Survival Group Presentation Guide by C. Kohn, Waterford WI

Group Names (first/last):   
  
Hour Date: Why late? Score: + ✓ -

**Directions:** in teams of 3-4, you will be creating a presentation using the Survival Notes (online) that addresses the following topics:

* How would you rank survival needs from greatest to least (e.g. air, shelter, water, etc.)? Provide an example scenario with multiple concerns and rank the concerns in terms of what needs to be addressed first.
* In an emergency, what happens to your ability to make good decisions? What does this mean in regards to your need to plan ahead? How can you psychologically enable yourself to survive in an emergency situation?
* Explain how each of the following should be considered in a wilderness emergency: surroundings, physical condition, equipment, senses, location, panic, improvisation, valuing life.
* How does cold weather change how to respond to a survival situation? How can the acronym COLD be used to help you to remember what to do in a cold weather emergency?
* What is the difference between hypothermia and frostbite? How can both be avoided? What are signs that they’re occurring? What parts of your body should be covered at all times in a cold weather emergency? What are symptoms of carbon monoxide poisoning? How does it occur? How do you treat it?
* What are emergency items that should always be in your car? What are some tips to prevent a winter travel emergency?

Your work should be prepared in a PowerPoint document (or similar program). You will be presenting your work with your instructor in your teams of 3-4, so most of your presentation should be delivered orally (i.e. do not write paragraphs of information on each slide; provide bullet points and summarize the information orally). You can use notecards to help with your oral presentation. Your grade will be based primarily using the rubric on the next page.

**Notes and suggestions:**

* You will be asked to evaluate your group’s performance and the feedback that you provide will be factored in your final grade. Be prepared to submit this form with where you feel you rank for each item on the rubric.
* Be aware that your grade is partly dependent on the involvement of all group members in your presentation.
  + If you feel a group member cannot adequately allow you to demonstrate your understanding, please speak with your instructor if you need to have that member removed.
  + The removed group member will then be expected to perform this assessment on their own with the instructor.
* If you need a second attempt on this assessment, you will need to schedule time outside of class with your instructor.

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| **Item** | *Plus (100%)* | *Check (70-90%)* | *Redo (0%)* |
| **Accuracy** | No errors were detected in this presentation | This presentation contained a few errors, but overall was very accurate. | This presentation contained considerable errors. |
| **Thoroughness** | No important information was omitted. | This work was detailed, but more detail was possible and would have helped. | Major topics were omitted that should have been included. |
| **Professionalism (lack of errors, style, delivery, spelling/grammar, design, etc.)** | The instructor would allow this presentation in its current state to be delivered to a group outside of the school. | This is good work for high school students but room exists for improvement. | The professionalism of this group needs improvement to be at a high school level or greater. |
| **Group Involvement** | Every member was involved with the development of the presentation as well as its delivery. | At least one more group member could have been more involved than they were. | Multiple group members clearly could have been more involved. |
| **Parenthetical and Bibliographical Citation** | Every source was cited accurately using both parenthetical and bibliographical citation. | One or two errors involving citation were found. | Multiple errors regarding citation were found. |
| **Reliability of Sources** | All sources used were from a credible source that was a peer reviewed journal or from a similarly-reliable source (.gov, .edu, etc.). | At least one of the sources used has questionable credibility and should have been replaced by more reliable information. | Multiple sources have questionable credibility which has appreciably affected the credibility of the entire presentation. |
| **Effort** | Effort exceeds what would be expected of a high school student. | Effort is acceptable for a high school student but room exists for improvement. | Level of effort could have been much greater than what was presented. |

**Comments**