



**EMERGENCY  
MEASURES  
ORGANIZATION**

EMERGENCY MEASURES ORGANIZATION

## **QUALIFICATION STANDARD**

# **GROUND SEARCH AND RESCUE TEAM LEADER**

**( GSAR-TL )**



**Northwest  
Territories** Municipal and Community Affairs



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and the Government of Canada through the New Search and Rescue Initiatives Fund.*



**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.
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Municipal and Community Affairs  
Government of the Northwest Territories  
Box 1320  
Yellowknife, NT X1A 2L9**

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## CHAPTER ONE

### GENERAL



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**Outline of Training**  
**Use of the CTS**  
**Conduct of Training**  
**Method of Achieving Objectives**  
**Course Summary**



## CHAPTER 1

**GENERAL****OUTLINE OF TRAINING**

1. A Ground Search and Rescue Team Leader (GSAR–TL) requires training in the following: Program; General Operation; Navigation; Telecommunications; Search; and Lost Person Behaviour. This training will qualify the candidate to be employed under normal supervision as a Team Leader 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 Team Leader training.

**CONDUCT OF TRAINING**

4. The following are the performance objectives that encompass the GSAR Team Leader 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 Team Leader performance objectives are skill–related. A hands–on learning approach is essential to the teaching of these subjects. The lesser portion of the GSAR Team Leader 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 Team Leaders are the future leaders (as Search Managers) of the SAR Team or Community Response Group and that a well run GSAR Team Leader course is important in this regard.

**COURSE SUMMARY**

6. Training time has been generally allocated for the GSAR Team Leader training as follows:

PERFORMANCE OBJECTIVE	TEAM LEADER
401 – PROGRAM	1
402 – GENERAL OPERATION	18
403 – NAVIGATION	6
404 – TELECOMMUNICATIONS	6
405 – SEARCH	17
406 – LOST PERSON BEHAVIOUR	6
407 – FIRST AID <sup>(1)</sup>	0
408 – MANAGING THE SEARCH FUNCTION	0
<b>15 MINUTE PERIODS REQUIRED</b>	<b>54</b>
<b>7 HOUR DAYS REQUIRED</b>	<b>1.93</b>

**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**



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**Aim**  
**Qualification**  
**Training Equivalency Review**  
**Scheduling**  
**Course Capacity**  
**Requirements**  
**Resources**  
**Managing Agency and Training Agency**  
**Course Pre-Requisites**  
**Related Documents**  
**Evaluation**  
**Course Critique**

**Annex A – Request For Training Equivalency Form**  
**Annex B – GSAR–BR Training Equivalencies Granted**  
**Annex C – GSAR–TL Training Equivalencies Granted**  
**Annex D – GSAR–SM Training Equivalencies Granted**  
**Annex E – Course Critique Form**



## 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 TEAM LEADER level.

**QUALIFICATION**

2. Successful completion of this course constitutes the primary means of attaining the GSAR Team Leader 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 almost two (1.93) training days, or one full weekend. 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.

## **GSAR-TL**

### **COURSE PRE-REQUISITES**

16. Completion of the Ground Search and Rescue Team Basic Responder Course is required in order to progress to the Ground Search and Rescue Team Leader 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.



# 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**







# TRAINING EQUIVALENCIES GRANTED

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
<input type="checkbox"/> 401.01	<input type="checkbox"/> 402.01	<input type="checkbox"/> 403.01	<input type="checkbox"/> 404.01.01	<input type="checkbox"/> 405.01.01	<input type="checkbox"/> 406.01	<input type="checkbox"/> 407.01	
<input type="checkbox"/> 401.01.01	<input type="checkbox"/> 402.01.01	<input type="checkbox"/> 403.01.01	<input type="checkbox"/> 404.01.02	<input type="checkbox"/> 405.02.01			
<input type="checkbox"/> 401.02	<input type="checkbox"/> 402.02	<input type="checkbox"/> 403.01.02		<input type="checkbox"/> 405.04.01			
<input type="checkbox"/> 401.02.01	<input type="checkbox"/> 402.02.01	<input type="checkbox"/> 403.01.03		<input type="checkbox"/> 405.05.01			
<input type="checkbox"/> 401.03	<input type="checkbox"/> 402.03	<input type="checkbox"/> 403.01.04		<input type="checkbox"/> 405.06.01			
<input type="checkbox"/> 401.03.01	<input type="checkbox"/> 402.03.01	<input type="checkbox"/> 403.01.05		<input type="checkbox"/> 405.07			
<input type="checkbox"/> 401.04	<input type="checkbox"/> 402.04	<input type="checkbox"/> 403.01.06		<input type="checkbox"/> 405.08			
<input type="checkbox"/> 401.04.01	<input type="checkbox"/> 402.04.01	<input type="checkbox"/> 403.01.07		<input type="checkbox"/> 405.09			
<input type="checkbox"/> 401.05	<input type="checkbox"/> 402.05	<input type="checkbox"/> 403.01.08		<input type="checkbox"/> 405.10			
<input type="checkbox"/> 401.05.01	<input type="checkbox"/> 402.05.01	<input type="checkbox"/> 403.02		<input type="checkbox"/> 405.11			
<input type="checkbox"/> 401.06	<input type="checkbox"/> 402.06	<input type="checkbox"/> 403.02.01		<input type="checkbox"/> 405.12			
<input type="checkbox"/> 401.06.01	<input type="checkbox"/> 402.06.01	<input type="checkbox"/> 403.02.02		<input type="checkbox"/> 405.13.01			
<input type="checkbox"/> 401.07	<input type="checkbox"/> 402.06.02	<input type="checkbox"/> 403.02.03		<input type="checkbox"/> 405.13.02			
<input type="checkbox"/> 401.07.01	<input type="checkbox"/> 402.07	<input type="checkbox"/> 403.02.04		<input type="checkbox"/> 405.13.03			
	<input type="checkbox"/> 402.07.01	<input type="checkbox"/> 403.02.05		<input type="checkbox"/> 405.14.01			
	<input type="checkbox"/> 402.07.01.01	<input type="checkbox"/> 403.02.06					
	<input type="checkbox"/> 402.07.02	<input type="checkbox"/> 403.02.07					
	<input type="checkbox"/> 402.07.03	<input type="checkbox"/> 403.02.08					
	<input type="checkbox"/> 402.07.04	<input type="checkbox"/> 403.02.09					
	<input type="checkbox"/> 402.07.05	<input type="checkbox"/> 403.02.10					
	<input type="checkbox"/> 402.07.06						
	<input type="checkbox"/> 402.08						
	<input type="checkbox"/> 402.08.01						
	<input type="checkbox"/> 402.08.02						
	<input type="checkbox"/> 402.08.03						
	<input type="checkbox"/> 402.08.04						
	<input type="checkbox"/> 402.08.05						
	<input type="checkbox"/> 402.09						
	<input type="checkbox"/> 402.09.01						

**COMMENTS BY MANAGING AUTHORITY**

MANAGING AUTHORITY	DATE	SIGNATURE
--------------------	------	-----------

COPY 1 - CANDIDATE  
 COPY 2 - TRAINING AGENCY  
 COPY 3 - MANAGING AGENCY













<b>COURSE DATA</b>	
COURSE TITLE <b>GSAR – TEAM LEADER</b>	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
402 General Operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
403 Navigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
404 Telecommunications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
405 Search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
406 Lost Person Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tools/equipment were serviceable and available when required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The practical portions were sufficient in length to practice new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The Field Exercise was sufficient in length to confirm new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The Instructors were helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Comments made by staff were helpful and constructive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Individual assistance was available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Classrooms and training areas were adequate for training purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Written and Practical tests were fair and understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My employer required me to take holidays to attend this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SUGGESTIONS FOR IMPROVING THE COURSE** (Please Print)





**CHAPTER THREE**  
**ASSESSMENT OF CANDIDATE**



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**General**  
**Progress Monitoring**  
**Unsatisfactory Course Progress**  
**Candidate Training File**  
**Performance Checks**  
**Supplemental Assessment**  
**Course Reports**  
**Course Critiques**

**Annex A – Training Report Form**



## 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 Team Leader 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

## GSAR–TL

- 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.

### 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.





# TRAINING REPORT

PERSONAL DATA		COURSE DATA	
SURNAME		COURSE TITLE	
FIRST NAME	INITIALS	DELIVERY METHOD	
HOME SAR TEAM / COMMUNITY		COURSE DATES From _____ To _____	
DISPOSITION PASSED <input type="checkbox"/> FAILED <input type="checkbox"/> N/A <input type="checkbox"/> GRADE _____ STOOD _____ IN A CLASS OF _____ upper 1/3 <input type="checkbox"/> middle 1/3 <input type="checkbox"/> Lower 1/3 <input type="checkbox"/>		TRAINING AGENCY	
		RECOMMENDED AS POTENTIAL INSTRUCTOR FOR THIS COURSE Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/>	
GENERAL COMMENTS - (Indicate strengths and weaknesses.)			
CANDIDATE <i>I have read this report</i> Date _____ Signature _____		INSTRUCTOR COMMENTS Date _____ Signature _____	
COMMENTS BY SAR TEAM or COMMUNITY SENIOR INSTRUCTOR			
COURSE ENDING QUALIFICATION STATUS (Training Agency to note required action)			
<input type="checkbox"/> Unit Training completed – Managing Agency to initiate update action. <input type="checkbox"/> 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**





**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**

401.08

**Prerequisites****Team Leader****1. PERFORMANCE**

The Team Leader will have had Basic Ground Search and Rescue Training and be able to perform all Basic Ground Search and Rescue functions.

**2. RATIONALE**

Team leadership requires a thorough knowledge of all Basic ground SAR material, plus leadership capabilities.

**3. STANDARD**

The Team Leader candidate will carry proof of having successfully attended a Basic Ground Search and Rescue course from an approved Northwest Territories instructor, or an equivalent from another jurisdiction.

**4. TEACHING POINTS**

None

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

GSAR-BR training.

**7. TIME**

None

**8. REFERENCES**

Basic Ground Search and Rescue, W. Merry (NWT RCMP / EMO)

**9. REMARKS**

It is recommended that the Team Leader trainee provide proof of previous GSAR-BR formal training, OR challenge and pass a written and practical skills examination. Training equivalencies from other jurisdictions should be acceptable, provided they conform reasonably to the National Search and Rescue Secretariat equivalencies guidelines.

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**PERFORMANCE OBJECTIVE**

401.09

**Advanced Responsibilities****Team Leader****1. PERFORMANCE**

The Search Manager will be able to recognize his responsibility for the overall management of the search with the consent of the Incident Commander.

**2. RATIONALE**

The Search Manager is, in effect, the CEO of a SAR operation, and must handle and delegate all management responsibilities as authorized by the Incident Commander.

**3. STANDARD**

The Search Manager candidate will recognize and execute his responsibilities to all parties involved in a search and rescue effort, conforming to current North American practice, and specifically to the standards included in this section.

**4. TEACHING POINTS**

See standards section.

**5. SUPPORTING SKILLS**

Natural leadership ability is an asset. Management skills are an asset.

**6. SUPPORTING KNOWLEDGE**

GSAR-BR training and field experience.

**7. TIME**

10 minutes.

**8. REFERENCES**

Managing the Lost Person Incident (NASAR) 1997

Search Management for the Initial Response Incident Commander (ERI, 2001)

Search is an Emergency, a Text for Managing Search Operations, (ERI, 1994)

Basic Ground Search and Rescue, W. Merry (NWT RCMP / EMO)

Search and Rescue Fundamentals, (REI, Olympia, WA)

Local team policies and SOP's

SAR Management Kit, Search Manager folder

**9. REMARKS**

This section is primarily an overview of Search Manager Responsibilities and does not go into the detail of each; this will be accomplished in individual PO's.



**PERFORMANCE OBJECTIVE**

402.01.02

**Range of team skills available from the team****Team Leader****1. PERFORMANCE**

The Team Leader will be able to assess the skills and competencies of an assigned search team, and assign responsibilities accordingly.

**2. RATIONALE**

Search teams may vary from highly skilled, cohesive units to varying conglomerations of skilled and unskilled - and even unknown members. It is critical that the Team Leader be able to recognize the competencies and limitations of his assigned team, to delegate responsibilities appropriately, and to keep all-safe.

**3. STANDARD**

The Team Leader candidate will assess the skills and competencies of team members assigned to him, determine what tactics they are capable of performing safely and effectively, and delegate responsibilities to team members who are capable of carrying them out properly.

**4. TEACHING POINTS**

Organized teams

Preplanning individual responsibilities for known, organized teams

Special skills,

Safety officer,

Rope safety,

Water safety,

First aid,

Land / ice travel,

Mechanical,

Communications,

Other and local,

Desirability of alternates.

Desirable skills and competencies in ideal team,

Reflects GSAR-BR training curriculum,

## **GSAR-TL**

Local knowledge of terrain, weather,  
Physical / mental fitness,  
Communications,  
Specialists for specific local conditions and search types.

Assigning responsibilities,  
Knowing members,  
Using registration / assessment forms to evaluate skills,  
Psychological “boost” to assigned members,  
Assigning by competency vs. status,  
Using assignment to placate a hostile member,  
Requesting replacement of incompatible or incompetent member.

### **5. SUPPORTING SKILLS**

Natural leadership ability and tact are assets.

### **6. SUPPORTING KNOWLEDGE**

GSAR-BR training and field experience.

### **7. TIME**

15 minutes.

### **8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Advanced Search and Rescue (NASAR, 1997)

Standards for SAR Technician III, II, I and Crewleader III, (NASAR, 1998)

### **9. REMARKS**

Instructors must recognize that the Team Leader may be given a group of “off the street” volunteers, and these criteria may be purely academic. He is still responsible for their actions and safety. It must also be recognized that, regardless of skills, some individuals will not be accepted as leaders.

**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**

**402.02.02**

**Competencies involved in GSAR**

**Team Leader**

See Performance Objective 402.01.02

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4-402.02.02-2

**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 yellow?
- Flashlight – (small) batteries?

Note – if GPS uses AA batteries use 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.

## **GSAR-TL**

- Do not lend gear out of the pack.
- Do not use as a recreational bag unless contents are always being monitored.
- Make up a gear checklist for the bag.
- Rotate items such as food, batteries, and 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**

**402.04.02**

**Assignments of responsibilities**

**Team Leader**

See Performance Objective 402.01.02

GSAR-TL

2005-04-01

4-402.04.02-2

## PERFORMANCE OBJECTIVE

402.06.03

**Body Management – Review basic 402.06.02****Team Leader****1. PERFORMANCE**

The Team Leader will be able to assess the clothing and supplies of responders for appropriateness in the ambient environment, and help them to maintain body condition in adverse circumstances.

**2. RATIONALE**

In order to maintain safety and optimal performance, the Search Team Leader will need to assess the types of clothing of his/her team, how it is worn, how the environment is affecting members, and how to avoid physiological deterioration caused by heat gain / loss, dehydration, inadequate nutrition, or poor hygiene.

**3. STANDARD**

The Team Leader will evaluate responders prior at beginning of assignment and ensure that all are adequately clothed for the environment. He /she will observe and advise adjustment as needed, ensure members maintain adequate hydration, electrolyte balance and nourishment, and observe good camp hygiene.

**4. TEACHING POINTS**

## 1. Hypothermia:

- Definition/description,
  - Mild / signs and symptoms,
    - Treatment,
  - Severe / signs and symptoms,
    - Treatment
- Heat loss mechanisms and prevention,
  - Conduction,
  - Convection,
  - Radiation,
  - Evaporation.

## 2. Hypothermia:

- Definition/description,
- Heat exhaustion: signs and symptoms,

## GSAR-TL

- Treatment,
- Heat stroke / signs and symptoms,
- Treatment.

### 3. Dehydration:

- Definition / description,
- Mild: signs and symptoms,
- Moderate: signs and symptoms,
- Severe: signs and symptoms,
- Treatment.

### 4. Electrolytes:

- Definition,
- Avoiding imbalances,
- Replacement / treatment,
- Sport drinks,
- Dry formulations,
- Improvised mixes.

### 5. Drinking water:

- Waterborne parasites / diseases,
- Giardia,
- Cryptosporidium,
- Bacteria / viruses,
- Disinfections,
- Alteration,
- Chemicals,
- Boiling.

### 6. Field nutrition:

- Maintaining energy,

- Food types.

#### 7. Clothing:

- Layering systems,
- Head and extremities,
- Local variations and materials,
- Heat / cold regulation,
- Specialized northern / arctic clothing.

#### 8. Rest:

- Rest breaks,
  - Duration of team assignments,
  - Normal sleep requirements and benefits,
  - Sleep deprivation effects,
  - Providing sleeping area for team.
- Hygiene and Sanitation:
  - Psychology,
  - Clothing,
  - Hand washing,
- Waste disposal,
  - In camp,
  - In field,
- Food and cooking,
  - Age / exposure / temperature of food,
  - Hand washing,
  - Dishwashing.

### 5. SUPPORTING SKILLS

None

## **GSAR-TL**

### **6. SUPPORTING KNOWLEDGE**

GSAR-BR training.

### **7. TIME**

20 minutes

### **8. REFERENCES**

The Official Wilderness First Aid Guide, W. Merry, St. John Ambulance, McClelland and Stuart, 1993

Wilderness First Aid: Emergency Care for Remote Locations, Wilderness Medical Society, Jones & Bartlett, Mass. 1998

### **9. REMARKS**

This section is a review and expansion of Basic 402.06.02. Most SAR manuals are short on these subjects. The above references are good, with #2 being the most technical.

Depending on the level of first aid training of the trainees, the instructor may want to expand or reduce the amount of time on individual subjects.



## PERFORMANCE OBJECTIVE

402.06.04

**Age/physical limitations and Assessment****Team Leader****1. PERFORMANCE**

The Team Leader will be able to assess his own health and fitness, those of his team members, estimate the physical and mental limitations of all, and, if required, record this data.

**2. RATIONALE**

In order to maintain safety and optimal performance, the Search Team Leader will need to obtain an assessment of the ability of each responder to function under the sometimes-extreme conditions of a search operation, and assign duties accordingly.

**3. STANDARD**

The Team Leader will evaluate himself and all SAR Responders prior to SAR operations, estimating as closely as possible the physical and mental fitness of each and the limitations imposed by them, or, preferably, obtaining from them a physician's assessment of suitability for SAR operations.

He may do this assessment prior to any SAR event, and record and discuss with members their apparent capabilities and limitations.

**4. TEACHING POINTS**

Potential problems with poor health or lack of fitness:

- Illness, injury or death,
- Poor SAR performance,
- Handicapping entire team,
- Effect on mission outcome.

Typical health / fitness problems:

- Poor conditioning,
- Chronic conditions,
- Heart / blood pressure problems,
- Respiratory problems,
- Obesity,
- Joint / muscular conditions,
- Vulnerability to stress,

## GSAR-TL

- Dependence on medications,
- Other.

Desirability of professional evaluation:

- Layman's limitations re assessment,
- Professional physical exam,
- Voluntary,
- Confidential,
- Physician affidavit of suitability for SAR,
- Form for affidavit.

Performance assessment during exercises/training:

- Discussion with member.
- Recording:
- Confidentiality of physical exam or affidavit,
- Updating exams or affidavits.

Dealing with unknown volunteers:

- Quick assessment based on observation, questioning,
- Requesting operations chief to substitute or replace.

### 5. SUPPORTING SKILLS

None

### 6. SUPPORTING KNOWLEDGE

Good understanding of basic human physiology is an asset. Close familiarity with team members is an asset.

### 7. TIME

15 minutes.

### 8. REFERENCES

Advanced Search and Rescue (NASAR, 1997)

**9. REMARKS**

In most cases the Team Leader does not have the skill to do anything more than a superficial assessment of physical and mental fitness. It is highly desirable that each responder (including leader) obtains an affidavit from a health care professional stating that, in his or her opinion; the individual in question is fit to engage in strenuous and stressful SAR operations.



**PERFORMANCE OBJECTIVE**

**402.06.05**

**Health and fitness**

**Team Leader**

See Performance Objective 402.06.04

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2005-04-01

4-402.06.05-2

**PERFORMANCE OBJECTIVE**

**402.06.06**

**Assessment and recording**

**Team Leader**

See Performance Objective 402.06.04

GSAR-TL

2005-04-01

4-402.06.06-2



**PERFORMANCE OBJECTIVE**

402.07.07

**Managing the survival site****Team Leader****1. PERFORMANCE**

The Team Leader will recognize the “necessities of life” and how they factor into a survival situation for his team and for the SAR subject.

**2. RATIONALE**

In order to estimate the subject’s survivability and to prepare properly for a survival situation involving his own team members, the Team Leader must know what is essential for preservation of life.

**3. STANDARD**

The Team Leader will know the necessities of life well enough to cover all factors in preparing for a survival situation, and will also use this information to estimate subject survivability and mobility.

**4. TEACHING POINTS**

The necessities of life (reviews):

- Air,
- Water,
- Daily requirements,
  
- Food (review 402.07.01.01.),
- Caloric requirements in local conditions,
- Survival food types and values,
- Shelter (review 402.07.04),
- Shelter types for local conditions,
- Shelter types pros / cons,
- The energy budget vs. shelter type,
- Warmth,
- Maintenance of core warmth,
- Energy budget (output vs. results),
  
- Fires (review 402.07.03),
- Local fuel and tinder types,
- Amount of fuel needed,
- Other methods of using fires
  
- Signalling (review 402.07.02),
- Specialized signalling equipment,
  
- Animal hazards,
  - Identification of local animal hazards,
  - Basic bear behaviour,

## GSAR-TL

- Local firearms policy,
  - Who carries?
  - Suitability of firearm,
  - Safety practices,
- Survival psychology (review 402.07.05),
  - Case histories,
- Dealing with psychological stress as Team Leader.

### 5. SUPPORTING SKILLS

None

### 6. SUPPORTING KNOWLEDGE

A basic understanding of human physiology is an asset.

### 7. TIME

25 minutes.

### 8. REFERENCES

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

The Official Wilderness First Aid Guide, Merry, McClelland and Stuart, 1993

Wilderness First Aid, Emergency Care for Remote Locations, Jones & Bartlett, Sudbury, Mass. 1998

Winter Wise: Travel and Survival in Ice and Snow, M. Alford 1999, Heritage House

Hypothermia, Frostbite and Other Cold Injuries, Wilkerson, The Mountaineers Press, Seattle

Staying Safe in Bear Country (video) Magic Lantern Communications, Ontario  
<west@magiclantern.ca>

### 9. REMARKS

This is a review and some elaboration of Basic PO's 402.07.01 through 402.07.06, with emphasis on the Team Leader role and some additional material.

Instructor should stress the energy budget (e.g. energy expended vs. results obtained), especially in shelter building and travel decisions, and also stress the relative importance of core heat maintenance, hydration, and nourishment.

**PERFORMANCE OBJECTIVE**

**402.07.07.01**

**Necessities of life**

**Team Leader**

See Performance Objective 402.07.07

GSAR-TL

2005-04-01

4-402.07.07.01-2

**PERFORMANCE OBJECTIVE**

402.08.06

**Assignment recorder****Team Leader****1. PERFORMANCE**

The Team Leader will be able to record events or assign a recorder to take notes, recognizing that they may become legal documents.

**2. RATIONALE**

Field notes may become important in reviewing what a team has seen or done, or may actually become legal documents in the event of an inquest, investigation or litigation.

**3. STANDARD**

The Search Team Leader will take accurate notes of the actions and observations of his team in the field, or will assign record keeping to an individual. He will ensure that notes are complete, accurate, and will satisfy legal requirements.

**4. TEACHING POINTS**

Responder notebooks

All members should carry and use,

In cohesive group, Team Leader or single member may be tasked with recording.

Notebooks / writing implements / general review

Where possible, waterproof paper,

Not loose-leaf,

Pen if possible,

No tear outs,

No erasures

Maintain custody

Date / time entry.

Recording briefing

Record or obtain written instructions,

No verbal-only briefing.

Note taking by team members

To be encouraged,

Very important in some circumstances,

Fatality,

Injury,

Crash (vehicle or aircraft),

Evidence.

Clue - tangible or intangible,

Possible crime scene.

Procedure,

May vary with circumstances,

Take notes,

Sketch the scene,

Photograph,

Retrieve and preserve,

## GSAR-TL

Take and transmit coordinates.  
Notes in common legal settings  
Inquest,  
Team locates deceased,  
Searcher is killed.  
Investigation  
Police (possible criminal event),  
Workmen's Compensation claim,  
Immigration authorities,  
Transportation authorities (crashes).  
Litigation  
Lawsuit against (including) SAR organization,  
Lawsuit between search subjects.

### 5. SUPPORTING SKILLS

Basic literacy

### 6. SUPPORTING KNOWLEDGE

None

### 7. TIME

15 minutes

### 8. REFERENCES

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Search and Rescue Fundamentals, (ERI)

### 9. REMARKS

This section is a review of "Notebooks and Observations", 402.08.03, with additional material, which is noted in this outline.

**PERFORMANCE OBJECTIVE**

402.08.07

**Notebooks and observations**

**Team Leader**

See Performance Objective 402.08.06

GSAR-TL

2005-04-01

4-402.08.07-2



**PERFORMANCE OBJECTIVE**

**402.08.08**

**Significance of notes in legal settings**

**Team Leader**

See Performance Objective 402.08.06

GSAR-TL

2005-04-01

4-402.08.08-2

**PERFORMANCE OBJECTIVE**

402.09.02

**Command responsibilities – ICS basics****Team Leader****1. PERFORMANCE**

The Team Leader will be able to identify and work effectively with a conventional or modified command post organization.

**2. RATIONALE**

As most SAR operations are organized into a conventional or slightly modified Incident Command System (ICS), it is important that the Search Team Leader understands the chain of command and knows to whom he will report under varying degrees of build-up.

**3. STANDARD**

The Team Leader will recognize the type of organization, job responsibilities, and will interact with the correct management personnel during briefing and debriefing.

**4. TEACHING POINTS**

ICS management structure:

Conventional structure,

Modified ICS management structure for SAR.

Job descriptions within the ICS management structure:

Incident (Search) Commander,

Search Manager,

Plans Chief,

Logistics (Support) Chief (may absorb Finance, Communications),

Operations Chief,

Communications Chief,

Team Leaders.

Build-up:

Incident Commander (IC) and Search Manager (SM),

Team Leader briefing by SM,

Add Plans Chief (PC) and staff,

Team Leader briefing by SM or PC,

Add Communications, Operations, Logistics Chiefs,

Team Leader briefing by SM, PC or Operations Chief.

Team Leader Responsibilities:

Safety of team, subject,

Supervision of tactics,

Communications with Command Post,

Care of subject,

Recording,

Keeping track of personnel.

**5. SUPPORTING SKILLS**

Good basic communications skills an asset.

**GSAR-TL**

**6. SUPPORTING KNOWLEDGE**

GSAR-BR training

**7. TIME**

10 minutes

**8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Local team policies and SOP's

SAR Management Kit (NWT)

Search Management for the Initial Response Incident Commander (ERI, 200)

Managing the Lost Person Incident (NASAR) 1997

**9. REMARKS**

None

**PERFORMANCE OBJECTIVE**

402.10

**Safety issues for self and team****Team Leader****1. PERFORMANCE**

The Team Leader will be able to ensure that his team observes safe procedures around helicopters, and will be able to select and prepare a heliport at a remote site.

**2. RATIONALE**

As helicopters are a primary search vehicle and present certain inherent dangers, it is essential that the Team Leader, who is responsible for his team's safety, be cognizant of those dangers and how to avoid them. He may also be required to prepare a landing site or heliport for a helicopter during a SAR mission.

**3. STANDARD**

The Team Leader will know and observe safety rules around helicopters and ensure that his team also observes them. He will select and prepare a helicopter landing site or heliport if needed in a wilderness area.

**4. TEACHING POINTS**

Safety concerns:

- Danger zones,
- Main rotor,
- Tail rotor,
- Engine exhausts/intakes,
- Pilot tubes / radio antennae,
- Rotor wash,
- Loose objects,
- Dust and debris,
- Campfires.

Safe distances from helicopter:

- 30m smaller models,
- 45m larger models,
- No smoking 30m.

Boarding – exiting:

- Safe approach zones,
- Forward area,
- Down slope,
- Head down,
- Equipment down & secure
- Prohibited approach zones,
- Rear area,
- Upslope,
- Goggles, hardhats with strap,
- Pilot signal for approach,
- Pilot signal for exit,
- Same rules as boarding,
- Removing headset,

## GSAR-TL

Buckling seatbelt behind you,  
No door slam.  
One-skid boarding and exiting:  
Board / exit as pilot directs,  
Moving on pilot signal,  
Airborne skid: weight transfer.  
In the helicopter:  
Seat belt clear of door,  
No slam,  
Seatbelt use,  
Earphone use.  
Preparing heliports:  
Radio advice,  
Firm flat area,  
Loose objects,  
Ideal: top of rise,  
15° approach and takeoff over obstacles,  
Land and takeoff into wind,  
Spot 30 - 40 steps wide.  
Patient Care:  
Restricted room,  
Everything needed before moving,  
Fresh IV's before moving,  
Vomit bag available,  
Suction device if available,  
Monitor and record.

### 5. SUPPORTING SKILLS

Advanced first aid an asset for patient care in helicopter.

### 6. SUPPORTING KNOWLEDGE

GSAR-BR training

### 7. TIME

15 minutes

### 8. REFERENCES

Basic Ground Search and Rescue , W. Merry, NWT RCMP, EMO

The Official Wilderness First Aid Guide, Merry, McClelland and Stuart, 1993

Search and Rescue Fundamentals (REI)

Leaflets / instructions from local helicopter companies

### 9. REMARKS

It is desirable that team practice sessions be held in cooperation with the local helicopter service most likely to be used in SAR. If this is not possible, the trainer may ask the helicopter service for safety leaflets and local preferences.

**PERFORMANCE OBJECTIVE**

**402.10.01**

**Helicopter operations and remote site preparation**

**Team Leader**

See Performance Objective 402.10

GSAR-TL

2005-04-01

4-402.10.01-2



**PERFORMANCE OBJECTIVE**

**402.11**

**Helicopter operations and safety precautions**

**Team Leader**

See Performance Objective 402.10

GSAR-TL

2005-04-01

4-402.11-2

**PERFORMANCE OBJECTIVE**

402.12

**Hygiene and sanitation****Team Leader****1. PERFORMANCE**

The Team Leader will be able to ensure that his team maintains good hygiene and sanitation on search missions.

**2. RATIONALE**

In order to maintain health and wellness of his team, the Search Team Leader will need to ensure that poor hygiene and sanitation do not create problems, either for the team or the search subject.

**3. STANDARD**

The Team Leader will brief his team at the Command Post (or earlier) as regards good hygiene and sanitation in the field, and will ensure that both are observed throughout the search and during field camps.

**4. TEACHING POINTS**

Review pertinent points Basic 402.06.02.

Hygiene and Sanitation:

Psychology of good practice,

Clothing: maintenance vs. performance,

Hand washing,

In food preparation,

In eating,

Waste management,

In camp,

Human wastes,

Food wastes,

In field,

Human waste,

Food and cooking,

Age / exposure / temperature of food,

Dishwashing,

In normal temperatures,

In extreme cold,

Types of "food poisoning",

Common signs / symptoms.

Drinking water:

Waterborne parasites / diseases

Giardia

Cryptosporidium

Bacteria / viruses

Water disinfections

Filtration

Chemicals

Boiling

Sharing water / fluid bottles / utensils

## GSAR-TL

### 5. SUPPORTING SKILLS

None

### 6. SUPPORTING KNOWLEDGE

GSAR-BR training.

### 7. TIME

15 minutes

### 8. REFERENCES

The Official Wilderness First Aid Guide, W. Merry, St. John Ambulance, McClelland and Stuart, 1993

Wilderness First Aid: Emergency Care for Remote Locations, Wilderness Medical Society, Jones & Bartlett, Mass. 1998

### 9. REMARKS

This section is a review and elaboration of portions of Basic 402.06.02.

It is preferable that this material be passed on to team members during training sessions, as there will probably not be time to coach them during a field operation. The Team Leader's primary function will probably be to check on hygiene and sanitation practices at field camps.

**PERFORMANCE OBJECTIVE**

**402.12.01**

**Hygiene at CP and remote sites**

**Team Leader**

See Performance Objective 402.12

GSAR-TL

2005-04-01

4-402.12.01-2

**PERFORMANCE OBJECTIVE**

402.13

**Traveling – Arrangements for teams and individuals****Team Leader****1. PERFORMANCE**

The Team Leader will be able to ensure that responders in his team travels/safely and promptly to the Staging Area and from there to the search site.

**2. RATIONALE**

As mechanized travel is often one of the most dangerous parts of any search operation, the Team Leader must ensure that it is carried out with a minimum of avoidable risk to all concerned.

**3. STANDARD**

The Team Leader will advise his team early on safe travel concerns, and during a search operation will endeavour to get his team to the Command Post and the search site in a safe and prompt manner.

**4. TEACHING POINTS**

Review 402.05 and 402.10.01 as appropriate.  
Discuss psychology of emergency response:  
Tendency to rush,  
Distractions,  
“Priority action approach”,  
Observance of safe driving practices / law compliance.  
Local SOP's for vehicular response:  
ID of emergency vehicles,  
Pools, pickups, etc.,  
Driving protocols,  
Snowmobile / ATV response,  
Licensing and permits.  
Parking/backup hazards at staging area.  
Transport by bus or van.  
Transport by air:  
Safety protocols for small fixed-wing aircraft,  
Safety protocols for helicopters (review 402.10.01).  
Transport by snowmobile:  
Packing gear,  
Snowmobile do's, don'ts,  
Excessive speed, risk taking,  
Visibility hazards,  
Thin ice hazards,  
Group travel,  
Exhaust carbon monoxide.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Driver training or experience, current driver's license or snowmobile/ATV permit as required locally.

**7. TIME**

15 minutes

**8. REFERENCES**

None

**9. REMARKS**

This section is a review and elaboration of portions of Basic 402.05 and 402.10.01, with added material as above.

Ordinarily, transportation planning from staging area to search site is the responsibility of the Management Team, usually the Logistics Chief. The Team Leader's primary concern will be safe travel from home or workplace to the staging area and during field operations once delivered to the search site.

It is preferred that this material - especially that on individual safety during the home-to-command post emergency response - be passed on to responders during training sessions.



**PERFORMANCE OBJECTIVE**

**402.13.01**

**Access to and from site – Transportation planning**

**Team Leader**

See Performance Objective 402.13

GSAR-TL

2005-04-01

4-402.13.01-2

## PERFORMANCE OBJECTIVE

402.14

## Traveling – Arrangements for teams and individuals

Team Leader

**1. PERFORMANCE**

The Team Leader will be able to ensure that his team obtains sufficient rest and sleep time so that they may function safely and efficiently.

**2. RATIONALE**

Searchers suffering from sleep deprivation or exhaustion are neither safe nor efficient.

**3. STANDARD**

The Team Leader will ensure that his team has enough rest during search operations to function safely and efficiently, and, if possible, gets enough sleep during off hours that there are no major effects of sleep deprivation.

**4. TEACHING POINTS**

Review 402.06.02 and 4062.06.03 as appropriate.

Rest:

Rest breaks,

Observing team for signs of fatigue,

Mental,

Physical,

Encouraging proper hydration, nutrition,

Duration of rest breaks,

Maintaining warmth during rest breaks,

Socks, other clothing changes.

Sleep:

Normal sleep requirements,

Effects of sleep deprivation,

Sleeping equipment,

Sleeping pads,

Sleeping bags,

Hints for more efficient use,

Drying bags in extended / cold operations.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

None

**7. TIME**

15 minutes

**8. REFERENCES**

Advanced Search and Rescue (NASAR, 1997)  
Sleep Thieves, S. Coren, Simon and Schuster, 1996

**9. REMARKS**

This section is a review and elaboration of portions of Basic 402.06.02 and 402.06.03, with added material as above.

Again, basic information on sleeping equipment and body maintenance should form a part of in-house training prior to a search event.

Appropriate sleeping gear will vary with location, culture, and whether the searcher is afoot or traveling by vehicle.

**PERFORMANCE OBJECTIVE**

**402.14.01**

**Rest – Needs**

**Team Leader**

See Performance Objective 402.14

GSAR-TL

2005-04-01

4-402.14.01-2

**PERFORMANCE OBJECTIVE**

402.15

**Logistics****Team Leader****1. PERFORMANCE**

The Team Leader will understand and pursue the proper avenues to obtain transportation, supplies, and equipment for his team.

**2. RATIONALE**

As the Team Leader is responsible for the safety, well being and efficiency of his team, it is essential that he be able to access necessary material and services.

**3. STANDARD**

The Team Leader will go through proper and effective channels to obtain transportation, supplies and equipment suitable for the intended assignment.

**4. TEACHING POINTS**

(Refer to Search Management 402.18 and 402.19 as required.).

Logistics responsibilities during Initial Response:

Search Manager or designate.

Logistic responsibilities following overhead build-up:

Logistics Chief,

AKA Support Chief.

Access to Logistics Chief after overhead build-up:

Through Operations Chief.

Access to communications equipment / repair:

Through Logistics Chief after build-up,

A separate Communications Chief may be designated.

Access to transportation after build-up.

A separate Transport Officer may be designated,

Access to aircraft transport after build-up:

A separate Air Operations Coordinator may be designated,

Team supply requirements.

Teams should respond with 24 - 48 hours independent supply (depending on local SOP's),

Considerations for extended field operations,

Anticipating weather,

Seasonal changes in ready pack,

Anticipating team needs,

Being conservative,

Check - in of team equipment on demobilization.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

None

## **GSAR-TL**

### **7. TIME**

15 minutes

### **8. REFERENCES**

Basic Ground Search and Rescue, W. Merry (NWT RCMP / EMO)  
Search is an Emergency, (ERI) 1994  
Search Management: Initial Response (part I), video, Spectra Communications  
Advanced Search and Rescue, (NASAR, 1997)

### **9. REMARKS**

Ordinarily, logistics (beyond the equipment and supplies brought with the responding team members) is the responsibility of the Logistics Chief, sometimes called the Support Chief. The Team Leader will have little or nothing to arrange in this regard, but will call upon the Logistics Chief for these services. During large operations, he or she may go through the Operations Chief to request supplies or equipment.

It is incumbent upon the Team Leader to ensure that his team responds with the 24 -48 hours of independent supply that has been determined appropriate and designated in local SOP's.



**PERFORMANCE OBJECTIVE**

**402.15.01**

**How to access (Logistics)**

**Team Leader**

See Performance Objective 402.15

**GSAR-TL**

**2005-04-01**

**4-402.15.01-2**

**PERFORMANCE OBJECTIVE**

402.16

**The media****Team Leader****1. PERFORMANCE**

The Team Leader will be able to deal with the media in a way, which will not hamper the operation, will provide a favourable image of the search effort, and will not needlessly agitate relatives.

**2. RATIONALE**

Aggressive media will often try to obtain interviews with field searchers rather than go through an Information Officer or police authority. The Team Leader is an obvious target, and he or she must respond in a way, which will not alienate the media and will not adversely affect the search effort or the image of the operation.

**3. STANDARD**

The Team Leader will respond appropriately to unexpected media interviews, and instruct his team on how to respond if cornered.

**4. TEACHING POINTS**

Review or excerpt from Search Management 408.02.04 as appropriate.

Media:

Stages of coverage,

Concern,

Accusation,

Story behind the news.

Responsibility for media contact:

Police authority,

Designated Information Officer.

If interviewed:

State the obvious,

Observations on weather, terrain,

Strong positive effort,

No details,

No assumptions, exaggerations,

Avoid "no comment",

"We are optimistic",

Nothing "off the record",

Refer to police or Information Officer.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

A brief course in media is an asset.

## **GSAR-TL**

### **7. TIME**

10 minutes.

### **8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)  
Local team policies and SOP's  
Managing the Lost Person Incident (NASAR) 1997

### **9. REMARKS**

This section is a review and elaboration of portions of Search Management 408.02.04 with added material as above.

Stress strongly that Team Leader advice to responders if cornered should be:

1. State the obvious
2. Refer media to Information Officer

**PERFORMANCE OBJECTIVE**

**402.16.01**

**Providing accurate information**

**Team Leader**

See Performance Objective 402.16

GSAR-TL

2005-04-01

4-402.16.01-2

**PERFORMANCE OBJECTIVE**

403.01.09

**Route plotting and search planning****Team Leader****1. PERFORMANCE**

The Team Leader will be able to plot routes on a map, enabling the team to navigate to its intended destination.

**2. RATIONALE**

As team assignments are sometimes transmitted by radio from the Command Post, Team Leaders will be required to plot safest and most direct routes on a topographical map.

**3. STANDARD**

Using map, compass, straightedge and pencil, the Team Leader will plot safe and practical routes on a topographical map, utilizing his knowledge of map interpretation, plotting procedures, and local terrain.

**4. TEACHING POINTS**

Review Basic 403.01.08 as appropriate.  
Plotting, review:  
Finding bearings between points on map,  
Transferring a bearing to the map,  
Plotting a line of position,  
From linear feature,  
From contour,  
Altimeters to determine contour,  
Plotting triangulation,  
Plotting to avoid obstacles, hazards,  
Interpreting terrain cross-section,  
Multiple bearings,  
Multiple plot lines.  
Using GPS to follow plotted routes.

**5. SUPPORTING SKILLS**

Basic map and compass skills.

**6. SUPPORTING KNOWLEDGE**

Basic Search and Rescue Training course.

**7. TIME**

30 minutes

**8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

## **GSAR-TL**

Search and Rescue Fundamentals (REI)

Advanced Search and Rescue (NASAR, 1997)

### **9. REMARKS**

This section is a review and elaboration of portions of Search Management 403.01.08 with emphasized material as above.

It is important that these skills be practiced often, as they are easily forgotten if not used.

For training, use light, easily erasable pencil lines to preserve expensive topo maps, or use acetate overlay.



**PERFORMANCE OBJECTIVE**

403.02.11

**Navigating around obstacles****Team Leader****1. PERFORMANCE**

The Team Leader will be able to navigate around obstacles while following a compass bearing.

**2. RATIONALE**

Few compass bearings in rough country can be followed in a perfectly straight line, as obstacles always appear. It is essential that the Team Leader be able to reach his destination regardless.

**3. STANDARD**

Using only the compass and following a bearing, the Team Leader will navigate around obstacles until the straight-line bearing is again reached, or use multiple bearings on identifiable features or on map features to create an alternate route to the destination.

**4. TEACHING POINTS**

Review basic 403.02.07, diverging from and rejoining bearing.

Multiple bearings:

Straight line bearing not passable, visible waypoints around obstruction,

Select visible features forming waypoints to destination,

Take bearing on nearest feature

On map, determine and plot bearings to next features,

Determine distances and pacing if necessary,

Navigate to features in succession.

Straight line bearing not passable, no visible waypoints,

On map, plot series of bearings to avoid obstacles,

Determine distances and pacing,

Navigate to each waypoint in succession.

GPS replaces or supplements compass if available.

**5. SUPPORTING SKILLS**

Basic map and compass skills, plotting, basic math.

**6. SUPPORTING KNOWLEDGE**

Basic Search and Rescue Training course an asset.

**7. TIME**

15 minutes.

**8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Search and Rescue Fundamentals (REI)

## **GSAR-TL**

Advanced Search and Rescue (NASAR, 1997)

### **9. REMARKS**

This section is a review and elaboration of portions of Basic 403.02.07 with added material as above. It is important that these skills be practiced often, as they are easily forgotten if not used. It is recommended that training be done in wooded terrain so that plotting and distance measurement are essential.

**PERFORMANCE OBJECTIVE**

403.02.12

**GPS****Team Leader****1. PERFORMANCE**

The Team Leader will be able to identify the uses and the limitations of geographic positioning systems (GPS) in SAR. (Note: this is not a basic GPS technique course.)

**2. RATIONALE**

The GPS is superior to the compass in many ways, but has limitations that make the compass, or a combination of compass and GPS, preferred for SAR work. The Team Leader needs to know these parameters.

**3. STANDARD**

The Team Leader will recognize uses and limitations of the GPS in SAR work.

**4. TEACHING POINTS**

GPS advantages in SAR:

- Instant, accurate position fixing,
- Selection and programming of waypoints from map,
- Usable in poor visibility or at night,
- Easy establishment of baseline, datum lines, etc.,
- Coordinates in UTM or latitude-longitude,
- Record and plot routes,
- Easy establishment and following multiple waypoints,
- Easy return to any coordinate,
- Not affected by magnetic fields or anomalies,
- May be used while on vehicle,
- Multiple types of data available,
- Easy navigating around obstacles.

GPS disadvantages:

- Not universally carried as yet,
- Expensive (relative to compass),
- Varying brands require different training
- Substantial learning curve,
- Battery use rapid,
- Useless with dead battery,
- Time required locating satellites,
- Temperature limitations,
- Slow function,
- Excessive battery use,
- Lithium battery advantage,
- Poor signal under canopy,
- Not as quick to use in following a precise bearing.

Value of having compass and GPS both available:

Quick compass use under canopy and in brush,

## **GSAR-TL**

Confirmation of position fixing with GPS,  
Other “pros” as in #1, above.

### **5. SUPPORTING SKILLS**

Basic map and compass skills.

### **6. SUPPORTING KNOWLEDGE**

Basic Search and Rescue Training course an asset.

### **7. TIME**

20 minutes

### **8. REFERENCES**

GPS Made Easy, L. Letham, Rocky Mtn. Books, Calgary 1995

### **9. REMARKS**

This section is an overview of GPS use in SAR, and is not intended to teach GPS techniques. Typically, teams do not have GPS for all members, and those who do often have different brands, which are operated differently. A dedicated course is required for basic GPS use, usually a one-day event, followed by much practice. However, a few GPS units with a compass team can speed things up enormously and can correct compass errors. It is desirable to work toward universal GPS /compass equipped teams along with a management team who can utilize software like Ozzie Explorer, so that every searcher's route is computer-plotted on the search map.

**PERFORMANCE OBJECTIVE**

402.02.13

**Practical Compass Exercise****Team Leader****1. PERFORMANCE**

The Team Leader will be able to perform and train members in various practical compass exercises.

**2. RATIONALE**

In order to become and remain proficient with the compass continued practice is necessary. Practical exercises, which include orienteering, are the best way to achieve proficiency, and are enjoyable and even competitive.

**3. STANDARD**

The Team Leader will be able to direct and participate in various compass exercises, which increase proficiency.

**4. TEACHING POINTS**

Review 403.02.10.

Orienteering type exercises:

Following multiple written bearings,

Instructor establish start,

Instructor determine finish,

Geometrically (more accurate),

With GPS,

Inconspicuous finish mark.

Number of legs and distances can vary with group,

Participants may be individuals or teams,

Avoid hazards, water obstructions, etc.

Participants mark finish,

Nearest to finish is winner,

Winner may be fastest or most accurate or combination,

May be done as exercise with no winner.

Conventional orienteering,

Course setter selects 5 - 12 control points (e.g. waypoints, GPS),

Varying distances,

Varying directions,

Several access possibilities,

Total distance 3 to 16 km depending on group,

Control points marked with code number.

Participants provided with,

Map of control points,

Card to record code of control points reached.

Procedure,

Participants to reach and record all control points,

Started at 1 - 2 minute intervals and timed,

Winner is fastest with all control points.

## **GSAR-TL**

### **5. SUPPORTING SKILLS**

Basic map and compass skills, plotting, basic math.

### **6. SUPPORTING KNOWLEDGE**

Map and compass chapters of Basic Search and Rescue Training.

### **7. TIME**

15 minutes.

### **8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Search and Rescue Fundamentals (REI)

Advanced Search and Rescue (NASAR, 199)

Be Expert with Map and Compass, • Kjellstrom, Scribner's

### **9. REMARKS**

A basic compass exercise is found in Basic Ground Search and Rescue. Kjellstrom's book is the classic and describes a number of variations of orienteering competitions.

**PERFORMANCE OBJECTIVE**

404.02.01

**Radio operations****Team Leader****1. PERFORMANCE**

The Team Leader will be able to identify and use the various types of radios available to SAR groups locally, using proper radio procedures.

**2. RATIONALE**

As the Team Leader is commonly the radio operator for a field team, it is essential that he be able to use the radios efficiently and properly.

**3. STANDARD**

The Team Leader will operate efficiently and properly those radios that are available to SAR resources in his community, and be aware of other types of radios he may come in contact with during SAR events.

**4. TEACHING POINTS**

Review 404.01.01 and ensure understanding.

Hands-on practice with team radios.

Ensure familiarity with all controls,

Ensure familiarity with capabilities,

Ensure familiarity with operating procedures,

Activation,

Transmission / reception,

Standard phraseology,

Call signs,

Corrections / repetitions,

Checking signal,

Phonetic alphabet,

Time of day,

Relaying messages,

Radio - telephone patches,

Ensure familiarity with basic troubleshooting.

Batteries,

Weakness,

Rechargeable vs. standard,

Temperature effects,

Contacts,

Connections,

Loose connections,

Corrosion.

Wiring,

Broken,

Open (broken within cover) wire,

Cracked insulation shorts.

Moisture,

Antennae,

Loose,

## GSAR-TL

Broken,  
Incorrect,  
Fuses (mobile units).  
Capabilities of repeaters (if in use).

### 5. SUPPORTING SKILLS

None

### 6. SUPPORTING KNOWLEDGE

GSAR-BR Training.

### 7. TIME

20 minutes.

### 8. REFERENCES

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)  
Study Guide for the Radio Operator's Restricted Certificate (RORC)  
Industry Canada

### 9. REMARKS

This section is a review of Basic 404.01.01 plus added material above. In terms of actual radio handling, this section is restricted to generalities, as different teams will have different types of radios and communications in general, and only local practice with local equipment will produce a good understanding of its use and its capabilities in the local environment.

The instructor should make use of local radio expertise in teaching radio courses, and dedicate several practices to communications throughout the training year, as communications breakdowns are one of the most common problems in SAR operations.



**PERFORMANCE OBJECTIVE**

404.03.01

**Satellite and cellular phones****Team Leader****1. PERFORMANCE**

The Team Leader will be able to use satellite and cell phones in SAR operations and will recognize their strengths and weaknesses.

**2. RATIONALE**

Satellite and cell phones are becoming a stronger, lighter weight and more convenient mode of communication than radios for long and medium distance transmissions. As they are rapidly becoming common in SAR, it is essential that Team Leaders understand and use them.

**3. STANDARD**

The Team Leader will operate efficiently and properly any satellite or cellular telephones that are available to the SAR team.

**4. TEACHING POINTS**

Review 404.01.02 and ensure understanding  
Different phones = different operating procedures  
Hands-on practice with locally available satellite and cell phones  
Ensure familiarity with all controls,  
Ensure familiarity with capabilities / ranges / operating areas,  
Ensure familiarity with operating procedures,  
Ensure familiarity with basic troubleshooting.  
Batteries,  
Weakness,  
Temperature effects,  
Other depending on phone type.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

GSAR-BR training course.

**7. TIME**

25 minutes.

**8. REFERENCES**

None

**9. REMARKS**

This section is a review of Basic 404.01.02. In terms of actual satellite and cell phone use, this section is restricted to generalities, as different teams will have different types of units and different areas in which these units are functional. Only local practice with local equipment will produce a good understanding of its use and capabilities in the local environment.

**PERFORMANCE OBJECTIVE**

404.04.01

**Emergency beacons****Team Leader****1. PERFORMANCE**

The Team Leader will be able to describe various types of emergency beacons and how they may be used by a SAR subject or in a SAR operation.

**2. RATIONALE**

Personal Locator Beacons and others are becoming more common, and it is useful to know what types are available and how they are use.

**3. STANDARD**

The Team Leader will describe common types of emergency beacons and their use.

**4. TEACHING POINTS**

Personal Locator Beacons (PLB's).  
Sends signal to satellite,  
May also be received by aircraft.  
Satellite relays to Mission Control Center (MCC),  
Canada - CFB Trenton,  
Information transmitted,  
Location approximate.  
Info transmitted to local SAR authority,  
Usually police authority.  
Local SAR authority tasks local SAR groups.

Emergency Locator Transmitters (ELT's).  
Most aircraft equipped,  
Airliners usually not,  
Automatically set off by crash,  
Manual operation,  
Accuracy less precise than PLB's,  
Signal received by satellite or aircraft.  
Aircraft fly pattern to locate.  
Emergency usually handled by Rescue Coordination Centers (RCC),  
Ground support = Rangers or volunteers.  
Subjects using PLB's likely responsive to attraction techniques.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

None

## **GSAR-TL**

### **7. TIME**

10 minutes

### **8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

### **9. REMARKS**

Personal Locator Beacons are rapidly becoming supplanted by cell and satellite phones, but in remote locations are still used to summon help.

**PERFORMANCE OBJECTIVE**

404.05.01

**Data communications and new technology****Team Leader****1. PERFORMANCE**

Team Leader will be aware of new technological developments affecting the SAR function.

**2. RATIONALE**

Recent developments in data communications, as well as changing behaviour patterns and demographics, have considerable potential in modifying future SAR operations. While this awareness is not a current operational requirement, it is desirable that Team Leaders stay current and look for innovative opportunities for their own organization.

**3. STANDARD**

The Team Leader will describe new developments in search subject behaviour and demographics, and new data communications developments and technologies which may affect future SAR operations, and will consider utilizing these as they may improve local response.

**4. TEACHING POINTS**

Recreational behaviour changes:  
More people using wilderness areas,  
More extreme sports,  
More commercialized wilderness businesses,  
More cell phones, satellite phones,  
More rescues, less searches.

Impact of cell, satellite phones on search:  
Replacing PLB's,  
More rescues, less searches.

Cell / satellite phones in aircraft:  
Used by subject to guide in search aircraft,  
Used by subject to identify visible landmarks.  
Computer use:  
Major advancements in search management software,  
Very steep learning curve,  
Very expensive,  
Requires good PC computer at search base,  
Best for very large or lengthy searches,  
Very good for urban searches,  
Computers excellent in SAR management regardless,  
Use with Ozzie Explorer software.

Email/internet use in SAR:  
Good reference material on internet,  
Email allows rapid, detailed, written communication,  
Between agencies,  
Between SAR groups,

## GSAR-TL

Rapid dissemination of information,  
With scanner, photos of subject for searchers.

Digital cameras:  
To record clues,  
Record tracks,  
Transmit by computer / email to other unit,  
Print out and distribute.

7. Infra-red scanners:  
Forward-looking infrared use in SAR,  
Limited success,  
Depends on terrain, temperature, cover, skill,  
Use combination FLIR / visual search from helicopter.

Ultra violet:  
Detecting organic materials,  
Remains fragments,  
Insect (maggot) casings,  
Detecting fresh vegetative damage at night,  
Experiments by SAR BC.

GPS:  
Excellent companion piece for compass,  
Record track of searcher,  
Use with Ozzie Explorer software in search management.

### 5. SUPPORTING SKILLS

None

### 6. SUPPORTING KNOWLEDGE

None

### 7. TIME

15 minutes

### 8. REFERENCES

Internet: (search for SARBC with Google or most search engines.)

Internet: (search for SARINFO with Google or most search engines.)

### 9. REMARKS

This section is primarily informational and does not necessarily contribute to the SAR operation. New information may often be located on the internet, both at SAR sites and SAR forums.

**PERFORMANCE OBJECTIVE**

405.01.02

**Overview of search theory/incident management****Team Leader****1. PERFORMANCE**

The Team Leader will be aware of the basic principles of modern search theory and search organization.

**2. RATIONALE**

It is critical that the Team Leader understand modern search theory in order to approach the job correctly, and to understand the chain of command in a standard search organization.

**3. STANDARD**

The Team Leader will demonstrate understanding of modern search theory, and be able to describe and correctly interact with the various positions of the Incident Command System (ICS) or modifications thereof.

**4. TEACHING POINTS**

Review 405.01.01.

Review and stress:

Rapid response,

Clue orientation,

Confinement / attraction / clue finders first,

“Alive and responsive” tactics,

Efficiency of sound sweeps,

Area sweeps,

Trail sweeps,

Mechanized sweeps.

3. Review and stress:

ICS,

Modified ICS,

Job descriptions of management team,

Reporting structure.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course•

**7. TIME**

15 minutes.

**8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Search Management for the Initial Response Incident Commander (ERI, 200•

Managing the Lost Person Incident (NASAR) 1997

**9. REMARKS**

This section is primarily a brief review of 405.01.01, plus added stress on more recent and efficient strategies and tactics.



**PERFORMANCE OBJECTIVE**

405.02.02

**Notification actions****Team Leader****1. PERFORMANCE**

The Team Leader will be able to follow proper procedures when receiving and confirming a callout.

**2. RATIONALE**

Receiving and confirming callout is a vital first step in SAR response. The Team Leader must fully understand and follow proper procedures.

**3. STANDARD**

The Team Leader will have a personal plan for receiving and confirming callout, will know what information is needed and what meeting or staging area is designated.

**4. TEACHING POINTS**

1. Review 405.02.01 (no further teaching points are required.)

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course

**7. TIME**

5 minutes

**8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

**9. REMARKS**

This section is primarily a brief review of 405.02.01, which is basic information all searchers must have.



**PERFORMANCE OBJECTIVE**

405.03

**Assembling/checking****Team Leader****1. PERFORMANCE**

The Team Leader will be able to check in properly at the Command Post and ensure that his team does likewise.

**2. RATIONALE**

Initial assembly of a SAR team is often slow and confused, delaying dispatch of teams to the field. It is important to the efficiency of the operation that assembly be as quick and efficient as possible.

**3. STANDARD**

The Team Leader will understand the standard check in and briefing procedures and ensure that his team understands and adheres to them.

**4. TEACHING POINTS**

Review local SOP's for callout.

Log in procedures:

Controlling team,  
Registration forms,  
Team assignments.

Equipment checks:

Clothing,  
Equipment.

Physical condition checks:

Physical / mental condition of members.

Radio checks:

Frequency / call sign / station assignments,  
Radio tests,  
Extra batteries.

Briefing:

Who performs briefings?

Ensuring full information obtained (not all may be required),

Situation status, objectives, strategies,

Subject information,

Vital concerns,

Clue considerations,

Subject trip plans,

Terrain and hazards,

Weather forecasts,

Urgency,

## GSAR-TL

Medical / evacuation contingencies,  
Equipment required,  
Communications detail,  
Reporting / debriefing detail,  
Transportation detail,  
Duration of shift,  
Subject relatives and locations,  
Media procedures,  
Tactical assignments,  
Safety concerns,  
Emergency procedures.

### 5. SUPPORTING SKILLS

None

### 6. SUPPORTING KNOWLEDGE

Basic SAR training course

### 7. TIME

20 minutes

### 8. REFERENCES

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Local team policies and SOP's

Managing the Lost Person Incident (NASAR) 1997

Search and Rescue Fundamentals (REI)

### 9. REMARKS

Stress importance of keeping team together at all times, especially during check in, waiting times, return to staging areas, and demobilization.

**PERFORMANCE OBJECTIVE**

405.04.02

**Assignments****Team Leader****1. PERFORMANCE**

The Team Leader will be able to receive, record and understand assignments and will delegate assignments to team members as appropriate.

**2. RATIONALE**

During briefing, assignments must be clearly understood if a SAR operation is to be effective.

**3. STANDARD**

The Team Leader will receive assignments, record them or obtain written assignment, ensure that all critical information is received and confirm that his or her team is capable of the assignment in the time estimated for the job.

**4. TEACHING POINTS**

Review 405.04.01, 405.03 as appropriate.

Receiving assignment at briefing:

Oral, recording,

Written,

Confirming details,

Estimating capability of team to perform.

3. Assigning special duties to team (as required):

Radio,

First aid,

Navigation,

Safety officer,

Bear safety,

Camp cooking,

Rope safety,

Other.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course

**7. TIME**

10 minutes.

**8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Local team policies and SOP's

Managing the Lost Person Incident (NASAR) 1997

Search and Rescue Fundamentals (REI)

Advanced Search and Rescue (NASAR, 1997)

**9. REMARKS**

Stress note taking or importance of obtaining detailed written assignment.

**PERFORMANCE OBJECTIVE**

405.05.02

**Demobilization****Team Leader****1. PERFORMANCE**

The Team Leader will be able to supervise demobilization following scale-down or suspension of a SAR operation.

**2. RATIONALE**

In order to avoid "losing" personnel or equipment, it is essential that all personnel check out and return equipment at search base before dispersing.

**3. STANDARD**

The Team Leader will maintain control of his team and ensure that all return to the search base, debrief as required, check in team equipment, and check out on the appropriate forms before being released.

**4. TEACHING POINTS**

405.05.01 as appropriate.

Maintaining control of team:

Returning to base,  
Debrief (as required),  
Return team equipment,  
Check out on appropriate form.

Safety considerations:

Driving, fatigue,  
Exhaustion, injuries, first aid.

Evaluation of potential Critical Incident Stress:

"Defusing" session.

Notification of scheduled incident debriefing (if decided).

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course

**7. TIME**

10 minutes.

**8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Managing the Lost Person Incident (NASAR) 1997

Search and Rescue Fundamentals (REI)

**9. REMARKS**

It is critical that team remain together and in control until checked out.



**PERFORMANCE OBJECTIVE**

405.14.02

**Handling of deceased (BASIC 405.16.01 review)****Team Leader****1. PERFORMANCE**

The Team Leader will be able to supervise correct handling of any deceased individuals located during the search operation.

**2. RATIONALE**

Because of possible criminal investigations, damage to remains by animals, and consideration for relatives, it is imperative that Team Leaders be able to confirm death, control the scene, and protect the remains.

**3. STANDARD**

Upon locating an unresponsive subject, the Team Leader will confirm death, report, document fully, protect the scene, protect the remains, and turn over remains to the appropriate authority.

**4. TEACHING POINTS**

Review 405,14.01 as appropriate.

Confirming death:  
Signs.

Protecting the scene:  
Approach to remains,  
Roping off area,  
Noting and recording evidence.

Protecting remains:  
Maintaining watch,  
Animal concerns and safety.

Notifying authorities:  
Confidentiality,  
Use of radio codes,  
Requesting police to site.

Recording:  
Notes on scene,  
Evidence.

Turn-over to coroner / police.

Transport of remains:  
Not obligatory,  
Usually done in cooperation / goodwill.

Potential critical incident stress evaluation.

**GSAR-TL**

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course

**7. TIME**

10 minutes

**8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Search and Rescue Fundamentals (REI)

**9. REMARKS**

It is useful to have a local coroner address the team during an in-house training session.

**PERFORMANCE OBJECTIVE**

**405.15.01**

**Reporting and recording**

**Team Leader**

See Performance Objectives 402.08.06  
402.08.07  
402.08.08  
405.13.03

This topic has been very thoroughly covered in Adv. 402.08.06, Assignment of Recorder; 402.08.07, Notebooks and Observations; 402.08.08, Notes in Legal Settings, and Basic 405.13.03, Evidence Handling, Record Keeping etc.

GSAR-TL

2005-04-01

4-405.15.01-2

**PERFORMANCE OBJECTIVE**

405.16.01

**Containment****Team Leader****1. PERFORMANCE**

The Team Leader will be able to understand how confinement techniques will aid in the search effort.

**2. RATIONALE**

Confinement, being a passive search technique, is often undervalued by less skilled searchers. It is important for the Team Leader to understand confinement techniques and their value in limiting the potential search area.

**3. STANDARD**

The Team Leader will be able to describe and perform confinement techniques, and instruct his team in their use.

**4. TEACHING POINTS**

Review Basic 405.06.01. Review of the basic material is adequate for this level.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course

**7. TIME**

10 minutes

**8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Managing the Lost Person Incident (NASAR) 1997

Search and Rescue Fundamentals (REI)

**9. REMARKS**

Team Leaders should emphasize that a containment assignment is not an inferior assignment. However, it may also be true that a stationary confinement assignment is a useful way to utilize searchers who, for whatever reason, may not be sufficiently fit to engage in strenuous field search.

GSAR-TL

2005-04-01

4-405.16.01-2

**PERFORMANCE OBJECTIVE**

405.17.01

**Hasty searches****Team Leader****1. PERFORMANCE**

The Team Leader will be able to explain and perform Quick Reconnaissance Searches, once called "hasty" searches.

**2. RATIONALE**

Initial Response calls for rapid deployment of limited resources to routes or areas of high probability. The Team Leader must understand the reason for, and perform, such search tactics.

**3. STANDARD**

The Team Leader will perform Quick Reconnaissance searches and lead initial response teams in doing so.

**4. TEACHING POINTS**

Quick Reconnaissance (Quick Recon) locates the majority of subjects.

Travel aid searches:

Most subjects found on travel aid,

Trail runs,

Drainage recon,

Ridge runs,

Mechanized / on foot,

Sign awareness,

Use of concurrent attraction.

Aerial reconnaissance:

Spotter training,

RCC / CASARA training requirements,

Impromptu spotting with available pilots,

What to look for,

Understanding ground-air signals.

Origin / destination searches:

Intended return area,

Intended destination,

Possible alternates,

Possible diversions.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course

## **GSAR-TL**

### **7. TIME**

15 minutes

### **8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Managing the Lost Person Incident (NASAR) 1997

Search and Rescue Fundamentals (ERI)

### **9. REMARKS**

The term "hasty search" is no longer used by most teams, as it may imply an undisciplined or slapdash response.



**PERFORMANCE OBJECTIVE**

405.18.01

**Tracking****Team Leader****1. PERFORMANCE**

The Team Leader will be able to understand the basic principals and the value of sign awareness, tracking and sign cutting in search.

**2. RATIONALE**

As sign awareness is one of the most valuable search skills and tracking and sign cutting are highly effective search tactics, it is important that the Team Leader be generally aware of these skills and procedures, even if he or she has not yet received formal training in them.

**3. STANDARD**

The Team Leader will be aware of what sign is, different types of sign, the basic principles and techniques used by tracking teams, and how to preserve discovered sign.

**4. TEACHING POINTS**

Review 405.10 as appropriate.

Definition of sign:

Review of sign types,

Preserving and reporting sign,

Drawing track pattern.

Basic sign cutting procedures:

Perimeter cutting,

Track trap cutting,

Cutting parallel to trail,

Binary search.

Basic tracking technique:

Tracking teams,

Tracking stick,

Step-by-step tracking,

Cutting ahead.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course

**7. TIME**

20 minutes

**8. REFERENCES**

Fundamentals of Mantracking, A. Taylor and D. Cooper, ERI, 1992

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

**9. REMARKS**

As sign awareness is a key search skill, it is highly desirable that all SAR team members have a Sign Awareness or Tracking Awareness course. This section is only an overview of this subject.

**PERFORMANCE OBJECTIVE**

405.19.01

**K9 Assignments****Team Leader****1. PERFORMANCE**

The Team Leader will be able to work with a dog handler and his dog in a SAR operation.

**2. RATIONALE**

As search dogs are often one of the initial response resources, it is essential that Search Team Leaders understand how they may assist or work around dogs.

**3. STANDARD**

The Team Leader will work with dog handlers in such a way that he assists the handler and dog, or is able to work in the same general area without interfering with the dog's efficiency.

**4. TEACHING POINTS**

Types of search dogs:

Air scenting dogs,

Commonly used by RCMP,

Locate scents on air currents,

May also track,

Tracking/trailing dogs,

Follow route of individual subject,

Usually require scent article,

Uncommon in Canada,

Cadaver dogs,

Trained to scent cadavers,

May detect submerged cadavers,

Avalanche dogs,

Locate avalanche victims,

Locate victims in rubble.

Dog callout:

Early (first if possible),

If scent fresh,

If weather suitable,

Consult dog handler for decision.

Dog efficiency:

Air scent / tracking,

Cool, damp weather ideal,

Warm, windy poor,

Consult handler for decision.

Avoiding contamination:

Keep searchers out of area before dog,

Keep searchers away from upwind,

Don't pet dog.

Working with handler:

Tracker / sign-cutter compliments dog,

If scent momentarily lost,

## **GSAR-TL**

Confirming track with visual sign,  
As navigator / assistant,  
Dog handler is in charge.  
Police dog requirements:  
RCMP usually allow only approved dogs,  
Discuss private dogs with police prior to calls.

### **5. SUPPORTING SKILLS**

None

### **6. SUPPORTING KNOWLEDGE**

Basic SAR training course

### **7. TIME**

15 minutes.

### **8. REFERENCES**

None

### **9. REMARKS**

It is desirable to get an RCMP dog handler to make a presentation to the SAR Team as an in-house training exercise, to more clearly explain the role of search dogs and to familiarize the team with the dog and handler likely to be on the SAR operation.

**PERFORMANCE OBJECTIVE**

405.20.01

**Night searching****Team Leader****1. PERFORMANCE**

The Team Leader will be able to understand the importance and basic techniques of night search.

**2. RATIONALE**

Night search effectively halves the search time if it can be performed safely. As some techniques are different and hazards sometimes greater, it is essential that the Team Leader understand these differences.

**3. STANDARD**

The Team Leader will be able to properly equip his team and direct them in night search.

**4. TEACHING POINTS**

Review 405.11 as appropriate.  
Advantages of night search,  
Subject immobility,  
Sound travel,  
Light control for sign,  
Doubles search time in field,  
Often good radio communication.  
Disadvantages:  
Hazards,  
Difficulty using compass,  
Slower coverage.  
Review equipment for night search:  
Light types,  
For navigating,  
For sign cutting,  
For identification / orientation,  
Battery requirements.  
Search types at night:  
Sound sweeps,  
Visual sweeps,  
Tracking,  
Route / destination searches,  
Attraction.

**5. SUPPORTING SKILLS**

Basic search skills

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course

## **GSAR-TL**

### **7. TIME**

15 minutes

### **8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Search and Rescue Fundamentals (REI)

### **9. REMARKS**

Field practice in night search is necessary for SAR teams, as many find it difficult to simultaneously manage the light, map, compass, radio, and keep track of companions at night. Emphasize that night search should be done whenever safe, but never if safety is in question.

**PERFORMANCE OBJECTIVE**

405.21.01

**Search call off****Team Leader****1. PERFORMANCE**

The Team Leader will be able to handle his team effectively during search scale-down or suspension.

**2. RATIONALE**

Scale-down or suspension is essentially an admission of failure to find a live subject, and often comes when searchers are physically and emotionally exhausted. Team Leaders must play a major part in demobilization, and address potential emotional problems affecting self and team members.

**3. STANDARD**

The Team Leader will lead his team in demobilization and endeavour to recognize and defuse the emotional stress of an unsuccessful search.

**4. TEACHING POINTS**

Review Search Management 408.03.01 and 408.03.04 as appropriate. No further material is required for this session.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

Basic SAR training course

**7. TIME**

10 minutes

**8. REFERENCES**

Basic Ground Search and Rescue (NWT)

Search and Rescue Fundamentals (REI)

**9. REMARKS**

This topic is very well covered in Search Management 408.03.01 and 408.03.04, which may be used as an outline.

GSAR-TL

2005-04-01

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**PERFORMANCE OBJECTIVE**

405.22.01

**Victim Discovery****Team Leader****1. PERFORMANCE**

The Team Leader will be able to assess and care for the discovered subject at time of discovery and during evacuation.

**2. RATIONALE**

As many subjects are found in poor condition, it is essential that the Team Leader be able to provide proper care and correct evacuation so that the subject's condition is not worsened.

**3. STANDARD**

The Team Leader will, to the best of his ability, assess the subject's condition, determine appropriate evacuation or treatment procedures, and supervise the team during evacuation.

**4. TEACHING POINTS**

Advanced first aid requirement.

Assessment of condition:

Vital signs,

Stability vs. instability,

Recording as baseline data,

Sending record with patient.

Determining evacuation vs. bringing in medical help.

Establishing camp for unstable subject.

Evacuation types:

Walk out,

Stretcher,

Sled,

Boat,

Vehicle,

Aircraft.

Litter evacuation:

Litter types,

Litter team,

Rest / rotation,

Job descriptions,

Safety ropes,

Preparing litter,

Warmth requirements of compromised subject,

Stretcher lifts,

Uphill / downhill carries,

Monitoring,

"Caterpillar" or "leapfrog" pass over obstacle,

Limitations on steep terrain.

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### 5. SUPPORTING SKILLS

First aid, basic rope safety

### 6. SUPPORTING KNOWLEDGE

Basic SAR training course

### 7. TIME

20 minutes

### 8. REFERENCES

The Official Wilderness First Aid Guide, Merry, McClelland and Stuart, 1993

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Search and Rescue Fundamentals (REI)

Wilderness First Aid, Emergency Care for Remote Locations, Jones & Bartlett, Sudbury, Mass. 1998

### 9. REMARKS

Assessment of stability vs. instability is critical to determine evacuation type, and it is vital to have advanced first aid skills in the team. If in doubt, air or helicopter evacuation is desirable. The Official Wilderness First Aid Guide is especially complete on various evacuation techniques. Wilderness First Aid: Emergency Care for Remote Locations is also very good for assessment.

**PERFORMANCE OBJECTIVE**

405.23.01

**Victim recovery****Team Leader****1. PERFORMANCE**

The Team Leader will be able to recover deceased victims where safe, and call in specialized resources where unsafe.

**2. RATIONALE**

As some victims are found in situations, which may make recovery hazardous to the discovering team, Team Leaders must be aware of hazards and not risk teams to recover a body.

**3. STANDARD**

The Team Leader will safely recover deceased victims which may be lost if not recovered, but will not attempt recoveries which are past the training of the search team.

**4. TEACHING POINTS**

Review of Basic 405.14.01, advanced 405.14.02 as desirable.

Potentially hazardous body recoveries:

Drowning victim, moving water,

No attempt to enter water,

Hazard of ropes and water combination,

Pole, grapple acceptable,

Drowning victim, lakes,

No attempt to enter water,

Pole, grapple acceptable,

Drowning victim, ocean surf,

Rogue waves,

Slippery footing,

Subject on cliff or steep mountain terrain,

No attempt at untrained cliff / mountain rescue,

Falling rock / avalanche hazard,

Subject on questionable ice,

No attempt on dubious ice,

Helicopter, boat, hovercraft,

Subject on glacier or in crevasse,

No glacier travel if not trained,

No crevasse attempt if not trained,

Subject in avalanche path,

Potential of further avalanche,

Type of training required,

Subject victim of predatory bear,

No approach without firearm cover,

If bear visible,

If victim partially devoured, bear not visible.

Availability of specialized resources for above.

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### **5. SUPPORTING SKILLS**

None

### **6. SUPPORTING KNOWLEDGE**

Basic SAR training course

### **7. TIME**

15 minutes

### **8. REFERENCES**

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Search and Rescue Fundamentals (REI)

Staying Safe in Bear Country (video) Magic Lantern Communications, Ontario <west@magiclantern.ca>

### **9. REMARKS**

Team safety is the primary concern of the Team Leader, and it must be emphasized that no one should ever take a risk to recover a body.

For information on predatory bear behaviour, the video above is unsurpassed.

**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 victims 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.

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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**

**406.02**

**Overview of Lost Person Behaviour (Review BASIC)**

**Team Leader**

See Performance Objective 406.01 and 406.03

NOTE: This is a review of Basic 406.01, q.v. The material in 406.03 covers the subject thoroughly.

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**PERFORMANCE OBJECTIVE**

406.03

**Types of lost persons and behaviour profiles****Team Leader****1. PERFORMANCE**

The Team Leader will be able to describe the probable behaviour of varying categories of lost persons, and utilize this understanding in a SAR operation.

**2. RATIONALE**

As varying categories of search subjects statistically tend to behave and travel in certain patterns, the Search Team Leader can utilize this knowledge to assist in the search effort.

**3. STANDARD**

The Team Leader will know common behaviour patterns of various categories of lost persons, or be able to look them up from references, and will use this understanding to focus the search on likely areas.

**4. TEACHING POINTS**

Review of Basic 406.01 as desirable.  
 Factors affecting behaviour,  
 Health, biological cycles,  
 State of mind,  
 Personality,  
 Mental health, dementias,  
 Past experiences,  
 Age,  
 Environment and weather,  
 Reaction to being lost,  
 Circumstances of loss,  
 Equipment / supplies,  
 Companions.  
 Uphill / downhill statistics.  
 Distances from Point Last Seen (PLS),  
 Nova Scotia probability zones (Hill),  
 Hunters,  
 Fishers,  
 Hikers,  
 Misc adults,  
 Youth 13-16,  
 Child 7-12,  
 Child 1-6,  
 Despondents,  
 Walkaways,  
 Alberta distances from Point Last Seen (Cornell & Heth),  
 Campers,  
 Cross country skiers off trail,  
 Cross country skiers on trail,  
 Despondents,  
 Hikers,

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Hunters (afoot),  
Mountain bikers,  
Scramblers,  
Walkaways,  
Other.  
Programmed data,  
Search Manager software (Colwell).

### 5. SUPPORTING SKILLS

None

### 6. SUPPORTING KNOWLEDGE

Basic SAR training course

### 7. TIME

25 minutes

### 8. REFERENCES

Lost Person Behaviour, Dr. Kenneth Hill, National SAR Secretariat, Ottawa  
Basic SAR Management Kit (RCMP, NWT EMO) probabilities tables  
Ground Search and Rescue, W. Merry (NWT RCMP / EMO)  
Managing the Lost Person Incident (NASAR) 1997  
Search and Rescue Fundamentals (REI)

### 9. REMARKS

Dr. Ken Hill's book (above) is the reference of choice for a serious study of lost person behaviour. Cornell and Heth, University of Alberta, have done several excellent papers on the subject, available from the National Search and Rescue Secretariat Library. Serious researchers will also want to study Wm. Syrotuck's various papers, available from NASAR.

**PERFORMANCE OBJECTIVE**

**406.04**

**Handling different types of victims**

**Team Leader**

Review

NOTE: This topic has been covered by a variety of previous modules, or will be included in the appropriate first aid course.

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**PERFORMANCE OBJECTIVE**

**406.05**

**Range of travel of different types of victims**

**Team Leader**

See Performance Objective 406.03

NOTE: This is thoroughly covered in Adv. 406.03, Types of Lost Persons and Behaviour Profiles, q.v., in the tables of distances from PLS.

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**PERFORMANCE OBJECTIVE**

406.06

**Special cultural/activity patterns****Team Leader****1. PERFORMANCE**

The Team Leader will be able to describe some common cultural peculiarities affecting detect ability of lost persons in his local area.

**2. RATIONALE**

There are a few lost person behaviours that will vary with the culture of the subject. Knowledge of these will assist in a SAR operation.

**3. STANDARD**

The Team Leader will know some of the cultural behaviour patterns affecting the detect ability of lost persons in his area, and use these to further the search effort.

**4. TEACHING POINTS**

Review of Basic 406.03 is desirable.

Aboriginal hunters: causes:

Snowmobile / ATV breakdown,

Commonly well prepared,

Frequently dig in or igloo,

Often wait out storms,

Boat breakdown,

Frequently drift large distance,

Drift to land,

Occupy ice floe.

Aboriginal hunters: travel:

Tend to travel by known landmarks, snowdrift lines,

Commonly don't use map, compass,

GPS use increasing,

Snowmobile travel, arctic,

May travel ridges to avoid deep snow,

Often follow known routes,

May be trapped on broken floe edge,

Floes may drift back as tide changes,

May travel streams through bush country,

Overflow or breakthrough a common problem,

Survivability best if skin clothing worn.

Review anecdotal material to get local patterns.

**5. SUPPORTING SKILLS**

None

**6. SUPPORTING KNOWLEDGE**

None

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**7. TIME**

10 minutes

**8. REFERENCES**

Lost Person Behaviour, Dr. Kenneth Hill, National SAR Secretariat, Ottawa

**9. REMARKS**

Dr. Ken Hill's book (above) is the reference of choice for a serious study of lost person behaviour. Cornell and Heth, University of Alberta, have done several excellent papers on the subject, available from the National Search and Rescue Secretariat Library. However, geography, local weather and culture determine common variations, and local groups should review local case histories to ascertain culturally influenced patterns.



**PERFORMANCE OBJECTIVE**

406.07

**Travel routes/methods****Team Leader****1. PERFORMANCE**

The Team Leader will be able to search travel routes, understanding how they differ from area searches.

**2. RATIONALE**

As many northern searches are route searches rather than area searches, it is critical the Team Leader be familiar with common route search techniques and peculiarities.

**3. STANDARD**

The Team Leader will search established travel routes and potential travel aids, recognizing and acting upon the differences and similarities with area searches.

**4. TEACHING POINTS**

Review 406.02 and 406.03 as appropriate.

Snowmobile / ATV route searches:

To hunting areas,

Recreational,

Between settlements,

May be 100's kms. Long,

Aircraft reconnaissance,

Flat light, weather, limiting factors,

Snowmobile reconnaissance,

Early dispatch,

Minimum 3 machines,

1st aid / evacuation capability,

Well supplied,

Empty qamutik for disabled machine,

Night search,

Good track detail in snowmobile lights,

Watch diverging tracks, boot tracks, blown-over snow house,

Use attraction, gunshots.

Trail routes (subject afoot),

Teams from both ends,

Multiple teams to reduce time,

Confinement on long trails,

Use attraction constantly,

Check diverging trails, game trails,

Flag explored divergences,

Sign cut for tracks leaving trail.

4. Streams, drainages:

Often provide travel route,

Good track traps,

Subject often downstream,

Subject often camping on stream,

Aircraft a good resource.

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### **5. SUPPORTING SKILLS**

None

### **6. SUPPORTING KNOWLEDGE**

Basic SAR training course

### **7. TIME**

15 minutes

### **8. REFERENCES**

Lost Person Behaviour, Dr. Kenneth Hill, National SAR Secretariat, Ottawa

Basic Ground Search and Rescue W. Merry (NWT RCMP / EMO)

Search and Rescue Fundamentals (REI)

### **9. REMARKS**

Much of this material is covered in 405.06.01 to 405.06.09. Details are found in Basic Ground SAR manual. Instructor should utilize local knowledge of trails, routes, and previous incidents as well as map interpretation.

**PERFORMANCE OBJECTIVE**

**406.08**

**Means of travel, routes, and likely divergences**

**Team Leader**

See Performance Objective 406.07

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**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.

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**8. REFERENCES**

None

**9. REMARKS**

Proof of the course would be mandatory at some point.

**PERFORMANCE OBJECTIVE**

**407.02**

**A recognized standard first aid course**

**Team Leader**

See Performance Objective 407.01

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**CHAPTER FIVE**

**ABBREVIATIONS AND TERMINOLOGY**





CHAPTER 5

**ABBREVIATIONS AND TERMINOLOGY**

Abbreviations used throughout this publication are contained herein.



**A**

**B**

**C**

CTP Course Training Plan  
CTS Course Training Standard

**D**

**E**

EO Enabling Objectives  
ESD Emergency Services Division

**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 Resource

**I**

**J**

**K**

KC Knowledge Checks

**L**

**M**

MA Managing Authority

**N**

**O**

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**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

**U**

**V**

**W**

**X**

**Y**

**Z**

**CHAPTER SIX**

**TRAINING SUPPORT REQUIREMENTS**



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**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;
    - (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

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- (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) w/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*





