



CAVOC 8th Grade Curriculum- When Seconds Count

(Cedric A. Vig Outdoor Classroom)

Suggested Schedule-

7:50	Homerooms
7:55	Report to Commons, check in, board bus
8:10	Arrive at CAVOC
8:15	Orientation & Large Group Ropes Instruction
8:30	Session I (75 minutes)
9:45	Break – juice served at the lodge (20 minutes)
10:05	Session II (75 minutes)
11:20	Lunch (40 minutes)
12:00	Session III (75 minutes)
1:15	Session IV (75 minutes)
2:30	Clean Up
2:35	Walk to bus
2:40	Departure
2:50	Arrive JWJHS – Commons or outside
2:58	Dismissal

--SESSIONS--

O/GEO: Geocaching/Orienteering

FA: When Seconds Count

HE: High Elements

UF: Urban Forestry

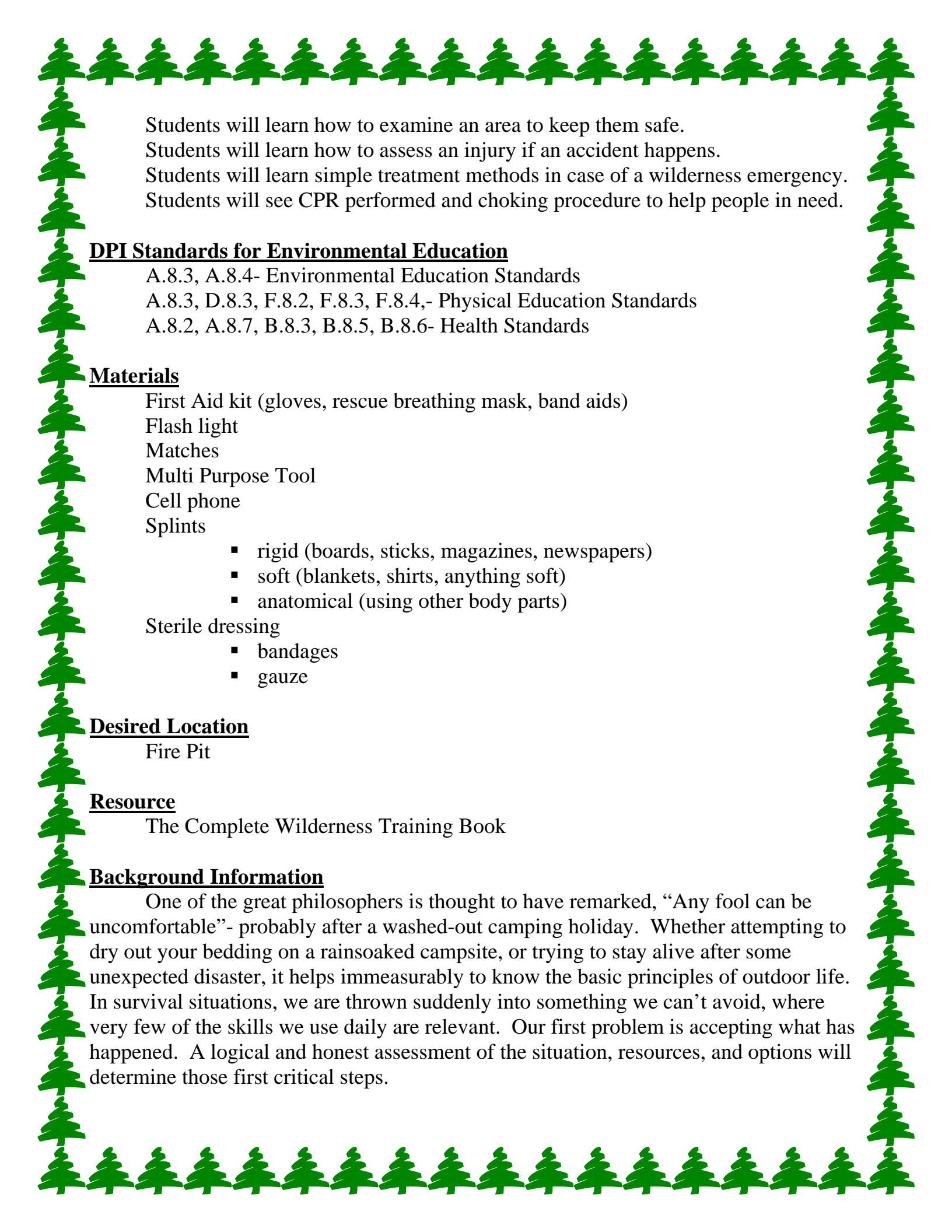
Sessions	1	2	3	4
Time/team	8:30 – 9:45	10:05–11:20	12:00–1:15	1:15 – 2:30
1	HE	UF	FA	GEO/O
2	UF	FA	GEO/O	HE
3	FA	GEO/O	HE	UF
4	GEO/O	HE	UF	FA

When Seconds Count

(~ 75 minutes)

Objective for Unit

Students will examine what to have to be prepared in the woods.



Students will learn how to examine an area to keep them safe.
Students will learn how to assess an injury if an accident happens.
Students will learn simple treatment methods in case of a wilderness emergency.
Students will see CPR performed and choking procedure to help people in need.

DPI Standards for Environmental Education

A.8.3, A.8.4- Environmental Education Standards

A.8.3, D.8.3, F.8.2, F.8.3, F.8.4,- Physical Education Standards

A.8.2, A.8.7, B.8.3, B.8.5, B.8.6- Health Standards

Materials

First Aid kit (gloves, rescue breathing mask, band aids)

Flash light

Matches

Multi Purpose Tool

Cell phone

Splints

- rigid (boards, sticks, magazines, newspapers)
- soft (blankets, shirts, anything soft)
- anatomical (using other body parts)

Sterile dressing

- bandages
- gauze

Desired Location

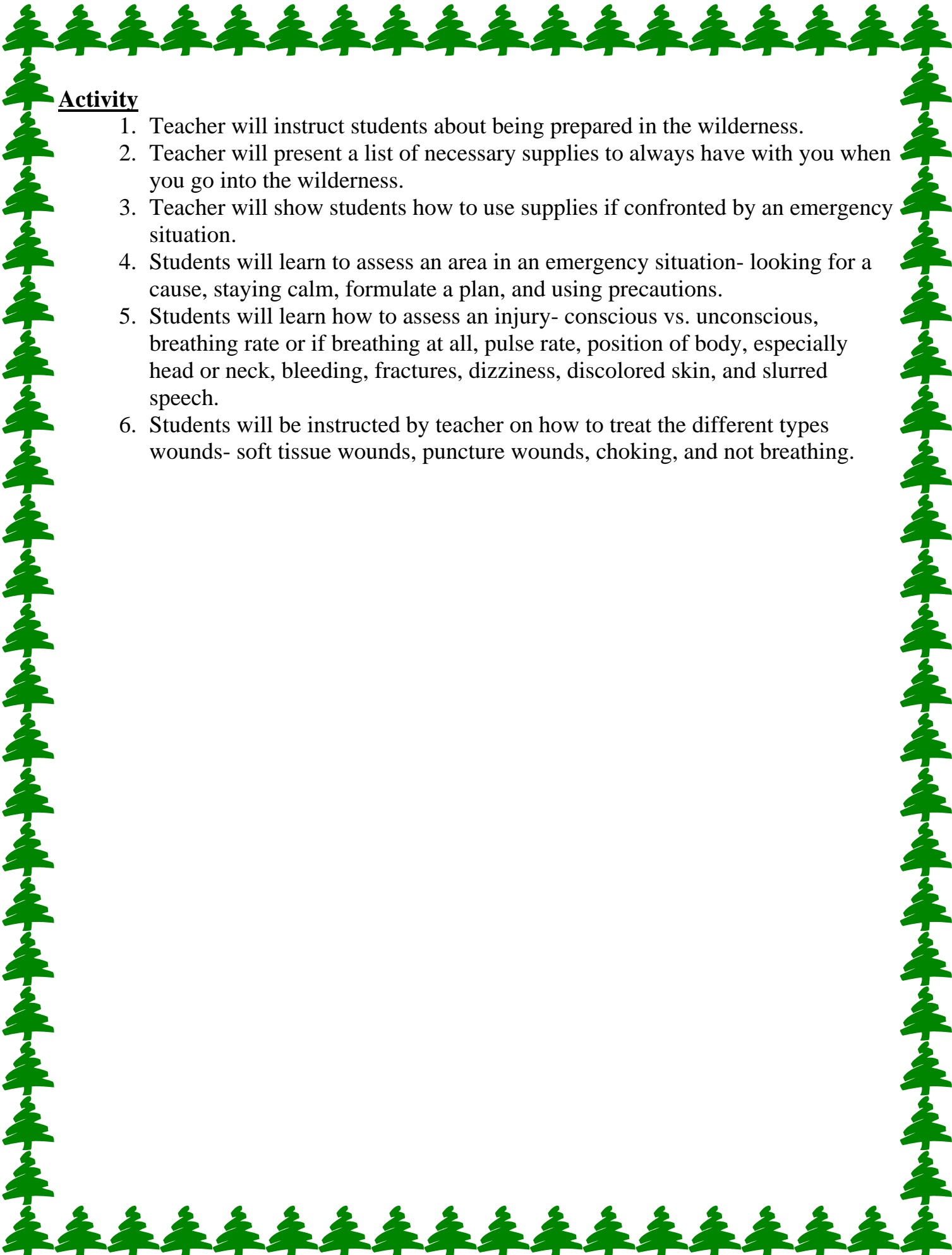
Fire Pit

Resource

The Complete Wilderness Training Book

Background Information

One of the great philosophers is thought to have remarked, “Any fool can be uncomfortable”- probably after a washed-out camping holiday. Whether attempting to dry out your bedding on a rainsoaked campsite, or trying to stay alive after some unexpected disaster, it helps immeasurably to know the basic principles of outdoor life. In survival situations, we are thrown suddenly into something we can’t avoid, where very few of the skills we use daily are relevant. Our first problem is accepting what has happened. A logical and honest assessment of the situation, resources, and options will determine those first critical steps.



Activity

1. Teacher will instruct students about being prepared in the wilderness.
2. Teacher will present a list of necessary supplies to always have with you when you go into the wilderness.
3. Teacher will show students how to use supplies if confronted by an emergency situation.
4. Students will learn to assess an area in an emergency situation- looking for a cause, staying calm, formulate a plan, and using precautions.
5. Students will learn how to assess an injury- conscious vs. unconscious, breathing rate or if breathing at all, pulse rate, position of body, especially head or neck, bleeding, fractures, dizziness, discolored skin, and slurred speech.
6. Students will be instructed by teacher on how to treat the different types wounds- soft tissue wounds, puncture wounds, choking, and not breathing.