

Secondary Cycle One
Core and EESL

Survival 101
Learning and Evaluation Situation

Student Booklet

**ANSWER
KEY**

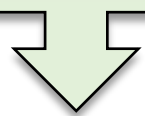
SURVIVAL 101



Introduction

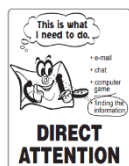
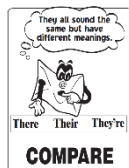
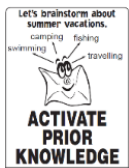
- Are you prepared to face life-threatening situations? Are you sure?
- During the upcoming tasks, you will learn about certain risky situations and safety tips.
- You never know when this knowledge could come in handy: on a camping trip where the weather turns on you, on a hiking adventure if you come 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- _____

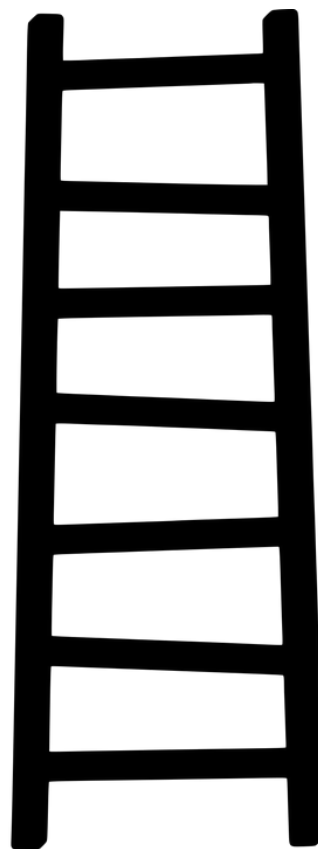
4- _____

5- _____

6- _____

7- _____

Students' answers
will vary.



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



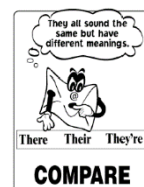
2. A) Read the glossary on page 19.

B) Access [this link](#)¹ and do some of the activities² 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!



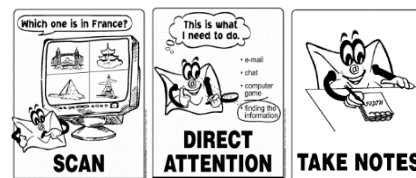
1	<ul style="list-style-type: none"> ➤ Pocket knife ➤ Matches 	<ul style="list-style-type: none"> ➤ Pocket blanket ➤ Compass 	2	<ul style="list-style-type: none"> ➤ Emergency ➤ Camp stove 	<ul style="list-style-type: none"> ➤ Shelter ➤ Threatening
<p>These words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Belong together <input type="checkbox"/> Don't belong together 		<p>These words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Belong together <input type="checkbox"/> Don't belong together 			
3	<ul style="list-style-type: none"> ➤ Survival ➤ Stunned 	<p>Students' answers will vary.</p>	4	<ul style="list-style-type: none"> ➤ Canoe ➤ Useful 	<ul style="list-style-type: none"> ➤ Canoe ➤ Useful
<p>These words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Belong together <input type="checkbox"/> Don't belong together 		<p>These words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Belong together <input type="checkbox"/> Don't belong together 			
5	<ul style="list-style-type: none"> ➤ Flash flood ➤ Lightning 	<ul style="list-style-type: none"> ➤ Water purification tablets 	6	<ul style="list-style-type: none"> ➤ Weather hazard ➤ Flashlight 	<ul style="list-style-type: none"> ➤ Survival ➤ Tip
<p>These words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Belong together <input type="checkbox"/> Don't belong together 		<p>These words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Belong together <input type="checkbox"/> Don't belong together 			

¹ Original source: https://quizlet.com/_924fjr?x=1qqt&i=24pwnw

² 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 text³ 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	Small, white flower	Near water throughout Canada from early spring until fall Rinse before eating raw or boil.
3- High-bush cranberry	Large, red, round berries	Near fields and roadsides across Canada in November Can be eaten raw or cooked.
4- Oxeye daisy	Yellow-centered flower with white petals	Near fields and roadsides across Canada in the spring before flower buds open Wash, sauté or pickle
5- Elderberry	Clusters of red or dark purple berries	In fields and forests throughout Canada in early fall Do not eat raw.
6- _____ (your choice)	Students' answers will vary.	Students' answers will vary.

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

³ 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>

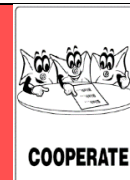
Toxic Plants in Canada

Name	Characteristics (what it looks like: size, color, shape, etc.)	Tips (where/when to find it)
1- Bloodroot	White petals, yellow center	Nova Scotia and Manitoba in the spring
2- Water hemlock	Small, white flower	Across Canada and the U.S.
3- Giant hogweed	2-meter high, white flower	B.C., Ontario, Quebec and parts of Atlantic Canada
4- Winterberry	Small, red berries	Ontario, Quebec and parts of Atlantic Canada
5- American nightshade	Small, blue/purple berry	BC and Manitoba

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!

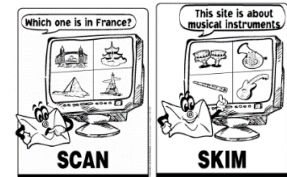


- 1- Oxeye daisy and bloodroot are similar because they are both white flowers with a yellow centre. Bloodroot is dangerous because it can injure people if they touch it and even kill animals if they eat it.
- 2- Watercress and water hemlock are similar because . . . they both have small white flowers. Water hemlock is dangerous because it contains toxins, is poisonous and can lead to death.
- 3- Watercress and ___ giant hogweed ___ are similar because . . . they both have small white flowers. Giant hogweed is dangerous because it can cause burning, blistering and blindness.
- 4- Cranberry and winterberry are similar because they both have small red berries. Winterberry is dangerous because it can cause nausea.
- 5- Blueberry and American nightshade are similar because they are both small and blue/purple. American nightshade is dangerous because it can cause death.
- 6- Elderberry and American nightshade are similar because they are both small and dark-colored berries. American nightshade is dangerous because it can cause death.

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

A) Read about threatening situations from each category below.⁴

Weather Hazards https://bit.ly/3pCb4UU 	Bear Safety https://bit.ly/3nmMl5g 	Camping Safety https://bit.ly/3pv55Bz 
--	--	--



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:	
Example <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		Students' answers will vary.	
Bear Safety			
Camping Safety			

⁴ 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"> • Situation: <i>Lightning</i> • 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>
1	<ul style="list-style-type: none"> • Situation: • Explanation:
2	<ul style="list-style-type: none"> • Situation: • Explanation:
3	<ul style="list-style-type: none"> • Situation: • Explanation:
4	<ul style="list-style-type: none"> • Situation: • Explanation:
5	<ul style="list-style-type: none"> • Situation: • Explanation:
6	<ul style="list-style-type: none"> • Situation: • Explanation:

Students' answers will vary.

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?

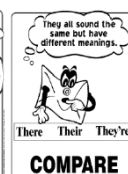
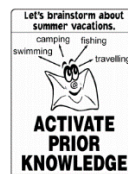
That is possible.

Interesting observation!

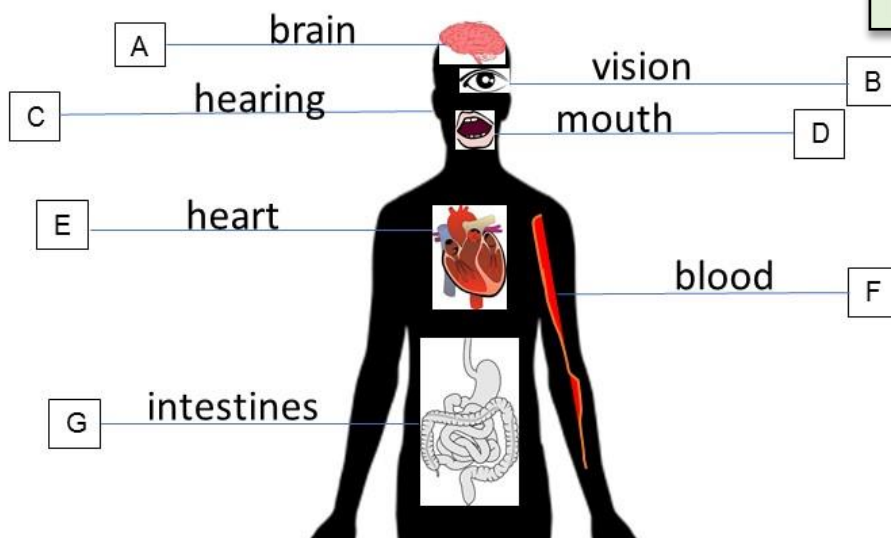
Write new vocabulary words in the glossary on p. 20.

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)			

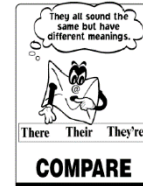
Students' answers will vary.

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.



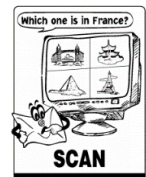
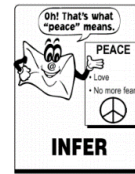
Top 3 Tips	This tip is useful because. . .
1. Most useful tip:	<div>Students' answers will vary.</div>
2. Second most useful tip:	
3. Third most useful tip:	



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.

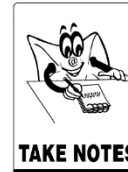


Explore	Explore
<p>A) Which dangers did the main character face? B) Which tips/skills did the main character use to survive?</p> <p style="color: red;">One of the following:</p> <ol style="list-style-type: none"> 1- Juliane: A) Airplane crash, infested wounds, etc. B) Found shelter, followed the river, etc. 2- Bala: A) Boat capsized, no fresh water, sharks, etc. B) Rested on a rock, kept swimming, etc. 3- Jimmy: A) Mine explosion, etc. B) Used resources wisely, worked together, etc. 4- Punny: A) Stranded in Arctic Ocean, cold weather, etc. B) Hunted, built shelter, etc. <p style="color: red;">*All stayed calm, reasonable and felt confident they could survive.</p>	<p>How did the main character's body react to the various dangers?</p> <ol style="list-style-type: none"> 1- Thirst, hunger, injuries (blistering skin, wounded shoulder, bit by insects), tiredness, hallucinations. 2- Thirst, hunger, tiredness, etc. 3- Thirst, hunger, rash, dental infection, etc. 4- Thirst, hunger, cold, fear, weight loss, etc.
<div style="background-color: #d9ead3; border: 1px solid #ccc; padding: 5px; margin: 0 auto; width: 80%;"> <p>Story Title: _____</p> <p>Character's Name: _____</p> </div>	
<p style="color: red; text-align: center;">Students' answers will vary.</p> <p>Do you think you would have reacted in a similar or different way? Explain.</p>	<p style="color: red; text-align: center;">Students' answers will vary.</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>
Students' answers will vary.	

- 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.

If I was in an emergency situation, I would describe myself as _____ because...	Connect
Students' answers will vary.	

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

	Generalize
Students' answers will vary.	

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

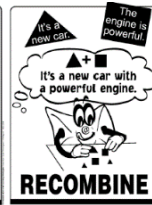
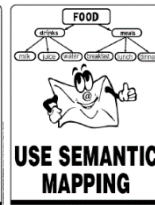
9. Now that you know more about survival, you will create a tip sheet to inform peers about this important topic. Take part in a class discussion to find out more!

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:

- Bullet form
- Impactful statements
- Catchy subtitles
- Information
- 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

Model will vary
according to
selected topic.

Reinvests Understanding of Texts (C2)

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

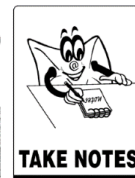
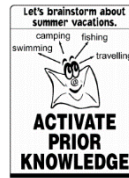
- Which situations are the most dangerous?
- What are some warning signs?
- What tips would you provide to help people survive in the forest?



Level	Secondary Cycle One (Core and EESL)
Meaningful/ Authentic Task	Create a tip sheet about surviving in the forest
Purpose	To inform
Audience	Peers
Evaluation Criteria	<ul style="list-style-type: none"> • Use of knowledge from texts in a reinvestment task • Use/management of strategies and resources* <p><i>*The teacher provides students with feedback, but this is not considered when determining students' marks in the report card.</i></p>
Reinvestment Task Requirements: Select, organize and adapt knowledge from text provided in light of purpose and audience	<ul style="list-style-type: none"> • 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"> ○ warnings (animals, weather, danger, emotional reactions, etc.) ○ safety tips (food, water, clothing, shelter, equipment, skills, etc.) ○ theme-related vocabulary • 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"> ○ purpose and audience (to inform peers) ○ text components (bullet form, impactful statements, catchy subtitles, information, advice, etc.) • 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"> ○ combine accurate and appropriate information/ideas and language from texts with your own words and ideas

11) Brainstorm ideas to include in your tip sheet.

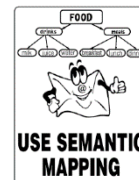
- Use knowledge from the texts provided.
- Refer to your notes.



A Tip Sheet – Planning Tool

Warnings (animals, weather, danger, emotional reactions, etc.)	Safety tips (food, water, clothing, shelter, equipment, skills, etc.)
<p>Core: Expect fewer warnings and shorter descriptions.</p> <p>Enriched: Expect more warnings and more complete descriptions.</p>	<p>Core: Expect fewer safety tips and shorter justifications.</p> <p>Enriched: Expect more safety tips and more complete justifications.</p>
Important words (verbs, adjectives, keywords, etc.)	Text components (bullet form, impactful statements, catchy subtitles, information, advice, etc.)
<p>Core: Expect simpler vocabulary and sentence structure.</p> <p>Enriched: Expect richer vocabulary and sentence structure.</p>	<p>Core: Final product might resemble the model more.</p> <p>Enriched: Final product might show more creativity.</p>
<p>Sources (websites, book pages, etc.)</p> <p>Sources will vary.</p>	

- 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

Students' visual
plan will vary.

Appendix 1: Reflecting on Learning

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



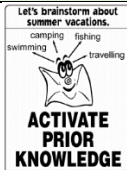







	Which strategies helped you? - Skim - Scan - Infer - Take notes - ...	How did you participate? - Collaborate with peers - Share ideas - Answer the questions - Complete the tasks - ...	Which resources did you use? - Texts - Glossary - Dictionary - Strategy posters - Planning tool - Peers - ...	Did you speak English? - Yes - No - At times - ...	What can you do next time to improve? Set a learning goal for yourself. - Next time, I could ... - Next time, I will ... - ...
Class 1					
Class 2					
Class 3					

Students' answers
will vary.



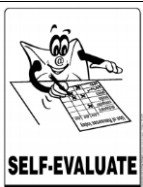



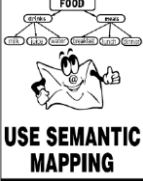
	Which strategies helped you? - Skim - Scan - Infer - Take notes - ...	How did you participate? - Collaborate with peers - Share ideas - Answer the questions - Complete the tasks - ...	Which resources did you use? - Texts - Glossary - Dictionary - Strategy posters - Planning tool - Peers - ...	Did you speak English? - Yes - No - At times - ...	What can you do next time to improve? Set a learning goal for yourself. - Next time, I could ... - Next time, I will ... - ...
Class 4					
Class 5					
Class 6					
Class 7					
Class 8					

Students' answers
will vary.




Appendix 2: Strategies

Targeted Strategy	Definition ⁵
	Links new information to what is already known
	Notes significant similarities and differences
	Works with others to achieve a common goal
	Maintains attention during task by purposely avoiding distracters
	Makes intelligent guesses based on prior knowledge of cues such as context, cognates, expressions, visual clues, intonation
	Decides in advance to concentrate on particular details
	Identifies the necessary elements to carry out a task
	Makes hypotheses based on prior knowledge, topic, task at hand, text components or glancing through a text

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

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

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.

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

Students' answers
will vary.