Participants will know what procedures they should take if they are lost and alone or with a group.

• Participants will have practiced a hasty search and a line search.
• Participants will have figured out various options for evacuating an injured person with the equipment and people they have in an average PSO or Passages group. The discussed scenarios should include: walking without a pack, walking with assistance, not walking but non-critical, and critical injury needing immediate life support. Also examples of what injuries would fall into each of these categories.

• Participants will have done a scenario about how to evacuate an injured person from the coast area and from a backpacking trip.

• Participants will have done a scenario about how to evacuate an injured person who cannot walk on their own.

• Participants will understand how they as leaders can reduce the risks of evacuation.

• Participants will be prepared to act as a search and rescue team in the area of travel for university members or for other users.

• Participants will understand how they as leaders can reduce the risks of evacuation.

• Participants will have done a scenario about how to evacuate an injured person.

Outcomes: [bullet two or three objectives/goals succinctly for the day’s lesson—not for the entire semester. The students will be able to . . . at the end of this lesson]

Materials needed:

Resources:

Interested in the outdoors from 6th grade on. Who is this for (level of experience and age of participants)? For those interested in the outdoors from 6th grade on.

When to teach this topic?

Presenters Name:

Catchy Title: Lost as individual, lost as a group and basic search and rescue
Introduction

If you are going to take a horse to water... make sure it's thirsty. Make sure you are doing this at a time when the participants need this information and are ready to hear it. Are people warm, hydrated, and well fed?

Very short activity/introduction

Procedures & Activities

[Steps, e.g. models, structured practice, guided practice. Include time allotments for all steps in each section. Usually 5-10 minutes per section. Timing is very important.]

Explain & Demonstrate:

[How will you close the lesson? How will the students remember what they learned today? Homework? Summary? Quiz? When? Usually allow at least 5 to as much as 10 minutes for this section.]

How to assess each individual's skills:

Practice (individually if appropriate):

Step 1 xx minutes

Step 2 xx minutes

Step 3 xx minutes

Step 4 xx minutes

Closure/Evaluation:

[How will you close the lesson? How will the students remember what they learned today? Homework? Summary? Quiz? When? Usually allow at least 5 to as much as 10 minutes for this section.]

If you are going to take a horse to water... make sure it's thirsty. Make sure you are doing this at a time when the participants need this information and are ready to hear it. Are people warm, hydrated, and well fed?
Evaluation:

Analyze the strengths and weaknesses of the lesson as it actually happened. Include things to avoid next time you teach the lesson, and what went particularly well. How was the timing of the lesson?
If it is getting cold and/or dark, find a sheltered spot where you can keep warm.

Make a smoke fire that is visible from the air or from a high hill.

Wear bright clothing, e.g., pull your yellow helmet over your hat.

Lay out of flares to increase your visibility.

A. Hail
B. Snow will be more visible on a high point, prominent feature, or hill.
C. Make yourself as visible as possible and wait to be found.
D. Seek shelter.
E. Search
F. Repeat

Follow these steps and wait for 15 seconds. Blow three times again. If you are certain of the way there, return to any trail head or other known point only if you are determined that you are lost. Stay in one place. Do not cover yourself or place a rock or stick over you.

Teaching outline for lost and alone

Safety Policy

and climate.

Participants will know what procedures to take should they find themselves lost or in other circumstances.

Emergency plans for lost participants and for other backcountry users.

Packets should be prepared to act as a search and rescue unit in the course.
Repair Kit

Essential items: map, first aid kit, rope, food and water, and a emergency blanket. Prepare the weather conditions and information available.

I. Search Procedures

A. Select a search leader. In a real situation use the most senior officer.

B. Gather all available information about the lost person: name, age, description, clothing type, and color, equipment and food.

C. Formulate a search plan on the basis of the resources, terrain, and weather conditions, and information available.

D. Initiate the basic search procedures:

1. A general search is a detailed search by a line of a given area or which distance by a line of sight.

2. A general search is similar to a general search, except that the searchers are close enough together to ensure that the search pattern is the same.
Teaching Guidance for Evacuation Techniques

1. Conditions

   a. Determine which type of evacuation is necessary; evaluate the situation.
   b. The victim's condition must be stabilized prior to transport and employment of supplies and assistance.
   c. Type of injury; location of victim; terrain; available people power.
   d. To determine which type of evacuation is necessary, evaluate the situation.
   e. Conditions.

2. Gear

   a. Crutches for use with injuries that do not require 4 legs.
   b. One and two-person pole carri
   c. Two-person pole carri
   d. One-person pole carri
   e. Preamurs (over the shoulder).
   f. Fanny pack.

3. Field Care

   a. Monitor condition.
   b. The victim's condition must be stabilized prior to transport and employment of supplies and assistance.
   c. Type of injury; location of victim; terrain; available people power.
   d. To determine which type of evacuation is necessary, evaluate the situation.
   e. Conditions.

4. Neck/Spine

   b. Choose a variety of ground types for the search area to minimize real situation to increase mobility.
   c. These are good exercises in group initiative. Use a scenario.
   d. Physical condition: use both hands, steep hills, falls.
to receive the litter in front.

those in front with carriers who have been behind moving and

in front of the obstacle. The litter is passed from those behind a

To pass an obstacle, carriers should stand in positions behind and

shoulders. Adjust those in the various heights of the bearer's

wrapping head to the litter's side and arms over the bearer's

back and shoulder straps can be reduced by using a piece of

other equipment.

switching of bearer's route finding and transfer of backpacks and

The leader should organize and coordinate movement of the litter.

Designate a leader for the carry.

Before the victim warm. Consider whether the victim should wear a

Use adequate padding to make the litter comfortable and to keep

Protect the victim from further harm. Be patient in securing.

Consider whether using a litter is actually the fastest, safest,
Person in top stretcher hand to adjust, and can be too flexible for a prone.

Hope litters can be very uncomfortable. They are hard to assess.

Good stretcher
Rope from a
A climbing
And a green tree

Clove hitch

A pole stretcher can be made quickly from two poles with solo

Initial construction must be sturdy; the litter connections will

Rigging a litter for carriage
1. The Victim Denying a Helicopter: In most cases the victim's damage is not significant enough that rapid transportation to prevent further injury is necessary. A helicopter may be called for life-threatening or critical for calling for a helicopter.

2. A Stokes litter should be available in the field at all destinations.
have a back-up plan and inform POGS accordingly.

Helicopters may not make it for one reason or another. Always
Government agencies maintain an area
In wilderness areas, you will need permission from the
will deter you until you are ultimately released.
Laws. You can only request a helicopter. Local authorities
Express: This is not a necessary consideration
Speed or safety
Facility: Could a land-based operation permit the rescue more
For a justifiable reason?

be very difficult and dangerous. Are you endangering the crew
Danger to the helicopter crews. Flying in mountainous terrain can
above 20 miles per hour, in the wind or in the wind.
than a 300-foot ceiling. Less than a half-mile visibility, in winds
of a helicopter launch or landing. Plus, you will not less
Weather: Estimate the effect weather will have on the likelihood

2. Communications.

C. Immediate means, or medical assistance.

B. Actions that can be performed by participants of the
immediate area or the injured person can perform
They will never approve removal when the injury is not
probability of death or a new section injury.

A. Position of the rescue team to a very high

(6) Where the feasibility of landing is so

What would make the injury life threatening.

(7) Removal for an injury is not life threatening.

(8) When there is no direct or indirect

(9) The injury is life threatening

Removal of people with life-threatening

(10) The injury is life threatening

Removal of an injury that is not life-threatening

(11) The injury is life threatening

Removal for an injury that is not life-threatening

(12) The injury is life threatening

Removal of people with life-threatening
1. Marking the landing zone

2. Landing area. Group members can stand with their

and downward, put the fire if smoke is below into the

strip of colors or build a smoke fire. Smoke color

indication of wind direction and velocity with a

important.

Colors are very useful. Background contrasts is
colors, especially if they are red. Clay-colored drill
markings, yellow, blue, green, and blue are good signals
Mix the solution with lightly and another brightly colored

3. Pretesting the field. Pretest before you train. The

areas chosen are different from that from which the

initials and in a 45° angle to the

clear obstacles by at least 10 feet from the

horizontal movement. The helicopter must be able to

land and take off. Approach evenly and barrier height. Helicopters cannot

into the wind.

4. Wind direction. Helicopters need to land and take off

ground in the drop basin. Remove anything that could fly off the

obstructions (brush, mound: should be less than 18

paves with less than 30° elevation. Round


5. Touchdown area: It should be rectangular 30 X 35

A. Landing zone

1. Reference area. Note the following information:

2. Location/dependency of incident sheltering zone:

3. Location/orientation of incident sheltering zone:

IV. Direction and speed, terrain factor:

1. Weather at incident location. Visibility, wind

2. Condition of surrounding obstacles, obstructions, etc.

3. Location/orientation of incident sheltering zone:

V. Reference area. Note the following information:

1. Reference: Note the following information:

2. Location/orientation of incident sheltering zone:

3. Location/orientation of incident sheltering zone:

IV. Weather at incident location. Visibility, wind

2. Condition of surrounding obstacles, obstructions, etc.

3. Location/orientation of incident sheltering zone:
Patient care

C. Shroud patients, face and eyes from flying debris and provide ear

B. Secure victim and all gear that is going out. Leave no loose

A. Have written information available for higher staff.

VI. Accidentally

E. Do not walk in front of a helicopter or approach it from upper.

D. When for injured patients.

C. All extra personnel should stay 100 feet back at all times.

B. Place blades, exhaust, and all

A. Behind the front.

Never approach the helicopter until the pilot signals you to do so.

B. Keep your head down. Approach only

A. Feet into the wind with arms extended toward landing.
Dealing with It

Being Lost, and

Reading

Recommended

Search and Rescue

Chapter 6
The Case of the Missing Hiker

.network of your brain's invisible links, or

SEARCH AND RESCUE

Discovering the hidden links in your brain's invisible network:

1. The Case of the Missing Hiker

For more than a year, Jane Moore's family has been searching for her. She disappeared while hiking in the mountains, leaving behind only a few scattered items. The police have been unable to find her, and the search has become increasingly difficult due to the harsh terrain and unpredictable weather.

Jane's family has hired a private investigator to help find her. They have been following leads, but so far nothing has come of it. The investigator has been working on the case for months, but they have been unable to find any new information.

Jane's family is becoming increasingly desperate. They have run out of options and are at a loss as to what to do next. They are hoping that the private investigator can help them find their missing daughter.

Will the private investigator be able to find Jane? Only time will tell.

For more information, please contact your local police department.
Although no one relishes the prospect of being in an emergency situation, Murphy's Law dictates that if you visit the wilderness often enough, something will go wrong sometime. With a little forethought and planning, you can reduce the risk of someone in your group getting lost or injured, and you'll be better prepared to react intelligently, either as a victim or a rescuer.

Recommended Reading: