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QUALIFICATION STANDARD

GROUND SEARCH AND RESCUE BASIC RESPONDER

(GSAR-BR)

Northwest Territories Municipal and Community Affairs

SEARCH AND RESCUE RECHERCHE ET SAUVETAGE

This publication was jointly funded between the Government of the Northwest Territories and the Government of Canada through the New Search and Rescue Initiatives Fund.

OPI: MACA-COMM OPS-CEMC

FOREWORD

1. This training document was developed by the Government of the Northwest Territory in cooperation with the National Search and Rescue Secretariat. It was prepared using the approved National Criteria and other material required for safe and efficient Ground Search and Rescue (GSAR) operations within the Northwest Territories.

2. This document, unlike many other standards, is not fixed. It is a living document and as such is expected to grow and require revisions. The Government of the Northwest Territories relies upon the feedback and suggestions of responders, both from within and from outside the Territories, to keep this book current and valid. As new techniques, technologies, and “Best Practices” become apparent, our standards must reflect these innovations.

3. This Course Training Standard (CTS) is effective upon receipt and supersedes all previously used training standards or training guidelines. Performance Checks (PCs) are currently the responsibility of the individual instructor who will ensure that the standards contained in this publication are strictly adhered to.

5. Anyone may offer suggestions or present recommendations for changes in writing to:

Community Emergency Management Coordinator
Municipal and Community Affairs
Government of the Northwest Territories
Box 1320
Yellowknife, NT X1A 2L9

Or by FAX to:

1–867–873–8193 (Within North America)
001–867–873–8193 (Outside North America)

LIST OF EFFECTIVE PAGES

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CHAPTER 1

GENERAL

OUTLINE OF TRAINING

1. A Ground Search and Rescue Basic Responder (GSAR–BR) requires training in the following: Program; General Operation; Navigation; Telecommunications; Search; Lost Person Behaviour; and First Aid. This training will qualify the candidate to be employed under normal supervision as a team member of a search team.

2. All GSAR training has been designed based on the fact that:

   a. Candidates are of legal age. Candidates under the legal age must have signed authorization;

   b. Using 15 minutes as a standard period of instruction which allows the maximum flexibility in instruction time and makes the instructor concentrate on **must knows**; and

   c. **Both** skill and theoretical knowledge are emphasised.

USE OF THE CTS

3. This CTS provides the authority to SAR Teams and Community Coordinators to conduct Ground Search and Rescue Basic Responder training.

CONDUCT OF TRAINING

4. The following are the performance objectives that encompass the GSAR Basic Responder course:

   a. PO 401 — Program;

   b. PO 402 — General Operation;

   c. PO 403 — Navigation;

   d. PO 404 — Telecommunications;

   e. PO 405 — Search;

   f. PO 406 — Lost Person Behaviour; and

   g. PO 407 — First Aid. **(NOTE: FIRST AID IS INSTRUCTED OUTSIDE OF THIS TRAINING.)**

METHOD OF ACHIEVING OBJECTIVES

5. A large proportion of the GSAR Basic Responder performance objectives are skill–related. A hands–on learning approach is essential to the teaching of these subjects. The lesser portion of the GSAR Basic Responder is theoretical in nature. Careful selection of instructors and good pre–class preparation is essential to the success of the classes. It cannot be emphasised enough that the GSAR Basic Responder are the future leaders (as Team Leaders and Search Managers) of the SAR Team or Community Response Group and that a well run GSAR BASIC RESPONDER course is important in this regard.

COURSE SUMMARY

6. Training time has been generally allocated for the GSAR Basic Responder training as follows:

PERFORMANCE OBJECTIVE	BASIC RESPONDER
401 – PROGRAM	23
402 – GENERAL OPERATION	48
403 – NAVIGATION	46
404 – TELECOMMUNICATIONS	3
405 – SEARCH	32
406 – LOST PERSON BEHAVIOUR	2
407 – FIRST AID (1)	0
408 – MANAGING THE SEARCH FUNCTION	0
15 MINUTE PERIODS REQUIRED	**154**
7 HOUR DAYS REQUIRED	**5.5**

NOTE 1: First Aid training is not programmed as part of this training. It shall be delivered by a certified instructor.

CHAPTER TWO

COURSE MANAGEMENT

CHAPTER 2

COURSE MANAGEMENT

AIM

1. The aim of this training is to provide the candidate with the knowledge and skills necessary to perform as a Ground Search and Rescue (GSAR) Responder at the BASIC level.

QUALIFICATION

2. Successful completion of this course constitutes the primary means of attaining the GSAR Basic Responder qualification.

TRAINING EQUIVALENCY REVIEW

3. Candidates with other GSAR qualifications that they feel are comparable shall submit a Request for Training Equivalency Review (shown at Annex A) through their SAR Team or Community Coordinator to the Managing Authority (MA). The Managing Authority will then contact the original training agency and obtain sufficient information so as to determine what training previously obtained can be applied towards the NWT GSAR Standards.

4. Previous training will be applied at all levels of the NWT GSAR Standard to ensure that the individual can be certified under the NWT GSAR Standard as quickly as possible.

5. Once the Managing Authority has completed the review, the Request for Training Equivalency Review along with the Training Equivalencies Granted (shown at Annex B, C, and D) will be returned to the originating SAR Team or Community Coordinator. The results will show what NWT GSAR training has been deemed “taught” and what remaining training is required to complete the qualification(s).

SCHEDULING

6. Local training will be scheduled by the SAR Team Senior Instructor or the Community Coordinator. As local conditions, resources and personnel will differ from one SAR Team to SAR Team, or Community to Community, the Senior Instructor must develop their own training timetable ensuring that all training is covered. The order of presentation of the Enabling Objectives (EO) may be changed to suit the local training timetable.

COURSE CAPACITY

7. The capacity is unlimited in theory. However, course capacity is not to exceed available instructional and support resources.

8. Practical course capacity is:

   a. Minimum – 12 candidates;

   b. Maximum – 24 candidates; and

   c. Maximum – 8 candidates per syndicate during practical field training exercises.

REQUIREMENTS

9. Delivery Method. The course is designed to be conducted either as a formal course or as local continuous training.

10. Course Duration. A formal course would require five and a half (5.5) training days, or two full weekends. Local continuous training would be conducted throughout the entire year thereby allowing personnel to acquire the qualification as and when they are available.

11. Period Duration. The instructor shall determine the optimal period length based upon the subject being taught and the knowledge level of the candidates.

RESOURCES

12. The following are the resources required to carry out this training:

a. Facilities:

(1) Classrooms,

(2) Field training area, and

(3) Secure storeroom, and

b. Material:

(1) Individual equipment (1 per candidate):

(a) Wet weather gear or cold weather gear (season dependent) (pants, jacket);

(b) Large field pack,

(c) Sleeping bag with inner protective bag,

(d) Air mattress or foam sleeping pad,

(e) Ground sheet,

(f) Plastic plate,

(g) Plastic cup,

(h) Canteen (metal preferred),

(i) Insect repellent, and

(j) Solar cream, and

(2) Tent Group equipment:

(a) Coleman’s stove,

(b) Lantern,

(c) Axe (2),

(d) Shovel (long handle – small scoop (summer)) or (short handle – large scoop (winter)) (2),

(e) Pots and pans,

(f) Plastic dish wash basin,

(g) Dishwashing soap (small squeeze bottle),

(h) 3M scrubbing pads (2),

(i) Wash basin (2),

(j) Water jerry can (2),

(k) Tent,

(l) Garbage bags,

(m) Roll of twine,

(n) Toilet paper (5 rolls), and

(o) Paper towels (2 rolls), and

(3) Audio–Visual equipment (1 per course):

(a) Chalkboard,

(b) Flip chart, and

(c) TV/VCR,

MANAGING AGENCY AND TRAINING AGENCY

13. The Managing Agency (MA) for this course is MACA Community Emergency Management Section who will ensure training standards are being met and implementing any required changes.

14. The Training Agency (TA) for this course shall be either:

a. The SAR Team;

b. The Community; or

c. The School of Community Government (SCG).

15. For the Ground Search and Rescue Basic Responder Course and the Ground Search and Rescue Team Leader Course the Training Agency (TA) shall be either the SAR Team or the Community. The School of Community Government shall run all Ground Search and Rescue Search Manager Courses and shall be the only authorised Training Agency (TA) for this training.

COURSE PRE–REQUISITES

16. No prerequisites exist to take the Ground Search and Rescue Basic Responder Course.

RELATED DOCUMENTS

17. References used in this course are listed in CHAPTER 6 – TRAINING SUPPORT REQUIREMENTS.

EVALUATION

18. The evaluation process is contained in CHAPTER 3 – ASSESSMENT OF CANDIDATES.

COURSE CRITIQUE

19. Course critiques will be held at the conclusion of the course to obtain feedback on learning activities, the presentation of the training program, content and administration procedures. This should not preclude anyone from commenting on positive matters or reporting problems as they arise.

20. The completed course critique forms (shown at Annex E) shall be reviewed by the applicable TA and then forwarded to the MA.

21. The MA will, on a yearly basis, consolidate all course critiques into a summary, which shall then be distributed to every TA, SAR Team, and Community Coordinator.

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REQUEST FOR TRAINING EQUIVALENCIES

PERSONAL DATA			
SURNAME		SAR TEAM / COMMUNITY	
FIRST NAME	INITIALS	LOCATION	TELEPHONE ( ) –

TRAINING INFORMATION		
COURSE	TRAINING AGENCY	
INSTRUCTOR (If known)	LOCATION	TELEPHONE ( ) –
COURSE	TRAINING AGENCY	
INSTRUCTOR (If known)	LOCATION	TELEPHONE ( ) –
COURSE	TRAINING AGENCY	
INSTRUCTOR (If known)	LOCATION	TELEPHONE ( ) –
COURSE	TRAINING AGENCY	
INSTRUCTOR (If known)	LOCATION	TELEPHONE ( ) –

GENERAL COMMENTS

COMMENTS BY SAR TEAM or COMMUNITY SENIOR INSTRUCTOR

SAR TEAM or COMMUNITY SENIOR INSTRUCTOR	DATE	SIGNATURE

COPY 1 - CANDIDATE

COPY 2 - TRAINING AGENCY

COPY 3 - MANAGING AGENCY

Northwest Territories Municipal and Community Affairs

Emergency Measures Organization

TRAINING EQUIVALENCIES GRANTED

GSAR–BR

PERSONAL DATA

SURNAME		SAR TEAM / COMMUNITY	
FIRST NAME	INITIALS	LOCATION	TELEPHONE ( ) –

GROUND SEARCH AND RESCUE – BASIC RESPONDER EQUIVALENCIES GRANTED

Program	General Operation	Navigation	Telecommunications	Search	Lost Person Behaviour	First Aid	Managing The Search Function
☐ 401.01	☐ 402.01	☐ 403.01	☐ 404.01.01	☐ 405.01.01	☐ 406.01	☐ 407.01	
☐ 401.01.01	☐ 402.01.01	☐ 403.01.01	☐ 404.01.02	☐ 405.02.01			
☐ 401.02	☐ 402.02	☐ 403.01.02		☐ 405.04.01			
☐ 401.02.01	☐ 402.02.01	☐ 403.01.03		☐ 405.05.01			
☐ 401.03	☐ 402.03	☐ 403.01.04		☐ 405.06.01			
☐ 401.03.01	☐ 402.03.01	☐ 403.01.05		☐ 405.07			
☐ 401.04	☐ 402.04	☐ 403.01.06		☐ 405.08			
☐ 401.04.01	☐ 402.04.01	☐ 403.01.07		☐ 405.09			
☐ 401.05	☐ 402.05	☐ 403.01.08		☐ 405.10			
☐ 401.05.01	☐ 402.05.01	☐ 403.02		☐ 405.11			
☐ 401.06	☐ 402.06	☐ 403.02.01		☐ 405.12			
☐ 401.06.01	☐ 402.06.01	☐ 403.02.02		☐ 405.13.01			
☐ 401.07	☐ 402.06.02	☐ 403.02.03		☐ 405.13.02			
☐ 401.07.01	☐ 402.07	☐ 403.02.04		☐ 405.13.03			
	☐ 402.07.01	☐ 403.02.05		☐ 405.14.01			
	☐ 402.07.01.01	☐ 403.02.06					
	☐ 402.07.02	☐ 403.02.07					
	☐ 402.07.03	☐ 403.02.08					
	☐ 402.07.04	☐ 403.02.09					
	☐ 402.07.05	☐ 403.02.10					
	☐ 402.07.06						
	☐ 402.08						
	☐ 402.08.01						
	☐ 402.08.02						
	☐ 402.08.03						
	☐ 402.08.04						
	☐ 402.08.05						
	☐ 402.09						
	☐ 402.09.01						

COMMENTS BY MANAGING AUTHORITY

MANAGING AUTHORITY	DATE	SIGNATURE

COPY 1 - CANDIDATE

COPY 2 - TRAINING AGENCY

COPY 3 - MANAGING AGENCY

Northwest Territories Municipal and Community Affairs

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TRAINING EQUIVALENCIES GRANTED

GSAR–TL

PERSONAL DATA

SURNAME		SAR TEAM / COMMUNITY	
FIRST NAME	INITIALS	LOCATION	TELEPHONE ( ) –

GROUND SEARCH AND RESCUE – TEAM LEADER EQUIVALENCIES GRANTED

Program	General Operation	Navigation	Telecommunications	Search	Lost Person Behaviour	First Aid	Managing The Search Function
☐ 401.08	☐ 402.01.02	☐ 403.01.09	☐ 404.02.01	☐ 405.01.02	☐ 406.01	☐ 407.02	
☐ 401.09	☐ 402.02.02	☐ 403.02.11	☐ 404.03.01	☐ 405.02.02	☐ 406.02		
	☐ 402.04.02	☐ 403.02.12	☐ 404.04.01	☐ 405.03	☐ 406.03		
	☐ 402.06.03	☐ 403.02.13	☐ 404.05.01	☐ 405.04.02	☐ 406.04		
	☐ 402.06.04			☐ 405.05.02	☐ 406.05		
	☐ 402.06.05			☐ 405.14.02	☐ 406.06		
	☐ 402.06.06			☐ 405.15.01	☐ 406.07		
	☐ 402.07.07			☐ 405.16.01	☐ 406.08		
	☐ 402.07.07.01			☐ 405.17.01			
	☐ 402.08.06			☐ 405.18.01			
	☐ 402.08.07			☐ 405.19.01			
	☐ 402.08.08			☐ 405.20.01			
	☐ 402.09.02			☐ 405.21.01			
	☐ 402.10			☐ 405.22.01			
	☐ 402.10.01			☐ 405.23.01			
	☐ 402.11						
	☐ 402.12						
	☐ 402.12.01						
	☐ 402.13						
	☐ 402.13.01						
	☐ 402.14						
	☐ 402.14.01						
	☐ 402.15						
	☐ 402.15.01						
	☐ 402.16						
	☐ 402.16.01						

COMMENTS BY MANAGING AUTHORITY

MANAGING AUTHORITY	DATE	SIGNATURE

COPY 1 - CANDIDATE

COPY 2 - TRAINING AGENCY

COPY 3 - MANAGING AGENCY

Northwest Territories Municipal and Community Affairs

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TRAINING EQUIVALENCIES GRANTED

GSAR–SM

PERSONAL DATA

SURNAME		SAR TEAM / COMMUNITY	
FIRST NAME	INITIALS	LOCATION	TELEPHONE ( ) –

GROUND SEARCH AND RESCUE – SEARCH MANAGER EQUIVALENCIES GRANTED

Program		General Operation		Navigation		Telecommunications		Search		Lost Person Behaviour		First Aid		Managing The Search Function	
☐	401.10	☐	402.17											☐	408.01
☐	401.11	☐	402.18											☐	408.01.01
☐	401.12	☐	402.19											☐	408.01.02
		☐	402.20											☐	408.01.03
														☐	408.01.03.01
														☐	408.01.03.02
														☐	408.01.03.03
														☐	408.01.04
														☐	408.01.05
														☐	408.01.06
														☐	408.01.07
														☐	408.02
														☐	408.02.01
														☐	408.02.02
														☐	408.02.03
														☐	408.02.04
														☐	408.03
														☐	408.03.01
														☐	408.03.02
														☐	408.03.03
														☐	408.03.04
														☐	408.04

COMMENTS BY MANAGING AUTHORITY

MANAGING AUTHORITY	DATE	SIGNATURE

COPY 1 - CANDIDATE

COPY 2 - TRAINING AGENCY

COPY 3 - MANAGING AGENCY

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COURSE CRITIQUE FORM

GSAR-BR

COURSE DATA	
COURSE TITLE **GSAR - BASIC RESPONDER**	DELIVERY METHOD
COMMUNITY TRAINING TOOK PLACE	COURSE DATES From To
SENIOR INSTRUCTOR	**INSTRUCTOR**
INSTRUCTOR	**INSTRUCTOR**

COURSE CONTENT (Indicate by checking the box in the scale how well the particular topic was covered.)

PERFORMANCE OBJECTIVE	Very Poorly	Poorly	Adequate	Well	Very Well
401 Program	☐	☐	☐	☐	☐
402 General Operation	☐	☐	☐	☐	☐
403 Navigation	☐	☐	☐	☐	☐
404 Telecommunications	☐	☐	☐	☐	☐
405 Search	☐	☐	☐	☐	☐
406 Lost Person Behaviour	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐

GENERAL COMMENTS (Indicate by checking the box in the scale how you felt.)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The course material was presented in a manner easy to understand.	☐	☐	☐	☐	☐
2. Tools/equipment were serviceable and available when required.	☐	☐	☐	☐	☐
3. The practical portions were sufficient in length to practice new skills.	☐	☐	☐	☐	☐
4. The Field Exercise was sufficient in length to confirm new skills.	☐	☐	☐	☐	☐
5. The Instructors were helpful.	☐	☐	☐	☐	☐
6. Comments made by staff were helpful and constructive.	☐	☐	☐	☐	☐
7. Individual assistance was available.	☐	☐	☐	☐	☐
8. Classrooms and training areas were adequate for training purposes.	☐	☐	☐	☐	☐
9. Written and Practical tests were fair and understandable.	☐	☐	☐	☐	☐
10. My employer required me to take holidays to attend this training.	☐	☐	☐	☐	☐

SUGGESTIONS FOR IMPROVING THE COURSE (Please Print)

COPY 1 - TRAINING AGENCY

COPY 2 - MANAGING AGENCY

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CHAPTER THREE

ASSESSMENT OF CANDIDATE

CHAPTER 3

ASSESSMENT OF CANDIDATE

GENERAL

1. Performance Checks (PC) based on the Performance Objectives (PO) shall be the basis for candidate assessment. A candidate must pass in all POs listed in Chapter 4 of this CTS in order to complete the course successfully.

2. Each of the 6 POs in the NWT GSAR Basic Responder Level will be assessed using one of two evaluation methods. At times, the POs may be assessed using a combination of these methods. The two methods are as follows:

a. **Skill Checks (SC).** This method of assessment is used to evaluate a candidate's skill level; in other words, to check a candidate's performance of a skill. The candidate will be asked to correctly perform an action. A written examination is not required. **A pass (P) or fail (F) grading will be assigned**, and

b. **Knowledge Checks (KC).** These tests can be written or oral, although it is strongly recommended that they be written. **The pass mark is 80 per cent.**

PROGRESS MONITORING

3. The progress of each candidate is to be monitored by the senior instructor. Monitoring will provide an early warning of any difficulties that the candidate might be experiencing and it will provide some feedback on the effectiveness of the training.

UNSATISFACTORY COURSE PROGRESS

4. Unsatisfactory course progress is often indicated by one of the following criterion:

a. A failure of any one of the POs; or

b. A lack of attendance at training sessions.

5. A candidate failing a PC will be allowed to rewrite the PC if:

a. The attempt is likely to be successful; and

b. The attempt can be completed before the end of the scheduled training for that serial.

6. Prior to attempting a PC rewrite, the Senior Instructor will ensure that the candidate receives the necessary remedial training and information. The conditions of the supplemental PC will be identical to that of the original PC (level of performance required to pass, access to references and assistance, time to complete, etc.), although the questions or scenarios may differ.

7. Failure of any supplemental PC, or the failure of three initial PCs, will constitute a training failure and require the convening of a Training Review Board.

8. The Senior Instructor may direct that a candidate be removed from training:

a. When the progress is so obviously below the minimum standard that it is unlikely the required standard will be attained; or

b. When the continued presence of the candidate on the training program is adversely affecting the training, safety or morale of the other candidates.

CANDIDATE TRAINING FILE

9. A training folder for each candidate shall be maintained and shall contain the following:

a. All PCs completed (to include all written tests and assessment forms); and

b. Training Record showing POs, grade attained and any comments the instructor feels necessary to assist in completing the Course Report.

PERFORMANCE CHECKS

10. The following paragraphs expand and clarify the conduct of PCs:

a. PO 401 – Program. This PO will be assessed by means of a written test and through observations during the field exercise. Recorded as Pass/Fail.

b. PO 402 – General Operation. This PO will be assessed by means of a written test and through observations during the field exercise. Recorded as Pass/Fail.

c. PO 403 – Navigation. This PO will be assessed by means of a written test and a filed test during the field exercise. Recorded as Pass/Fail.

d. PO 404 – Telecommunications. This PO will be assessed by means of a written test and through observations during the field exercise. Recorded as Pass/Fail.

e. PO 405 – Search. This PO will be assessed by means of a written test and through observations during the field exercise. Recorded as Pass/Fail.

f. PO 406 – Lost Person Behaviour. This PO will be assessed by means of a written test. Recorded as Pass/Fail.

g. PO 407 – First Aid. This PO will not be formally assessed, but will be confirmed by presentation of a First Aid Certificate issued by St John's Ambulance. Recorded as Trained/Untrained.

h. PO 408 – Managing The Search Function. This PO will be assessed by means of a written test and through observations during the field exercise. Recorded as Pass/Fail.

SUPPLEMENTAL ASSESSMENT

11. It is the duty of the senior instructor to determine if supplemental assessment is required. There is no fixed schedule for retesting; the senior instructor must set aside the required time for retesting on an individual basis. Retesting may require remedial training, rechecking and/or retraining.

12. A successful retest is equal to a **pass** in the case of a Skill Check and it is equal to the minimum passing grade of **80 per cent** in the case of a Knowledge Check.

COURSE REPORTS

13. A GNWT EMO Training Report shall be prepared for each candidate and distributed in accordance with the addressees listed therein. The training report shall be descriptive, identifying the candidate's strengths and areas needing improvement.

14. A Training Report will be completed for each candidate for all training courses that the candidate attends. The Candidate Training Record, which is held by either the SAR Team or Community Training Coordinator, will be updated with the results on the Training Report following the completion of any courses.

COURSE CRITIQUES

15. The course critique process is contained in CHAPTER 2 – COURSE MANAGEMENT.

Emergency Measures Organization

TRAINING REPORT

PERSONAL DATA		COURSE DATA
SURNAME		COURSE TITLE
FIRST NAME	INITIALS	DELIVERY METHOD
HOME SAR TEAM / COMMUNITY		COURSE DATES From To
DISPOSITION PASSED ☐ FAILED ☐ N/A ☐ GRADE _____ STOOD ___ IN A CLASS OF ___ upper 1/3 ☐ middle 1/3 ☐ Lower 1/3 ☐		TRAINING AGENCY RECOMMENDED AS POTENTIAL INSTRUCTOR FOR THIS COURSE Yes ☐ No ☐ NA ☐

GENERAL COMMENTS - (Indicate strengths and weaknesses.)

CANDIDATE *I have read this report*		INSTRUCTOR COMMENTS	
Date	Signature	Date	Signature

COMMENTS BY SAR TEAM or COMMUNITY SENIOR INSTRUCTOR

COURSE ENDING QUALIFICATION STATUS (Training Agency to note required action)

☐ Unit Training completed – Managing Agency to initiate update action.

☐ Training completed – Managing Agency to initiate update action.

SAR TEAM or COMMUNITY SENIOR INSTRUCTOR	DATE	SIGNATURE

COPY 1 - CANDIDATE

COPY 2 - TRAINING AGENCY

COPY 3 - MANAGING AGENCY

Northwest Territories Municipal and Community Affairs

CHAPTER FOUR

TRAINING OBJECTIVES

CHAPTER 4

TRAINING OBJECTIVES

The pages that follow contain details on each PO for each proficiency level. This includes the performance statement, conditions, standard statement and references.

PERFORMANCE OBJECTIVE **401.01**

Human Rights Sensitivity **Basic**

1. PERFORMANCE

The SAR Responder will be able to perform their duties while being aware of the rights and cultural issues of the authorities, their peers, and the lost subject and their families.

2. RATIONALE

The SAR Responder needs to be aware of this information for the following reasons:

- To not breach defined HR laws,
- To avoid discrimination,
- To avoid conflict during the event, and
- To not be biased so as to decrease the level of service.

3. STANDARD

Define discrimination.

4. TEACHING POINTS

Definition of Human Rights.

Definition of Discrimination.

Define Ethnic and Culture.

Give examples of the above.

Discuss specific ways of causing discrimination.

Discuss the problems created by discrimination.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

45 minutes

8. REFERENCES

None

9. REMARKS

Encourage purposeful discussion and have the class identify examples of discrimination that that may occur locally.

Discuss how to problem solve and become more aware of these issues.

PERFORMANCE OBJECTIVE **401.01.01**

Awareness of legal and civil rights — Basic

1. PERFORMANCE

The SAR Responder will be able to identify discrimination in and around any SAR environment.

The SAR Responder will be able to report or problem–solve any HR/discrimination issue.

2. RATIONALE

Human rights and discrimination sensitivity will decrease the potential for conflict which otherwise may lead to decreased efficiency of the SAR Responder.

3. STANDARD

The SAR Responder will know the process to report an HR issue.

4. TEACHING POINTS

A defined chain of command needs to be identified as to how to report any abuse or discrimination concerns.

A defined reporting system exists to lodge a concern or complaint.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 min

8. REFERENCES

None

9. REMARKS

Explain that discrimination etc cannot be tolerated and that if a concern cannot be resolved informally between two parties that it will be reported to an onsite authority; i.e. tasking agency.

Explain that discrimination against a culture; ethnic may affect a search mission and the overall moral of others.

Discrimination may lead to investigations and or removal of individuals.

PERFORMANCE OBJECTIVE **401.02**

Jurisdictions and Responsibilities — Basic

1. PERFORMANCE

The SAR Responder will be able to understand and identify the main tasking agencies and know what agency can task what group for what type of response.

2. RATIONALE

The SAR Responder needs to know what tasking agency in their area has the authority over the type of search being trained for and requested.

The SAR Responder needs to identify the main agency in their area and learn to communicate and train with them.

3. STANDARD

Name the major tasking agencies in their area and describe what jurisdiction each has:

- RCMP,
- Coast Guard,
- Military,
- Municipal Government,
- Federal Parks,
- Territorial Parks.

4. TEACHING POINTS

Define what a tasking agency is.

Identify each of the tasking agencies by name, location, and government.

Define Jurisdiction of each.

Define Responsibility of each.

Define what skill or discipline is required by each Tasking Agency.

Identify what volunteer group or skill is presently in place by the tasking agency; i.e. Coast Guard supports the Coast Guard Auxiliary Program.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

Basic knowledge of local emergency services.

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

Give clear examples of all emergency services and their volunteer programs they run or support; if any.

PERFORMANCE OBJECTIVE **401.02.01**

Roles played by the policy/operational jurisdictions — Basic

1. PERFORMANCE

The SAR Responder will be able to describe what is required of them or what type of call–out will be made by each agency, and what will be expected of them.

The SAR Responder will be able to state what responsibility the tasking agency has when calling out a SAR group.

Preplans will determine major responsibilities prior to a response.

2. RATIONALE

Each volunteer SAR group will form an objective and a state of readiness to assist any tasking agency in their area.

A clear set of guidelines will better prepare a group to respond in a trained and equipped capacity.

Groups will also be trained in and encouraged to create preplans to determine responsibilities prior to a response.

Groups will also know what jurisdictions they work in and what responsibilities the tasking agency has.

3. STANDARD

A SAR Responder will be able to state what tasking agency will require their service.

A possible question may include; “can the Coast Guard call out ground units for a lost boat search?”

4. TEACHING POINTS

Identify the policy of each identified tasking agency.

Define support skills (Be available to supply manpower; i.e. road blocks.).

Define assist; (Search).

Identify how a SAR group can support or assist each tasking agency.

Identify different deployment options such as lost person, evidence search, etc.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

Students must understand that clear communication and cross training is the key to being trusted and respected by any tasking agency.

Student must understand that at no time are they expected to assist or support outside of their trained capability.

Students are told that police will not use them in any criminal pursuit.

Students should be informed when the police will use them for evidence search.

Students will be made aware that each tasking agency has limitations in their responsibilities and jurisdiction.

PERFORMANCE OBJECTIVE **401.03**

Financial and administrative information — Basic

1. PERFORMANCE

The SAR Responder will be able to know and understand that there is a responsibility on the tasking agency and their own group to provide basic services and to maintain ongoing records.

2. RATIONALE

The SAR Responder will understand that a continuous reporting and recording process is in place to create documentation of all activity including finances and administration.

Both Tasking and SAR agencies must make and keep records.

3. STANDARD

Information

4. TEACHING POINTS

Identify what responsibilities each tasking agency will take for the mission and the SAR group.

Identify the fact that each tasking agency will keep records of all activity and expenses.

Inform all SAR Responders that they may or may not be compensated for defined issues; such as gas.

Inform all SAR Responders that a state of readiness and self–containment is required in the initial stages of any search or exercise. Financial records of expenses should be kept.

Inform al SAR Responder that individual and group records and logs must be kept.

5. SUPPORTING SKILLS

Good written or oral skills to document reports.

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

A clear understanding of the importance of record keeping in finance and administration is required so that future SAR missions can be properly funded and supported.

PERFORMANCE OBJECTIVE **401.03.01**

Tasking agency and their responsibilities — Basic

1. PERFORMANCE

The SAR Responder will be informed what a tasking agency can and will provide in terms of support, both real and financial.

Limitations on both of these will be expressed.

SAR Responders will know what is expected of them to keep group records of the financial and administrative activity during a search.

2. RATIONALE

A SAR Responder and group require this information so that they will have real expectations of what is provided and what is not by a tasking agency. (Preplan)

A SAR Responder will know what is expected of them

3. STANDARD

Information

4. TEACHING POINTS

Express that a tasking agency does not have unlimited funds.

Inform students briefly how basic budgets work within government agencies.

Explain what is available from a tasking agency for SAR support services.

Determine from that agency what is paid for and what is not, to reduce expectations.

Recording expenses and administrative records by SAR groups are required for assorted reasons:

- Justify expenses by tasking agencies,
- Predetermining budgets for future missions,
- Determining overall needs and requirements for procurement of training, equipment etc. ,
- Tracking volunteer movement in a group.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

General information to be discussed with SAR groups.

Groups should have an idea of how the tasking agency will operate to avoid unreal expectations.

PERFORMANCE OBJECTIVE **401.04**

Legal rights and obligations — Basic

1. PERFORMANCE

SAR Responders will be taught that they are to work within the scope of the law, both civil and criminal.

SAR Responders will know that their response will be based on the limitations of their training in relation to the above.

2. RATIONALE

SAR Responders must understand that their duty to respond is voluntary, but once on site they have a duty.

SAR Responders must know that their level of training and proper performance within the scope of their training will protect them from criminal and civil action.

SAR Responders will understand that any breach can result in action against them.

SAR Responders will understand that they are protected from criminal and civil action while tasked and in the proper performance of their assigned task.

3. STANDARD

SAR Responders will be able to understand the difference between a civil and criminal action.

4. TEACHING POINTS

Define civil action.

Define criminal action.

Emphasize that their level of training must not be exceeded in any case to protect them from action.

Emphasize that the SAR Responders must always act in their level of comfort and safety regardless of the expectations of others.

Guidelines for staying out of trouble

Define and discuss what is excessive and acceptable in performing SAR.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

The important point here is to not scare SAR Responders about performing their duties.

Inform then that by being part of a well trained and informed SAR group this will usually imply that they are protected and valued by their tasking agency.

A SAR group also needs to have defined what is considered excessive and damaging, such as performing a medical procedure they are not qualified to do.

PERFORMANCE OBJECTIVE **401.04.01**

Legal liability–Vulnerability/protections — Basic

1. PERFORMANCE

The SAR Responder will understand the difference between a civil and a criminal action.

The SAR Responder will understand that they are protected from civil and criminal action as a result of the proper execution of their work, within the defined limitations of their training.

2. RATIONALE

A SAR event can be very emotional and traumatic for both the worker and victim. Often resulting in heightened emotions and perceptions.

Enforcing a clear guideline as to tasks and limitations will protect the SAR Responder from allegations of wrongdoing during a SAR event.

3. STANDARD

None

4. TEACHING POINTS

Identify why a SAR Responder is vulnerable to an allegation based on wrongdoing.

Cite examples using emotional and traumatic events to make sure candidates understand why they are vulnerable.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

All workers in emergency services are vulnerable to questions and scrutiny as a result of the job.

Decisions are often made facing great stress and time limitations and this must be pointed out.

To better protect a worker group decision, group training and liaison with tasking agencies is recommended.

PERFORMANCE OBJECTIVE **401.05**

Workers Compensation status — Basic

1. PERFORMANCE

The SAR Responder will be aware of the limitation of the Workers Compensation coverage afforded to individual team members during any SAR operation.

2. RATIONALE

The SAR Responder must know the limitation of coverage so those unreal or untrue expectations are not present when a worker responds to a SAR event.

This information should assist a SAR Responder by creating limits and boundaries while performing their duty.

3. STANDARD

Define Workers Compensation

4. TEACHING POINTS

Identify the specific limitations that each tasking agency brings with it.

Identify why the initial volunteer “sign in” is so critical to each responder.

Identify what the consequences may be if a responder steps outside of the boundaries. (Reference to 401.04)

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

Know what a tasking agency is.

7. TIME

15 minutes

8. REFERENCES

Individual tasking agency policy.

9. REMARKS

Information to share with responders early in the course.

PERFORMANCE OBJECTIVE **401.05.01**

Workers Compensation–Protection/limitation Basic

1. PERFORMANCE

SAR Responders will know that they are covered for specific types of injury, both third party and personal under the workers compensation board while engaged in their assigned duties at SAR event.

2. RATIONALE

This information will allow the SAR responder to know their limits.

This will give responders the information to assist in making decisions regarding their response or actions while employed.

SAR responders will know that they have a duty to perform only if they respond and if they sign in. If a responder does not sign in then they are not accounted for and most likely will not be covered under the WCB for personal injury and third party protection.

Each person employed in that event will be under the supervision of the tasking agency to insure that WCB is in fact covering that worker.

3. STANDARD

None

4. TEACHING POINTS

Define what the Workers Compensation Board is.

Define the coverage of the Workers Compensation Board

Determine the coverage allowed by the tasking agency

Define personal coverage

Define “Third party”

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

Specific Information taken from the tasking agency or the government policy and shared with students will achieve this objective.

PERFORMANCE OBJECTIVE **401.06**

Ethical issues — Basic

1. PERFORMANCE

The SAR Responder will be expected to perform to accepted professional standards of conduct.

2. RATIONALE

Professional conduct in all aspects of Search and Rescue is imperative to maintain the credibility and the integrity of the responders.

Their ethics or lack of ethics will judge all SAR workers.

Ethics will determine the overall effectiveness of the workers.

3. STANDARD

None

4. TEACHING POINTS

Define what an ethic is.

Define what an ethical issue is.

Give examples

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

Make it well known that all persons in general are judged by others on their ethics.

Those workers involved with SAR will be placed in situations requiring more attention to better ethics since often death and injury are likely in SAR.

Survivors, family and supports are more vulnerable and require proper handling.

PERFORMANCE OBJECTIVE **401.06.01**

Dealing with families, confidentiality, and black humour — Basic

1. PERFORMANCE

The SAR Responder will be able to identify specifics about ethical issues.

The SAR Responder will be able to identify the groups most sensitive to bad ethics at and during a SAR event.

When certain ethics are to be used.

How to employ ethics.

2. RATIONALE

Ethical issues dealing with specifics in SAR often may be attributed to the overall effectiveness of the SAR Responder or team.

Ethics may eventually influence the overall ability of a worker or victim to heal, or cope with a traumatic or stressful event.

3. STANDARD

Identify the groups associated with SAR that are most likely to be more sensitive to bad ethics.

Identify what “black humour” is.

When and where is “black humour” OK to use and why?

4. TEACHING POINTS

Define ethics;

Define ethical issues;

Identify the groups in SAR that are not directly related to SAR and that are more sensitive to bad ethics – victim’s family, victims, support people (Red Cross), media, tasking agencies, politicians, etc. ;

Give examples of bad ethics–“stealing from a collapsed building”, starting a rumour, giving false information”;

Define black humour–speaking graphically about an observation in front of a person who was not at the event or incident;

Using jargon or slang to refer to a deceased or other victim.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

Those that are trained and those that respond to emergency events dealing with risk to life and limb consider black humour in emergency response a normal practice. Black humour is considered a necessary evil at times as an overall coping mechanism to deal with short–term stress of the responders.

Black humour is also considered harmful if it persists outside the normal area of confinement and can sometimes be looked at as a form of discrimination or having no respect for those involved.

Make sure the two points are well defined and clear examples are given to illustrate the ways and methods it may take place.

Identify the specific groups that work outside of SAR but those that may respond or be present at a SAR event.

PERFORMANCE OBJECTIVE **401.07**

Personal and psychological issues — Basic

1. PERFORMANCE

Black humour is also considered harmful if it persists outside the normal area of confinement and can sometimes be looked at as a form of discrimination or having no respect for those involved.

2. RATIONALE

Psychological issues in SAR are a major concern to those who provide SAR, Task SAR, and work in SAR. Over time, the SAR Responders are continually exposed to negative events dealing with death, injury and destruction. This may create a cumulative effect of negative thoughts that manifest themselves through negative behaviours.

Examples are alcoholism, drug abuse, disease, mental illness, discrimination, suicide etc.

SAR Responders should continually be reminded and taught how to recognize basic symptoms in themselves and others they work with.

SAR Responders require basic information on how to seek assistance and or intervene to assist themselves or others.

3. STANDARD

Identify what Stress is;

Identify what terms such as CIS and Peer Support mean.

4. TEACHING POINTS

Define stress–mental and physical.

Define critical incident stress (CIS).

Define posttraumatic stress.

Define peer support.

Define and talk about debriefing.

Operational debriefing.

Stress debriefing (CISD).

Give examples of all of the above.

Talk about how stress affects the body; everything from fatigue, dehydration, etc.

Talk about the physical and mental affects of stress and talk about how each are recognized and dealt with on site.

Talk about long–term effects of stress and give examples.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

60 minutes

8. REFERENCES

None

9. REMARKS

The SAR Responder cannot be given too much information about the effects of stress, both long and short term and about treated and untreated symptoms.

Spend lots of time making sure that the signs and symptoms are clear and make sure all understand the positive long–term effects of an intervention at any level.

PERFORMANCE OBJECTIVE **401.07.01**

Extreme circumstances–Death, debriefing, stress — Basic

1. PERFORMANCE

The SAR Responder will be able to understand that stress in SAR is normal and they will be able to identify specific points about how stress can affect them and others around them.

They will identify the people most likely affected by stress at a SAR event.

2. RATIONALE

The SAR Responder needs to understand that stress is normal and that stress untreated in themselves and others is dangerous over time.

Stress in SAR is shared with all people involved such as the responder, Manager, tasking agency, victim, victim's family etc.

All will react differently both physically and mentally and will have specific identifiable signs of stress.

Overall, stress may affect the outcome of the operation or the ability of one to return to a normal life after the event.

Awareness and information to obtain assistance and to intervene with others is the single largest issue in SAR requiring reminders on how to deal with it.

3. STANDARD

None

4. TEACHING POINTS

Define Stress–mental and physical.

Define Critical Incident Stress (CIS).

Define Post Traumatic Stress.

Define peer support.

Define and talk about debriefing

Operational debriefing

Stress debriefing (CISD)

Give examples of all of the above.

Talk about how stress affects the body; everything from fatigue, dehydration, etc.

Talk about the physical and mental affects of stress and talk about how each are recognized and dealt with on site.

Talk about long–term effects of stress and give examples

Give specific information on how and when to conduct an Operational Debriefing and the benefits this will have in identifying persons who may require CISD.

Normalize the process of CISD and make sure students learn that this is an event that is routine and helpful and that NO one is to blame or is being questioned about their actions.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

General information about the negative aspects of SAR is good information. Some “mild” information about death and what and how others have suffered may prove to be useful.

PERFORMANCE OBJECTIVE **402.01**

Skills overview — Basic

1. PERFORMANCE

The SAR Responder will know and understand that assorted skills are required to perform Basic SAR. Skills will range from specific tactics, equipment operation and skills involving safety survival etc.

2. RATIONALE

SAR Responders should be aware that prior to performing SAR specific skills they should be knowledgeable and proficient in the basics of Ground SAR.

Knowledge and practice will create a more efficient and safe environment.

3. STANDARD

None

4. TEACHING POINTS

SAR Responders must be informed that this is a knowledge–based environment and assorted skills are required to perform basic SAR.

Basic information is produced and taught so those participants have a good understanding in all the concepts.

Participants however will not necessarily complete this course with a specific skill set or become an expert in any one discipline.

Participants will learn general “how to information” and will be encouraged to practice specific tasks such as Search Techniques and Safety.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

It is generally thought that participants will have knowledge of the “outdoors” and have certain basic skills to assist themselves and others in the overall concept of looking for the lost person.

Basic skills such as boating, snowmobile operation, etc are helpful, but are not a prerequisite.

7. TIME

General Information throughout–No time allocated.

8. REFERENCES

None

9. REMARKS

The concept of skills will be mentioned and taught throughout the lesson with a strong emphasis on the success of missions; often as a result of the efficiency of the searchers and their assorted skills.

It should be identified what skills sets are more important and others that are nice to know.

Different groups will have different skills and a different level of understanding. As a result, a common ground needs to be identified by the instructor to determine what the stronger skills are in the group and then concentrate on less practiced skills.

PERFORMANCE OBJECTIVE **402.01.01**

Available jobs in GSAR and required skills — Basic

1. PERFORMANCE

SAR Responders will be aware of the variety of skills required to train in and perform basic ground SAR.

SAR Responders will aware of the specific and most important skills to obtain and practice.

2. RATIONALE

The identity of the skills will illustrate that this is a multitasked–training event.

The requirements will be to demonstrate an overall understanding of the topics.

Some performance demonstration of the basic skill taught will be expected.

Demonstrated skills may include;

Radio use and language,

GPS basic use,

Basic map reading,

Standardized signals.

3. STANDARD

Not specific in this unit.

4. TEACHING POINTS

Instruction will again include the importance of the overall basic skills.

Instruction will include the identification of the more “skill based” units to be taught.

Those identified will have some measure of demonstration and or testing.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

It is generally thought that participants will have knowledge of the “outdoors” and have certain basic skills to assist themselves and others in the overall concept of looking for the lost person.

Basic skills such as survival, boating, snowmobile operation, first aid etc are helpful, but are not a prerequisite.

7. TIME

Not specific–Topic of general skills will be done throughout the course.

8. REFERENCES

None

9. REMARKS

The concept of skills will be mentioned and taught throughout the lesson with a strong emphasis on the success of missions.

The result will be the efficiency of the searchers and their assorted skills.
It should be identified what skill sets are more important and others that are nice to know.

Different groups will have different skills and a different level of understanding. As a result, a common ground needs to be identified by the instructor to determine what the stronger skills are in the group and then concentrate on less practiced skills.

PERFORMANCE OBJECTIVE **402.02**

Standards of training **Basic**

1. PERFORMANCE

The SAR Responder will understand those standards for training is an identified set of guidelines, rules and skills that are equally taught and tested to all groups.

The SAR Responder will know and understand that a “Standard of Training” has been set for the groups of the NWT.

The SAR Responder will know that they are receiving training that is attempting to be standardized across Canada and has been set out as a National Training Criteria by the Federal Government.

The SAR Responder will know that they are “on par” with other Canadian Teams.
Training will make them competitive and compatible with others anywhere in Canada that GSAR training and missions take place.

The SAR Responder will know that as a result of this training there will be certain expectations as to the proficiency of their skills.

2. RATIONALE

It is important to demonstrate to the participants that a Standard of Training is important and necessary for various reasons.

Reasons include:

- Liability
- Effectiveness
- Cross training
- Multi tasked missions
- Ability to move within Canada and work in SAR

As a result of the above, a participant will be required to demonstrate basic knowledge and skills of the identified skill sets to be tested.

This is what is refereed to as a *Standard of Training.*

3. STANDARD

Participants should know and understand what a “standard of training” is and why it is important.

4. TEACHING POINTS

Define Standard of Training.

Know why it is important.

Know the overall benefits.

Inform the participants that some skill development, testing and demonstration are consistent with ensuring a Standard of Training.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

General comments of the importance of “Standards” in SAR and any other discipline should be brought to the attention of the group throughout the course.

Bring to the class those standards that require testing and demonstration in some form.

PERFORMANCE OBJECTIVE **402.02.01**

Expected skill set required of courses — Basic

1. PERFORMANCE

SAR Responders will understand that with a standard of training there will be identified skills to be tested and demonstrated.

The degree to which one is tested is defined and tests are designed to meet the minimum and basic level of understanding.

2. RATIONALE

Accomplishing defined skills that are taught will be beneficial to the searcher and the group that is employed to search.

The degree of understanding should be a set expectation that is consistent with the group so that everyone, regardless of their skill level will be able to understand and demonstrate basic skills.

The NWT Government will establish a list of basic skill sets and groups will be expected to meet and or exceed these.

3. STANDARD

None

4. TEACHING POINTS

Participants should be informed what each and every skill set is that is to be tested or demonstrated.

Minimum standards for these should be measurable and identifiable for every person in the class.

Those not meeting minimum standards should be further worked with and tested to demonstrate an understanding.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

None

8. REFERENCES

None

9. REMARKS

A “minimum level” is generally thought of as a consensus as to what a knowledgeable and reasonable person should be able to accomplish and learn given the environment and conditions in which the course will be taught and practiced.

PERFORMANCE OBJECTIVE **402.03**

Personal safety — Basic

1. PERFORMANCE

The SAR Responder will be able to understand that personal safety is critical and necessary for the health of the worker and the success of the mission.

The SAR Responder will understand that Personal Safety will be defined throughout the course and that it is an important component in all segments of this course.

2. RATIONALE

Personal safety can be defined as the steps or actions taken to protect the health and welfare of the worker and those around them.

Personal safety is mostly dependent upon the SAR Responder; however a worker cannot be safe unless they are shown how or told why in accordance with a set of standards or rules. E.g.: “never walk behind a helicopter that is running”. That may be a company or a pilot rule, but is not known unless a person is advised.

The primary objective is to make rules to keep everyone safe.

3. STANDARD

None–specific will be in skill–based units.

4. TEACHING POINTS

Define what personal safety is.

Explain why personal safety is important.

Explain why some rules in personal safety are regulated and by who. E.g.: Aviation rules, DG chemical handling rules.

Personal safety in general may also include mental and physical considerations and these should be discussed.

Personal safety will be included in all areas of this course in relation to specific units.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 min

8. REFERENCES

None

9. REMARKS

Personal safety is not a “blanket statement. ”

It is to be factored into specific lesson plans as common sense and as identified rules.

Bad decisions or breaches of personal safety may affect others. E.g.: Deciding to drive a snowmobile over questionable ice while towing a passenger.

PERFORMANCE OBJECTIVE **402.03.01**

Safety to consider — Basic

1. PERFORMANCE

The SAR Responder will be able to understand that personal safety is not limited to one function or event.

Personal safety will encompass all aspects of Search and Rescue and the supporting skills such as survival.

The SAR Responder will have defined rules and regulations to assist with personal safety awareness and knowledge.

2. RATIONALE

The objective is to have all SAR Responders aware that personal safety is and will be present at all times and in all activities.

This will include training, response; call out and any other defined SAR activity.

Personal safety is also taught to make sure workers will always be at their best and their safety will promote a safer environment; one that will not harm themselves, others or the mission.

Personal safety will also encompass both the mental and the physical aspects of safety; including decision–making.

3. STANDARD

None

4. TEACHING POINTS

Make all students aware that personal safety goes beyond the obvious and that decision–making should always focus on the best choice to avoid mistakes.

Safety matters are used in all aspects of SAR and that they go beyond the operational phase.

Safety is frequently part of a preplan for the responder, the team and the tasking agency. As a result of past mistakes, briefings will be held to identify how things may change so that past mistakes are not repeated.

Operational safety includes all tactics and equipment.

List and illustrate as many topics as can be named and later break these down into specific actions and concerns to be adhered to for safety.

Examples:

- Clothing
- Footwear

- Weather
- Transportation–boat, plane, vehicle, snowmobile
- Survival
- Food / water
- Equipment–24 hr pack
- Communications
- Navigation
- Hygiene
- Stress
- Etc…

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

Basic SAR terms to understand that personal safety are part of a preplan.

Terms–Operational debriefing, preplan, etc

7. TIME

15 minutes–general overview

8. REFERENCES

None

9. REMARKS

Overall the topic of personal safety extends into every area of SAR; every thing from being ready for a call out to a response to a mission.

The Instructor must include safety tips and topics in each session taught and follow up with examples.

Safety needs to be taught and demonstrated at all levels and in every activity. The instructor shall demonstrate proper practices.

*Example:

During an outdoor class training session on Clue Orientation the instructor will be making sure the class is highly visible during an outside training event, and tasking the class to have working communications, first aid, and a checklist or sign in sheet for the exercise.

PERFORMANCE OBJECTIVE **402.04**

Preparation and callout — Basic

1. PERFORMANCE

The SAR Responder will know and understand the requirements for pre–planned readiness for SAR.

The SAR Responder will know what “call out” is and how to respond to it.

2. RATIONALE

A SAR Responder knowing how to stay prepared for a callout is an efficiency issue, which overall may enhance the start of a mission.

3. STANDARD

A SAR Responder must be able to define and demonstrate two things:

- That they know what is expected of them in being prepared for a callout.
- That they be immediately prepared to respond to a callout and can do so if they are in a state of readiness.

4. TEACHING POINTS

SAR Responders need to be taught the following to achieve this objective.

They should be given the information as to what they need to do to prepare them for a call out. This will include list of basic gear to have ready for their personal protection and comfort.

They will be told how to have it packed, where to keep it and how to maintain it.

They will deal with family and work issues before hand so that they know they can respond with as no confusion from home or work.

They will have a callout checklist to determine that they are on track with the requirements of the callout. A callout will often be different as to time and place; however there can be supports in place to determine who will respond and to what location.

Information flow and “fan–out” procedures must be in place.

5. SUPPORTING SKILLS

SAR Responders should have some basic knowledge of outdoor requirements; food clothing etc when they preplan for a callout.

6. SUPPORTING KNOWLEDGE

None–They will learn the basics in their class.

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

Clearly, define the preparedness issues when it involves putting together basic gear to respond. SAR responders who are ill equipped can hold up deployment.

Clearly, define the call out process to the SAR responders.

Confusion as to whom, what and where will also delay the mission.

PERFORMANCE OBJECTIVE **402.04.01**

Callout lists, family awareness, & 24 hour packs — Basic

1. PERFORMANCE

The SAR Responder will know and understand the need for a preplanned callout list with their SAR group and tasking agency.

The SAR Responder will understand the implications of “callout” on their family, social and work life.

The SAR Responder will know what a 24–hour pack is and its importance to preplanning for SAR.

2. RATIONALE

This objective is important as the SAR Responder must know and understand that preparedness for callout must be a priority when you state you are able to respond to SAR.

Being unprepared may affect the ability of a SAR mission to commence when time is critical.

3. STANDARD

What is a 24–hour pack and why is it critical to a mission?

Give the basic requirements for a 24 hour pack; contents

4. TEACHING POINTS

Explain how and why call–out lists are important to the searcher, SAR team and tasking agency.

Searcher:

- A searcher must always be in a state of readiness to respond.
- The callout list is important so that when a SAR Responder is being tasked they are calling the resources that are deemed to be available.
- A callout list is no good if that person is away or out of town.
- Within a team a constantly revolving system must be in place so that someone will always be available to receive a call.
- A searcher has the responsibility to let his team members know if he is available.

SAR Team:

- Being available in a community and stating this publicly will bring a duty to the team to be available to respond when asked. Some exceptions may apply?
- A team will have to set up and maintain a callout list to be provided to authorities in their community.

Tasking Agency:

- The Tasking agency will ask that a local SAR team provide contact information and will ask that it be current at all times. A callout from authorities anytime during the day/night is often time consuming and frustrating if the contact info is not current. Additionally A SAR Team has the responsibility to know the tasking agency and some of their expectations for a callout.

Family Awareness:

- This topic will require some discussion; however the individual responders will need to be aware of some basic information.

- Since SAR has a duty to respond, it is important to know that family and work requirements can override a response by an individual. Family sickness, leaving children unattended etc are all reasons to decline a response. If one has other responsibilities at the present time through work and family, determine when you might be available and communicate that to your team. In some cases, there will be enough of an initial response to get a mission started. More and "fresh" members will likely be required later on in the operation.

- Responding from home may also require the searcher to reassure their family that they are doing good and will not necessary be in harms way. Family often will be aware of a searchers role but may not know what they do. In some cases involving the family in information seminars or light training may make the call out less stressful for both family and responder.

Twenty–four Hour pack:

- (24 hr pack). This is a kit that is pre packed and often mobile in nature such as backpack. It can be referred to as a "ready pack".

- The general idea behind a 24 pack is that the searcher will have his/her equipment with them 24 hrs a day and will need to make no great plans or have any down time on their initial response.

- The 24–hr pack also refers to how long the searcher can technically sustain themselves and a victim if they are forced to do so prior to evacuation.

- The searcher is expected to carry enough clothing, food, first aid etc to stay reasonably comfortable depending on the weather.

Note–season and location will determine the contents, thus a review and replacement of items will be required *–A SAR team may make an exercise of this during a training session.*

Suggested contents–this will also determine basic survival equipment:

- Back pack–approx. size will be personal; choice (25–45 Litres),

- Knife–fixed or folding,

- Matches–prefer two methods of starting fire, or carry an accelerant (lighter fluid / candle),

- High energy snack foods,

- Water or means to carry water,

- Emergency blanket and or bivy sack,
- Space blanket reflective,
- Whistle,
- First aid kit / supplies,
- Small first aid book,
- 25 feet cord,
- Compass / GPS–(do not replace the compass for the GPS) batteries,
- Map of area,
- Watch,
- Radio / phone,
- Extra hat, gloves,
- Inner layer shirt sweater or a wind/water proof outer layer,
- Extra socks,
- Garbage bags–orange or yellow,
- Flashlight (small) w/batteries. Note: If GPS uses AA batteries use the same in flashlight,
- Signal mirror or flares.

The above will make up a minimum of basic survival and SAR gear to carry while tasked to search. This can be pre–packaged in a single pack and carried in a vehicle, plane, and boat or on a snow machine quad etc.

Basics rules for a 24–hr pack:

- It is recommended that this pack be kept with the searcher at all times and not stored in a cargo hold, sled etc.
- Do not lend out the pack unless it is a life saving situation. Ex–throw to a trapped person, drop bag etc.
- Do not lend gear out of the pack.
- Do not use as a recreational bag unless contents are always being monitored.
- Male up a gear checklist for the bag.
- Rotate items such as food, batteries, matches.
- Make sure gear does not rub or wear or tear such as plastic wrappers etc.

- Demonstrate and display a ready pack to the class.
- Examine content of others to use as an example.

5. SUPPORTING SKILLS

Know basic care and use of the above items for a ready pack

6. SUPPORTING KNOWLEDGE

Know basic care and use of the above items for a ready pack

7. TIME

One hour

8. REFERENCES

None

9. REMARKS

Emphasis the overall importance of being prepared organized and ensures others believe that SAR starts well before a mission callout.

PERFORMANCE OBJECTIVE **402.05**

Traveling — Basic

1. PERFORMANCE

SAR Responders will know and understand the objective of getting to and from the search base in an organized response.

2. RATIONALE

This objective is important so that basic knowledge and information will create an awareness of what an organized response is and why.

3. STANDARD

None

4. TEACHING POINTS

There are several points to discuss then it comes to developing a response policy for a SAR team

After call out has been received, a central meeting point should be identified for the SAR responders away from the search base.

This will allow for an immediate assessment of volunteer resources and equipment.

If the callout is within a short driving distance SAR Responders may meet where they are requested to respond to, such as a schoolyard, but not the Place Last seen (PLS–SAR Management).

If a traveling distance is required, double up on vehicles boats etc. When snowmobiles, quads, etc… are requested than this will alter the response slightly as transportation will also be used as a SAR resource.

If vehicle gas etc is an issue at or if the SAR group believes transportation should be provided then this is a Preplanning issue to be negotiated with the local tasking agency.

Bring to the search only what is requested by way of machines and make sure you are trained, equipped and cleared to use personal transportation to aid in the search.

During a search call out have the initial contact (Team Leader) collect all the relevant information and discuss among the group prior to responding. Having SAR Responders come in one at a time and burden the tasking agency for basic information is not productive. One person in the group is assigned to contact the search managers or search base.

5. SUPPORTING SKILLS

Training, license, insurance and experience on the type of equipment, machine or vehicle asked to bring or respond in to a search base.

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

Preplanning–this issue can be decided upon and planned for in most cases as a result of group planning and liaison with the tasking agency.

PERFORMANCE OBJECTIVE **402.05.01**

Access to and from site — Basic

1. PERFORMANCE

Searchers will know and understand the objective of getting to and from the search base in an organized response.

2. RATIONALE

Being prepared and preplanned to respond will require little effort on the tasking agencies part.

They make a call and the rest us up to the team. Efficiency and an organized response will result.

3. STANDARD

None

4. TEACHING POINTS

A tasking agency, when tasked to set up a search mission will be busy and will depend upon the skill and organization of their resources.

The best resource will be prepared and will place no extra burden on the tasking agency while they set up.

During a search call out have the initial contact, (Team Leader), collect all the relevant information and discuss among the group prior to responding. Having searchers come in one at a time and burden the tasking agency for basic information is not productive. One person in the group is assigned to contact the search managers or search base.

Preplanning with the local tasking agency will deal with group transportation issues, or issues dealing with fuel cost, procurement etc.

Bring to the search only what is requested by way of machines and make sure you are trained, equipped and cleared to use personal transportation to aid in the search.

5. SUPPORTING SKILLS

Training, license, insurance and experience on the type of equipment, machine or vehicle asked to bring or respond in to a search base.

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

Preplanning–this issue can be decided upon and planned for in most cases as a result of group planning and liaison with the tasking agency.

PERFORMANCE OBJECTIVE **402.06**

Personal Maintenance **Basic**

1. PERFORMANCE

Personal Maintenance in SAR refers to the health and welfare of the searcher, both physical and mental. This awareness will assist in reducing overall stress on the searcher, before, during and after a mission

2. RATIONALE

This objective will define of the areas that searcher should be aware of in relation to mental and physical well being.

3. STANDARD

None

4. TEACHING POINTS

Discuss physical abilities and limitations.

Discuss psychological abilities and limitations.

Discuss what a searcher believes they need to perform in both categories–(open discussion).

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

The searcher has to know and understand that a basic level of fitness will not always be sufficient to perform their duties. Discussion should be open and frank with those who wish to work in SAR and to determine their boundaries of fitness.

A SAR worker who becomes a victim may be cause to the mission to become suspended while rescuers are shifted to the new victim.

PERFORMANCE OBJECTIVE **402.06.01**

Health fitness and limitations — Basic

1. PERFORMANCE

The SAR Responder will know and understand that there are limitations to what a searcher is capable of and what they can and should do.

They will understand that attempting to work outside their limits of endurance and physical abilities that they may create harm to themselves or others.

SAR Responders will also know that attempting to work outside of their limits regarding general fitness, training etc that they may be civilly liable or cease to be covered by WCB.

2. RATIONALE

This objective deals with educating workers to know and understands their limits when asked to perform SAR.

Increased knowledge will allow workers to make better choices and decisions to protect themselves and others.

3. STANDARD

None

4. TEACHING POINTS

Health–a Searcher must be in good health to work in a field operation for SAR.

Workers who suffer ailments that may limit their physical output such as asthma may still be involved in SAR and work in another capacity such as communications, logistics etc where there are a multitude of defined jobs.

The group must know those that have health limitations so they do not become tasked in a job they cannot safely perform. Often we are very focused on helping others and frequently place our own needs aside. Be aware of this in SAR.

A fit searcher will also have health limitations placed on them by colds, flu, minor surgery; muscle sprains etc and again should not be placed on field duty.

An important point for a searcher is to recognize this and take them out of service or asked for reduced duties.

A searcher who says he cannot respond will be more effective in the long run as opposed to a searcher who is not fit and responds.

Fitness–A searcher must be physically fit to perform a variety of demanding and difficult tasks in all weather at all hours.

Impress on the searcher that they should identify their own limits.

In SAR, especially when it appears a life may be saved; you want the most trained and fit people to be available to respond with speed, accuracy, training and safety to rescue that person. It is not a competition to see who can do what.

Fitness will also include a person's knowledge and ability to deal with body management to sustain them over longer period of time. Hydration, energy, fatigue etc will be included under fitness as well as survival

Fitness will include "mental health"

Examples of fitness and or limitations:

- How far can a person walk in a day under difficult conditions such as bush, muskeg, insects and hot and cold weather?
- Is a searcher allergic to insect bites?
- Can a searcher be asked to push, pull, and drag an object over a distance?
- General cardiac health, anaerobic power and endurance will all define how fit a searcher can be.
- Has the searcher recently suffered from depression, have they had a resent family tragedy? Explore this when discussing what a "healthy" searcher should be.

Build on these points and explain giving examples, or mini demonstrations.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

Build on explain all of the above

Encourage discussion with others about past event and what went right or

PERFORMANCE OBJECTIVE **402.06.02**

Body Management — Basic

1. PERFORMANCE

The SAR Responder will know and understand what “Body Management” refers to in relation to being effective in SAR.

The SAR Responders will be able to break down several components of body management and know what to do to remain effective.

2. RATIONALE

A SAR Responder must understand that their ability to perform well is a direct result of their fitness and how they treat their body.

What goes into it and when and how the body warms, cools are serious issues for field workers in SAR.

This objective will create basic awareness in the searcher regarding overall body management.

Secondly, this objective will give a greater awareness of the needs and requirements of a victim or lost person and may be helpful in creating a profile.

3. STANDARD

What is hypothermia?

Give examples of the 3 layers of clothing and what they do.

What is dehydration?

4. TEACHING POINTS

Hypothermia:

- A decrease in the core body temperature to a level at which normal body functions are impaired.
- Explain mild, moderate and severe hypothermia.
- How to access?
- How to treat?

Dehydration:

- Is a loss of water and blood salts.
- Signs of dehydration.
- Mild.

- Moderate.
- Severe.
- How to prevent.
- How to recognize.
- Treatment.

Food and electrolytes:

- Electrolyte is a medical term for salts.
- How are they replaced and what will happen if they are not replaced?
- Eating regularly to fuel the body.
- Avoid food that the body is not used too.
- How can food assist in causing dehydration?

Clothing:

- Describe what a layering system is and how it works.
- Define inner layer.
- Mid layer.
- Outer layer.
- Hands feet and head.
- Talk about material to be used in certain conditions and certain activities.
- Clothing can assist in the regulation of ventilation and retention of body heat. Proper layering and material should be identified to assist in this topic.
- How will improper body heat regulation affect the SAR Responder during physical activity or down time in cold/wet weather?

Rest and sleeping:

- What is fatigue?
- Rest–mental and physical.
- Benefits of rest for both the mind and the body.

Hygiene and Sanitation:

- One important consideration about personal hygiene is that it can make the person feel better about them as this is a mental boost. By feeling clean and looking good, you have more confidence and energetic. This is a general attitude about hygiene.

- Secondly, personal hygiene (washing skin, breath, teeth) if ignored may affect others around you, especially in close quarters (plane, tent).

- Attempt to keep cloths reasonably clean–this may be difficult in some outdoor settings, however clean material is more efficient in relation to “breathing” then dirty material.

- Sanitation is keeping the body clean and free of bacteria. Frequent hand washing is considered important.

- Bowel movements should be buried or placed in a bag to be discarded later. This may lead to false clues in a ground SAR mission.

- Burn toilet paper and Kleenex.

5. SUPPORTING SKILLS

Basic outdoor travel skills.

6. SUPPORTING KNOWLEDGE

Basic outdoor travel skills.

7. TIME

One hour

8. REFERENCES

None

9. REMARKS

The two main points here are the definition of dehydration, hypothermia.

Key on the prevention and recognition of both and the information will fall into place for the searchers basic level of awareness.

PERFORMANCE OBJECTIVE **402.07**

Survival **Basic**

1. PERFORMANCE

A SAR Responder will be able to understand the various elements of survival and body management.

A SAR Responder will obtain basic knowledge regarding survival and body management.

2. RATIONALE

The objective is important to SAR Responders, as it will give them the foundation to be aware of many issues regarding safety and survival in the field.

3. STANDARD

Name the four important considerations to survival?

4. TEACHING POINTS

Define what survival is–"A survival situation is one which an individual's existence is threatened"

Talk about what one must do (in general) to survive.

Talk about survival situations and define "long term and short term survival.

Talk about the basics used to survive (skills, training, and knowledge).

Talk about planning and training for survival

Survival process–(acknowledge, recognize, evaluate, inventory, stay or go, organize, action)

Four Considerations to address in a survival situation

- Body management
- Clothing
- Fire
- Shelter

These points are to talk about and will be looked at in depth later on in the course.

Examples will be given and case studies should be addressed.

5. SUPPORTING SKILLS

Basic outdoor travel skills–preferred

6. SUPPORTING KNOWLEDGE

Basic outdoor travel skills–preferred

7. TIME

30 minutes–general information

8. REFERENCES

None

9. REMARKS

The general message regarding survival is simply three points;

- It can happen to you;
- Stay focused on survival;
- Improvise to survive.

There is a lot of information on survival, and by creating a few checklists and nice to know items while teaching, the class is more likely to remember the material.

PERFORMANCE OBJECTIVE **402.07.01**

Necessities of life — Basic

1. PERFORMANCE

The SAR Responder will know and understand the “necessities of life” and how they factor into SAR.

2. RATIONALE

By knowing and understanding the “necessities of life”, a SAR Responder will be able to accomplish two things.

Understand the needs of the lost person and use this information to profile the lost person by estimating their food supply, availability of water, etc.

A SAR Responder can influence their own effectiveness and survivability by understanding the necessities of life.

3. STANDARD

Know and repeat the listed elements of this section.

4. TEACHING POINTS

Necessities of Life

- Air
- Water
- Food
- Shelter
- Rest
- Positive mental attitude

Discuss and prioritize the elements listed here with your class.

Break each topic down further into a stand–alone topic.

Survival times–Can live without the following for three (3)

- Oxygen–3 minutes
- Water–3 days
- Food–3 weeks

*Extreme weather conditions–3 hours?

5. SUPPORTING SKILLS

Basic outdoor travel skills helpful.

6. SUPPORTING KNOWLEDGE

Basic outdoor travel skills helpful.

7. TIME

30 minutes

8. REFERENCES

Emergency Response Institute–SAR Fundamentals and Aviation Survival Handbook.

9. REMARKS

A good foundation of Basic information on survival may make the difference between success and failure!

PERFORMANCE OBJECTIVE **402.07.01.01**

Food–Prepare and acquire — Basic

1. PERFORMANCE

The SAR Responder will have basic information about food in relation to SAR and some general guidelines and considerations.

2. RATIONALE

Efficiency in SAR is often as a result of a SAR Responder who is skilled and capable. Making sure all the requirements of fitness and survival are met does this.

One such requirement is food, and this takes on several forms when talking about survival

3. STANDARD

Identify some foods that can be carried and consumed without preparation.

Identify some food, both plant and animal that may be acquired in your area.

4. TEACHING POINTS

Key point regarding food in survival.

Many have gone as long as three weeks without food and survived. Often “energy conservation” is a significant consideration in this topic”.

To use energy you must fuel your body, thus requiring food.

Task management, preplanning and storing items etc prior to running out of food are key points for discussion.

Food–what to carry?

Prepared and dried items are very popular in society to carry by the sportsman and adventurers. These include high–energy sports and nutrition bars, chocolate, nuts, raisins etc. All are easy to obtain, store and carry.

There are some cautions regarding heavy or dense prepared food such as nuts, energy bars etc that will require allot of energy to digest, thus more and better hydration is required.

NOTE: Plan on drinking allot if using these types of foods.

Prepared Food

The general rule for cooked food, or foods from home is that you are used to that food and will likely suffer no stomach upset or related problems. High–energy activities are no place to try a new food.

Stick with what you know or regularly carry in the field.

Always carry extra or have a defined food reserve in your pack,

Foods requiring as little preparation as possible in the field are very efficient. This reduces the need in some cases for stoves, pots, fires, clean up and wild game problems.

“Food is energy”. Do not always eat for taste or to be filled up. Know and understand the requirements of the body under stressful or high–energy exertion. Often if food is available and you are active, your body will tell you want it wants to eat. A craving for a certain food may exist, such as sugar or salt. Go with the craving, eat what you need to maintain energy and replace what has been lost.

Food in the wild–General points

- Questions to ask about food in a survival situation
- Can you hunt or collect food?
- How accessible is it?
- How much energy will it take to get it?
- Do you know what to eat?
- Who is going to get it?
- Most food in the wild that is obtained for survival will be wild game, marine life and plants.
- Water will most likely be the common factor here, as plants grow best around water, marine life lives in it and wild life will come to drink.
- Meat can be obtained from existing kills made by other animals.
- Small mammals can be killed with a variety of tools such as string, rocks sticks etc.
- Bird eggs are often obtained from nests.
- Fish, frogs, shellfish are also located close to shore of bodies of water.
- Depending upon the location and time of the year most plants, (tree barks, sap) supply vitamins and small plant roots such as water Lilly, dandelion, ferns etc contain a fibrous eatable root.
- Do not forget about berries. Most are recognizable and safe.

General rules

- Eat allot of fat.
- Locate and eat small amounts of vitamin C (long term survival).
- Do not eat mushrooms.
- Food and survival are two learned skills in many cases.

- The average person does not walk into the woods and know what plant to eat, or that rabbits alone will cause starvation.
- Study and learn some basics.

Learn what is in your area that you can use to survive.

5. SUPPORTING SKILLS

Basic outdoor travel skills

6. SUPPORTING KNOWLEDGE

Basic outdoor travel skills

7. TIME

60 minutes

8. REFERENCES

How to stay alive in the Woods, Collier Books, Bradford ANGIER, 1976

Down but not Out, Canadian Department of National Defence

9. REMARKS

This information is considered basic and must be expanded on using visuals, handouts and stories.

PERFORMANCE OBJECTIVE **402.07.02**

Signalling **Basic**

1. PERFORMANCE

The SAR Responder will know:

- Four Rules of signalling
- Various types of signals
- Place when and how to use them

2. RATIONALE

This objective is to familiarize the student with the basic concepts of signalling to introduce the types of signals used in the wilderness.

The worker will also gain a knowledge t of what to look for and what to use to assist themselves and others.

3. STANDARD

Name the four rules of signalling.

Name four types of signals.

Name the two principles of signalling.

What number (#) of signals close together denotes an international distress signal?

4. TEACHING POINTS

Four rules of signalling

- Conserve your signals until you are reasonably sure they will be sighted.
- Stay put with your machine, plane boat etc as they are easier to spot.
- Mover to higher, open ground to be seen easier.
- Familiarize yourself with signalling equipment.

Principles of signalling

- Attract attention– one you have drawn attention to your location through any method of signals, signs or clues use a secondary signal to home into.
- Provide a homing signal–use smoke, flares, whistles, flags etc to help rescuers identify your exact position.

Signals can include

- Lights
- Flares
- Fires
- Mirrors
- Smoke
- Markers
- Flags
- Messages

General notes about signals

Movement of any kind is more likely to attract attention as opposed to a stationary signal; example– numerous pieces of flagging tap, a space blanket or clothing tied in or between trees, brushes, etc. Smoke is always moving and will also catch attention as well as a flare; a flare's usefulness is short lived and must be used when you are sure it will be detected.

Stationary signals include a fire that if maintained 24 hours will provide a light signal at night and a smoke signal during the day. Three fires placed in a triangle will denote an international distress call. Other signs include the placement of rocks branches wreckage etc on the ground to form a symbol or message.

Sounds Signals

- Whistles
- Gunshots
- Calls
- Sirens

Notes–are used to inform others who are close to you exactly where you are. A suggestion to carry a (Fox 40) pealess whistle or repeated gunshots to make continuous noise. Noise also must be slightly calculated as wind drift, ruining water, etc may misdirect others where they “thought they heard it”. A good rule is to make the noise consistent and long as possible so other can target the location.

Flashing lights:

- Flashlights
- Strobes
- Vehicle light
- Reflection

- Camera flash

Notes–most will have a flashlight and on a clear night, a simple AA flashlight can attract the attention of a search plane or others distant from your location. Small strobe lights are also recommended as a valuable signal device.

Using shadow or contrast will greatly increase its ability to be seen–Example stamping a message in the snow in large letters will be seen from the air with varying degrees of light. Dig or scrape a shallow trench in the sand, ground to contrast also.

If you leave the camp or crash site always leave an arrow or marker to indicate your direction of travel or a note of some kind.

Using a mirror or any shinny object will reflect light and if aimed properly can be directed at a possible rescue vehicle.

Canadian Signal Fire–know how to build one.

Note: this fire signal was developed by the Canadian Military and is taught to pilots, air and ground crew in the “Frosty Flyer” winter survival training.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

45–60 min

8. REFERENCES

Orion Safety Products–website signalling guide.

Canadian Military–4–Wing Cold Lake DND–survival training

9. REMARKS

Demonstrate as many signal examples as possible and use hands on demo for lights, mirror etc and have students’ practice if time permits.

Make sure all understand the importance of a signal and its particular advantage or limitation.

PERFORMANCE OBJECTIVE **402.07.03**

Fires Basic

1. PERFORMANCE

The SAR Responder will understand the importance of a fire for signalling.

The SAR Responder will understand the importance of a fire for cooking, light and positive mental attitude.

The SAR Responder will receive some basic information on starting and maintaining fires.

2. RATIONALE

Fire is often responsible for the rescue and comfort and survivability of a lost or stranded person.

Fire or often the lack of fire can be traced to an unsuccessful search, as the person was not skilled or confident in their ability to start a fire in various weather conditions.

Searchers need to know and practice the basic of fire–craft.

Methods and tips of starting fires will be discussed.

3. STANDARD

What are the direct benefits of fire?

What does a fire need to exist?

List 4 ways to ignite a fire

4. TEACHING POINTS

Fire–Benefits:

- Heat,
- Light,
- Warmth,
- Security,
- Signals,
- A task,
- Positive Mental Attitude.

Fire–Requirements:

- Fuel,
- Ignition,
- Air.

Fire–Ignition:

- Strike any where matches,
- Water proof matches,
- Water/ wind proof matches,
- Butane lighter–wind proof lighter,
- Flint and steel to ignite very flammable material; which includes, petroleum products, magnesium dust, small dry tinder (cotton fibres, lint), gunpowder.
- Friction–rubbing sticks,
- Spark –flint, battery sparks,
- Solar concentration (Magnification)–lens from a pair of glasses, camera, binoculars, compass, signal mirror, etc.
- Students should have a minimum of two sources of fire on them at all times. Example; matches and a lighter, or a lighter and a small flint to create spark.
- Student should have matches, lighters etc on their body in different layers of clothing.
- Making fire is a carefully planed event and will take time to collect and protect the necessary material.
- Gather ALL fire material prior to starting a fire.
- Gather material from a circular or quadrant pattern away from the camp. Furthest out first and work in.
- Protect the fire site from excessive wind, falling or hanging snow.
- Collect and place small tinder.
- Have larger material ready to add.
- Make use of a fire wall or reflector.
- Use a boulder, piled logs, fallen tree etc for a fire reflector. This will create more light and reflect warmth back to the individual around the fire.
- Make fire 30–45 degrees to the wind to allow ventilation of smoke and fresh air.

Fire–as a signal:

- Three fires in a triangle pattern indicate a distress sign.
- Use fresh green evergreen bough to place on fire to create immediate and thick smoke.
- Place fire in a small opening in the trees to allow a chimney affect (updraft) so smoke will billow above the trees.
- Add rubber, cloth, foam, oil etc to create dense smoke.
- Wait until you are sure the rescue is close before using a specific signal fire in case you are low on selected material.
- Have tinder and ignition ready to go in case rescue people come upon you unexpected.
- Do not place signal fire(s) too far away from the camp.
- Find an elevated place if possible for the fire(s).

5. SUPPORTING SKILLS

Basic outdoor travel skills.

6. SUPPORTING KNOWLEDGE

Basic outdoor travel skills.

7. TIME

30 minutes

8. REFERENCES

Canadian Military–survival training

9. REMARKS

Make sure students are aware of how to properly set up a fire before lighting it.

Make sure students are aware of the multitude of ways to light a fire.

Practice and demo some techniques.

PERFORMANCE OBJECTIVE **402.07.04**

Shelter — Basic

1. PERFORMANCE

The SAR Responder will know basic information about how to find and how to build emergency shelters.

2. RATIONALE

The objective is to show that shelter can often be found in any emergency situation and will increase the survivability of a person.

In SAR, a lost person may erect shelter thus making them invisible. Searchers need to be aware of this and look for shelters made by the lost person.

3. STANDARD

Name four ways of creating shelter

4. TEACHING POINTS

Shelter–(definition of) protection of the body's 98.6–degree body temperature. Struggles in extreme wet, cold and windy conditions without adequate shelter could cut ones survival time to several hours.

Shelter material

Tarps

Blankets

Wreckage

Natural material–tress, brush etc

Snow shelters; walls, caves, igloos trenches, etc

Fallen trees, cliffs, banks

Natural depressions

Shelter is used to provide protection from the elements–wind, rain, cold, snow.

Shelter is often a small space created to fit the body size, thus decreasing the amount of air around that person to be warmed.

By remaining in the fetal position (curled up in a ball) and limiting the space between you and the shelter walls will allow the air to warm and protect your body.

Note–wind and water will quickly rob the air around you of warmth. Build your shelter with this in mind. Insulate the roof and the floor.

When seeking shelter one very important point is to keep your body off the ground. Try to make a mattress out of collected material– (non–metal, not wet) to form insulation between you and the ground. Elevate your feet from the ground.

Cover all exposed skin; tuck hands into shirt, pants etc.

One general note about shelter mark it well so others can see or find it.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

60 minutes classroom/specific survival training, some outdoor time required–4 hours

8. REFERENCES

Basic Ground Search and Rescue; Instruction manual, Wayne MERRY, Context North

Down but not Out–Canadian Military survival handbook

9. REMARKS

The importance of shelter cannot be understated. However to teach specific skills requires time and effort over and above the basic SAR training. Have your team or groups create specific training time for the basics of survival.

Use pictures stories to illustrate various types of shelters.

Talk about available material in the area that could be used to build shelter.

PERFORMANCE OBJECTIVE **402.07.05**

Survival psychology — Basic

1. PERFORMANCE

The SAR Responder will know and understand the principles of staying focused and positive in a survival situation.

2. RATIONALE

Staying positive has been attributed to many successful stories of survival. Basic information on how to stay positive will focus the searcher in their own efforts.

The searcher may have a little better understanding of the needs of the lost person.

3. SUPPORTING SKILLS

Define PMA.

What can be done to create PMA during a survival situation?

4. TEACHING POINTS

Positive Mental Attitude –PMA.

The two aspects of PMA are:

- The will to live.
- Problem solving capability.

The will to live and the means to achieve this can be very strong impulses for some and they will survive as long as they can use any means possible.

Others who are not so focused will allow themselves to become depressed, despondent over the present circumstances.

Therefore, one must have some positive thoughts, feeling, duties, etc to create the will to live.

Mental:

- I choose to live,
- I choose my positive self image,
- I establish my comfort zones,
- I maintain positive habits, values etc. ,
- I set realistic goals,

- I make positive decisions.

Physical:

- I will maintain my body temperature by providing shelter, warmth,
- I will maintain rest (mind and body),
- I will conserve water levels through minimized activity,
- I will exist without food longer than I realized.
- Other activities that will allow one to stay positive:
- Keep busy (sewing, repairing etc),
- Attend to the needs of others, (but don't baby them.) (injured),
- Keep family in mind,
- Pray.

People that have survived have generally shown the following:

- Ability to make a decision,
- Can improvise,
- Can adapt,
- Has patience,
- Is prepared,
- Knows own fears and limitation.

Fear:

Fear can and often will allow a person to make the wrong decision or allow them to become a danger to themselves and others.

Everyone has fears and the need to control fear in a survival situation is critical to survival.

Control fear in yourself:

- Do not try to avoid it, recognize and learn about it,
- Learn how to make decisions using logic,
- Develop comfort zones outside of the normal for yourself. Learn to live with uncomfortable situations.
- Set goals,

- Be realistic,
- Use team work,
- Be prepared.

Control fear in others:

- Mutual support,
- Be a good leader,
- Practice discipline,
- Accept others for what and how they feel,
- Do not encourage people to feel sorry for themselves,
- Keep other busy, simple tasks.

By knowing what fear is and dealing with it will empower a person to stay feeling positive.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Search and Rescue Fundamentals, Basic Skills Book 1990

Emergency Response Institute Inc. Olympia Washington, USA

9. REMARKS

Reinforce that the PMA is a skill like many others and needs to be present in any survival situation.

PERFORMANCE OBJECTIVE **402.07.06**

Animal hazards **Basic**

1. PERFORMANCE

The SAR Responder will be aware that animal hazards do exist and can be a concern during a SAR operation.

They will also be aware that management at the beginning of a search will address handling such concerns.

2. RATIONALE

This objective is being taught to make searchers aware that animal hazards exist.

Additionally searchers will be made aware of how to handle or deal with certain situations and any polices relating to this issue.

3. STANDARD

None

4. TEACHING POINTS

Handling a concern regarding wild animals will be addressed by the tasking agency at the time of the search.

Overhead reconnaissance should take place in a “high risk” area.

Searchers will require basic information on any possible threats in the area to be searched (Management).

Searchers may carry firearms in certain locations during a search (SAR Manager / survival decision).

Searchers may be equipped with bear spray and shown how to use it.

Searchers who have knowledge of certain locations and or specific animals should be encouraged to share this to protect others.

Searchers will only be deployed in teams in areas assessed “high risk”.

Armed law enforcement may accompany searchers to provide protection (ex bear attack, missing person).

Wild animals are present in all areas of the North. Having specific information on breeding / mating cycles, spring, winter feeding patterns etc will be addressed to protect the searcher.

Ultimately a search team will not be placed in undue risk, consider other SAR resources to search.

Identify all animals (your location) considered to be a threat and have specific information available.

5. SUPPORTING SKILLS

Specific Tasks may require the use of firearm. Federal Regulations shall apply when handling firearms.

6. SUPPORTING KNOWLEDGE

Local knowledge of the land, animals etc and general safety regarding firearms.

7. TIME

30 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada; workbook, by Wayne MERRY, Context North

9. REMARKS

The issue of wildlife in SAR can be complex. In some cases Biologists, Wildlife Management etc can be consulted.

Firearms and SAR generally do not mix however in the North, survival is always a foremost consideration and a firearm is a standard piece of equipment.

Tasking in a hamlet, town etc will not generally require a firearm, and if a specific threat emerges (wild dogs) Law Enforcement can deal with it.

If guns are carried, they also can be used as a signal and a sound attraction device.
(ref–Basic GSAR in Canada workbook, Context North, Wayne MERRY).

PERFORMANCE OBJECTIVE **402.08**

Importance of record keeping — Basic

1. PERFORMANCE

The SAR Responder will know why records are kept in SAR and what is expected of them.

The SAR Responders will understand all persons at a SAR event are responsible for keeping notes.

2. RATIONALE

The objective is being taught to standardize the overall keeping of notes by all searchers at all events.

Additionally searchers will understand that their participation must be logged and recorded for future involvement in SAR.

3. STANDARD

A searcher must be able to give the basic points required when taking notes.
When are notes required?

4. TEACHING POINTS

Basic points to be recorded by a searcher responding to a SAR event:

- Date,
- Time,
- Location,
- Weather,
- Type of event,
- Victim information,
- What the task is.

Basic points to be recorded upon discovering a SAR scene (Fatality, finding the missing person, clue or crash location):

- Time,
- Date,
- Exact location,
- What were the first observations,
- Who was with you,

- What was done,
- Any first aid given.

General Information:

- Notes about all movement and observation are important.
- Notes are required in a summary form after a mission.
- Note taking will benefit the searcher overall by refreshing their memory if they are interviewed for any number of reasons after a search (Management, Law Enforcement, Courts, Media etc).
- Note taking will identify any problems associated with tasking, equipment, and training.
- Note taking will support the procurement of new or better training, equipment.
- Note taking will show police, government etc how important their function is.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

Note taking and report summaries are the least popular and most misunderstood part of SAR.

Identify how they assist in the long run and how searchers can benefit from them.

PERFORMANCE OBJECTIVE **402.08.01**

Logging in/out personnel — Basic

1. PERFORMANCE

The SAR Responder will know that signing in and out of any SAR training or operation is mandatory.

2. RATIONALE

The objective of the sign in and out task is to account for all personal at all times, both for safety and logistics.

The second objective is to have all workers know that they are not covered by WCB unless they sign in.

3. STANDARD

The student will be able to state why sign in and out is very mandatory.

4. TEACHING POINTS

Signing in and out of a SAR operation and or training is mandatory:

- For safety
- For WCB coverage
- For logistics of manpower

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

This is a hard and fast rule with no exception.

Teach the point well to have it understand; it's important.

Practice this during class and GSAR training to make the group used to the exercise.

PERFORMANCE OBJECTIVE **402.08.02**

Logging in/out equipment **Basic**

1. PERFORMANCE

The SAR Responder will understand why it is important to log in and register all equipment used during a search.

2. RATIONALE

The objective is to have a continuous flow of information regarding equipment that is current during any search mission.

The primary objective is safety.

3. STANDARD

None

4. TEACHING POINTS

Logging equipment in and out of a search operation will be mandatory.

Management should have supporting paper work for the searcher.

Maintaining accurate records will inform when a where a certain piece of equipment and operator should be.

The owner should mark all equipment that is personally owned.

Equipment if required needs to licensed and insured.

During its log–in the owner needs to provide its description such as make, model, and color.

Records will document any damage, problems, difficulties and coverage.

The ability to track or locate a piece of equipment to determine its operator, location and endurance will be as a result of its login at a mission.

The same applies to the log–out–to know that a person and or equipment has been returned and in what condition it was in.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

Emphasize the importance of this task, both for safety, replacement and insurance.

Make the point that equipment should only be brought in and used with the permission of the SAR manager / tasking agency and have this recorded in the log.

Non–authorized pieces of equipment may not be covered.

PERFORMANCE OBJECTIVE **402.08.03**

Notebooks and observations — Basic

1. PERFORMANCE

The SAR Responder will be able to identify why the notebook is very important in SAR.

2. RATIONALE

The objective is to have the SAR Responder become very aware of the importance of keeping notes and how they can be used to benefit them at a later date.

3. STANDARD

Identify key points about what basic information is to be recorded in a searcher notebook.

List several do and do not rules.

4. TEACHING POINTS

Basic points to be recorded by a searcher responding to a SAR event:

- Date
- TIME
- Location
- Weather
- Type of event
- Victim information
- What the task is.

Basic points to be recorded upon discovering a SAR scene (Fatality, finding the missing person, clue or crash location.):

- TIME
- Date
- Exact location
- What were the first observations
- Who was with you
- What was done

- Any first–aid given

General Information:

- Notes about all movement and observation are important
- Note are required in a summary form after a mission
- Note taking will benefit the searcher overall by refreshing their memory if they are interviewed for any number of reasons after a search (Management, Law Enforcement, Courts, Media etc)
- Note taking will identify any problems associated with tasking, equipment, training
- Note taking will support the procurement of new or better training, equipment.
- Note taking will show police, government etc how important their function is.

Additional notes:

- Note taking may also be done in part by others forms.
- A searcher can draw a sketch in a notebook of a particular site, object or landscape
- A searcher may take a picture with a standard film camera (digital if authorised by the Police Authority) and turn the undeveloped film over to authorities. (Each picture should have a brief narrative written in a note book as to what was shot and why.
- A video may also be taken and the tape handed over to the authorities.
- Check with authorities prior to taking any picture.

Note Books–Do's and do not's:

- Do maintain only one note book at a time,
- Do keep in it in your possession at all times,
- Do use pen not pencil if possible, although pencil works better in a cold environment,
- Do not discuss your notes with others while making entries in your book,
- Do date each entry,
- Do keep each book for at least seven years,
- Do not lend your note book out,
- Do not tear out pages,
- Do not loose it,
- Do not make entries not in order, i.e. skip a page,

- Do not erase / white out.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

Strongly emphasis the do and do not points listed above.

Make sure the student receives information on the “Key Points” required at all times.

Attempt to standardize a notebook or format for the group

PERFORMANCE OBJECTIVE **402.08.04**

Training records — Basic

1. PERFORMANCE

The SAR Responder will be aware of the importance of keeping all training records in SAR and related training. Personal and SAR team record should be maintained.

2. RATIONALE

This objective is being taught so that SAR Responders understand that their actions while engaged in SAR are standardized.

Records that document their training will bring confidence to others and a measure of protection to themselves if actions are questioned.

3. STANDARD

None

4. TEACHING POINTS

SAR Responders will keep a personal log of all SAR training.

Records will include; date, time, type of event (SAR / SAR training) and location

Related SAR training shall also be logged, such as a first aid or a stress management course.

Logs shall be carried on the searcher any time they are involved in a SAR event

The Search Manager, Instructor or designated person in a group, shall sign each log entry.

Logbooks shall be kept in legible condition and follow the same rules as a notebook.

A logbook may be used as a notebook and may in fact be one of the same.

General Information

- Log books that document training are important in SAR as they qualify the individual who is on scene to assist
- Logbooks properly kept will be a defence against liability
- Logbooks will show a standard of care and training consistent with others.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

All training must be documented at all times and maintained by the individual taking the training.

Additionally a SAR group organization must also make efforts to globally track and record all group training and those that attended.

PERFORMANCE OBJECTIVE **402.08.05**

Operational activity records — Basic

1. PERFORMANCE

The SAR Responder will know and understand the importance of recording “activity reports” after a SAR operational period or mission.

2. RATIONALE

The objective is to inform and demonstrate to the SAR Responder the importance of creating a SAR Report after a mission

3. STANDARD

None

4. TEACHING POINTS

A SAR report may be requested after an operational period has been completed or a search segment has been completed.

A SAR report is often a brief summary of the activity made available to a Team Leader or SAR Manager.

A SAR report shall include the following:

- Description of area covered,
- What was done during the mission (area covered, time it took, hazards identified),
- Exact position of any clues, signs etc. ,
- Difficulties encountered with wildlife (including sign), communications. equipment etc,
- Identified hazards,
- Misc. information,
- Time out / time in.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

The SAR report is critical as it allows the SAR manager:

- To update information,
- Re–deploy resources if required,
- Re –draw map segments,
- Continue or discontinue the search.

PERFORMANCE OBJECTIVE **402.09**

The command post operation **Basic**

1. PERFORMANCE

The SAR Responder will know and understand what a command post is and how it operates.

2. RATIONALE

The objective is to make all searchers aware of the critical role of the command post.

To understand how and why, and what goes on while searchers are in the field.

3. STANDARD

Define what a Command Post.

Describe how to best locate and set one up. (General points)

4. TEACHING POINTS

Define what a command post is.

Determine who is in the command post and who should not be.

State why the command post is often off limits to even the searchers.

Briefly state the components of the Incident Command Chart and link its use to the command post. (Job Description)

General information.

- A command post needs to be set up away from the actual search site.
- A command post requires adequate facilities to operate as an office environment.
- A command Post needs to be supported by other SAR functions such as communications logistic etc.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

The command post is a complex environment demanding many things during a search.

It is not always necessary to educate all involved on the exact functions; however, a general understanding is necessary for others to respect this function.

PERFORMANCE OBJECTIVE **402.09.01**

Overview — Basic

1. PERFORMANCE

A SAR Responder must have a general idea about the entire search and rescue operation. A general overview of all aspects is important.

2. RATIONALE

The rational is to have an understanding of the operation so that less time will be required to explain and justify parts of the operation, during the operation.

3. STANDARD

None

4. TEACHING POINTS

The basic course will cover all aspects of the search operation and will serve to outline parts of the operation that field workers are not involved in.

Making this point clear about what is required and what is nice to know and why is important.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

N/A

8. REFERENCES

None

9. REMARKS

N/A

PERFORMANCE OBJECTIVE **403.01**

Maps **Basic**

1. PERFORMANCE

The SAR Responder will know and understand what a map is and how to apply it to Search and Rescue

2. RATIONALE

The objective is to have students become familiar with maps in general, know how to read them and to apply navigational information to the map.

3. STANDARD

Why maps are important in SAR.
What are some general points that a map can give a searcher?

4. TEACHING POINTS

Definition

A map is a way of representing on a two–dimensional surface, (a paper, a computer surface) any real world location or object.

Most maps only deal with a two–dimensional view while a Topographical Map deals with the third dimension by using contour lines to show elevation.

Describe what a map is in general (overview of a land mass)

How it can assist a searcher

Why knowing how to read a map is important

Why always having a map of your area is important

State that a map can and will be used to navigate to / from specific places

Maps are used in conjunction with navigational devices (compass / GPS)

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

Stick to the brief teaching points and inform participants that more detail and specific exercises will follow.

PERFORMANCE OBJECTIVE **403.01.01**

Types — Basic

1. PERFORMANCE

The SAR Responder will know and understand that several types of maps exist and how they are to be used.

The SAR Responder will know which type of map is best suited for SAR.

2. RATIONALE

This objective is important so the SAR Responders will know and choose the proper map for the job.

3. STANDARD

List three types of maps

List the type of map used most often in SAR

4. TEACHING POINTS

Types of maps

Topographic Maps

- (Topo maps). These maps feature contour lines to portray the shape and elevation of the land. Man made features are marked, such as roads and buildings. Topo maps are often made in scales of 1:24,000, 1:50,000, 1:250,000 and even scale of half million to one million (aviation). Most common ones in SAR are 1:50,000 and 1: 250,000

Road Maps

- These are published to show travelers the roads of an area, and often will contain only major roadways.

Relief Maps

- These show the relief data using contour lines, colors and or shading to evidence the elevation.

Political Maps

- These maps show boundaries that show one political boundary from another. Examples are the lines between provinces and territories, or between towns and rural areas.

Physical Maps

- Show the earths landforms and bodies of water. Different colors are used to show different elevations.

Forestry and Mining maps

- Often do not show contours but are usually up to date regarding rods, cut lines etc.

Air photomaps

- A photo taken from the air often shows no scale and are of a small area. Very valuable when they are available

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

Map Town Limited–Web site

9. REMARKS

Maps are a critical issue in performing search and rescue. Searchers should be familiar with the different maps and know the map that will give them the most information to perform SAR.

At times depending upon the availability of a useful map others may have to substitute; so knowing what each map will give is important.

PERFORMANCE OBJECTIVE **403.01.02**

Scales and distance — Basic

1. PERFORMANCE

The SAR Responder will know and understand what a map scale is and how to use them to measure distance on a map.

2. RATIONALE

The SAR Responder will know and understand what a map scale is and how to use them to measure distance on a map.

3. STANDARD

Students will identify the map scale on a given map.

Students will demonstrate two ways of measuring distance on a topo map.

4. TEACHING POINTS

Map Scale:

- Maps are made to scale. In each case, the scale represents the ratio of a distance on the map to the actual distance on the ground.
- Example–if 2 cm on the map represents 1 km on the ground, the scale would be 2 cm = 1 km.
- Another way to look at the map scale is that when it states 1:250,000 it means that one (1) unit on the map is equivalent to 250,000 units on the ground. The unit can be equal to inches, centimetres etc.

Map scale chart

1 inch represents	1 cm represent	
1:50,000	4106 ft	500 meters
1:100,000	1. 6 miles	1 kilometre
1:250,000	4 miles	2. 5 kilometres
1:5000,000	8 miles	5 kilometres

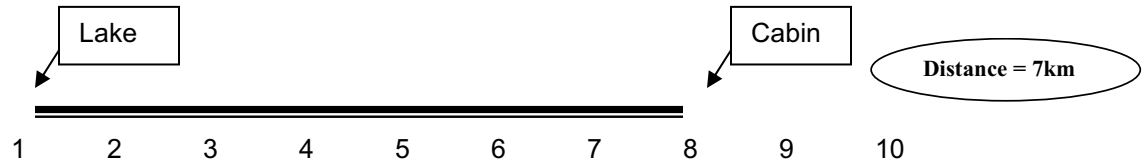
Most maps in SAR will be the 1:250,000 (1 to 250) or 1:50,000 (1 to 50)

Distance Scale:

- Locate the bar scale on the bottom center of a map.
- Determine that the units on the bar scale are in either standard or metric measurements.
- Use the secondary division on the left of the bar scale to measure fractions of a mile or a kilometre.

Using a straight edge measure between two points on the map and then compare that same distance on the map scale.

Use a piece of paper with marks, or a string to make a straight line between points.



Ea unit= 1 km

Measure the distance on the map between two points and then transfer that measurement to the scale. The scale will then indicate the straight–line distance between two points.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 min for distance and map scale.

8. REFERENCES

Canadian Topographic Maps–Maps 101 Web site.

Basic Ground Search and Rescue in Canada, Context North by Wayne MERRY

9. REMARKS

Map skills are fairly simple in nature and can be complicated with too much detail. Stick to the basics such as distance on the map and the map scaled as a given.

PERFORMANCE OBJECTIVE **403.01.03**

Map identification — Basic

1. PERFORMANCE

The SAR Responder will know and understand how to order maps and from where.

The SAR Responder will understand the mapping grid (Index to adjourning maps) system

2. RATIONALE

By knowing what map the searcher is working on and the present location of the activity a person should be able to preplan and have the adjourning maps at hand.

This objective will be met by demonstrating the Mapping Index.

3. STANDARD

Identify the name of the map being used and name the map from the index grid in a given direction.

4. TEACHING POINTS

- Locate the name of the map being used:
- Find the index grid (lower left hand corner).
- A square will appear with nine boxes; the map being used is located in the center of the grid.
- The map will have a number, a letter / number.
- This sequence will follow the overall mapping grid system divided into three grid systems in Canada.
- National Topographic System (NTS) of Canada

Example of a map grid may appear as 83 J/14; to understand how this number is made I have broken this into three elements, starting with the largest grid that numerically works it way across Canada from the East to West and South to North.

- Element #1 = 83
- Element #2 = J
- Element # 3 =14

Element # 1

Canada's mapping system has a numbered grid that starts on the lower south east coast of Newfoundland and works North (up) and to West (W). The numbers start at one and count upwards until the map ends.

When the number tops out in the north it returns again to the bottom (South) of Canada and continues in numerical sequence to the North once again.

A Large Dark Gray number represents each Number in the grid. This is the first element in the NTS Map number.

Element # 2

The dark grey grid number is then divided into 16 smaller areas defined by lighter grey lines. These grids are referred to as letters.

The lettering begins in the southeast (lower left hand) using A and zigzags to the northeast (upper left hand corner), stopping at M.

Element # 3

Each lettered grid is once again divided into a 16–grid pattern, this time using a number –1– 16 using the same zigzag pattern as Element #2.

A number such as 83 J 4 will be the map number of the specific map.

Looking at the lower right hand corner of a map there will be a grid square divided into 9 sections. The map that is being used is the shaded map in the center of the grid. Surrounding maps that join this map are numbered for easy reference so one can obtain them.

This is an important point in SAR so adequate maps may be obtained for briefings and preplans.

How to obtain Canadian Topographic Maps

Maps may be purchased or ordered through a variety of vendors.

- Sporting good store
- Aviation suppliers
- Survey supply companies

Maps in general may be obtained from the Canadian Government.

Natural Resources Canada,
Center for Topographic Maps
711–615 Booth Street,
Ottawa, Ontario, Canada
K1A 0E9
1–800–465–6277

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

Natural Recourses Canada, Geomatics Canada, Canadian Index Chart

9. REMARKS

Students will need to be shown the grid and then told how to correspond the center–shaded map to the others in the sequence.

Note the maps in the Index grid on the map are not necessarily going to follow a letter or numerical sequence as one map grid may flow into another map grid in any one of the elements.

This may confuse some participants so explain that point.

PERFORMANCE OBJECTIVE **403.01.04**

Marginal information/symbols — Basic

1. PERFORMANCE

The SAR Responder will know and understand what “map symbols” are and how to use them.

2. RATIONALE

Reading and understanding map symbols will allow a searcher to be more efficient with their map work.

3. STANDARD

Name the four symbol categories used on 1:50 and 1:250 topo maps.

Searchers should be able to identify a minimum of 10 commonly used map symbols.

4. TEACHING POINTS

A set of symbols and their use on National Topographic System (NTS) maps is described by a specific set of rules. This is called the guide to “Standards and Specifications for Polychrome Maps” Uniformity is required for all 1:50 and 1:250 maps, although older maps may have some symbols different then newer maps.

Symbols appear as points on a map representing objects such as bridges, houses etc

Symbols can also be linear, such as a roads or railway track.

Color is standardized to represent features of a map.

- Black–features not part of the natural environment
- Red–major roads and survey information
- Green–substantial vegetation and woodland cover
- Blue–water and snow features (hydrographic features)
- Purple–any feature added from aerial photographs on a photo–revised map.
- Brown–contour lines and their elevations (numbers)

Map symbols are printed on the back of every map and they are divided into the following categories.

Transportation features–Roads, Trails, Airports, Railway, including bridges tunnels etc.

Hydrographic features–docks, dams, canals, and natural water areas like falls, rapids, marsh etc.

Terrain features–elevation (contours), land cover.

Human activity symbols–Agriculture, Industry, and Recreation.

Refer to the back of a topo map for exact symbols and what they represent.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Natural Resources Canada, Canadian Topographic Maps: Website Maps 101

9. REMARKS

Use maps in the class to show the symbols and pick out some of the more commonly used or seen symbols for the area.

Have students identify the features by looking at the symbol.

PERFORMANCE OBJECTIVE **403.01.05**

Relief indicators — Basic

1. PERFORMANCE

The SAR Responder will know and understand what a “relief indicator: is on a standard topographic map.

2. RATIONALE

Navigation across the land will be more or less difficult by the efficiency of how the map is read. Relief indicators are critical to safety and efficiency.

3. STANDARD

Know what a contour line is.

Be able to identify a contour line on a map

Be able to locate the contour spacing distance of the map.

4. TEACHING POINTS

Definition

Contour lines represent a constant measurement of elevation as it follows the shape of the landscape.

Every fifth contour line is coloured darker (brown) to make calculating elevation easier. The darker lines are called index lines.

Contour lines are a series of points of equal elevation and are used to illustrate topography, or relief on a map.

Contour lines show the height of the ground above “sea level”; this distance can be feet or meters

Contour lines take the flat surface of the map called 2D and turn it into a 3D effect where the elevation and shape of the land can be visualized.

The contour lines will indicate a gentle slope by wide spacing.

A steep hill / cliff is indicated by the lines being close together.

The distance between contour lines is always the same. (a given # on the map)

A spot elevation is indicated as a dot on the map with a number beside the dot. This represents a total height, such a 250 ft above sea level. Found often at the top of a hill or ridge as indicated by the contour lines.

A contour line with a series of little lines on the inside represents a depression in the earth’s surface.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Natural Resources Canada, Canadian Topographic Maps, Website Maps 101

9. REMARKS

Contour lines are perhaps one of the most important features of the map.

Practice and exercises include; counting the lines, adding up elevation and the identification of steep or hazardous areas.

PERFORMANCE OBJECTIVE **403.01.06**

UTM/grid coordinates — Basic

1. PERFORMANCE

The SAR Responder will know and understand Grid Coordinates and be able to read and write them.

2. RATIONALE

Reading and writing grid coordinates will enable to searcher to locate their position or the position of others and navigate to that location.

3. STANDARD

The SAR Responder will read and write grid coordinates on a map correct to the nearest 8 figures.

4. TEACHING POINTS

Explain the grid coordinate system.

Demonstrate the difference between a 1:50 and a 1:250 topo map.

2–figure grid reference.

4–figure grid reference.

6–figure grid reference.

8–figure grid reference.

Determine the grid reference using a protractor (2–8 grid refs).

Determine the grid reference using a compass (2–8 grid refs).

Plotting a grid reference given a location using a protractor (2–8 grid ref).

Plotting a grid reference given a location using a compass (2–8 grid ref).

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

Two thirty (30) minute periods

8. REFERENCES

Natural Resources Canada, Topographic Maps, Canada

Be Expert with Map and Compass, Bjorn HJELLSTROM

9. REMARKS

Practice this several times using both the compass and protractor.

In the field the compass will be used, however some practice at counting without a tool to determine accuracy is good practice.

PERFORMANCE OBJECTIVE **403.01.07**

Lines of position/triangulation — Basic

1. PERFORMANCE

The SAR Responder will be able to understand what triangulation means and how to perform this task.

2. RATIONALE

Triangulation is a map and compass feature often used to assist the searcher in determining their location. As safety issue in SAR.

3. STANDARD

Using map and compass determine a location by using triangulation from two points.

Using map and compass determine a location by using triangulation from one point

4. TEACHING POINTS

Position by Triangulation

- Pick two obvious spots on the horizon from your position. Locate them on the map.
- Take a magnetic bearing to each of them and then add or subtract the magnetic declination to get a true reading.
- Using the back bearing of the True bearing, draw the lines on the map from the locations. The lines will intersect at some point. Your location should be where the line intersects.

Note: Using the two points on the horizon, the user must be able to identify them correctly on the map before they are used.

Note: If you are using the orienteering compass with the rotating bezel the back bearing will be indicated on the opposite end of the direction arrow.

Free Triangulation (to be used from a linear feature)

- Pick a single obvious spot on the horizon. Shoot a bearing to that location and convert it to the True reading. Using the back bearing draw a line until it insects the road, path, railway track or lakeshore you are on. This single point triangulation works when you are on an identified track.

Relocating a spot by Triangulation

- Without using a map, simply locate two unmovable points and shoot a bearing to each of them from your position.
- Record the two bearings and later return to that spot.
- Once you have identified the two points, re short the bearings that were previously recorded and position yourself where the two bearings match.

5. SUPPORTING SKILLS

Basic map reading–be able to identify features on a map

Basic compass use–be able to shoot a bearing

6. SUPPORTING KNOWLEDGE

Basic map reading

Basic compass use

7. TIME

60 minutes

8. REFERENCES

The Basic Essentials of Map and Compass, 2nd edition, by Cliff JACOBSON

9. REMARKS

Have students initially work on land features of the map to ID possible visible points.

If a student is in a valley they may not be able to see certain points. This will make them aware the points to triangulate from should be identifiable.

PERFORMANCE OBJECTIVE **403.01.08**

Route plotting **Basic**

1. PERFORMANCE

The SAR Responder will be able to plan routs on the map.

2. RATIONALE

The most efficient use of maps and compasses will be the preplanning stage.

This function will enable the searcher to have some familiarity with the search segments they are responding to.

3. STANDARD

Be able to plot a course on a map and follow it.

4. TEACHING POINTS

Three Step Method
(Plotting a course)–take the initial bearing of the course and plot that onto the map.

Single Line Bearing

- Using a known location that can be sighted take a bearing to that location, draw an intersecting line to the linear feature (your location).

Triangulation

- Two known locations and intersecting lines to your position.

Route Plotting

- This involves careful study of the map to determine obstacle, hazards etc. Once these have been identified, routes will be selected to get to the easiest point where a direct course can be plotted with the least amount of difficulty. In order to plot the direct line a known or identifiable feature should be present.

Waypoints

- The coordinates of a location are called either a waypoint or a location. Waypoints should be identifiable objects or features. This is importing when navigating using several routes in several directions. Waypoints should be penciled in on a map and in some cases preplanned. Because GPS are used frequently; mark these waypoints on a GPS and also plot their location on a map in case of darkness, low visibility, etc.

Note: for each waypoint mark the time you were there. This is important in case you get lost and need to backtrack.

5. SUPPORTING SKILLS

Basic Map and compass skills

6. SUPPORTING KNOWLEDGE

Basic Map and compass skills

7. TIME

45 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

GPS Made Easy–Lawrence LETHEM

9. REMARKS

This objective will bring most of the basic map and compass skills together

PERFORMANCE OBJECTIVE **403.02**

Compass — Basic

1. PERFORMANCE

The SAR Responder will be familiar with the magnetic compass and will have a working knowledge of how to use it and care for it.

2. RATIONALE

The basic use of a compass when asked to navigate using a map will allow a searcher to stay on track and orientated to their surroundings.

A compass may ultimately prevent a searcher from becoming lost.

3. STANDARD

Name the parts of a liquid filled magnetic compass.

Explain why the needle points to one direction only.

4. TEACHING POINTS

Compasses have an orientating arrow located in the circular housing, which turns with the dial. Compasses also have a direction of travel arrow that you must keep pointed, both on the map and as you hike, in the direction that you are traveling.

How the compass works.

Where the needle points to and why?

Parts of a compass.

There are up to 15 parts on an orienteering compass with a hinged lid and mirror.

Other compasses without a lid may have 7–10 parts.

Note–parts includes functions, scales etc.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, By Context North, Wayne MERRY

9. REMARKS

Use hands on demonstration to show the compass.

Point out the parts of a compass and explain them.

PERFORMANCE OBJECTIVE **403.02.01**

Degrees and cardinal points — Basic

1. PERFORMANCE

The SAR Responder will know and understand the basic markings on a compass in relation to the Cardinal Points and the 360 degree rotating housing (compass ring).

2. RATIONALE

A SAR Responder employed in SAR and tasked to use a map will need to know how to use a compass to maintain their orientation.

All reference made to the compass on a map will be in “degrees”.

3. STANDARD

Name the four cardinal points on a compass

How many degrees are on a compass

4. TEACHING POINTS

Knowing the cardinal points is the first step to reading a compass.

The four cardinal points on a compass are:

- North 0 deg or 360 deg
- East 90 deg
- South 180 deg
- West 270 deg

All of these cardinal points split the compass circle in equal quarters running 90 deg to each other.

North is always at the top of the compass, as you would orientate a map with north at the top.

Inter–cardinal points–this is a further break down dividing the 90 deg sections to 45 deg between the cardinal points. These are also very useful when giving general directions.

- North East 45 deg
- South east 135 deg
- South west 225 deg
- North west 315 deg

The compass housing (ring) will also be broken down into 360 even points. Most compasses have a mark for every two degrees.

These are counted from the right starting at North. Each number between 1 and 360 is a degree. You will refer to direction as either a cardinal point or a number meaning how many degrees it is, which refers to a direction of travel.

Example:

- 090 degrees means that direction of travel; is 90 deg on the compass or due East.
- 285 degrees will be between West and North and the general direction will be North West.
- Following a specific course on the compass is important.

Over long distances the difference between a couple of degrees may be miles.

Over a short distance to an obvious object (lake, airstrip) a degree or two off course may not make a large difference.

Remember–every one–degree of compass error equals 92 feet per mile of ground.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Basic Essentials of Map and Compass, 2nd edition, by Cliff JACOBSON

9. REMARKS

Using a compass and navigating with it will demand a high degree of accuracy. Over long distances or in obscured weather paying attention to a compass course and repeatedly checking will often assure a successful arrival.

Practice.

PERFORMANCE OBJECTIVE **403.02.02**

Compass designs **Basic**

1. PERFORMANCE

The SAR Responder will be familiar with several compass designs.

The SAR Responder will have information on the “standard” compass for search and rescue.

2. RATIONALE

Having the right compass for the job is important for safety and accuracy.

The standard compass for SAR will be discussed.

3. STANDARD

Name the features of the standard most frequently used compass in SAR.

4. TEACHING POINTS

Four types of compasses:

- Fixed dial or standard needle compass–Questionably superior, old box style compasses, they are slow and often inaccurate, and not versatile.
- Floating Dial–The needle is an integral part of the numbered dial and spins freely on the pivot. You point the compass towards your objective and read the bearing on the index. Frequently inexpensive.
- Cruiser–Professional grade instruments that come in solid metal cases. They are heavy, expensive, slow to use and not waterproof. They are in use by some foresters and geologists.
- Orienteering–(* most preferred for SAR) this type remains the choice of most outdoor people.

You can determine bearings from a map without the aid of a protractor and without orientating the map to north.

Your direction of travel bearing is locked onto the compass dial.

All compasses have ruled scales along their base plates, which make it easy to determine scale distances.

They have liquid damped needles and will work in very cold weather (–40 deg).
Anyone can use one.

It is widely agreed upon that the Orienteering compass is often the best choice for the GSAR Responder.

Makes include the Silva Ranger Type 15, Nexus Type 15 and a similar brand called Suunto.

The orienteering Compass often will have a lid that closes over the compass. The lid has a mirror used for sighting (taking bearings). In addition to the mirror, the lid of the compass has rifle sights used for determining an accurate bearing.

Using an orienteering compass to determine a bearing is often a three–step process, from the map to the bearing that will be followed.

Parts of this compass include

- Sight,
- Lid,
- Sighting line,
- Mirror,
- Index pointer,
- Declination set screw,
- Orienting arrow,
- Declination scale,
- Magnetic needle,
- Meridian lines,
- Compass housing,
- Clinometers,
- Base plate,
- UTM roamers / Scales.

Compass Features:

- There are base plate styles of compasses on the market; all used for orienteering type activities. Not all have a lid and a mirror and these models can be just as effective, depending on the user.
- Most common features will include a base plate with scales, roamers, and a declination setting
- A red tipped North end needle is preferred
- Luminous dials
- Rubber grips on the base plate
- Lanyard

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Basic Ground Search and rescue in Canada, Context North, Wayne MERRY

The Basic Essentials of Map and Compass, Vol 2, by Cliff JACKSON–(Basic Essentials Series)

9. REMARKS

Concentrate on only one style of compass and mention the others as nice to know. Simple and focused is better.

Being familiar with the parts is good to know.

PERFORMANCE OBJECTIVE **403.02.03**

Compass maintenance — Basic

1. PERFORMANCE

The SAR Responder will understand the general care and maintenance of a compass.

2. RATIONALE

A compass that is taken care of and not abused will remain functional and accurate.

3. STANDARD

Give general information about the care of a compass.

4. TEACHING POINTS

Most liquid filled compasses are supposedly operable between –40 deg C and + 60 deg C.

Do not expose to long periods of direct sunlight or heat. This may affect the dome or the cover as the UV will break down the transparent cover.

If the compass develops a small bubble this will not hurt it, as long as the compass still has enough fluid, it will work. The bubble may obscure some vision of an accurate reading.

If a larger or growing bubble occurs, contact the vendor or manufacturer.

Compass inaccuracy–caution this may be caused by a close metal object (3–5 ft) or an electronic device like a handheld radio.

Abuse in general, such as hard impacts, may cause damage.

Note: Compasses are usually the first things that a SAR Responder may drop as they are often on the outside of the clothing for frequent use
It is recommended that the user tie highly visible survey tape to the lanyard to make it easier to spot.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

A compass like any other instrument or tool deserves to be treated as gently as possible to avoid damage. Most compasses are water and dust proof; however, reasonable care should be taken.

PERFORMANCE OBJECTIVE **403.02.04**

Setting declination — Basic

1. PERFORMANCE

The SAR Responder shall know how to set declination on a compass and determine what the declination is for a given area.

The SAR Responder will know how to apply declination to navigate.

2. RATIONALE

Declination will vary from region to region and SAR Responders must know how to compensate for this difference to remain effective.

3. STANDARD

Determine where to find the declination on a given topo map.

Take the present declination and set it on the compass.

4. TEACHING POINTS

What is declination?

The angular difference between the true north and the magnetic north is known as the declination. Declination may change in a region . 5.1 deg every five years. Thus older maps must be updated if they are in use.

All maps are designed to orient to True North at the top of the map, however the compass will point to Magnetic North. Decide which north to use while navigating and stick to that method

Finding your declination:

Determine where you are in North America as the continent is divided almost through the middle by O deg declination. Here you do not have to set a compass.

If you are east of the 0 declination your compass will point toward the line on the left and the declination will be to the west.

If you are to the west of the 0 declination your compass will point to the line on the right and the declination will be to the east.

You then determine the # of the degrees between the 0 declination and your location. If it is 20 deg and you are in Yellowknife then the declination needle on the compass will be set 20 deg to the east. Then when your compass points to the true north it will show itself pointing 20 deg east and in fact if you walk True North on the compass it will show you walking 20 degrees east of true north.

For the more advanced map users one can determine their declination by calculating the number of degrees over a period of years. Example if the Map was made in 1980 and the declination change was 5

deg over 5 years then the declination would be 2 full degrees more in year 2000. Thus the declination was 18 deg east in 1980, it would now be 20 deg east in 2000.

Other methods of determining present day declination include doing some research. Calling the Natural Resources Office and asking form the information, talking to someone who has a newer map of the area.

Some navigation computer web sites will give you declination values by typing in a Lat Lon or UTM location.

GPS units will give you that information when you turn the unit on. It will ask to be set to T or M north. Determine the difference at that time.

Finding the declination on the map:

Each topo map on the left hand margin will have a scale that look like a V. The left line, usually straight up and down will represent True North. A line to the right points to magnetic North. The space between the two lines will represent a number of degrees. This will be your declination value.

Additionally a third line will exist close to the True North line. This is called the Grid Line and represents almost true north. For navigation purposes this can also be used as a North representation.

Setting the declination on the compass:

In the inner circle of the compass can be seen a small scale that runs from 90 W declination to 90 E declination. This is the declination scale. To set the declination a small brass, aluminium or plastic screwdriver (often attached to the compass) will set the declination by turning a small brass screw located on the top of the compass housing. Often found about the NE position on the compass.

The declination scale will go from:

- 0–90E on the left side of the 0
- 0–90W on the right side of the 0

Note: Once the declination is set on the compass it can remain set for the duration of the time spend in that mapping zone.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

The Basic Essentials of Map and Compass, Vol 2, by Cliff JACKSON–(Basic Essentials Series)

9. REMARKS

Practice finding the declination on the maps.

Practice setting it, and then leave it alone if the class is going to practice outdoors.

PERFORMANCE OBJECTIVE **403.02.05**

Sitting, position fixing — Basic

1. PERFORMANCE

The SAR Responder will be able to take a bearing using a compass and follow its course.

2. RATIONALE

Knowing how to navigate property means setting a course and following it. To follow a course one must take a bearing using a compass and then follow the route defined by the bearing.

SAR Responders need this skill to effectively search areas and record their coverage.

3. STANDARD

Lean the three–step method of taking a bearing.

Using an orienteering compass and a fixed dial compass.

4. TEACHING POINTS

Three step method of taking a bearing from a map and creating a direction of travel

Place compass base plate edge on the map alone the route or desired line of travel. Make sure the compass direction arrow points towards your destination.

Rotate the capsule until the N on the graduation rings point towards north on the map. Check compass housing to make sure the North South lines are parallel to the map meridians.

Hold the compass horizontally in front of you and turn your body until the red end of the needle lines up with the red north arrow in the compass. Some call this “putting the red to bed”. Now the direction of travel arrow lines up with your destination. Look ahead, or sight ahead of your compass in a straight line and find a target or destination. This is called shooting a bearing.

Note: When using a sighting compass with a mirror, hold compass up in front of you tilting the mirror about 60 degrees while looking in the mirror. Line the compass direction up from the dial with the centerline of the mirror. This will be your bearing (direction of travel)

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Silva Compasses–123 step system, Web site

Basic Essentials of Map and Compass, 2nd edition, by Cliff JACOBSON

9. REMARKS

Practice this repeatedly.

Start by giving the students a bearing and have them dial this into the compass. (No map)

Then have the students determine a course on a map by giving them destinations; using the 3–step system to find a route.

PERFORMANCE OBJECTIVE **403.02.06**

Following bearings/courses — Basic

1. PERFORMANCE

The SAR Responder will know how follow bearings and courses.

2. RATIONALE

Being able to navigate, using a variety of methods with a map and compass, are essential for a SAR Responder. This objective will create the basic skills required to perform various type of navigation using a map and compass.

3. STANDARD

Define the terms:

- Bearing,
- Course,
- Heading.

Explain Dead Reckoning.

Explain Aiming off.

4. TEACHING POINTS

Definition:

- Bearing–the direction from your current location to your destination.
- Course–the direction from your starting location to your current location.
- Heading–your moving direction.

Dead Reckoning:

- Is moving a set distance along a setline. Generally, it involves moving so many meters along a setline, while keeping your time for the set distance. Knowing your speed and elapsed time is usually adequate to tell how far you have traveled.

Aiming Off:

- This is a technique to aim around possible obstructions or to avoid going off course all together.
- It involves straight–line navigation and setting a course from Point A to Point B. To ensure you arrive at the location you may aim slightly higher or lower of your indented destination.

- Pick your destination and aim a few degrees off of the intended point. This will bring you out close enough to walk either left or right to get to your intended target.

Following a Bearing or Course:

- Once a course has been set, the heading will be established and the trek will begin.
- Make sure to do frequent course checks and always line up with a target and walk to that target. This makes it easy to walk around some obstacles and then move back onto your intended course.
- At night, or in low light conditions, have a person walk ahead of the navigator while taking direction to stay on course. The compass bearer will move up to that person and the procedure will repeat itself.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Basic Essentials of Map and Compass, 2nd edition, by Cliff JACOBSON

Basic Ground Search and Rescue in Canada, Context North, by Wayne MERRY

9. REMARKS

Outdoor exercises to include following a bearing and to site ahead and then take another sighting on the same course.

PERFORMANCE OBJECTIVE **403.02.07**

Navigating around obstacles — Basic

1. PERFORMANCE

The SAR Responder will understand how to and be able to navigate around obstacles.

2. RATIONALE

Methods to navigate around obstacles will create efficiency and safety for the searcher.

3. STANDARD

A searcher will be able to demonstrate the methods to navigate around an obstacle.

Name several obstacles that may have to be navigated around.

4. TEACHING POINTS

In the field obstacles such as steep hills, cliffs, lakes, bogs etc may have to be navigated around for speed and safety.

Once an obstacle has been determined check its elevation and contours to make sure it is worth it.

The best method to navigate around an obstacle is to hike a rectangle around the object.

Set a new bearing (add 90 deg) to your original course.

Walk until you have cleared that obstacle. (Keep track of time / distance on the new course).

Resume your original course (subtract 90 deg) parallel to your original track.

Set a new bearing (subtract 90 deg) back to your original bearing and walk the same number of paces (distance) or time back to the original track.

Rescue original course. (Add 90 deg to your last bearing)

Example might look like this:

- Leg 1–Original bearing–315 deg
- Leg 2–Add 90 deg = 45 deg
- Leg 3–Subtract 90 deg to original 315 deg (parallel course)
- Leg 4–Subtract 90 deg = 225 deg (walk to original track)
- Leg 5–Resume original course add 90 deg

5. SUPPORTING SKILLS

Basic map and compass skills–(be comfortable with shooting a bearing and simple math,)

6. SUPPORTING KNOWLEDGE

Basic map and compass skills.

7. TIME

30–45 minutes

8. REFERENCES

None

9. REMARKS

Basic map and compass skills will make the procedure seem very simple if practiced regularly.

Demonstrate this method with a diagram and practice outside on a flat open space using markers or similar objects to represent an obstacle.

PERFORMANCE OBJECTIVE **403.02.08**

Pacing and measuring — Basic

1. PERFORMANCE

The SAR Responder will know and understand what pacing and measuring is in relation to navigation.

2. RATIONALE

Pacing is a form of measuring distance covered and is required for measuring SAR segments or plotting uncharted trails.

3. STANDARD

Define “pacing” and describe how to use it.

What is a hip chain and what is it used for?

4. TEACHING POINTS

Definition:

When accurate and distance measurement is necessary as in flagging a search segment, and no other distance measurement equipment is available, counting paces over a set distance can be used.

In order to measure distance with reasonable accuracy by pacing, you must first find the number of steps required to travel 100 meters (approx 300 feet) over the type of country that will be measured.

Determine the course of 100 meters in a moderate terrain, measure it out and then walk it while counting your paces.

Repeat this twice and average out the number of steps taken.

Remember the number of paces over 100 M and when required count your paces and add them every 100 M.

Methods for totalling distance:

Some people will count and fold one finger for every 100 meters

Others will make a check on a paper for every 100 meters

Use a calculator

Or have a string with a number of beads on it. For every 100 meters pull a bead to the bottom of the string. Five (5) beads will represent 500 meters or approx 5 kilometres.

Additional Note

When pacing out distance keep a note of the time it took to pace 100 M

If the terrain stays reasonably consistent, the count will often be close to the amount of time taken to walk each 100 M

Ex:–100 M takes 4 minutes to walk:

- After 12 minutes you will have walked 300 M
- 4 minutes divided into 12 = 3
- 3 x 100 M = 300M

Hip Chain:

Definition

This is a device used for laying out string over long distances. As the string is played out, the distance is measured. It is used by prospectors and resource people to stake claims and measuring control areas etc.

SAR people use the hip chain to grid out a search segment or to create a perimeter that may be noticed by the lost person. Tags indicating the way out are often tied to a hip chain by searchers.

This method is expensive and very labour intensive, and may not be commonly used.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, by Wayne MERRY

9. REMARKS

The described the pacing method, although simple in nature will require practice to use.

Walking and counting and navigating in the wild will challenge even the most seasoned person.

PERFORMANCE OBJECTIVE **403.02.09**

Using map and compass together — Basic

1. PERFORMANCE

The SAR Responder will be able to use the map and the compass together to perform basic navigation.

2. RATIONALE

SAR Responders must be comfortable with using as map and compass together which will aid them in staying on task and for safety.

3. STANDARD

Give examples of some of the basic rules of using map and compass together.

4. TEACHING POINTS

When using both map and compass check your position regularly.

Keep track of starting times and general pace.

Identify the declination from the map.

Set the declination on the compass.

Identify and mark your course on the map

Transfer the bearing onto your compass

Orientate the map to the surrounding landscape.

Pick out the land features first and then identify them on the map.

Study the map and become familiar with terrain features you will encounter along your course.

Mark any hazards etc that are identified.

5. SUPPORTING SKILLS

Basic Map and Compass shills

6. SUPPORTING KNOWLEDGE

Basic Map and compass skills

7. TIME

60 minutes

8. REFERENCES

None

9. REMARKS

Spend time in the class in small groups (2/3) discussing and practicing the a/m points.

PERFORMANCE OBJECTIVE **403.02.10**

Practical exercise — Basic

1. PERFORMANCE

The SAR Responder will identify and practice practical exercises using map and compass.

2. RATIONALE

Practice will keep all SAR Responders up to date and efficient in map and compass work.

3. STANDARD

Perform some of the types of exercises listed.

4. TEACHING POINTS

Possible map and compass exercises include:

- Identifying map symbols
- Contour quiz–identify grads of the land and estimate how step it is
- Contour matching–take diagrams of elevations and match them with corresponding contour lines.
- Direction quiz–find the compass reading both True and Magnetic routes of travel on the map.
- Distance Quiz–using the map scales determine distance between points.
- Given UTM coordinates to three places identify that location on the map.
- Given a location on a map, identify that place by a three–place UTM coordinate. Note three place refers to coordinates that = 423573

5. SUPPORTING SKILLS

Basic map and compass skills.

6. SUPPORTING KNOWLEDGE

Basic Map and compass skills.

7. TIME

15 minutes per exercise suggested.

8. REFERENCES

Be an Expert with Map and Compass, Revised edition by Bjorn KJELLSTROM

9. REMARKS

Have diagrams, maps and map tools in place for several small groups in the class.

Demonstrate in a class setting and do small group exercises.

PERFORMANCE OBJECTIVE **404.01.01**

Awareness of radio operations — Basic

1. PERFORMANCE

The SAR Responder will be aware of radio operations during a SAR event and how critical they are.

2. RATIONALE

Communications during SAR is critical to the overall safety of all involved. This includes signals, radios, phones etc.

3. STANDARD

The SAR Responder will be able to identify various roles and types of communications in SAR.

Know what the 24–hr clock is.

Know what the phonetic alpha bit is.

4. TEACHING POINTS

Define communications. (includes devices, signals, language and verbal orders).

List the various devices used for communications in SAR.

List some of the limitations of these devises.

24–hour international clock.

Phonetic alphabet.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

In general, touch on the main communication devices–radios, sat phones etc, the most commonly used in the area.

Provide copies of the 24–hr clock and the phonic alphabet

Practice

PERFORMANCE OBJECTIVE **404.01.02**

Satellite and cellular phones — Basic

1. PERFORMANCE

The SAR Responder will be familiar with the use and operations of satellite and cell phones during a SAR operation.

2. RATIONALE

Satellite and cell phones are indispensable during a SAR event when they can be used. SAR Responders should be familiar with their care and use.

3. STANDARD

Basic operation–on and off.

Battery care, and replacement.

Storage and protection of the handset (transport and environmental).

How to use them–(location and direction)

4. TEACHING POINTS

Demonstrate the phones if available.

Talk about the limitations of use–geographic locations, sky views, towers etc.

Battery life and care of.

How they can be used in a SAR operation.

Who may use or get a cell or sat phone.

Transporting and general care of the phones.

Advantages–disadvantages as opposed to two–way radios.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

In general, the advantages and disadvantages of a cell and Sat phone must be discussed.

PERFORMANCE OBJECTIVE **405.01.01**

Overview of search theory and incident management — Basic

1. PERFORMANCE

The SAR Responder will understand that search is performed as a result of modern search theories using specific management techniques to deploy searchers.

2. RATIONALE

This is objective is important so searchers will have an awareness of how and why some decisions are made.

3. STANDARD

Name two of the theories, which base search activities today.

Describe “incident management”

4. TEACHING POINTS

Two Theories in Search:

- Search is a rapid response to a missing person complaint.
- Search is Clue Orientated

Define Incident Management.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY.

9. REMARKS

This information will form the basis of the lesson.

The how and why of “decision making” is critical to have students understand the methods employed later on in the training.

PERFORMANCE OBJECTIVE **405.02.01**

Notification — Basic

1. PERFORMANCE

The SAR Responder will know the process for receiving and confirming notice of a call out.

2. RATIONALE

Receiving call out or stand by information from authorities is an important first step in a SAR mission.

SAR Responders being aware of their preparedness roles will speed up the process of response. .

3. STANDARD

Have a personal plan in place for receiving information about a search callout.

Know what information to collect when you are called.

Know call back information and meeting locations for the call out.

4. TEACHING POINTS

Searchers will require a personal checklist to have when they are placed on alert or asked to respond. This checklist will include all the necessary details to respond. Specific details will be given at the Briefing.

Example:

- Who is calling,
- Who is missing,
- How long,
- What is the weather prediction,
- Place last seen,
- Where will they be meeting,
- What time,
- What equipment to bring,
- What maps to bring,
- Who else to call, and
- Call back number for the authorities.

Often when a callout is placed a call–back number should be requested in case of delays or:

- Cannot contact other people who are required
- Cannot locate required supplies / equipment,
- Vehicle problems,
- The search is suspended / called off, or
- Meeting place / time may change.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

15 minutes

8. REFERENCES

None

9. REMARKS

A good or a poor start may initially influence the beginning of a search. Those that are called are expected to be organized and ready without major delays.

Preplanning and information flow can achieve this objective.

PERFORMANCE OBJECTIVE **405.04.01**

Assignments — Basic

1. PERFORMANCE

The SAR Responder will know the importance of assigned duties and who will be in charge of the searchers

2. RATIONALE

Team Organization" is critical for a successful SAR mission.

The overall management of a SAR mission is broken down into several groups and knowing this information will allow a flow of information to take place.

The SAR Team Leader is tasked with looking after a small team and ensuring the completion of tasks and assignments.

3. STANDARD

Know what a SAR Team Leader is responsible for.

Know what it takes to become a SAR Team Leader.

Be able to receive and acknowledge an assignment.

4. TEACHING POINTS

Define SAR Team Leader:

- A SAR Team Leader is often an experienced member of a SAR group with some skills in leadership and advanced skills in SAR related tasks.
- A SAR Team Leader is not necessarily a SAR Manager and therefore is not tasked to manage an operation.
- SAR Team Leaders will oversee all team assignments and tasks.

Define a SAR Team Leaders duties / responsibilities, both to management and a team:

- SAR Team Leaders manage a small team, often a hasty team. They are responsible for communicating the tasks and assignments determined by management.
- SAR Team Leaders often do not make decisions but are responsible for relaying messages and assignments and making sure of their completion.
- SAR Team Leaders are often tasked with collecting information and conducting briefings and de–briefings to take information back to the command post.
- SAR Team Leaders often act a "safety officers" for their team making equipment checks, radio checks etc.

- SAR Team Leaders ensure the completed paper work for all aspects of their assignments.

Assignments and Tasks:

- All Assignments and Tasks are as a result of decision–making in the Command Post.
- SAR managers and Tasking Agencies make decisions.
- Assignments and tasks are communicated to SAR Team Leaders to be delivered to the teams, recourses etc.
- The assignments and tasks will be conducted under the supervision of a SAR Team Leader and final reports from the team or resource will be directed to a SAR Team Leader.
- The SAR Team Leader will report to a SAR manager.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

Have the searchers understand the relationship between the TL, the GSAR teams and the Management team.

The TL is actually the “go between” of each group and must deliver messages and results.

PERFORMANCE OBJECTIVE **405.05.01**

Demobilization — Basic

1. PERFORMANCE

The SAR Responder will understand the requirements and the need for steps to be taken to complete the demobilization of a SAR operation.

2. RATIONALE

Demobilization is another step in the overall process of SAR and requires accurate attention to detail by all involved.

A SAR worked must collect information, make records be debriefed, and participate in a critique.

3. STANDARD

A SAR Responder should know the difference between a debrief and a critique in SAR.

4. TEACHING POINTS

Demobilization

A searcher has to be very aware of the shut down process of a SAR event; whether it was successful or not. When this process takes place it is usually justified by information brought in by SAR Responders and then the managers make decisions.

SAR Responders will need to know that they must collect all relevant information about many points in a search. This information will be recorded and reported to the SAR Managers. Recording and reporting are defined through SAR reports, Team Leaders etc.

After a search segment, Ops Period or an entire mission has been completed a debriefing will or should be conducted with those who were directly involved. A debriefing will cover specific points about the segment or mission and will include primarily operational points. Points will include difficulties with the search, i.e. hazards, terrain, communications, equipment etc. At this point do not confuse an operational debriefing with a critique or stress debriefing.

At all times through a search the members are making records of events, assignments tasks and the success or completion of it. As well, they are making remarks about what has worked or not worked. Records are very important both as evidence, SAR justification and general information. These will go a long way to benefit others, tasking agencies and training problems.

A Critique is often done at the conclusion of an event and may not necessarily be completed immediately after the event. Often a critique can be scheduled for a time when all personal are stood down and available and have had some time to reflect on the mission. A critique should be lead by those who called it and recorded for future use. This can be divided into two parts, a Mission Critique and a Personal Critique.

A mission critique can deal with issues about what went right or wrong and it can deal with a bit more personal information. Example–the radio batteries were not available; why and who was responsible? It is important not to attack, but to identify and solve.

NOTE–A mission critique will involve all the people at the SAR mission including the cook, SAR Manager, pilots etc.

A personal critique may involve just the team members or oneself in general. Usually after each event regardless of experience, there is a point that can be worked on. Important for SAR Responders to identify this in themselves and as a group and work to always improve.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

45 minutes

8. REFERENCES

SAR Fundamentals–Emergency Response Institute

9. REMARKS

The key points above are to be considered standards in SAR.

A SAR worked must collect information, make records be debriefed, and participate in a critique.

Make these points clear as they too form part of a successfully run mission.

PERFORMANCE OBJECTIVE **405.06.01**

Confinement/containment of area — Basic

1. PERFORMANCE

The SAR Responder will understand the reasons why and how confinement and containment may aid in the search effort.

2. RATIONALE

The objective will be to understand the benefits of these tactics in planning search strategy.

3. STANDARD

Know what a search segment is

Explain confinement

Explain containment

4. TEACHING POINTS

Define segments and state how and why they are made.

Explain confinement and tactics used to do this:

- Road blocks–set up and maintaining,
- Trail blocks–how to locate and maintain,
- Camping,
- Lookouts,
- Track Traps,
- String Lines.

Define containment and explain:

- Confinement may contain the subject in the area being searched?

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

9. REMARKS

The theory on the above topics will also serve to create an immediate response to the issue that the lost person may be close (Hasty Search) and confinement will allow the search to be over sooner.

PERFORMANCE OBJECTIVE **405.07**

Attraction **Basic**

1. PERFORMANCE

The SAR Responder will know and understand the application and benefits of using sound as an attraction tactic in SAR.

2. RATIONALE

The objective is to add passive tactics to the SAR Responders basic knowledge skills.

3. STANDARD

What is a visual attraction tactic?

What is a sound attraction tactic?

Know how and when to use attraction tactics in a search.

Understand the various types and differences between tactics using sounds and or visual means.

4. TEACHING POINTS

Sound Tactics–when and how to use:

- Knowing when and how to listen using sound
- Using sound around water, wind etc
- Communicating when and how sounds will be used
- Calling / Yelling
- Whistles
- Gunshots
- Sirens
- Engines

Visual tactics:

- Smoke
- Reflections
- Balloons
- Streamers

- Fires
- Lights
- Flares

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

9. REMARKS

Sounds and visual methods are tactics to be deployed if and when the tactic will be considered useful.

Planning and profiling the victim and the search effort will dictate the usefulness of this or any tactic.

PERFORMANCE OBJECTIVE **405.08**

Sound sweeps **Basic**

1. PERFORMANCE

The SAR Responder will know the benefit of understanding and using the Sound Sweep tactics in SAR.

2. RATIONALE

Sounds Sweeps are another tactic in SAR to be deployed when it is considered to be useful.

3. STANDARD

Know when and how to use a sound sweep.

Know the tactics to be able to use one effectively

4. TEACHING POINTS

Sounds sweeps

Setting up and determining effectiveness–consider environment, wind direction,

Other noises such as running water, loud wind (blizzard),

Is it useful –age of search, victim profile etc (planning),

Using whistles,

Shouting,

Gunshots.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes–sound and visual

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

9. REMARKS

Sound Sweeps must be set up and coordinated to avoid miss communication and unclear directions.

Using firearms for sound sweep or attraction requires careful planning and safety considerations.

Tests will be required to determine the effectiveness of sound prior to deploying the tactic.
Long distance sound sweeps often require radios between groups.

PERFORMANCE OBJECTIVE **405.09**

Visual sweeps **Basic**

1. PERFORMANCE

The SAR Responder will understand the benefit of sweep searches and when they may be used.

2. RATIONALE

Sweep searches are a technique used to cover allot of ground by the trained responder and can provide a high probability of detection.

This technique is standard in GSAR and should be known and practiced by all teams.

3. STANDARD

Know what visual searching means.

Know when to use open and closed sweep searches.

Know how a three person “hasty team” works.

Know the “critical separation search”.

Know what POD means.

4. TEACHING POINTS

Visual searching:

- Used when the search area is small.
- Used when the subject may not respond.
- Used by trained searchers.
- Spacing usually stays even and searchers can see each other.

Open Grid Sweep (visual):

- Used in a high probability area.
- Subject may be visible.
- Spacing 10 M plus.
- Often employs a 3 tree person hasty team.

Hasty Team:

- Three person team.

- Team leader–compass bearer in the middle.
- Flankers create spacing and use “purposeful wandering”.
- Team uses sound and visual techniques.

Critical Separation Search:

- Determining distance between searchers as they advance.
- Distance will take into consideration terrain, vegetation etc.
- Searchers search between each other and employ “purposeful wandering”.
- Purposeful wandering–a wandering technique to cover a greater area as they advance.

Probability of Detection (POD):

- Represents the chances that the subject or clues will be detected by a search of the designated area.
- Expressed in a percentage–50%.
- POD will be dependent on many factors such as the experience of the team.
- Terrain type, weather and other determined influencing factors.
- POD is often estimated, but the higher value gives priority to that segment.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

Sixty minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

9. REMARKS

This segment requires allot of visualization.

Diagrams etc are valuable

Outdoor exercise on Hasty Team, Critical Separation and Purposeful Wandering is important

PERFORMANCE OBJECTIVE **405.10**

Tracking — Basic

1. PERFORMANCE

The SAR Responder will understand the overall benefit of being “track aware” and “clue conscious” during a SAR event.

2. RATIONALE

The effectiveness of a search will be increased by the basic awareness of being able to recognize clues and signs left by the lost person.

It may ultimately determine a direction of travel or a smaller search area.

3. STANDARD

Define Track Aware

Define Sign Cutting

Recording and measuring a track

Identifying a direction of travel from track or sign

4. TEACHING POINTS

Tracking refers to the evidence a person leave behind as they pass through an area.

Evidence may be footfall impressions

Environmental damage or movement

Tracking Stick–how to use

Tracking Team of three–how they work

Sign Cutting–referees to the activity of looking for sign/clues.

ID a clue and draw a perimeter around it to determine other clues tracks etc

Determine a footfall impression (tread mark), and draw or record it.

Techniques to track parallel to paths, roads etc

5. SUPPORTING SKILLS

Basic SAR Skills

6. SUPPORTING KNOWLEDGE

Basic SAR Skills

7. TIME

30 Minutes

8. REFERENCES

Emergency Response Institute–SAR Fundamentals Basic Ground Course

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

9. REMARKS

Tracking and track aware are two different skills.

Each searcher should be track aware.

Being a Tracker takes special training, skill and practice.

PERFORMANCE OBJECTIVE **405.11**

Night searching **Basic**

1. PERFORMANCE

The SAR Responder will know what the pros and cons are to performing ground SAR at night.

2. RATIONALE

Searching at night has both positive and negative aspects. Knowing these will allow the SAR Responder to make better decisions about when and how to deploy this tactic at night.

3. STANDARD

Positive aspects of night searching

Negative aspect about night searching

Equipment for night searching

Reflective vest–coat

Light sticks (if available)

Flashlight / headlamp (extra batteries)

Clear glasses (eye protection)

4. TEACHING POINTS

Positive points about night searching:

- Still air
- Radio signals–more clear
- Noises–travel farther
- Victim may not be moving
- Sound sweep more effective
- Tracking may be easier with a flashlight

Negative Points about night searching:

- Safety
- Terrain hazards
- Slower coverage

- Requires artificial light

Headlamps and handheld flashlights–often a flashlight in the hand will impede good map and compass work. As well, it will cause hands to be busy while stumbling through brush.

Headlamps are recommended, but often in conjunction with a small flashlight kept nearby for specific use as it can be moved around to focus on a target.

5. SUPPORTING SKILLS

Basic Search Skills

6. SUPPORTING KNOWLEDGE

Basic Search Skills

7. TIME

20 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

9. REMARKS

Night searches can also create hazards and risk, so planning is critical.

The search should be analyzed to realize the benefit of the night search; high probability, victim profile, defined search area, etc.

PERFORMANCE OBJECTIVE **405.12**

Shoreline searching — Basic

1. PERFORMANCE

The SAR Responder will understand the safety and tactical requirements for searching around water.

2. RATIONALE

Searching around bodies of water will impact the majority of ground searches.

SAR Responders must be aware of basic safety concerns and tactics to perform in this environment.

3. STANDARD

Tactics to search a shoreline

Tactics to search a river/stream bank

Know the difference between water rescue and water search

Know some of the hazards associated with riverbank searches

Know basic self–rescue techniques from water

Know how to rescue another from water

4. TEACHING POINTS

Team Equipment:

- A shoreline search must always be done in a team of two or three.
- Each team will have a minimum of one life jacket.
- Each team will have a minimum of one throw bag.
- Teams members must be highly visible.

Define:

- Water Rescue
- Water Search
- Searching from a boat–calm water

Tactics:

- Searching a shore line

- Searching a river bank moving water
- Calm water search from a boat

Hazards:

- Log jams
- Sweepers
- Unstable banks
- Water hazards–pools, mechanical turbulence

*Teams members must be briefed and knowledgeable on what to do if they fall in or attempt to rescue a teammate from water

5. SUPPORTING SKILLS

Basic Search Skills

6. SUPPORTING KNOWLEDGE

Basic Search Skills

7. TIME

30 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

9. REMARKS

Searching in and around water are valuable skills to know in ground search. They also present hazards, which must be planned for.

Good preparation for water search is important.

PERFORMANCE OBJECTIVE **405.13.01**

Evidence/crime scene awareness — Basic

1. PERFORMANCE

The SAR Responder will now that Ground SAR can often be a result of or turn into a criminal issue.

Sensitivity to this issue is critical to know and understand evidence.

2. RATIONALE

A SAR Responder working in an area where a crime may have taken place will need to be very aware of their role in finding, but not destroying evidence.

Basic information given to the SAR Responder and practiced will decrease the chances of this occurring.

3. STANDARD

Know the “Three Rules” when dealing with a possible crime scene

Know what might be considered pieces of evidence

Know what “contaminating a crime scene” means.

4. TEACHING POINTS

Three rules when dealing with a crime scene are:

- Take the same path out as you took in,
- Do not take anything from the crime scene,
- Do not add anything to the crime scene.

Possible evidence:

- Anything that may have been placed or left behind by the victim or suspect.

Includes various objects but not limited to:

- Clothing
- Bullet casings
- Cigarette butts
- Food
- Blood
- Footprints

- Weapons
- Human waste
- Garbage–miscellaneous items.

When dealing with a crime scene or suspected crime scene the SAR Responder must; if the victim is located:

- Provide first aid if necessary or safe to do so,
- Call the Team Leader / Command Post and advise of the situation and location,
- Secure the area,
- Cordon off the area,
- Do not allow anyone into the area until police arrive
- Stay at the scene until told to leave by police.

5. SUPPORTING SKILLS

Basic Search Skills

6. SUPPORTING KNOWLEDGE

Basic Search Skills

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

SAR Responders are often tasked with evidence searches or are involved in a SAR operation that may turn into a criminal investigation.

Additional information regarding evidence will make them sensitive to these issues.

PERFORMANCE OBJECTIVE **405.13.02**

Evidence handling — Basic

1. PERFORMANCE

The SAR Responder will be aware of their role in working around possible evidence that may be part of a criminal investigation.

2. RATIONALE

The objective is to create the awareness and a few simple rules for searchers to follow when dealing with suspected evidence located during a search.

3. STANDARD

How and when to call police if possible evidence is suspected? And, the consequences of handling evidence.

4. TEACHING POINTS

Alerting Police:

- Police must be contacted directly or indirectly through a SAR Team Leader or Command Post if possible evidence or an assigned clue has been located.
- Pre search briefings often cover evidence handling procedures prior to searching.
- Police often request that searchers notify them right away and then instructions may be given on the proper procedure.
- In some cases, police ask that some evidence be marked (location), tagged, brought in, or left alone. Be prepared for all scenarios.

Consequences:

- Dealing with evidence in a police investigation is a “science”.
- Due to its investigative nature evidence can be dramatically altered or destroyed without realizing it.
- Investigation of evidence is often microscopic. Even a searcher spitting on the ground at a crime scene may alter evidence.
- Touch nothing.
- Walk away the way you came in.
- Secure the scene allowing no one in.
- Take detailed notes and explain all your movements and actions immediately so as to not create more work or unnecessary investigation.

5. SUPPORTING SKILLS

Basic Search Skills

6. SUPPORTING KNOWLEDGE

Basic Search Skills

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

Know what evidence is and how not to disturb or destroy it.

PERFORMANCE OBJECTIVE **405.13.03**

Record keeping–Chain of evidence — Basic

1. PERFORMANCE

The SAR Responder will understand the requirements for “continuity of evidence. ”

Notes, records and various objects are evidence for the courts and form the “chain of evidence”. SAR Responders will understand this sequence.

2. RATIONALE

Working in or at a crime scene is not unusual for a GSAR Responder given the valuable service they provide.

SAR Responders will understand that complete notes and records must be kept of any involvement with a crime scene.

3. STANDARDS

Ref–402.08.03

Why notes must be taken at the time.

How to take notes of a crime scene

Why notes and evidence is required in court.

Chain of evidence

4. TEACHING POINTS

General Points about Notes:

- Notes taken at the time are the most valuable notes that can be recorded.
- Take them as soon as possible after the event.
- Record them without discussion or advice from others.
- Advise authorities that you have taken notes.
- Keep notes safe and secure after the event.

Notes for Court:

- Notes must be produced by the person who took them.
- Be prepared to advise the courts how and where the notes were taken and where they were kept.
- Sign or initial all notes taken.

- Refer to the notes in court to provide accurate evidence.

Chain of Evidence:

- Evidence starts as soon as it identified as possible evidence,
- The finder is responsible for protecting it and handing it over.
- If evidence is not physically handed over the finder will call it in to authorities and remain with it until handed over.

General rules are:

- Identify it,
- Collect it,
- Mark it,
- Secure or bag it,
- Hand it to authorities or store it,
- Makes notes or sketches of it,
- Produce or identify it in court.
- Never hand evidence over to anyone other than authorities who are tasked with the investigation.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

SAR Responders may be required for court or inquires as a result of their actions.

All notes producer will be originals and will be personally marked by the searcher at the time they were written.

Basic information on evidence procedures is important.

Briefings will usually cover any instruction or protocol regarding evidence at each search.

PERFORMANCE OBJECTIVE **405.14.01**

Handling of deceased — Basic

1. PERFORMANCE

The SAR Responder will be aware of various issues when dealing with deceased persons at SAR events.

2. RATIONALE

This objective is important to identify a scenario that is not uncommon, and not pleasant to deal with.

All SAR Responders must know what to expect.

3. STANDARD

Be aware of safety issues first–is there an immediate danger to the responder?

Attempt to determine if the subject is deceased.

Do not disturb the scene or the diseased person if death is obvious.

Know how to secure the area.

Know how to protect the scene or area around a deceased person.

Determine other issues such as sanitation and contamination.

Other persons at the scene; protecting the scene.

4. TEACHING POINTS

Attempt to determine if the subject is deceased:

- Check for any sign of life.
- Some signs are obvious, determine what they are and know them.
- Provide any first aid as required.
- Provide first aid if unsure such as a person who is in severe hypothermia.
- If death is obvious treat as a crime scene, secure the area, notify authorities and protect the scene.
- Do not announce specific information over the phone or radio.
- Maintain notes of all activity.

Additional Points:

- Ensure Stress Debriefings are sought.

- Maintain a positive professional attitude.
- Maintain advanced first aid levels as much as possible.
- Request medical or decontamination advice if concerns are raised.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

Basic Ground Search and Rescue in Canada, Context North, Wayne MERRY

9. REMARKS

Discovering a deceased person or dealing with death in the field is very disturbing and stressful.

Sound policy on this will lesson the effects and critical incident stress debriefings should be mandatory in all cases.

PERFORMANCE OBJECTIVE **406.01**

Overview of lost person behaviour **Basic**

1. PERFORMANCE

The SAR Responder will know that “lost person behaviour’ is in fact a science and will be factored into the profile of a missing person.

The SAR Responder will know that specific categories and data have been created on lost people from past searches.

2. RATIONALE

In a search the more familiar the searcher is with the victim or victim’s habits, traits etc, than there is a likelihood of being more efficient in the search effort.

3. STANDARD

Know some of the categories of Lost People that have been studied.

Name one of the most important pieces of information obtained as a result of this type of study.

Define a lost person profile.

4. TEACHING POINTS

Lost Person Behaviour:

- This is the study of what others have done in a lost or survival situation.
- Often people in similar situations, environments etc have exhibited similar behaviour in their travel, survival attempts etc. This information has been placed in categories (age, activity) of lost people to show others what they may be dealing with.
- Lost person behaviour will affect the strategy of the searcher and the survivability of the lost person.
- Lost person behaviour can also give an indication as to how far a lost person can or may have traveled.
- Distance traveled is one of the most important points and considerations when it comes to planning for SAR.

Lost Person Categories:

- Elderly,
- Despondent–Sick / depressed,
- Hunter,

- Fisherman,
- Hikers,
- Climbers,
- Photographer,
- Berry pickers–gatherers,
- Children (1–3) (3–6) (6–12 years).

Lost Person Profile

- A profile is a list of traits, habits, conditions, and past behaviours of the lost person. The profile is derived from past information, their training, and even the clothing, equipment, knowledge and skills they have.
- This information will give the searcher clues and hints as to how the lost person may act or think.
- The advantage of the profile is so the searcher will be able to possibly predict what the lost person may do.

5. SUPPORTING SKILLS

None

6. SUPPORTING KNOWLEDGE

None

7. TIME

30 minutes

8. REFERENCES

None

9. REMARKS

Lost Person Behaviours can and will affect a search.

The more information a searcher has in order to predict possible actions will assist the search.

Lost person behaviour often comes as a result of others who know that person.

Good interview skills are necessary.

PERFORMANCE OBJECTIVE **407.01**

Recommended basic GSAR searchers complete first aid Basic

1. PERFORMANCE

The SAR Responder will be required to have a basic first aid course while employed in volunteer SAR duties.

2. RATIONALE

Ground Search and Rescue is a high–risk physical activity.

First aid considerations are a priority for the victim and the searcher.

3. STANDARD

A nationally recognized Basic First Aid courses with a recommended 2–year recertification.

4. TEACHING POINTS

Basic First Aid–Recognition / treatment of:

- Hypothermia,
- Shock,
- Open wounds,
- Eye injuries,
- Some bone injuries,
- CPR,
- Choking.

These would be considered the very least in a wilderness setting for SAR related injuries.

Other medical issues such as:

- Dehydration,
- Nutrition,
- Sanitation,
- Decontamination,
- These issues could be handled in other components of the course.

Overall, the “best case” recommendation would include the Wilderness First Aid course.

5. SUPPORTING SKILLS

An awareness of first aid issues and minor treatment techniques; (wrapping a wound).

6. SUPPORTING KNOWLEDGE

Preferred–Basic First Aid course

7. TIME

Recommend the First Aid Course be taken before or shortly after a Basic SAR course.

8. REFERENCES

None

9. REMARKS

Proof of the course would be mandatory at some point.

CHAPTER FIVE

ABBREVIATIONS AND TERMINOLOGY

CHAPTER 5

ABBREVIATIONS AND TERMINOLOGY

Abbreviations used throughout this publication are contained herein.

A

B

C

CEMC	Community Emergency Management Coordinator
CTP	Course Training Plan
CTS	Course Training Standard

D

E

EO	Enabling Objectives

F

G

GSAR	Ground Search and Rescue
GSAR–BR	Ground Search and Rescue Basic Responder
GSAR–SM	Ground Search and Rescue Search Manager
GSAR–TL	Ground Search and Rescue Team Leader

H

HR	Human Resourse

I

J

K

KC	Knowledge Checks

L

M

MA	Managing Agency

N

O

P

PC	Performance Checks
PCs	Performance Checks
PO	Performance Objectives
POD	Probability of Detection

Q

R

S

SAR	Search and Rescue
SC	Skill Checks
SCG	School of Community Government

T

TA	Training Agency
TEMC	Territorial Emergency Management Coordinator

U

V

W

X

Y

Z

CHAPTER SIX

TRAINING SUPPORT REQUIREMENTS

General
Course Training Requirements
Twenty–Four Hour Pack
Search Management Command Post

CHAPTER 6

TRAINING SUPPORT REQUIREMENTS

GENERAL

1. This chapter is aimed at providing the minimum equipment required to conduct the training.

2. It is expected that each time a course is conducted changes will be made to the suggested lists. It is very important that these changes be supplied to the MA who will ensure an amendment is issued to all publication holders. It is critical that Best Practices are passed to other SAR Teams and Communities in order to let them benefit from learned experience.

COURSE TRAINING REQUIREMENTS

3. The following are the resources required to carry out this training:

a. Candidate to instructor ratio shall be no less than 8:1;

b. Facilities:

(1) Classrooms weather gear (season dependent) (pants, jacket) weather gear (season dependent) (pants, jacket);

(2) Field training area; and

(3) Secure storeroom; and

c. Material:

(1) Individual equipment (1 per candidate):

(a) Wet weather gear or cold weather gear (season dependent) (pants, jacket);

(b) Large field pack,

(c) Sleeping bag with inner protective bag,

(d) Air mattress or foam sleeping pad,

(e) Ground sheet,

(f) Plastic plate,

(g) Plastic cup,

(h) Canteen (metal preferred),

(i) Insect repellent,

(j) Solar cream, and

(k) Foot powder, and

(2) Tent Group equipment:

(a) Coleman's stove,

(b) Lantern,

(c) Axe (2),

(d) Shovel (short handle – large scoop) (2),

(e) Pots and pans,

(f) Plastic dish wash basin (1),

(g) Dishwashing soap (small squeeze bottle),

(h) 3M scrubbing pads (2),

(i) Wash basin (2),

(j) Water jerry can (2),

(k) Tent,

(l) Garbage bags,

(m) Roll of twine (1),

(n) Toilet paper (5), and

(o) Paper towels (2 rolls), and

(3) Audio–Visual equipment (1 per syndicate):

(a) Chalkboard,

(b) Flip chart, and

(c) TV/VCR,

TWENTY–FOUR HOUR PACK

4. Suggested contents – this will also determine basic survival equipment:

a. Back pack – approx. size will be personal choice (25 – 45 Litres),

b. Knife – fixed or folding,

c. Matches – prefer two methods of starting fire, or carry an accelerant (lighter fluid / candle),

d. High energy snack foods,

e. Water or means to carry water,

f. Emergency blanket and or bivy sack,

g. Space blanket reflective,

h. Whistle,

i. First aid kit / supplies,

j. Small first aid book,

k. 25 feet cord,

l. Compass / GPS – (do not replace the compass for the GPS) batteries,

m. Map of area,

n. Watch,

o. Radio / phone,

p. Extra hat, gloves,

q. Inner layer shirt sweater or a wind/water proof outer layer,

r. Extra socks,

s. Garbage bags – orange or yellow.

t. Flashlight – (small) w/batteries. Note – if GPS uses AA batteries use same in flashlight.

u. Signal mirror or flares.

SEARCH MANAGEMENT COMMAND POST

To Be Determined