

Hatchet to survive!



Audubon Center
of the North Woods
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Purpose: To familiarize the students with aspects of survival and what they would do in a survival situation before taking the class Survivor.

Concepts:

- Humans have needs that must be met in a survival situation.
- There are many ways that humans can survive in the wild.

Learning Outcomes: Students will be able to

- Describe what Brian was able to do to survive in the book *Hatchet*.
- Decide what is most important to have in a survival situation and come up with ways to substitute what you do not have.
- Determine needs vs. wants

Minnesota Academic Standards:

5.4.1.1.1: Describe how plant and animal structures and their function to provide and advantage for survival in a given natural system.

6.1.2.1.4: Explain the importance of learning from past failures in order to inform future designs of similar products or systems.

Minnesota State Language Arts Standards

Grade 5 and 6:

III. Speaking, Listening and Viewing

A. Speaking and Listening: Students will demonstrate understanding and communicate effectively through listening and speaking.

CLASS LENGTH: 1 – 1.5 HR

AGES: GRADES 5-6

SEASON: ANY

GROUP SIZE: 16-20

SAFETY: None.

MATERIALS: *Hatchet* by Gary Paulsen, survival scenario worksheets.

PRE-CLASS PREP: Have a copy of *Hatchet* Chapter 5, make copies of survival worksheet for each group.

CLASS OUTLINE:

- I. Introduction- 5 min.
- II. Class Experience- 35 min.
 - a. Chapter 5 of *Hatchet* (10 min.)
 - b. What humans need to survive (5 min.)
 - c. Survival Situations (15 min.)
 - d. Survival Situations Presentation to Class (5 min.)
 - e. Disaster Strikes Again! (5 min.)
- III. Conclusion

I. Introduction (10 min.)

- A. Lesson Preview** – Kids, especially, always want to know what comes next. Write a brief preview of the class schedule, on the whiteboard. This will decrease how many times they ask you what comes next during the class.
- B. Grabber** – Start the class by introducing the book *Hatchet*. Give a short summary of the book, and ask the students to imagine if they were in a survival situation. What would you do? Allow students to share their emotions about the subject, and then tell them that it is very important to do whatever it takes to survive in this type of situation.

II. Class Experiences (30 min.)

- A. Chapter 5 of Hatchet, pages 45-55 (10 min.):** Tell the students that they will now be listening to selections from the book *Hatchet* and what the main character, Brian does in his survival situation. After reading the chapter, ask the students: What did Brian do in this situation? What is the first thing that he did? Explain that it is important to not panic. Instead of panicking, what should Brian do instead?
PMA: Positive Mental Attitude- it is important to be positive in this type of situation instead of panicking. Why?
- B. What humans need to survive (5 min.):** Brian was able to survive. He was able to use what he had to survive. What do you need in order to survive? Examples: Heat, shelter, water, air, food. What is most important?
- C. Survival Situations (15 min.):** Divide the class into four groups. Tell them that each group will be given a scenario described on a sheet of paper, and imagine that they are in that survival situation. The location is different for each group and each group has a different collection of materials that they can use to survive. Groups can only use 10 of the items, and the chosen items are given a ranking of importance, 1-10.
- D. Survival Situation Presentations to Class (5 min.):** Have each group present their top 5 items to the class and how each item would be used to help in their survival.
- E. Disaster Strikes again! (5 min.):** Now, the class is told that disaster has struck them again. Each group will lose some of their items. For example, rain storm hits and makes the matches impossible to use. Groups will then decide what they can do with what they have to substitute for the missing items. They can also use what could be in the area. For example, if they are stranded in a forest, they can use what the forest provides.

III. Conclusion (5 min.)

- A.** Have the groups present their ideas to the class. Encourage the students to be creative and that again, it is important to do whatever you can in a survival situation, and that includes making sure basic needs are met. Ask the students some questions about what they did:
- How did group members decide what was most important to have?
 - What items are most important to create a fire?
 - What items are most important to create a shelter
- B.** Answer questions and give positive feedback about session.
- C. Transitions** – Remind students that what they learned today is going to be very important because they may be using it when they take the Survivor class at the Audubon Center.

IV. Authentic Assessment

V. Extensions/Variations

VI. Background Information

It is important that you teach some basic survival facts, such as the role of water, shelter, warmth, and food in increasing a person's chances for survival. For example, there is no substitute for fresh water; people can survive only days or even less without it. It is also important to note that drinking ocean water will only hasten illness because the salt in ocean water increases dehydration.

Shelter and warmth are also key for survival. Prolonged exposure to sun, rain, or cold can lead to a person developing either hypothermia (a condition that stems from the body becoming too cold) or hyperthermia (a condition that stems from the body becoming too hot), both of which can cause severe illness or even death. Note that the risk of hypothermia is present even in

tropical climates as it can occur *any time* a person's body temperature is less than 98.6 degrees (its normal temperature) for an extended period of time.

Food is another key element in survival, as it directly relates to a person's state of health and energy. Without health or energy, it is near impossible for a person to survive in an extreme situation and, ultimately, to escape.

VII. References

Hatchet by Gary Paulsen

http://media.wiley.com/product_data/excerpt/92/07879670/0787967092.pdf