p>Story Title: _____</p> <p>Character's Name: _____</p> </div>	
<p>Do you think you would have reacted in a similar or different way? Explain.</p>	<p>What other situation(s) can trigger these types of reactions? Give an example from something you have heard or seen in the media, news, community, etc.</p>
Connect	Generalize

Write new vocabulary words in the glossary on p. 20.

## Demonstrates Understanding through the Response Process (C2)

8. A) What did you learn about surviving in the forest that you think is worth sharing with your peers (e.g. body reactions, plants, people's attitude toward danger, threatening situations, supplies, clothing, shelter, skills)?



Explore

Key information I learned	Reason why it is worth sharing
<i>Example: Keep food or anything that smells (this includes utensils, garbage, cosmetics, etc.) at least 50m away from your campsite.</i>	<i>Bears may be attracted to your campsite by ANY odours so this is important for campers who are backcountry camping.</i>

- B) If you were dealing with an emergency situation, would you describe yourself as supercool, stunned or panicked? Refer to the infographics on page 14 of the book *When the Worst Happens* by Tanya Lloyd Kyi.
- C) Explain your choice based on your knowledge about yourself, your previous experiences and information from the book.

Connect

If I was in an emergency situation, I think I would be \_\_\_\_\_ because...

- D) Do you believe that people are better prepared to face dangerous situations now than they were twenty years ago? Explain.

Generalize

## Constructs Meaning of Texts – Text Components (C1-C2)

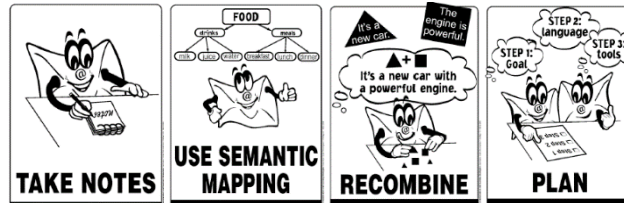
9. Now that you know more about survival, you will create a tip sheet to inform peers about this important topic. Take part in a class discussion to find out more!

### A) Definition:

A tip sheet presents information concisely on a single sheet. Tip sheets can provide instructions or present information, and they often take the form of lists.

### B) Characteristics of a tip sheet:

- a. Bullet form
- b. Impactful statements
- c. Catchy subtitles
- d. Information
- e. Advice



- C) Look at the example provided by your teacher.

- D) Look at more examples online to compare the similarities and differences between various tip sheets. Create one together on a different topic.

**A Tip Sheet on \_\_\_\_\_ – Class Model**

## Reinvests Understanding of Texts (C2)

### 10. What do you think people need to know about surviving in the forest?

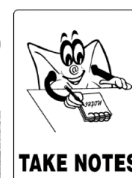
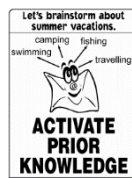
- Which situations are the most dangerous?
- What are some warning signs?
- What tips would you provide to help people survive in the forest?



<b>Level</b>	Secondary Cycle One ( <b>Core and EESL</b> )
<b>Meaningful/ Authentic Task</b>	<b>Create a tip sheet about surviving in the forest</b>
<b>Purpose</b>	To inform
<b>Audience</b>	Peers
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>• Use of knowledge from texts in a reinvestment task</li> <li>• Use/management of strategies and resources*</li> </ul> <p><i>*The teacher provides students with feedback, but this is not considered when determining students' marks in the report card.</i></p>
<b>Reinvestment Task Requirements: Select, organize and adapt knowledge from text provided in light of purpose and audience</b>	<ul style="list-style-type: none"> <li>• Select relevant knowledge from the texts provided and notes taken (e.g. Student's Booklet) to gather information for the task. Information could include a variety of the following: <ul style="list-style-type: none"> <li>○ <b>warnings</b> (animals, weather, danger, emotional reactions, etc.)</li> <li>○ <b>safety tips</b> (food, water, clothing, shelter, equipment, skills, etc.)</li> <li>○ <b>theme-related vocabulary</b></li> </ul> </li> <li>• Organize knowledge from texts in a coherent manner. Use the planning tool on the next page to help you consider: <ul style="list-style-type: none"> <li>○ <b>purpose and audience</b> (to inform peers)</li> <li>○ <b>text components</b> (bullet form, impactful statements, catchy subtitles, information, advice, etc.)</li> </ul> </li> <li>• Adapt knowledge from texts in view of the task in order to deliver a personalized final product individually (a tip sheet in the form of a poster or an infographic) <ul style="list-style-type: none"> <li>○ <b>combine accurate and appropriate information/ideas and language from texts with your own words and ideas</b></li> </ul> </li> </ul>

# 11) Brainstorm ideas to include in your tip sheet.

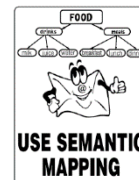
- Use knowledge from the texts provided.
- Refer to your notes.



## A Tip Sheet – Planning Tool

<b>Warnings</b> (animals, weather, danger, emotional reactions, etc.)	<b>Safety tips</b> (food, water, clothing, shelter, equipment, skills, etc.)
<b>Important words</b> (verbs, adjectives, keywords, etc.)	<b>Text components</b> (bullet form, impactful statements, catchy subtitles, information, advice, etc.)
<b>Sources</b> (websites, book pages, etc.)	

- 12) Use what you have planned on the previous page to come up with **a brief sketch** of what your tip sheet will look like, including any pictures, images or visual elements that you would like to use.



### A Tip Sheet – Visual Planning Tool

## Appendix 1: Reflecting on Learning

At the end of each class, take a few minutes to reflect on learning.

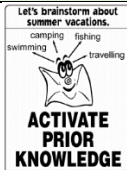









	<b>Which strategies helped you?</b> <ul style="list-style-type: none"> <li>- Skim</li> <li>- Scan</li> <li>- Infer</li> <li>- Take notes</li> <li>- ...</li> </ul>	<b>How did you participate?</b> <ul style="list-style-type: none"> <li>- Collaborate with peers</li> <li>- Share ideas</li> <li>- Answer the questions</li> <li>- Complete the tasks</li> <li>- ...</li> </ul>	<b>Which resources did you use?</b> <ul style="list-style-type: none"> <li>- Texts</li> <li>- Glossary</li> <li>- Dictionary</li> <li>- Strategy posters</li> <li>- Planning tool</li> <li>- Peers</li> <li>- ...</li> </ul>	<b>Did you speak English?</b> <ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> <li>- At times</li> <li>- ...</li> </ul>	<b>What can you do next time to improve? Set a learning goal for yourself.</b> <ul style="list-style-type: none"> <li>- Next time, I could ...</li> <li>- Next time, I will ...</li> <li>- ...</li> </ul>
Class 1					
Class 2					
Class 3					



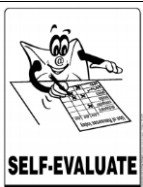



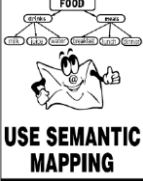


	<b>Which strategies helped you?</b> <ul style="list-style-type: none"> <li>- Skim</li> <li>- Scan</li> <li>- Infer</li> <li>- Take notes</li> <li>- ...</li> </ul>	<b>How did you participate?</b> <ul style="list-style-type: none"> <li>- Collaborate with peers</li> <li>- Share ideas</li> <li>- Answer the questions</li> <li>- Complete the tasks</li> <li>- ...</li> </ul>	<b>Which resources did you use?</b> <ul style="list-style-type: none"> <li>- Texts</li> <li>- Glossary</li> <li>- Dictionary</li> <li>- Strategy posters</li> <li>- Planning tool</li> <li>- Peers</li> <li>- ...</li> </ul>	<b>Did you speak English?</b> <ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> <li>- At times</li> <li>- ...</li> </ul>	<b>What can you do next time to improve? Set a learning goal for yourself.</b> <ul style="list-style-type: none"> <li>- Next time, I could ...</li> <li>- Next time, I will ...</li> <li>- ...</li> </ul>
Class 4					
Class 5					
Class 6					
Class 7					
Class 8					




## Appendix 2: Strategies

Targeted Strategy	Definition <sup>5</sup>
 <p><b>ACTIVATE PRIOR KNOWLEDGE</b></p>	Links new information to what is already known
 <p><b>COMPARE</b></p>	Notes significant similarities and differences
 <p><b>COOPERATE</b></p>	Works with others to achieve a common goal
 <p><b>DIRECT ATTENTION</b></p>	Maintains attention during task by purposely avoiding distracters
 <p><b>INFER</b></p>	Makes intelligent guesses based on prior knowledge of cues such as context, cognates, expressions, visual clues, intonation
 <p><b>PAY SELECTIVE ATTENTION</b></p>	Decides in advance to concentrate on particular details
 <p><b>PLAN</b></p>	Identifies the necessary elements to carry out a task
 <p><b>PREDICT</b></p>	Makes hypotheses based on prior knowledge, topic, task at hand, text components or glancing through a text

<sup>5</sup> The definitions provided come from the *Progression of Learning in Secondary School, English as a Second Language, Core Program, Cycle One*.

Targeted Strategy	Definition <sup>5</sup>
	Constructs a meaningful sentence by putting together known words and expressions in a new way
	Looks for specific information in a text
	Assesses own progress by reflecting on what has been learned and how
	Reads through a text quickly to get a general overview
	Writes down relevant information in an organized way
	Pushes oneself to experiment with language and ideas without fear of making errors
	Groups ideas in meaningful clusters to visually represent relationships between concepts

## Appendix 3: Glossary

Vocabulary Words	Definitions
1. edible	safe to eat
2. emergency	a situation which requires an urgent action or assistance
3. flash flood	a sudden rush of water over dry land, usually caused by a lot of rain
4. matches	small wooden sticks with a substance on one end that produces a flame when you strike it along a surface 
5. pocket-knife	a foldable knife with one or more blades that fits in a pocket 
6. pocket blanket	a foldable piece of fabric that is meant to keep you warm
7. rope	a strong, thick string that is made by twisting many thin strings or fibers together 
8. shelter	a structure that covers or protects people or things
9. skill	the ability to do something that comes from training, experience or practice
10. stunned	to feel surprised or confused
11. supplies	provisions, stock, resources
12. survival	the act or fact of staying alive, especially under adverse or unusual circumstances
13. threatening	dangerous, risky, hazardous
14. tip	suggestion
15. useful	helpful
16. venom extractor	object used to remove poison
17. water purification tablets	capsules that can make water safe to drink
18. weather hazard	outside conditions that may cause injury or harm

**Note:** Use the space below to write words you learn as you go through the various activities.

<b>Your Vocabulary Words</b>	<b>Definitions</b>
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	