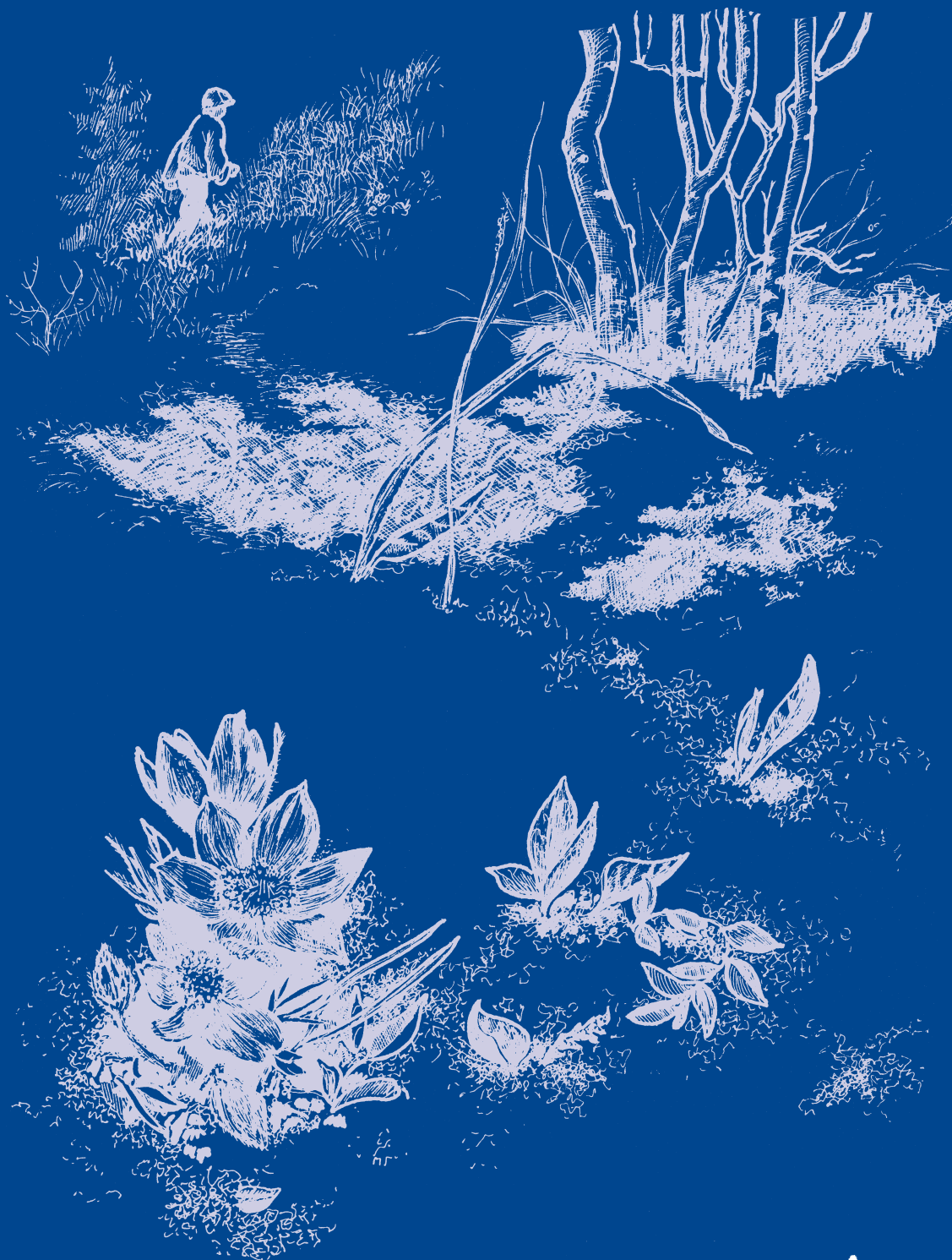


ALBERTA ENVIRONMENT

Lost and Found



Alberta
ENVIRONMENT

Kananaskis Country

This publication is part of a series of field study programs produced by the Environmental Education Program of Natural Resources Service in Kananaskis Country and Fish Creek Provincial Park. The publications have been written to address the mission of Alberta Environment and increase students' environmental awareness, understanding, interaction and responsibility for the natural world in which they live.

The publications are developed in a close working relationship with teachers, community educators and program writers. Programs focus on the areas of environmental education, science, social studies and language arts. They are also developed to emphasize elements of environmental literacy, lifestyle, and citizenship.

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Lost and Found

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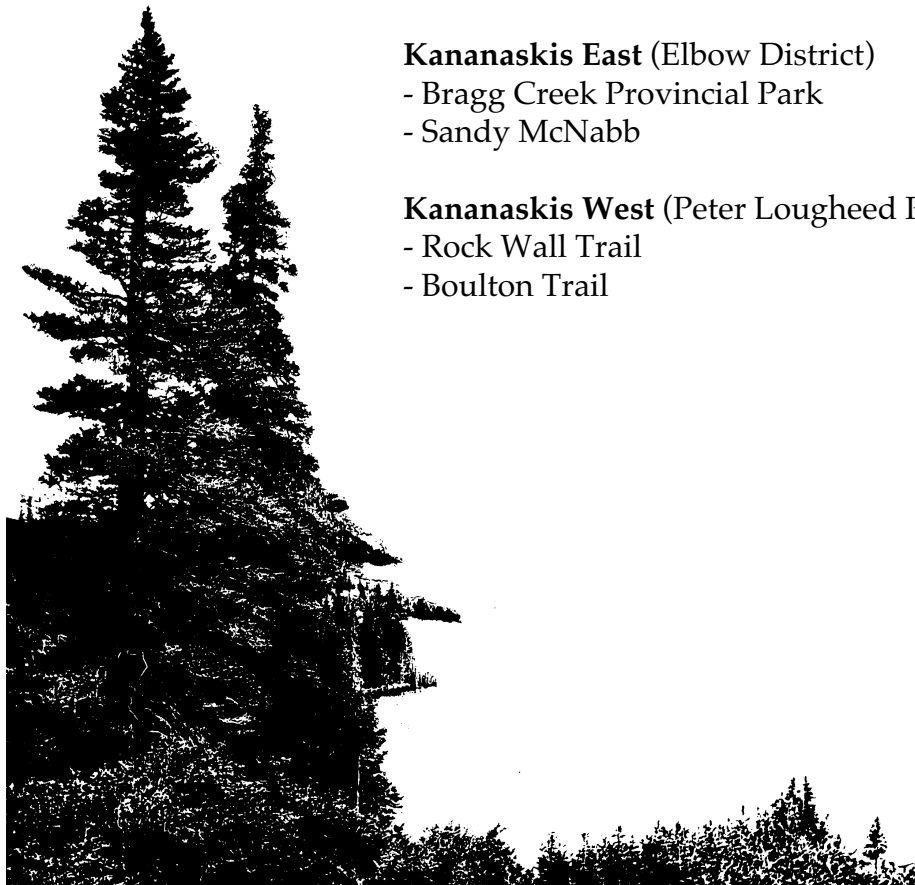
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1.0 LOST AND FOUND OVERVIEW

1.1 AT A GLANCE

TOPIC	Safety in the Outdoors
GRADE/AGE	E.C.S. to Grade 4/ age 5 to 9+
TIME REQUIRED	1 - 1.5 hours
STAFF REQUIRED	1 teacher, plus 1 adult for every 8 students
BEST SEASON	Any season
SUGGESTED LOCATIONS	Kananaskis Central (Bow Valley Provincial Park) <ul style="list-style-type: none">- Ribbon Creek- Middle Lake Kananaskis East (Elbow District) <ul style="list-style-type: none">- Bragg Creek Provincial Park- Sandy McNabb Kananaskis West (Peter Lougheed Provincial Park) <ul style="list-style-type: none">- Rock Wall Trail- Boulton Trail



1.2 PROGRAM SUMMARY

The program *Lost and Found* has been developed to help prepare children for a situation we all hope will never happen - becoming lost in the outdoors. Through participation in this program, children will become aware of five basic skills that will help them to survive and be found should they ever become lost in an outdoor environment. In addition, the program stresses preventative actions children can take to avoid becoming lost in the first place.

As well as providing the child with concrete behaviours, the program deals with attitudes and emotions. People who are comfortable in the outdoors, alert to its inherent dangers and prepared for them are also better able to enjoy natural settings. Being prepared for the unexpected makes the actual experience of being lost less frightening and easier to cope with.

Storytelling, discussion and student activities are all involved in this program. The presentation consists of four main components:







- **Introduction:** Students will discuss their past experiences in the outdoors and their attitudes toward such areas.
- **Story:** After listening to a scenario involving a lost child, students suggest possible solutions. This provides a quick pre-evaluation of the students' experiences and feelings.
- **Simulation:** Students will observe and practice five basic steps to survival including:
 - Find a Tree
 - Keep Warm
 - Make a Bed
 - Stay Calm
 - Be Seen
- **Prevention:** Students will discuss ways to avoid becoming lost in different environments.

This program has been written for E.C.S. and Division I classes. It can be taught in an indoor setting such as a large classroom or gym, but it is best accomplished in an outdoor location with trees.





The appendices contain master copies of the student booklet, the introductory story, the Letter to Parents and the Preparing Your Child.

2.0 MATERIALS

Materials for the Teacher






-  1 copy of the *Lost and Found* story (see Appendix)
-  1 personal survival kit (see Personal Survival Kit, page 4)
-  1 felt marker to label the students' survival kits
-  1 elk whistle or other suitable sound-making device
-  1 roll of aluminium foil per class
-  1 class set of the **Note to Parents** to be sent home (see Appendix)

Optional Materials:



-  any picture of a forested area or park where families might visit for day or overnight trips
-  samples of natural outdoor materials with which to make a bed (e.g. leaves, grasses, cones, twigs)
-  tape recorder and cassette tape of animal and helicopter sounds
-  illustrations or photographs of the above animals and objects

To increase family involvement, you may wish to send a note home describing the program's background and purpose. At that time, request that parents provide their child with their own personal survival kit made up of the materials listed below:

Personal Survival Kit

-  1 a large, **orange** garbage bag (75 cm x 120 cm)
-  1 whistle on a cord or string
-  1 non-perishable snack such as raisins, granola bar trail mix
-  1 self-sealing plastic bag (18 cm x 22 cm)
-  1 large elastic band

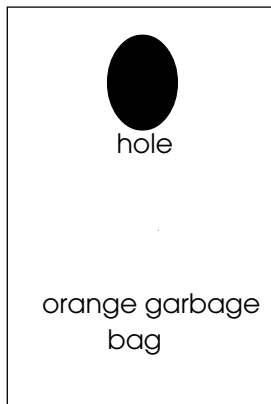
In addition, each child should have:

-  1 warm jacket
-  1 copy of the *Lost and Found* student booklet (master copy contained in Appendix). NOTE: The teacher may choose not to use this student booklet with E.C.S. and early Grade 1 students.

3.0 PRE-PROGRAM PREPARATION

Instructions for the Teacher

1. Make photocopies of the *Lost and Found* student booklets, the Note to Parents, and the Letter to Parents.
2. Send the Letter to Parents, which includes the list of materials, home with each student.
3. When the materials arrive, help your students assemble their survival kits in class.
4. To assemble the survival kit:
 - cut an air hole large enough for a child's face near the middle of the sealed end of each student's orange bag.



NOTE TO TEACHER: If you are working with very young students who have difficulty cutting holes in the bags, you may wish to enlist the help of parent volunteers or older students in your school.

- Fold the orange bag so that it is as compact as possible. By folding the bag so that part of the air hole is always on an outside surface, you provide a way for the air trapped inside to escape.
 - When you have folded the bag as tightly as possible, puncture it with a straight pin or tack. This will allow any remaining air to seep out.
 - Add the child's snack and whistle if desired and insert in a self-sealing bag. The bag can also be folded so the air is squeezed out.
 - Label each kit with the child's name.
 - Wrap the elastic around the kit to keep it compact.
5. Collect the kits and store them in an accessible location.
 6. Choose an appropriate location for the program (see Section 1.1)

4.0 INSTRUCTIONAL PROCEDURES

4.1 INTRODUCTION

Instructions for the Teacher:

- a. Gather students together in a circle. Each child should have a warm jacket and a survival kit within easy reach.
- b. Find out how many of your students have been on walks outdoors or in the woods, and what they can tell you about that environment. You may wish to show an illustration or photograph of an outdoor area as a focal point. Discuss the following questions:
 - **What kinds of things could be scary about being outdoors by yourself?**
Here students' imaginations shift into high gear! Often, their fears are based on erroneous or exaggerated information. If a child suggests an unlikely or impossible threat, such as lions, tigers and witches, deal with it immediately. If the youngsters mention more realistic fears such as animals, the darkness, or getting lost, explain that you will be talking about these things during the program.
 - **Who might live out in the woods?**
While a forest can be viewed as a frightening place if you're there alone, it can also be seen in more positive terms as somebody's **home**. Ask the students how the forest is similar to our own homes. Help the children understand that the forest is a **home** to animals, just as the house that they live in is **their** home.
 - **What kinds of things can you do in the woods?**
This question is asked so that youngsters have an opportunity to form a balanced picture of the natural environment. Talking about the variety of things that they can do will allow children to see it as a place to visit and enjoy themselves.

The answers to these questions will give you a better idea of what your students think about forested areas, and will help set the stage for the program that follows.

4.2 STORY

Instructions for the Teacher

- a. Introduce the story. Explain that it is about a boy who suddenly finds himself lost in the forest. Ask the class to listen and decide what Matthew should do. Read the story (see Appendix).

Discussion

- b. Elicit your students' ideas — what would they tell Matthew to do? Accept reasonable suggestions with limited or neutral comments. Your goal is to determine how your students would react in a similar situation.
- c. After a quick general discussion, tell your class that you will be teaching them **five** things to remember if they become lost. Stress that each idea will help them stay safe and comfortable until they are found.

Teacher's Notes:

4.3 FIND A TREE

Instructions for the Teacher

- a. Ask students if any of them have ever been lost. If possible, get them to describe the place where they were lost. Typical places children describe include shopping centres or busy attractions like an amusement park or zoo. Have them suggest different ways of reacting to being lost in these areas. Frequently children will explain that, if lost, they would look for someone who can help them, such as a police officer or a store clerk. They then would **wait** there with the adult until their parent or guardian was notified and reunited with them.
- b. Stress that outdoors there may not be people in the area. If they become lost, they **can still find safe places to wait**, such as under or beside a large tree. While “hugging a tree” a child can take control of a frightening situation, find a companion of sorts, and find a protected place **to wait for help**. By taking this action, a child has something positive to concentrate on and can then wait safely until found.
- c. Using your classroom space, a gym, or an outside area, have students imagine that they are lost outdoors. Have each student sit in their own place for several moments. Ask them to think about how they would feel and the sounds they might hear. Explain that after two minutes a signal will be given to call everyone back. If your class enjoys role playing, have them create natural sounds in response to your cues. Sounds such as the wind blowing through branches, trees creaking, birds calling or thunder may be some of the “noises” heard.

- d. Signal for the class to regroup. Once assembled, remind students that the first rule should they become lost outdoors is to **“find a tree”**.

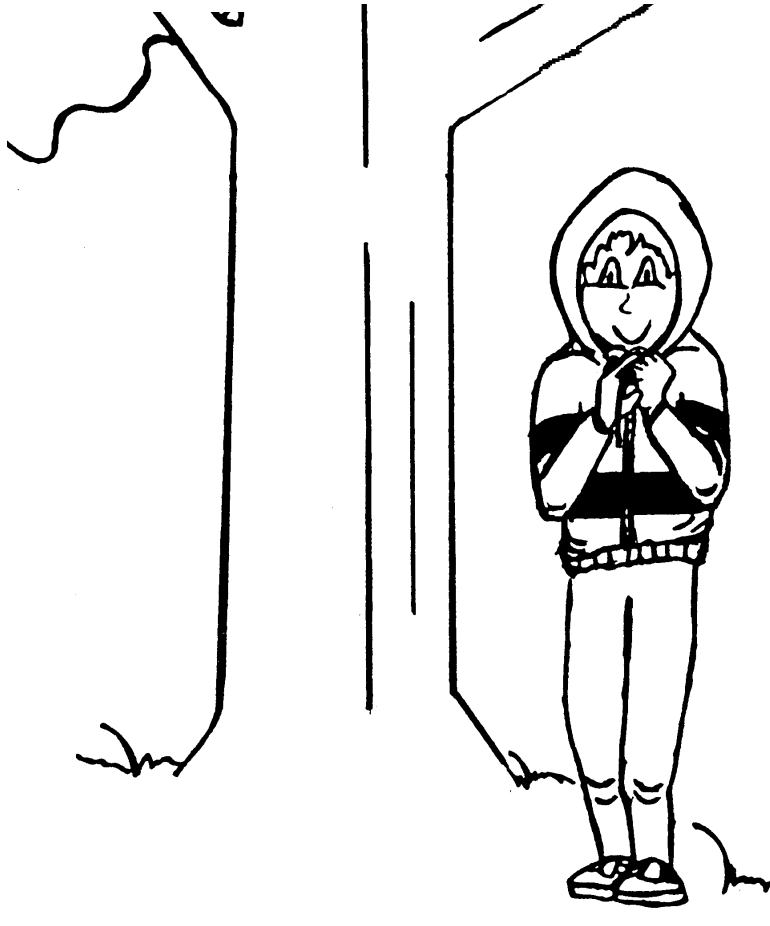
Teachers Notes:



4.4 KEEP WARM

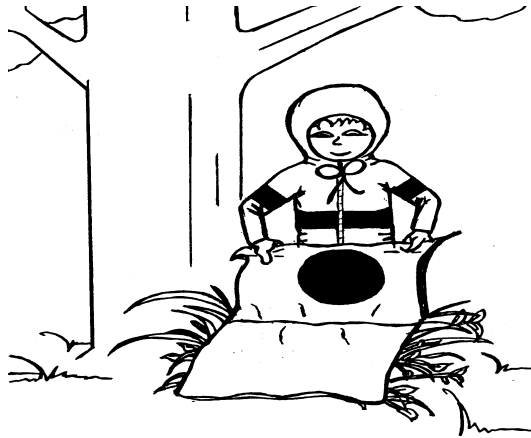
Instructions for the Teacher

- a. After finding a safe place to wait for help, the students need to **keep warm**. Ask how animals living outdoors are able to keep warm. Suggestions may include building homes, curling up under leaves or grass, or growing thick coats made of fur or feathers.
- b. In contrast, people prepare for cold weather by having a jacket or sweater nearby. Weather conditions change quickly. People travelling outdoors should be prepared for this by carrying extra clothing with them. This extra clothing can be carried in a backpack or tied around their waists.



- c. Another way to keep warm and dry is to carry along your own **survival pack**. Stress the kit's compact size and light weight. Open your survival pack and show its contents. Demonstrate how the orange bag can work as a raincoat or windbreaker. Emphasize that the bags must have a large air hole for safety.

- d. Ask the students to show you how they could keep warm by using their jackets and survival kits. Allow several minutes for your class to experiment with their coats and plastic bags. Quickly move through the group and point out how students could keep even warmer (by pulling their hood up, moving the bag up on top of the head so that it covers the entire body, and “tucking up” tightly so that body heat is conserved).
- e. After the students have had a chance to get prepared on their own, demonstrate how the orange bag can be pulled down around their feet to keep warm. Emphasize the need to maintain body warmth. For older children, a discussion of hypothermia would be appropriate. To complete their preparation, have them put on their orange plastic bag, as demonstrated.



CAUTION: Children can overheat quickly in an indoor environment. Be prepared to have them remove the bags and outerwear as soon as they begin to feel warm.

- f. As soon as your class has had a chance to experiment with the materials, review the two key phrases — “**Find a Tree**” and “**Keep Warm**”. Have students remove the bags and jackets.

Teacher's Notes:

4.5 MAKE A BED

Instructions for the Teacher

- a. Gather your group in a small circle. Explain to the students that if they get lost they can stay rested and conserve their energy by staying in one place. But what about sitting on the ground? Have students feel the ground beside them. Ask them what it feels like? (cold and damp). If they sit on the cold, damp ground, they will become cold and damp themselves. So they need to build themselves a little bed to sit on or lie on. The mattress of the bed can be made out of anything that can be found easily in the surrounding area.

Ask the students what natural or man-made materials could be used. Possibilities include:

- a back pack
- branches or twigs found on the ground
- low branches on living trees that sweep the ground
- leaves
- grasses
- dry moss
- an old stump or log.



- b. If you are presenting the program in a forested area have a group of 4 or 5 students build one bed from dead material found lying on the ground.
- c. If you are presenting this program at the school, you may wish to show samples or pictures of various materials that would be available in your neighbourhood. Stress that the third rule is to **“Make a Bed”**.

Teacher's Notes:

4.6 KEEP CALM

Instructions for the Teacher

- a. Perhaps the most important tool you can give your students is a positive mental attitude toward outdoor survival. For most people, becoming lost creates a sense of helplessness, confusion and in some instances panic. Rescue experts have described



situations where children, who have been encouraged to avoid strangers and who are fearful of adult reaction, have actually **hidden from searchers**.

Stress that students must think, rest and conserve their energy. They need to keep calm in order to help themselves. Encourage the class to think about what would happen as soon as they are missed. For instance:

- Who will notice that they are missing?
- What will that person do?
- Who are the friends who will be looking for them?

Children are sometimes concerned that parents wouldn't be able to pay searchers to help in a rescue, and need to be reassured that there are many friends on the way.

It is very important to stress to children that there will also be rangers, wardens and police looking for them. These people will search all night if necessary, using special search dogs to detect the children's scent. As soon as daylight is available, other resources such as helicopters will be used.

- b. Reassure students by stressing the following points:
 - Parents of lost children only want to see their youngsters safely returned. Encourage your students to describe how it would feel to be found. Emphasize that a warm and loving reunion will be awaiting them.
 - If youngsters hear one of the many searchers calling their name and/or “password” (see the Section 5.2 for details on passwords), they should stay in their spot and call out an answer. **Wait for the searcher to find them.**
- c. Explain that another search method that may be used to find a lost person is called man-tracking. A trained search team looks for prints and signs to find the person. Families can make a footprint record of each member of their family. The footprint can be kept in the glove compartment of the vehicle until needed.

Hand out a piece of aluminium foil to each youngster. Place the foil on a soft surface (a carpet indoors or the soil outside), and have them each stand on their piece of foil while wearing outdoor shoes. The shoe's track will be transferred to the foil. Encourage students to take their track home, and to repeat the process with other family members.

- d. Question and discuss the best ways to handle different outdoor situations:
 - **What should you do if you begin to feel hungry?**
Check your pocket pack for any food (stress that a survival kit should always contain a high energy food)
Avoid eating wild berries; it is better to feel hungry than sick.
 - **What would you do if you saw lightning in the sky?**
Find a tree or bush nearby that is **not** the tallest one in the forest, since lightning is usually attracted to the tallest object.
 - **What would you do if you heard a strange noise while you were waiting?**
Shout loudly or blow the whistle in your survival pack: either sound will frighten away almost any wild animal, or attract a searcher's attention.
Sing your favourite song (every child will know the words to “Happy Birthday” or “Jingle Bells”).

If you have access to a recording of common animal sounds, you may wish to have your students listen to the calls and identify them. Examples might include owls, frogs, elk, squirrels, etc. Show pictures of the animals — often the sound is much more frightening than the actual animal. You may want to add the sound of a helicopter to the tape of animal calls. The recording could be played so the children would associate this sound with being found. A poster or photograph of a helicopter to accompany this sound would be useful.

- e. Review the four rules: **“Find a Tree”**, **“Keep Warm”**, **“Make a Bed”**, and **“Keep Calm”**.

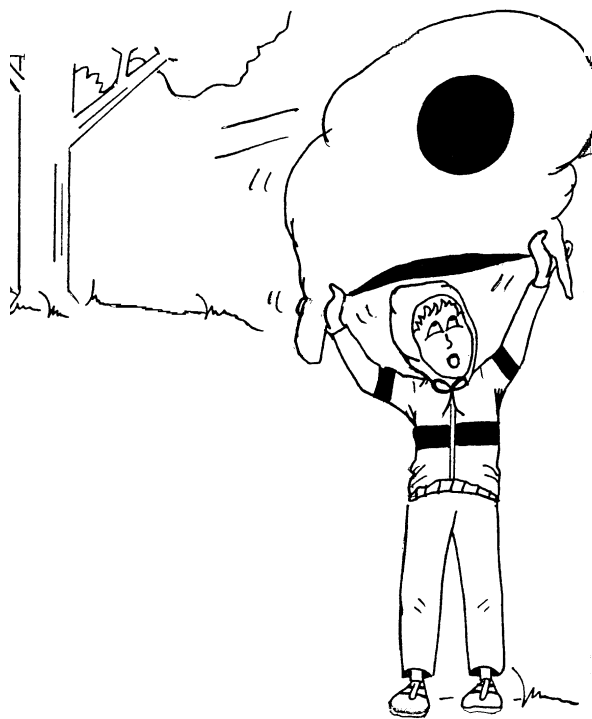
Teacher's Notes:

4.7 BE SEEN

Instructions for the Teacher

- a. Children are physically very small in relation to the area around them. There are different ways to increase the chances of being seen by searchers. Tell the children that if they can see an open space **within sight** of their tree, they should find a comfortable place to wait next to the clearing, and spread their orange bag out in the middle of the clearing.
- b. If an aircraft or helicopter is approaching, children can run out to the bag, pick it up and wave their arms and the orange bag. Both the bright colour of the bag and the movement of the child waving will help attract the attention of a spotter.
- c. Have your class practice this by role playing. You can become the searcher. Ask your students to show you what they would do if they heard someone or something approaching.

Review the five rules: **“Find a Tree”**, **“Keep Warm”**, **“Make a Bed”**, **“Keep Calm”**, and **“Be Seen”**.



4.8 MOCK SEARCH AND RESCUE

Instructions for the Teacher

After the children have completed the simulation tasks, they are now ready to participate in the final activity, a mock search and rescue. Have each child find a space in which they can simulate being lost and can prepare themselves to wait until they are found. Once they are settled in, give them a few moments and then, along with parent volunteers, go and find them. Instruct the adults to show great enthusiasm when they find each child to reinforce the idea of a joyful reunion. When all the children are found, return to where you started from and ask the children to repeat the five steps. Review any areas that they may have missed and re-pack the bags.

Teacher's Notes:

4.9 PREVENTION

Instructions for the Teacher

Once you have prepared your students by discussing the five steps and doing the simulation, spend time discussing how **not** to become lost in the first place. After all, “an ounce of prevention is worth a pound of cure”. The children’s ideas should include the following:

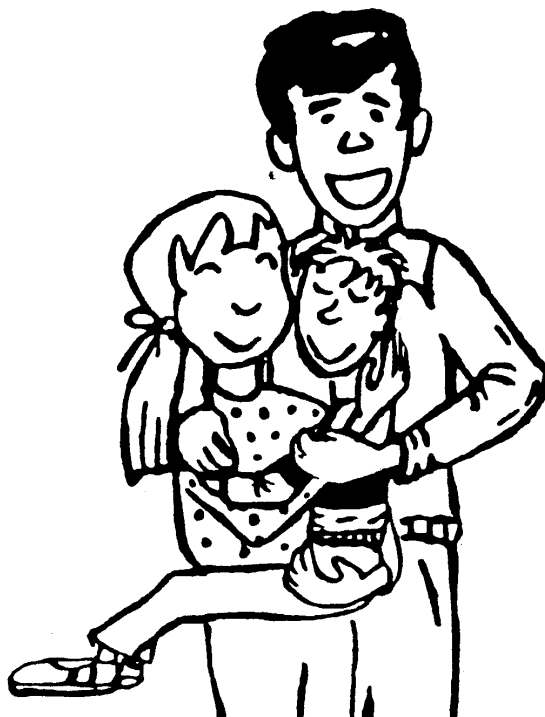
- Tell an adult where you are going and when you’ll be back.
- Establish boundaries for exploration.
- Travel with a buddy.
- Stay on man-made trails or roads.
- Watch for natural landmarks that will help you to find your way back.
- Have extra clothing, including a survival kit, with you in case the weather changes suddenly.

Teacher's Notes:

4.10 CONCLUSION

Instructions for the Teacher

- Review the five key survival tips.
- Have students re-pack their survival kits for home use.
- To reinforce the basic steps, you may wish to review ideas with your class on different occasions. Major components could be repeated during field trips throughout the year or in subsequent grades, with an increase in content and activities (e.g. fire making).
- To assist you in adapting the program for different age groups and physical settings, suggested variations are included in Section 5.0, Extension Activities.



Teacher's Notes:

5.0 EXTENSION ACTIVITIES

5.1 ADAPTATIONS FOR DIFFERENT AGE GROUPS

E.C.S. - Grade One Students (Non-Readers)

Young children can have fun with repetition. With this age group, reinforce each of the survival steps by demonstrating a physical gesture that accompanies it. Suggestions could include:

- Find a Tree** • hold the arms in front of the body in a large circle, as if hugging a tree
- Keep Warm** • wrap arms tightly around body
- Make a Bed** • fold hands together under head, to represent sleeping on a pillow
- Stay Calm** • stress that lost people must use their heads and think; touch head with fingers of one hand
- Be Seen** • wave both arms above the head

Division I Readers

Introduce the *Lost and Found* booklet (found in the Appendix) to older students. After each survival component is presented, have your class chant the appropriate verse in the booklet.

Upper Division I or Division II Students

Have your class read and report orally or in booklet format on various outdoor topics:

- animals that might be found in local natural areas
- equipment to take on day or overnight trips to surrounding parks
- food that can be prepared easily outdoors over a campfire
- safety tips for outdoor comfort and survival (i.e., how to light a fire, use a compass or prevent hypothermia)
- what to do in case of basic first aid situations.

5.2 PASSWORDS

In order to “street-proof” their children, many parents discourage youngsters from talking to strangers. In some emergency situations this has resulted in children hiding from searchers who were perceived as a possible threat.

To avoid this situation, teachers and parents are encouraged to help children select a secret password. This is a word shared by the child and his/her family; often it will be a favourite nickname, place, food, or pet’s name. If a child does become lost, they know that their family will tell only good strangers (the searchers) the password. Any unknown adult using the child’s name with the password is then recognized as a trusted friend of the family.

With very young children, you may wish to have them illustrate or cut out magazine pictures relating to the chosen word. This can then be mounted on poster board, suspended from a string loop, and worn for the day or at home.

LOST AND FOUND

Program Evaluation

Kananaskis Country Environmental Education materials have been developed to provide you with teacher-directed units of study. These are *living documents* that undergo changes on a continual basis.

The purpose of this questionnaire is to find out if these materials are meeting your teaching needs. Your comments are valuable to us. Please take a few minutes to complete this evaluation so that we may continue to improve your materials.

School name	Grade level taught	Your name (optional)
_____	_____	_____

- ★ How did you hear about the program?
- ☐ workshop ☐ administration ☐ in-service ☐ newsletter ☐ fellow teacher ☐ other
(please specify) _____

- ★ Did you use all of the program?
- ☐ yes ☐ no
- If you answered **no**, which part did you **not** use and why? _____
- _____
- _____

- ★ On the bar line below how would you rate the program in the following categories:

<ul style="list-style-type: none"> • Appropriate for grade level (✓) • Clear instructions • Text easy to follow • Relevant to curriculum • Materials easy to use • Did you enjoy the material? • Did your students like the material? • Program of appropriate length 	<p>YES _____ _____ _____ _____ NO</p> <p> _____ _____ _____ _____ </p> <p> _____ _____ _____ _____ </p> <p> _____ _____ _____ _____ </p> <p> _____ _____ _____ _____ </p> <p> _____ _____ _____ _____ </p> <p> _____ _____ _____ _____ </p> <p> _____ _____ _____ _____ </p>
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- ★ Approximately how long did it take you to complete these materials?
☐ 1-2 weeks ☐ 3-4 weeks ☐ 5-6 weeks ☐ longer than one month
☐ program was spread over the year
- ★ Were you satisfied with how these materials fulfilled the curriculum objectives?
☐ yes ☐ no
 If you **were not** satisfied, please elaborate: _____

- ★ Did you require any additional information to complete any part of the program?
☐ yes ☐ no
 If **yes** please tell us what was required: _____

- ★ Would you use these materials next year?
☐ yes ☐ no
 If you answered **no** please tell us why: _____

- ★ Any additional comments about the program in general? _____

Thank you for completing this questionnaire. Please place the completed questionnaire in an envelope and mail to:

Ennvironmental Education Coordinator
 Alberta Environment, Natural Resources Service
 Kananaskis Country
 Suite 201 - Provincial Building
 800 Railway Avenue
 Canmore, AB T1W 1P1

Phone: 403-678-5508 Fax: 403-678-5505

APPENDICES

- I *LOST AND FOUND* STORY
- II LETTER TO PARENTS
- III PREPARING YOUR CHILD
- IV *LOST AND FOUND* STUDENT BOOKLET

APPENDIX I: *LOST AND FOUND STORY*

Matthew was so excited! School was out for the summer and his family was going out to his favourite campsite for a whole week. This was his all-time favourite campsite. This was where his secret fort was.

When they arrived at the site, Matthew jumped out of the car and was ready to race off to find his fort when his father reminded him that there was a tent that needed to be put up. Then his mother told him to sit down and eat some lunch. Lunch seemed to take forever. The whole time, Matthew could hear the forest beckon him..."Come and play...come and play...."

When he finally finished his sandwich, he said, "Mum, I've finished my lunch - may I pleeeeeease go and play?"

"As long as you take your jacket with you and you don't go too far," she said.

Before another word could be spoken, Matthew grabbed his jacket, tied it around his waist and ran toward the campground trail.

At last he was in the forest. Matthew loved the forest - the smells, the sounds. As he ran, he thought of all the things he wanted to do during the week. But first, he wanted to find his fort. All he had to do was follow the trail until he got to the big old tree, take ten giant steps into the bushes and presto! There would be his fort.

Everything along the trail looked the same as he remembered. He took a breath of fresh air.

"It's great to be back," he thought.

He heard his favourite forest friend call to him - "Chick-a-dee-dee-dee," the bird sang.

Matthew saw it flying in and out of the pine trees above his head.

The trail dipped up and down as it wound its way through the trees. As Matthew walked deeper and deeper into the forest, he noticed that the trees grew taller and thicker. He looked for the big old tree as he rounded each corner. It seemed to be taking longer than he remembered. Matthew grew impatient and started to run. He was so anxious to find his fort. While he was running, he heard another familiar sound. It was a little red squirrel calling from its perch high in a big tree.

"Hey!" Matthew said out loud. "Maybe that's the big old tree where my fort is."

He stepped off the trail and walked toward the tree. The squirrel continued to chatter even louder.

"It must be a sign," thought Matthew. "Perhaps that squirrel has something to tell me." As he walked farther from the trail, Matthew noticed that the bushes were getting thicker.

When he finally reached the tree, he thought that somehow the tree seemed smaller than he remembered. But then, he **was** bigger now and the tree would seem smaller. He stood with his back against the trunk of the tree, lined himself up with a distant mountain peak ("At least that hasn't changed," he thought to himself) and walked forward ten giant steps. There was no fort! He took two more giant steps and two more, but his fort was nowhere to be found and nothing looked familiar any more.

"It has to be here," he thought.

After wandering around some more, he sat down on an old tree stump. Where could his tree be? He felt sad and a little upset. Maybe he should get his Dad to come and help him find his fort.

Matthew stood up and started to walk through the forest, back toward the trail and camp. But as he walked the branches seemed to pull at his jacket. The trees all started to look the same and he was getting confused. As he struggled to push some bushes out of his way, he fell against an old stump. Tired and weary, he sat down.

"But wait," he thought, "This is the same stump I was sitting on just moments ago."

Matthew heaved a big sigh.

"Where am I?" he wondered.

Suddenly, he felt very frightened and very alone and **very** lost. All he wanted to do was cry...

APPENDIX II: LETTER TO PARENTS

Dear Parent:

On the date shown below, your child will be participating in a program called "Lost and Found". The program, designed by Kananaskis Country Environmental Education, will show your son or daughter what to do if they ever become lost in the woods - and how to help prevent such an occurrence in the first place.

Part of the program involves making a survival kit, which children will work on in class before the program. It would be very helpful if you could provide your child with the following materials:

- ☐ 1 self-sealing plastic bag (18 x 22 cm)
- ☐ 1 non-perishable snack such as raisins, granola, or trail mix
- ☐ 1 warm jacket
- ☐ 1 whistle on a string (optional)

The details for the trip are as follows:

Materials required in class by: _____

Date of field trip: _____

Field Trip Location: _____

Please sign this letter and return it, with the materials listed above, by _____ .
Thank you for your help. (date)

Teacher: _____

.....

I give my son/ daughter _____ permission to attend the program "Lost and Found".
(name)

Signed: _____
(parent or guardian)

Date: _____

APPENDIX III: PREPARING YOUR CHILD

Alberta's outdoors invite adventure and exploration. Preparing your children for careful travelling in the woods can be fun. As you explore together you will all learn more about natural environments, and ensure that every trip is a safe one.

Here are some steps you can take to prepare your child for travel in the outdoors:

- **SELECT PROPER CLOTHING**

When buying a jacket, choose one in a bright colour, with a hood and pockets. A shell that folds into a pouch and can be belted around the waist can be worn comfortably even in hot weather.

- **MAKE AN EMERGENCY PACK**

Stuff a self-sealing plastic bag with a whistle, high-energy snack and an **orange** garbage bag (cut an air hole in the middle for the face). Don't forget to put the emergency pack in your child's jacket pocket - a safety pin will keep it there.

- **ORIENT YOUR CHILDREN TO A NEW AREA**

Go out with your child and set boundaries for exploration-agree on actual landmarks. To avoid becoming disoriented, teach your child to be aware of major landmarks.

- **CHOOSE A "PASSWORD"**

If your child becomes lost, you can tell searchers what the password is. When rescuers call out the child's name and the password, the youngster is reassured that the stranger can be trusted. Review the password periodically before outdoor trips.

- **FOOTPRINT YOUR CHILD**

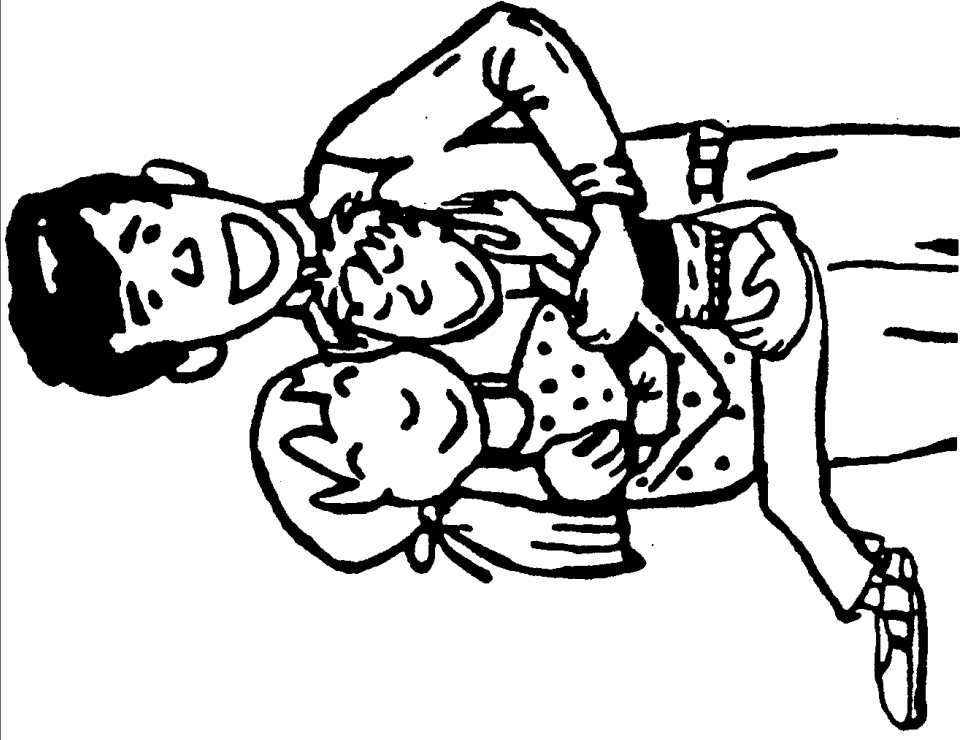
Place a piece of aluminium foil on a blanket or soft ground and have your child step on it wearing outdoor shoes. Label the print with your youngster's name. Store it in your glove compartment in case your child becomes lost.

- **REASSURE YOUR CHILD**

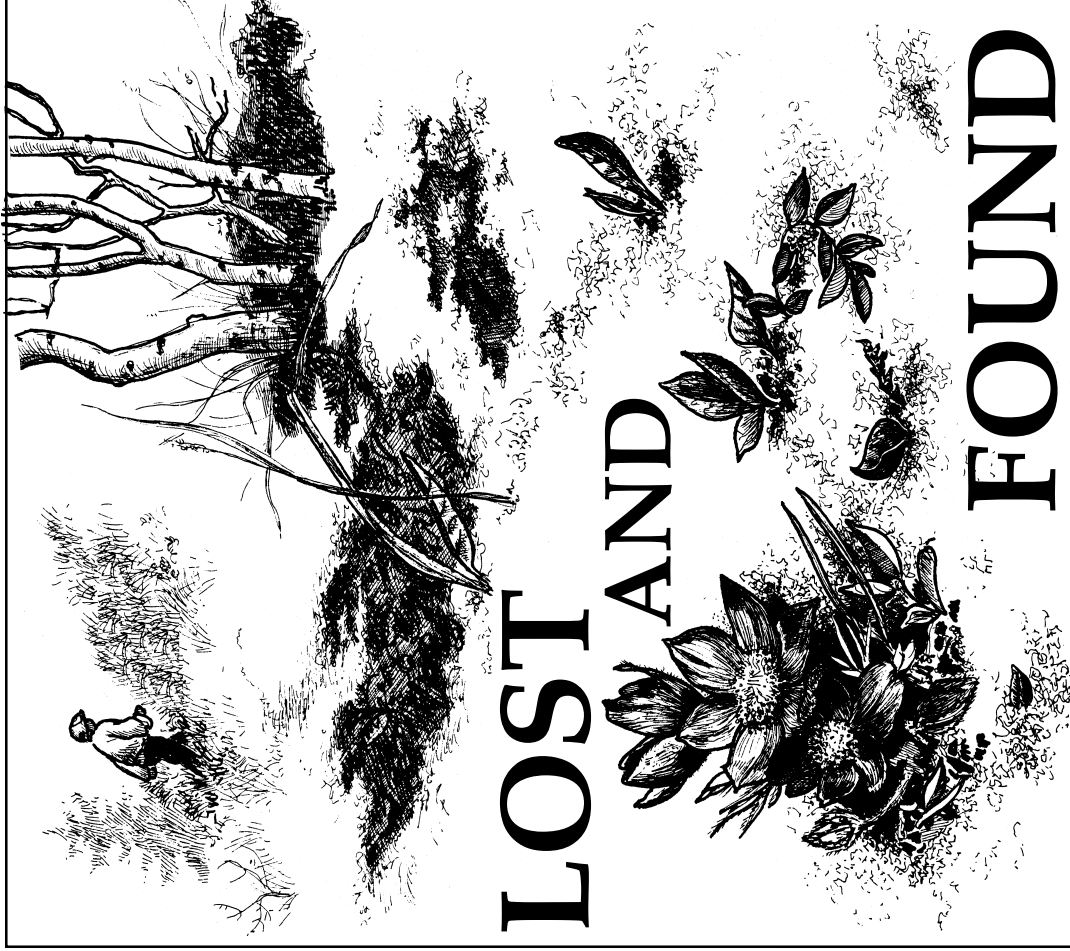
Many children have avoided searchers, fearing punishment from parents. Anyone can become lost - adult or child - and if they know a loving reunion is waiting, they will be alert and responsive to the searching teams.

- **CALL FOR HELP QUICKLY IF YOU THINK YOUR CHILD IS LOST**

Rapid response is critical, especially in bad weather or when medical conditions are a factor. A call which is cancelled is much better than a delayed response.



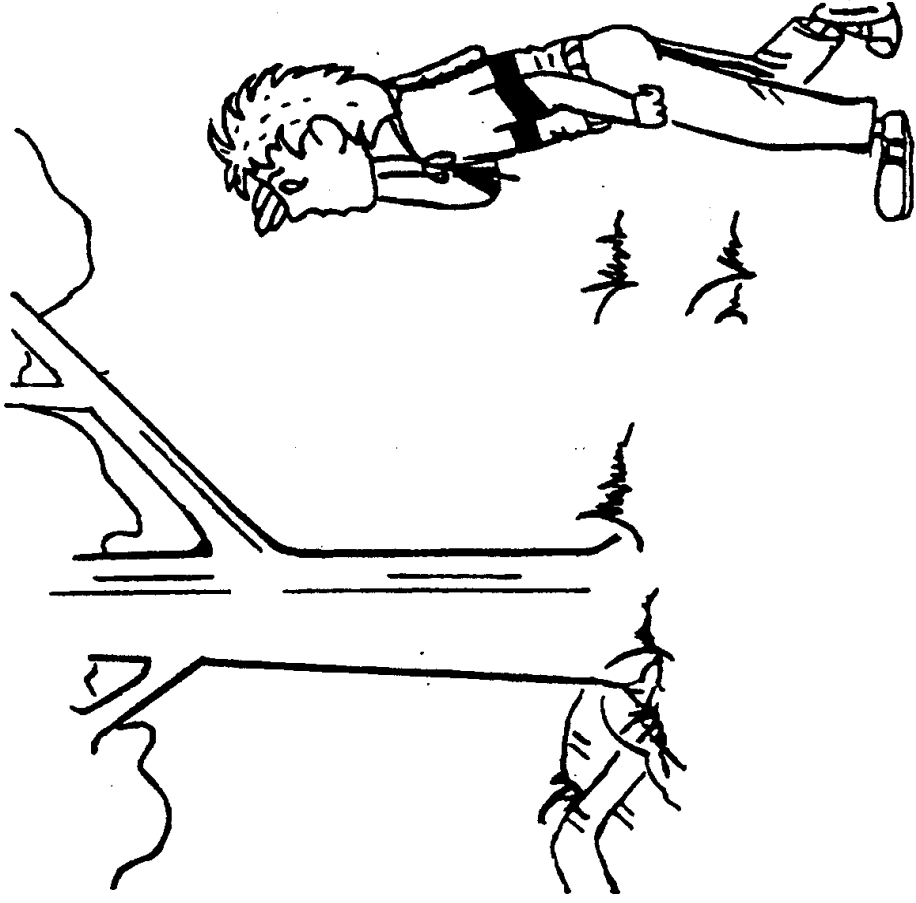
Your bright orange bag
can be seen from the air.
People will be looking
because we all care.



LOST AND FOUND

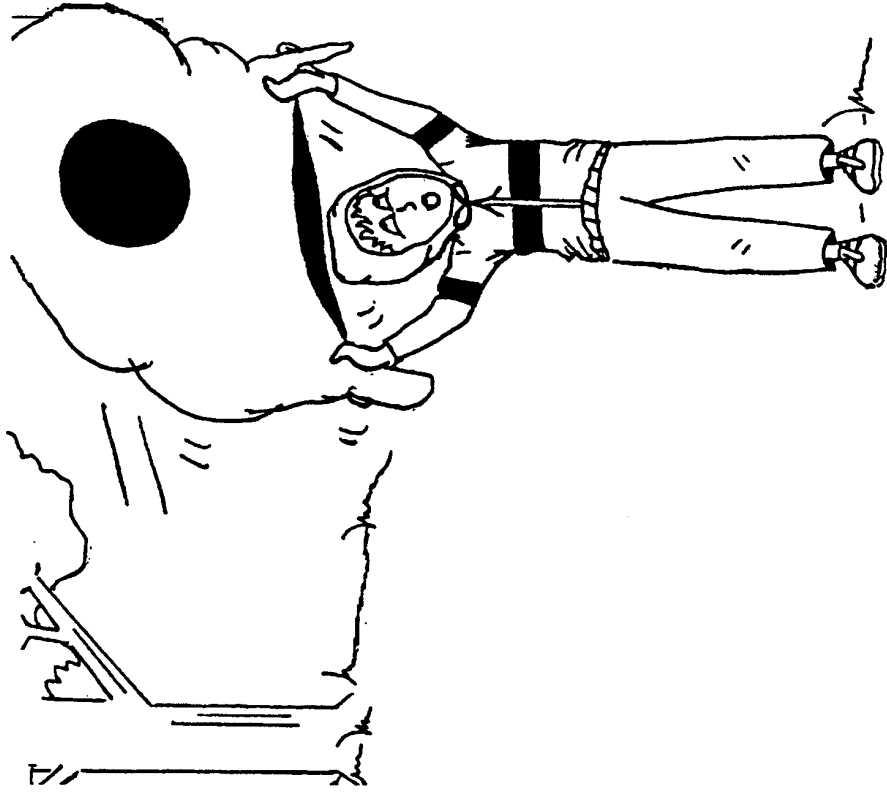
If you're lost outside
Just repeat this rhyme
To remember what to do
And to help pass the
time.

1. FIND A TREE



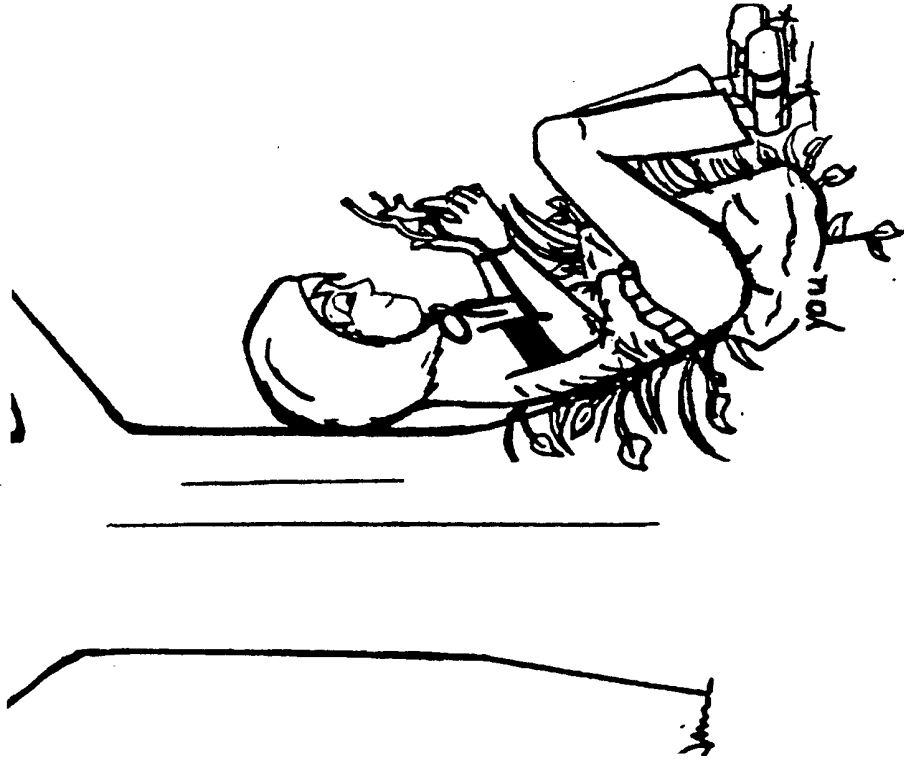
Stick with your tree through rain or shine. If you stay in one place you'll be easier to find.

5. BE SEEN



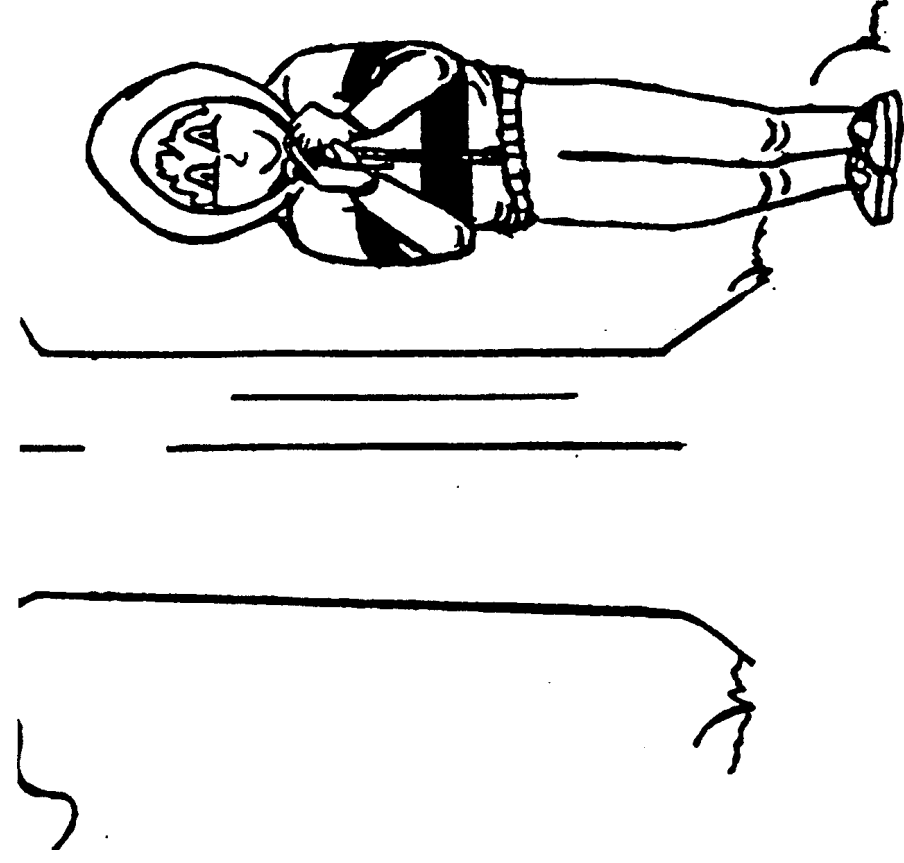
When the sun comes up you can leave your place. But just a short way to a near open space.

4. STAY CLAM



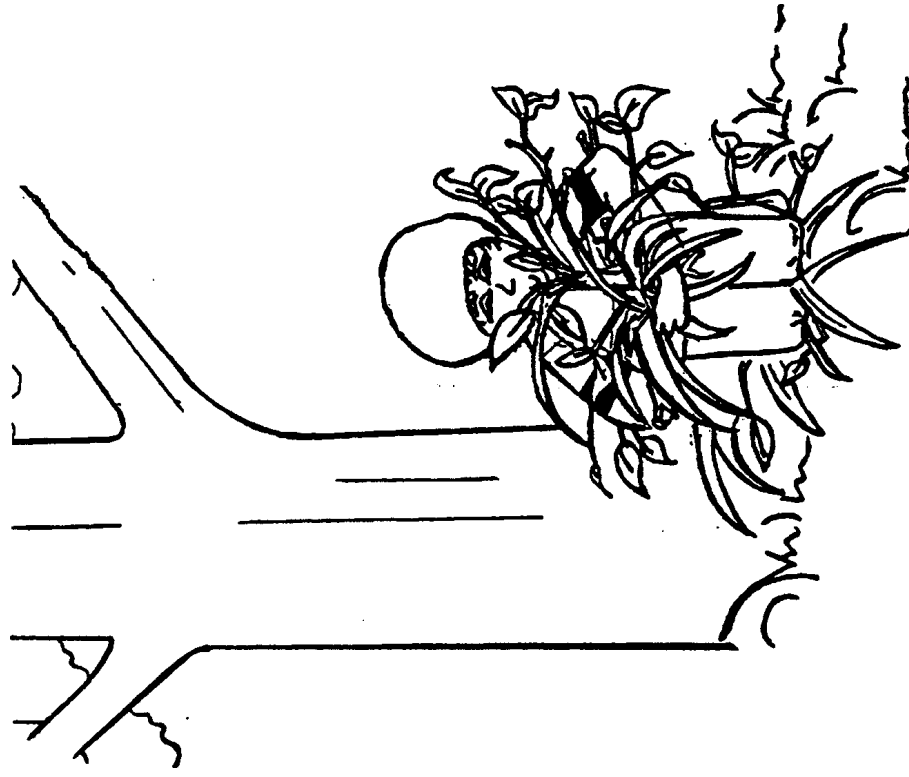
Sit down and stay calm while they're looking for you. While sitting, keep busy with something to do.

2. KEEP WARM

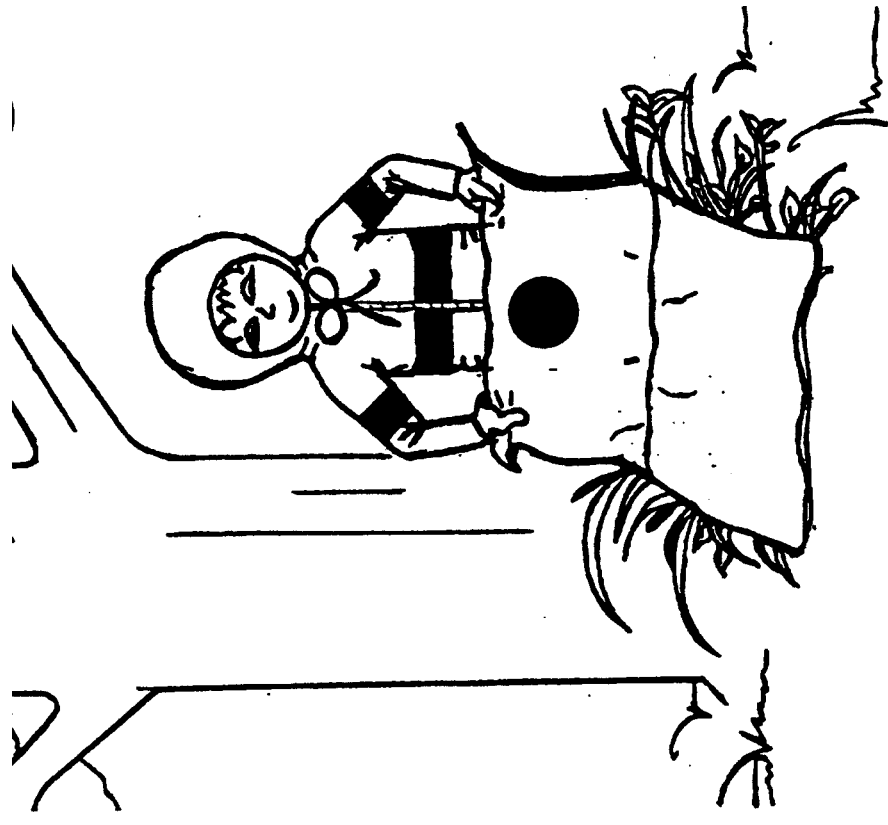


Try to keep warm and as snug as you might. Hood on, coat on. Zip it up tight!

3. *MAKE A BED*



Remember not to sleep on the cold, damp ground. Make a bed from dry things that are lying around.



**To help you keep dry When the rain is pouring down,
Put the orange bag on and stay warm until you're found.**