**ROYAL CANADIAN ARMY CADETS**

**GREEN STAR**

**INSTRUCTIONAL GUIDE**

**SECTION 4**

**EO M121.04 – ASSEMBLE A SURVIVAL KIT**

Total Time: 30 min

## PREPARATION

### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

### PRE-LESSON ASSIGNMENT

Nil.

### APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the content and the maintenance of a survival kit.

## INTRODUCTION

### REVIEW

### QUESTIONS

Q1. Backpacks can be divided into what two categories?

Q2. Name five backpack features.

Q3. Name the ABC's to packing.

### ANTICIPATED ANSWERS

A1. External and internal.

A2. Any five of the following: Shoulder harness, chest strap, hip belt, inner and outer pockets, hydration system, splash cover, spindrift cover, bungee cords, and equipment straps.

A3. **A**ccessibility, **B**alance, **C**ompactness.

### OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the contents and assembly of a survival kit.



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## IMPORTANCE

A survival kit, with appropriate contents, is essential to cadets that find themselves in survival situations. Cadets are required to be familiar with this subject, and shall be able to assemble a survival kit.

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**Teaching point 1** **Identify survival kit contents.**

Time: 15 min Method: Interactive Lecture

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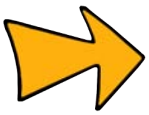
## SURVIVAL KIT CONTENTS

Everyone should carry a compact survival kit when travelling or working in the wilderness, as the items in a kit may save a life in an emergency. The survival kit should be carried in the pocket, as it is possible that a person may lose their pack (voluntarily or not) in an emergency.



Divide the cadets into equal groups of four to six people to develop a list of what they believe should be contained in a survival kit. They will have five minutes to develop the list.

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**ACTIVITY**

Time: 5 min

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## OBJECTIVE

- Recognize the contents of a survival kit.

## RESOURCES

- Flipchart paper.
- Markers.
- Vivid imagination.

## ACTIVITY LAYOUT

- The aim of the activity is to allow the cadets the opportunity to identify items that they would consider to be inside a survival kit prior to instruction of items in a survival kit.
- Activity instructions:
  - Introduce the lesson defining what a survival kit is, but not the contents thereof.
  - Divide the cadets into equal groups of four to six.
  - Provide groups with a sheet of flipchart paper and a few markers for recording.
  - Allow the cadets five minutes to determine what should be inside a survival kit.
  - Have the groups post their flipchart paper on the wall around the classroom.
  - At this point the instructor shall continue with the TP1 detailing the contents of a survival kit.
  - The goal is for the cadets to gain an understanding of what items are possible for a survival kit.



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## SAFETY

This is to be a supervised activity.

## INSTRUCTOR GUIDELINES

Supervise the cadets giving assistance and clues if required.




The instructor is to have the cadets post their lists at the front of the classroom. The instructor shall then present the teaching point by comparing the lists developed by the cadets against the list provided below. The instructor shall highlight those that appear on both, explaining each component as it is presented.

The items from the list below that do not appear on a cadet list will be presented and explained following the comparative activity.

## CONTENTS OF A SURVIVAL KIT

The contents of a survival kit should be specific to the activity being undertaken and the conditions in which that activity will take place. The contents could include items such as:

- **Candle.** Invaluable for starting a fire as well as using as a light source. Shave square for packing. If made of tallow it is also fat to eat in an emergency, or to use for frying – but be sure it is tallow; paraffin wax and some other candles are inedible. Tallow does not store well, especially in hot climates.
- **Compass.** A luminous button compass. Some small compasses can be confusing. Cadets should ensure they know how to read it before going into the field. A liquid filled type is best, but checks should be done to ensure that it does not leak, has no bubbles, and is fully serviceable. The pointer is prone to rust. Cadets should ensure that it is on its pivot and swings freely.
- **Fishhooks and Line.** A selection of different hooks in a small tin or packet. A few split lead weights should be added to the hooks. Remember that a small hook will catch both large and small fish but a large hook will only catch big ones. As much line as possible should be included, as it will also be useful for catching birds.
- **Flexible Wire Saw.** These usually come with large rings at the ends as handles. These take up too much room and should be removed; wooden toggles can replace them when needed. To protect from rust and breakage cover it in a film of grease. Flexible saws can be used to cut large trees or branches.
- **Flint.** Will work when wet and it will continue to strike long after the matches run out. A processed flint with a saw striker works best in a survival situation.
- **Magnifying Glass.** Can start a fire from direct sunshine and is useful for searching for splinters and stings.
- **Matches.** Waterproof matches are useful, but bulkier than ordinary non-safety, strike anywhere matches. These ordinary matches can be made “shower-proof” by dipping the heads in melted candle wax. To save space, snap off half of each matchstick. It is easier to use matches than to make fire by other methods; matches should not be wasted, and only used when improvised methods fail.
- **Mini Light.** Can be used at night to navigate. One set of spare batteries should be included as well.
- **Needles and Thread.** Several needles, including at least one with a very large eye that can be threaded with coarse threads. Strong thread should be chosen and wrapped around the needles.
- **Pen and Paper.** Allows one to keep notes of injuries, leave a message etc.



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- **Personal Medical Kit.** Pack medicines in airtight containers with cotton wool to prevent rattling. This should be a basic kit only, as each unit should be bringing a comprehensive first aid kit with them on exercise. Mention a few common items, such as:
  - **Band-aids.** Sterile bandage helps control or stop bleeding of a small wound.
  - **Mini First Aid Pocket Guide.** For any unknown treatments when in the field, reference the guide.
  - **Moleskin.** A sheeted adhesive tape developed especially for hands and feet. Made from highly breathable non-woven fabric with ability to stretch, conform and not sweat or bathe off. The protective nap helps reduce friction and reduce calluses, and is great for holding second skin dressing in place.
  - **Second Skin.** Hydro-gel dressing helps protect against blisters, pressure and friction. Helps bring cooling relief to stings, bites, poison ivy and blisters.
- **Plastic Bags.** Two large orange garbage bags for shelter and signalling.
- **Signalling Mirror.** Will draw attention by reflecting sunlight, plastic mirrors two by three inches are sufficient (other items my include compass mirror, crystal watch or a piece of foil).
- **Snare Wire.** Preferably brass wire (60 to 90 cm [two to three feet] in length). This is used for snares, but could solve many survival problems (i.e., building tools, etc.).
- **Water Sterilizing Tablets.** For use where water is not safe to drink and boiling it is not an option.
- **Whistle.** A sound-signalling device. Effective to ward off animals and signal for help.




This list is not exhaustive and is designed to give cadets choice, keeping in mind different field settings. A handout listing all contents in the survival kit covered is found at Attachment A. It is the instructors' choice whether to distribute the handout here, or at the end of the lecture.

## CONFIRMATION OF TEACHING POINT 1

### QUESTIONS

Q1. I can be used to signal an aeroplane. What am I?

Q2. I can provide you food in the form of fish. What am I?

### ANTICIPATED ANSWERS

A1. Signal mirror.

A2. Fish hook.

**Teaching point 2** **Survival kit storage case.**

Time: 5 min Method: Interactive Lecture

The contents of a survival kit are very important. Maintaining these items and ensuring they stay dry and undamaged will require a storage vessel that is durable, waterproof, light weight. These containers may be:

**Hard Plastic.** Very durable, and waterproof. Try to find a case that seals once closed, may be found in any department store.

**Soft Plastic.** This material, depending on design, can be very durable. Tupperware most often comes with a sealable lid, and may be found in any department store.



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**Metal Container.** Very durable, waterproof, and useful to boil water; however, may possibly rust if not a stainless steel type.

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**CONFIRMATION OF TEACHING POINT 2**

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**QUESTIONS**

Q1. Where can most of these items be found?

Q2. What is the purpose of a storage vessel for the survival kit?

Q3. What characteristics should a storage container have?

**ANTICIPATED ANSWERS**

A1. Department store.

A2. Maintains all contents in one place securely in a durable, waterproof, lightweight container.

A3. Durable, waterproof and lightweight.

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**Teaching point 3** **Discuss conducting regular maintenance checks on survival kit items.**

Time: 5 min Method: Interactive Lecture

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A prepared, ready to go survival kit is always a handy item; however, as time goes by it is necessary to do regular maintenance checks on the items contained inside the survival kit. The cadet should be looking for the following:

**Checking Expiry Dates.** Some items contained inside the survival kit will have expiry dates associated with them. It is important to do a complete review of all items periodically to ensure currencies are maintained. Expired items can do more harm than good.

**Replacing Worn or Damaged Items.** Over time, many items may become worn from use or be damaged. Be sure to keep stocked, and resupply the survival kit.

**Replacing Missing Items.** The contents of a survival kit can become cumbersome. Be sure to maintain a record of all items, complete regular inventory of contents, and replace any items that are missing as soon as possible.

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**CONFIRMATION OF TEACHING POINT 3**

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**QUESTIONS**

Q1. Why should one do periodic checks of a survival kit?

Q2. What type of maintenance checks should be conducted?

Q3. When should missing items be replaced?



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**ANTICIPATED ANSWERS**

A1. Ensure expiry dates are current; replace missing, damaged or worn items.

A2. Checking expiry dates, replacing worn or damaged items, and replacing missing items.

A3. As soon as possible.

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**END OF LESSON CONFIRMATION**

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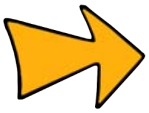
**SCENARIO:**

You are going on a camping trip with friends for the weekend. You are in an area that you know well with good tree coverage, and near a water source. You can only bring five items from your survival kit. What are they?



Divide the cadets into small groups (different than the previous time).

Have the cadets, as a group, decide on the five items they would take and why.

Have a representant from each group present the list to the rest of the group.

Once every group had a chance to present their lists, ask cadet to discuss if they would keep their original list or change it, based on other groups' lists.

**ANTICIPATED ANSWERS**

- Will depend on the group.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

For additional study, a matching activity sheet has been provided for the cadets, found at Attachment B, along with an answer key. Attachment A contains a glossary of terms for all material presented in the survival kit.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

The elements included in a survival kit could be essential to survival. The more that is included in the kit, the better the chances of survival.

**INSTRUCTOR NOTES/REMARKS**

This lesson should be delivered prior to the first time cadets enter the field.

Cadets will be required to prepare their own survival kit for the applicable field activity.

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**REFERENCES**

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C2-008 (ISBN 0-00-265314-7) Wiseman, J. (1999). *The SAS Survival Handbook.* Hammersmith, London: Harper Collins Publishers.



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C2-010 (ISBN 0-375-70323-3) Rawlins, C., and Fletcher, C. (2004). *The Complete Walker IV.* New York, NY: Alfred A. Knopf.



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## HANDOUT – EO M121.04 GLOSSARY

### SURVIVAL KIT CONTENTS CHARACTERISTICS

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- **Compass.** A luminous button compass. Some small compasses can be confusing. Personnel should ensure they know how to read it before going into the field. A liquid filled type is best, but checks should be done to ensure that it does not leak, has no bubbles in it and is fully serviceable. The pointer is prone to rust. Personnel should ensure that it is on its pivot and swings freely.
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- **Water Sterilizing Tablets.** For use where water is not safe to drink and boiling it is not an option.
- **Whistle.** A sound-signalling device. Effective to ward off animals and signal for help. Fox 40 whistle optimum.

### MEDICAL KIT CHARACTERISTICS

- **Band-aids.** Sterile bandage helps control or stop bleeding of a small wound.
- **Mini First Aid Pocket Guide.** For any unknown treatments when in the field reference the guide.
- **Moleskin.** A sheeted adhesive tape developed especially for hands and feet. Made from highly breathable non-woven fabric with ability to stretch, conform and not sweat or bathe off. The protective nap helps reduce friction and reduce calluses and great for holding second skin dressing in place;
- **Second Skin.** Hydrogel dressing helps protect against blisters, pressure and friction. Helps bring cooling relief to stings, bites, poison ivy and blisters;



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## SURVIVAL KIT CONTENTS MATCHING ACTIVITY

| | | |
|---|---|---|
| **Matches** | 1 ☐ | A. Will work when wet and it will go on striking long after the _____ runs out. |
| **Candle** | 2 ☐ | B. Several, including at least one with a very large eye that can be threaded with coarse threads. Strong thread should be chosen and wrapped around it. |
| **Flint** | 3 ☐ | C. A selection of different hooks in a small tin or packet. As much line as possible should be included. |
| **Magnifying Glass** | 4 ☐ | D. Illuminates the dark. |
| **Needles and Thread** | 5 ☐ | E. Can be used to cut quite large trees or branches. |
| **Fishhooks and Line** | 6 ☐ | F. The protective nap helps reduce friction and reduce calluses. Great for holding second skin dressing in place. |
| **Compass** | 7 ☐ | G. Can start a fire from direct sunshine and is useful for searching for splinters and stings. |
| **Mini Light** | 8 ☐ | H. Allows one to keep notes of injuries, leave a message etc. |
| **Flexible Wire Saw** | 9 ☐ | I. Invaluable for starting a fire as well as a light source. Shave square for packing. |
| **Antihistamine** | 10 ☐ | J. For use where water is not safe to drink and boiling it is not an option. |
| **Whistle** | 11 ☐ | K. Personnel should ensure they know how to read it before going into the field. A liquid filled type is best. |
| **Pen and Paper** | 12 ☐ | L. A sound-signalling device. |
| **Moleskin** | 13 ☐ | M. For allergies, insect bites and stings. |
| **Water Sterilizing Tablets** | 14 ☐ | N. Waterproof and are useful but bulkier than ordinary non-safety, strike-anywhere types. |



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## SURVIVAL KIT CONTENTS MATCHING ACTIVITY

**ANSWER KEY**

| SURVIVAL KIT | |
|---|---|
| Matches | 1. N |
| Candle | 2. I |
| Flint | 3. A |
| Magnifying Glass | 4. G |
| Needles and Thread | 5. B |
| Fishhooks and Line | 6. C |
| Compass | 7. K |
| Mini Light | 8. D |
| Flexible WIRE saw | 9. E |
| Antihistamine | 10. M |
| Whistle | 11. O |
| Pen and Paper | 12. H |
| Moleskin | 13. F |
| Water Sterilizing Tablets | 14. J |



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