Co-funded by
the European Union

MINI-CURSES

Techniques and procedures for survival, living and life in emergencies

Project No. 2023-2-RO01-KA210-VET-000170137

SOURCE - WORLD SEEN FROM ABOVE
https://www.youtube.com/watch?v=PQpD_Zeto4A

HIMALAYA Cottage
RÂȘNOV / BRAȘOV - Str. GLĂJERIE-RÂÂUL MAREI, 405D
https://cabanahimalaya.ro/
cabanahimalaya@yahoo.com

Co-funded by
the European Union

CONTENTS MINI-COURSE

Co-funded by
the European Union

MINI-CURSES

Techniques and procedures for survival, living and life in emergencies

Project No. 2023-2-RO01-KA210-VET-000170137

THIS MINI-CURSES IS AVAILABLE IN ELECTRONIC FORMAT (format) pdf ON THE WEBSITE:
https://cabanahimalaya.ro/

KEY ELEMENTS OF THE MINI-COURSE

- **The course runs over 5 days**
- **The course is interactive and practical -** each day includes theoretical and practical sessions to apply the knowledge learnt.
- **All activities are carried out safely and under appropriate supervision.**

WHO IS IT FOR? - The mini-course *"Techniques and procedures for survival, living and life in emergency situations"* is addressed to **educators, sports teachers and sports instructors who teach this subject to pre-school, secondary and high school children, as well as to their parents.**

WHY THIS COURSE? - provides essential, practical information, techniques and procedures to be imparted to students on preparing the mind, body and equipment to help survive in difficult, emergency situations. In addition to immediate survival, the course information that will be passed on to students will support them in coping with unforeseen changes, finding creative solutions to problems that may arise during an emergency/crisis, providing resources for recovery and reintegration after the immediate danger has passed.

WHAT IS SURVIVAL? Staying alive after a natural disaster, catastrophe, cataclysm, mountain wandering, armed attack, nuclear, chemical, bacteriological/CBRN, etc... **CONTINUE TO EXIST!**

WHAT ARE EMERGENCIES? - Any situation that requires immediate or prompt intervention to protect lives, property or the environment (natural disasters, fires, serious accidents, wilderness loss/loss or other circumstances where resources and assistance are limited or inaccessible.

WHO CONTRIBUTED TO THE PROJECT - **The Romanian partner, Asociatia Club Sportiv Eco-Alpin** with a great experience in the field, the club has already organised many survival camps. It also has experience with working with children and young people from disadvantaged areas who have participated in many of the camps and sports activities organised by the club. **The Hungarian partner, Pécsi Egyetemi AtlétikaiClub** with 100 years of experience and tradition in sports with multiple sports disciplines.

WHY DO YOU NEED TO KNOW SURVIVAL TECHNIQUES?
HELPS YOU TO SURVIVE, TO LIVE!

MESSAGE

TRAINING EDUCATORS, SPORTS TEACHERS AND SPORTS INSTRUCTORS FOR SURVIVAL, LIVING AND LIFE IN EMERGENCIES

Dear educator, teacher, sports instructor or parent,

Thank you for helping children learn how to protect themselves in emergencies!

This mini-course provides useful instructions and suggestions on how to discuss and prepare/teach young children (4 - 8 years old), secondary school students (9-14 years old), high school students (15-18 years old) and their families on how to stay safe during disasters and emergencies.

Allow about 40 minutes for each activity and check if you get the gist!

REMEMBER!

- *Disasters can be scary for children!*
- *Children adapt well to situations where they know what to expect!*

Emergencies and disasters can happen anywhere, but there are ways to stay safe!

WE CAN LEARN TOGETHER!

1. METHODOLOGY OF THE SURVIVAL MINI-COURSE

Given the current geopolitical situation, the profound changes in the security environment and the profound climate change, ***there is a risk of emergencies occurring more and more frequently.***

Children are considered the segment most prone to damage, loss, suffering, injury and death in a disaster, and the impact of disaster can be disproportionately greater for children living in poverty.

We consider that the ***training of sports teachers and sports instructors who will teach this subject to young people to cope with such emergencies, on a voluntary basis, as an optional subject included in the school curriculum, part of the national "School Differently" programmes and "Green School" (which aim to contribute to the development of learning competence and skills social-emotional among pre-school children/students) or during the holidays, in the framework of survival camps, IS A PRIORITY***

As adults, we want all children to feel safe and not worry about possible emergencies. But at the same time we also know that disasters can happen, often without warning. This is what we are addressing - what steps children should take to stay safe during and after an unpleasant event.

The enclosed mini-course is focussed on theoretical and practical learning as well as on skills reinforcement. The mini-course is a possible solution, a variant, of course, open to improvement.

Project team

I. OBJECTIVES OF THE MINI-COURSE

1.1 General objectives	- Knowledge and application of specific emergency concepts and notions; - Train the skills needed to act quickly and correctly in emergency situations; - Developing the ability to analyse, interpret and synthesise threats and risks.
1.2 Specific objectives	- Knowledge of some basic information/understandings on how to act in emergency situations, as well as knowledge of basic techniques in providing medical first aid; - Practical skills training and field application of survival techniques in survival camps; - Practical skills and training in first aid in different situations; - Field application of basic survival techniques in hostile environments; - Finding water and food, orientation in unfamiliar terrain, expedient procedures for measuring distances in the field, travelling by azimuth, use of maps and geographical information;

II. MINI - COURSE STRUCTURE

<table>
<tr><th rowspan="3">STAGE</th><th rowspan="3">FORM</th><th rowspan="3">PERIOD</th><th colspan="5">TOTAL HOURS</th></tr>
<tr><th rowspan="2">TOTAL</th><th colspan="4">including</th></tr>
<tr><th>C</th><th>P</th><th>E</th><th>Break Masa</th></tr>
<tr><td rowspan="2">STAGE ONE -
PER PERIOD PROJECT</td><td rowspan="2">Instructor training</td><td rowspan="2">5 days</td><td rowspan="2">5 days X 9 hours/ 45 hours</td><td>5 hours</td><td>29 hrs 30 min</td><td rowspan="2">3 hours</td><td rowspan="2">2 hours 30 min 5 hours</td></tr>
<tr><td colspan="2">34 hours 30 minutes</td></tr>
<tr><td>STAGE TWO -
AFTER PROJECT COMPLETION</td><td>Prepare pupils, adults for survival</td><td colspan="6">CUSTOMISED ACCORDING TO NEEDS AND TARGET AUDIENCE</td></tr>
</table>

Note: C - theoretical course, P - practical activity, E - evaluation

III. COURSE PROGRAMME AND DISTRIBUTION PER DAYS/HOURS

- ✓ **FORMAT -** Interactive sessions, structured presentations, practical activities, simulated exercises, assessment.
- ✓ **USE** - Trainers actively learn and practice skills, gaining long-term competences.

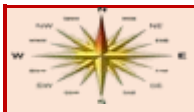
NOW	CONTENT	FORM
	**DAY 1: EMERGENCY PREPAREDNESS, SURVIVAL KIT, CLIMBING TO THE CRAG, CLIMBING IN RUGGED MOUNTAIN TERRAIN**	
08:00 - 09:00	**OFFICIAL OPENING OF THE COURSE - COURSE PRESENTATION, OBJECTIVES, PARTICIPANTS, INSTRUCTORS, OCCUPATIONAL SAFETY AND HEALTH MEASURES / SSM**	**1 hour**

NOW	CONTENT	FORM
09:00 - 10:00	**T.1.1. INTRODUCTION TO SURVIVAL - presentation + interactive session** – The importance of survival. – The importance of emergency preparedness. - The Rule of 3" - 3 minutes without air, 3 hours without shelter, 3 days without water, 3 weeks without food. The importance of planning and mental preparation."	**Theoretical** **1 hour**
10:00 - 10:15	**Break**	
10:15 - 11:45	**T.1.2. SURVIVAL KIT - practical activity, simulated exercises, evaluation.** – Essentials of a survival kit. – Customise the kit for different environments (urban, rural, mountain).	**Practical part** **1 hour 30 minutes**
11:45 - 12:45	**Lunch**	
13:45 - 14:45	**T 1.3. TECHNIQUES AND PROCEDURES FOR HANGING - practical activity**	**Practical part** **2 hours**
14:45 - 15:00	**Travel to the climbing wall**	**15 minutes**
15:00 - 17:00	**T 1.4. TECHNIQUES AND PROCEDURES FOR HUNGLING/ Climbing in crashed mountain terrain - practical activity**	**Practical part** **2 hours**
17:00 - 17:15	**Return to base**	**15 minutes**
TOTAL - 4 ACTIVITIES (1 theoretical/interactive + 3 practical/applicative)		**7 hours 30 min** **1 hour 30 min / break + lunch + travelling**

	**DAY 2: SHELTER AND FIRE, SHOOTING, NIGHT ACTIVITY**	
08:00 - 09:00	**T.2.1. BUILDING THE FIRE FIRE / FIRE FIRE HEATING - presentation + interactive session.** **DEPOSIT/1** – Types of emergency shelters. – Construction materials and techniques. – Selecting the right place to shelter. **FOCUS /1** – The importance of fire in survival (heat, cooking, signalling, drinking water). – Methods of lighting a fire (with and without matches/lighters).	**Theoretical** **1 hour**
09:00 - 09:15	**Break**	
09:15 - 11:15	**T.2.2. BUILDING THE ADDRESS- practical activity, simulated exercises, evaluation.** – Choice of location – Building a makeshift shelter	**Practical part** **2 hours**
11:15 - 11:30	**Break**	
11:30 - 13:30	**T.2.3. FOCUS /2 - practical activity, simulated exercises, evaluation.** – Lighting the fire. – Fire safety.	**Practical part** **2 hours**
13:30 - 14:30	**Lunch**	

20:00 - 22:00	**T.2.4. PRACTICAL ACTIVITIES AT NIGHT .** – Emergency communication. Emergency signs and signals. Working with communication devices (telephones, whistles, radios). Isolation situations.	**Practical part** **2 hours 30 min.**
TOTAL - 4 ACTIVITIES (1 theoretical/interactive + 3 practical/applicative)		**7 hours 30 min. activities** **1 hour 30 min / break + lunch**

	**DAY 3: FOOD AND WATER. HIKE. LOSS IN THE FOREST**	
08:00 - 09:00	**T.3.1. WATER and HUMANE SURVEYS /1 - presentation + interactive session.** **WATER/1 -** Sources of water in nature. –Water purification techniques (filtration, boiling, purification tablets) **HRANA/1** - Identifying and collecting food from nature. Wild food precautions (edible and dangerous plants).	**Theoretical** **1 hour**
09:00 - 09:15	**Break**	
09:15 - 11:15	**T.3.2. WATER SURVEYING AND MANAGEMENT /2 - practical activity, simulated exercises, evaluation.** – Water collection and purification.	**Practical part** **1 hour 30 min**
11:15 - 11:30	**Break**	
11:30 - 12:30	**T.3.3. HRANE PROCUREMENT /2 - practical activity, simulated exercises, evaluation.** – Finding. collecting and preparing food. – Survival cooking techniques.	**Practical part** **1 hour 30 min**
12:30 - 13:30	**Lunch**	
13:30 - 17:30	**T.3.4. WANDERING IN THE FOREST -** Preparing for the journey. Equipment for travelling. Travel rucksack. Dangers of travelling. Rules of travelling. Travelling to Gura DIHAM hut.	**Practical part** **3 hours 30 min**
TOTAL - 4 ACTIVITIES (1 theoretical/interactive + 3 practical/applicative)		**7 hours 30 min. activities** **1 hour 30 min / break + lunch**

	**DAY 4: ORIENTATION, FIRST AID, MOUNTAIN RESCUE, ANIMAL ATTACK**	
08:00 - 09:00	**T.4.1. ON THE GROUND ORIENTATION and FIRST AID - presentation + interactive session.** – Use compass and map. – Navigation techniques without equipment (natural signs, sun, stars). – Survival techniques in wooded mountain terrain. – Signs and signals of group wandering.	**Theoretical** **1 hour**
09:00 - 09:15	**Break**	
09:15 - 12:00	**T.4.2. ORIENTATION ON THE GROUND - Techniques and procedures of self-rescue and mountain rescue with improvised means and transport of casualties - practical activity, simulated exercises, evaluation.** – Field orientation exercises. – Techniques and procedures of self-rescue and mountain rescue with improvised means and transport of casualties.	**Practical part** **2 hours 45 min**
12:00 - 13:00	**Lunch**	

13:00 - 14:45	**T.4.3. FIRST AID - practical activity, simulated exercises, evaluation.** – First aid drills. – Assessment and stabilisation of the victim's condition. – Treat common wounds in emergency situations (cuts, fractures, burns). – Essential first aid kit.	**Practical part 2 hours 45min**
14:00 - 14:15	**Break**	
14:15 - 17:00	**T.4.4. HOW TO ACT/SURVIVE WHEN ATTACKED BY WILD ANIMALS**	**Practical part 1 hour**
TOTAL - 4 ACTIVITIES (2 theoretical/interactive + 2 practical/applicative)		**7 hours 30 min activities 1 hour 30 min / break + lunch**

	**DAY 5: SELF-DEFENCE TECHNIQUES, EVALUATION, CLOSING CEREMONY**	
08:00 - 10:00	**T.5.1. Self defence techniques/1 - presentation + interactive session.**	**Practical part 2 hours**
10:00 - 10:15	**Break**	
10:15 - 12:15	**T.5.2. Self defence techniques/2 - presentation + interactive session.**	**Practical part 2 hours**
12:15 - 13:15	**Lunch**	
13:15 - 14:15	**Theoretical assessment** – Theory test to assess your knowledge.	**Evaluation 1 hour**
14:15 - 14:30	**Break**	
14:30 - 16:00	**Practical assessment and feedback** – Practical skills assessment (building a shelter, lighting a fire, purifying water, etc.).	**Practical assessment 1 hour 30 min**
16:00 - 16:15	**T.5.5. Final feedback and discussion** to improve knowledge and skills	**Practical part 1 hour**
16:15 - 17:00	**T.5.6. Course closing ceremony** **Awarding participation certificates**	
TOTAL - 6 ACTIVITIES (2 simulation, 2 evaluation, 1 feedback, 1 ceremony)		**7 hours 30 min 1 hour 30 min / break + lunch**

IV. SPECIFIC COMPETENCES ACQUIRED

4.1 Skills professional	- applying emergency-specific concepts and concepts and integrating them into specific survival contexts; - knowledge of techniques and procedures specific to emergency situations and their application for survival and survival; - To improve the skills of physical education and sports teachers and sports instructors from the two partner associations in teaching survival techniques and procedures; - developing the capacity of the project partner associations to train sports teachers and sports instructors.

4.2 Skills transversal	- participation in the realisation of team activities and actions with the assumption of specific roles; - identification and use of effective methods and techniques of action in the event of events that may affect the integrity of a person or the integrity of material assets.

V. CONTENTS AND TEACHING STRATEGIES

- At the end of the course implementation period, at least 20 physical education and sport teachers and sport instructors will have practical knowledge of survival techniques in various emergency situations (earthquake, floods, fires, natural disasters, isolation conditions).
- Partners will strengthen their transnational relationship, gain a working partner, a collaborator with the same speciality but from a different country.
- A network of sports teachers and sports instructors will be created to have access to the materials resulting from the project and to provide solutions for further development and implementation of the project.

VI. EVALUATION

Type of activity	Evaluation criteria	Evaluation methods	Share of final mark
Theoretical assessed	Participants acquire these competences	Oral check	50 %
Practical activity	The ability of participants to apply these competences in practice	On-the-spot check	50 %
Minimum performance standard		**Note 7 (seven)**	

VII. RECOMMENDATIONS

- ✓ Work with a maximum of 20 children to ensure interaction;
- ✓ Adapt the language and talk to your students and let the conversation flow;
- ✓ Be creative and encourage children to be creative;
- ✓ Inform the families and involve parents, grandparents, members of the local community, the local fire department and the local Emergency Inspectorate;
- ✓ You can invite a representative from the fire brigade or the Emergency Inspectorate to teach parts of the mini-course. Ask them to bring leaflets, handouts or other materials to hand out to children and their families - this will reinforce the preparedness message;
- ✓ Ask community members with disabilities to participate. You could invite a representative from a local disability organisation to talk about contingency planning for households where one or more family members have a disability or access and functional needs;
- ✓ Ask the children to produce drawings related to nature and natural disasters (e.g. hurricanes, floods, tsunamis, tornadoes, volcanoes, blizzards and fires) to set the scene in the classroom.
- ✓ Ask students to create their own folders to keep the materials they will use during lessons.
- ✓ Solicit locally (local businesses, pharmacies, chain stores) to donate emergency preparedness items for students and their families (emergency blanket, flashlight, batteries, small first aid kit, toothbrush and toothpaste).
- ✓ Stay alert to observe children's reactions. If they experience a negative reaction to the subject you should have a plan and back-up activity.

VIII. POSSIBLE SCENARIOS FOR APPLYING SURVIVAL TECHNIQUES AND PROCEDURES (EARTHQUAKE, FLOOD, FIRE, MOUNTAIN ACCIDENT, LOST IN FOREST)

1. EARTHQUAKE SCENARIO

BEFORE THE EARTHQUAKE

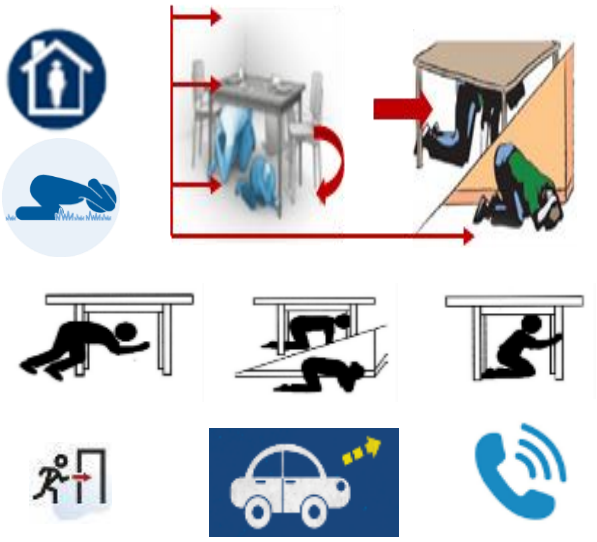
- ✓ Identify in advance the safe places in each room (under sturdy tables or near interior walls).
- ✓ Pack your survival rucksack with water, food, torch, medicine and whistle. Keep it handy and easy to find.
- ✓ Practise the exercises.**"SIT, COVER and HOLD ON"**

DURING THE EARTHQUAKE

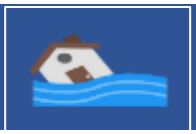
- ✓ **SIT, COVER and HOLD** ON - drop to the ground urgently, take shelter under a sturdy table and hold on to the legs of the table until the shaking stops.
- ✓ Stay indoors, avoid windows and heavy objects that can fall.
- ✓ If you're outside, move away from buildings, electricity poles and utility cables. Sit on the ground.
- ✓ If you're in your car, stay in the vehicle until the shaking stops.

AFTER THE EARTHQUAKE

- ✓ Be prepared for the lines.
- ✓ Check yourself and those around you if you are/are injured/harmed.
- ✓ Evacuate if the authorities advise you to do so. Avoid damaged buildings.
- ✓ Only use your phone in an emergency.



2. FLOOD SCENARIO



BEFORE A FLOOD	
✓ Understand the risk of the area you're in.	          
✓ Learn and memorise local evacuation routes and higher ground in the region.	
✓ Pack an emergency kit with essentials - water, food, torch and whistle.	
✓ Keep your phone charged and stay informed - radio/TV and weather alerts.	
DURING THE FLOOD	
✓ Move immediately to higher ground.	
✓ Avoid walking or driving in flooded areas. Just six inches of water can knock you off balance.	
✓ If you're trapped in a building, go to the highest floor (avoid windowless attics).	
✓ Listen to emergency services for further instructions.	
AFTER THE FLOOD	
✓ Avoid flood water - it could be contaminated.	
✓ Wait for the authorities to declare the area safe.	
✓ See the damage if possible and prioritise safety.	


Source - https://cabanahimalaya.ro/


Source - https://cabanahimalaya.ro/


Source - https://cabanahimalaya.ro/

3. FIRE SCENARIO

BEFORE A FIRE
✓ Learn how to use and operate a fire extinguisher.
✓ Identify two possible exits from each room.
✓ Practise the "exercises.**STOP, RUN, and SMILE**"
✓ Prepare an emergency evacuation plan and establish a meeting point.
DURING A FIRE
✓ Get down to avoid the smoke and crawl to the nearest exit.
✓ Check door handles before opening them. If they are hot, use an alternative exit.
✓ If your clothes are on fire, stop and roll over to put out the flames.
✓ Never use the lift during a fire - use the stairs.
✓ Call 112 once you are safe and do not enter the burnt building/area.
AFTER A FIRE
✓ Check yourself and others for burns or injuries.
✓ Wait for the fire brigade.


Source - https://cabanahimalaya.ro/


Source - https://cabanahimalaya.ro/


Source - https://cabanahimalaya.ro/

4. MOUNTAIN ACCIDENT/FIRST AID SCENARIO

BEFORE THE MOUNTAIN TRIP

- ✓ Always let someone know your planned route and estimated time of return.
- ✓ Pack your rucksack for travelling
- ✓ Remember to carry a first-aid kit, water, whistle, compass, compass, snacks, torch and a map of the area you're travelling in.
- ✓ Wear clothing suitable for mountain conditions.

IF AN ACCIDENT OCCURS

- ✓ **ASSESS THE SITUATION -** Stay calm, check for hazards and make sure you are safe from falling rocks or other dangers.
- ✓ **CHECK THE INJURED PERSON -** Assess him for consciousness, breathing and visible injuries.
- ✓ **IMPROVISES A STRETCHER**
- ✓ **ESSENTIAL FIRST AID MEASURES**
  - **FOR ABUNDANT BLEEDING -** Apply pressure to the wound using a clean cloth or your hand.
  - **FOR FRACTURES -** Immobilise the limb with a splint using sticks or any strong material.
  - **FOR UNSUSTAINED VICTIMS -** Make sure he has an airway. If breathing, place him in the recovery position.
  - **FOR HYPOTHERMIA -** Keep warm by using extra layers of clothing/protection.
- ✓ Use a whistle, mirror, phone, radio to signal the incident.
- ✓ Be as accurate as possible.
- ✓ Stay put to find your rescuers more easily.

Source -

Source - https://cabanahimalaya.ro/

5. "LOST IN THE WOODS" SCENARIO

BEFORE GOING INTO THE WOODS

- ✓ Always let someone know your planned route and estimated time of return.
- ✓ Pack your rucksack for travelling
- ✓ Remember to bring a first-aid kit, water, whistle, compass, compass, snacks, torch and a map of the area you're travelling in.
- ✓ Wear brightly coloured clothing suitable for mountain conditions.

IF YOU GET LOST!

- ✓ Stay calm - Stop, take a deep breath and stay. Panic leads to bad decisions.

  Use the method.**S.T.O.P.**

  - **S**: STOP. Stop moving and think.
  - **T**: Think about where you were last and any landmarks you passed.
  - **O**: Take in your surroundings - perhaps you see a footpath, a river or other signs?
  - **Q:** Plan your next steps carefully. Move only if you are sure of your direction.

Source - https://cabanahimalaya.ro/

- ✓ Mark your location - with stones, twigs or other materials.
- ✓ Signal for help - whistle three short sounds, make noise.
- ✓ Stay warm and dry - use branches, leaves or emergency blankets to create shelter. Shelter from wind and rain.
- ✓ Find a water source. Purify water by boiling.
- ✓ Use the sun to determine directions (east rising, west setting). If you have a compass, use it to move in a known direction.
- ✓ Don't run without a clear direction/target. Stay focused and conserve your energy.
- ✓ Don't move away from the shelter area once you've marked the spot

IX. ORGANISING SURVIVAL COURSE MODULES IN A SCHOOL

The available space in the Secondary School no. 25/BRAȘOV was used for the analyses
https://www.scoala25brasov.ro/

1. **WHY THIS PROPOSAL** - The organisation and delivery of modules within the mini-course "*Techniques and Procedures for Survival, Living and Living in Emergencies*" is an excellent opportunity to familiarise participants with essential survival techniques in a controlled environment.
2. **BENEFITS**
   - It provides an educational and enjoyable experience for the participants (pupils/parents), helping them to acquire the necessary survival skills in various situations.
   - Not all students have the financial means to attend the course organised by the Eco-Alpine Sports Club / Himalaya Hut Association.
   - Knowledge of survival techniques and procedures become essential in the face of major climate change.
   - The sports hall / sports field, offers a protected space, providing a safe and educational environment and flexible enough for various activities.
   - Even if the sports ground (outdoor/indoor) doesn't have the natural elements of a mountain or wooded environment, you can adapt many of the modules to practise technical and survival skills in a controlled setting.

MAKE SURE EVERYTHING IS SAFE AND THAT YOU HAVE ALL THE NECESSARY EQUIPMENT TO MINIMISE RISKS.

3. **SPACES AVAILABLE FOR ORGANISING THE COURSE**
   a. classroom
   b. the handball court;
   c. gym.

ADAPT THESE SPACES TO THE ACTIVITIES THAT CAN TAKE PLACE!

4. **GENERAL MATERIALS NEEDED**

BASIC EQUIPMENT

- Floor markings to clearly delineate each workshop.
- Survival information packs.
- Presentations with the key elements presented in the workshops
- Maps of the area and information on local vegetation.
- Written exercises for each workshop to be distributed to students/trainees.
- Computer, projector, screen saver, flipp chart, flip chart, chart + spongeflip flipp chart .
- Safety helmets and gloves for the safety of trainees during equipment handling activities.

FIRST AID MATERIALS

- First-aid kits located at several points around the site for rapid intervention in case of an accident.
- First aid guides and rescue techniques.
- Hydration supplies to keep learners hydrated during activities.

OTHER MATERIAL

- Videos and demonstrations to illustrate survival techniques and procedures.

5. **SAFETY CONCEPTS**

- Ensure that all activities are carried out and monitored at all times under the supervision of experienced instructors or supervisors.
- Set up hydration points for learners, especially if activities are long.
- Set an emergency meeting point (e.g. near the gate).
- Provides a point of contact for rapid intervention in the event of an accident.
- Use appropriate protective measures for workshops involving climbing, self-defence and equipment drills.

6. HOW TO ORGANISE SPACES / ACTIVITIES

- To create a varied and effective experience, divide the activities into several themed workshops, each focusing on a specific aspect of survival.

A. OUTDOOR SPACE - The handball court provides an excellent opportunity for workshops that require more movement, such as:

- Simulating survival scenarios.
- Field orienteering techniques and procedures.
- Pitching tents.
- Building improvised shelters.
- Lighting the fire.
- Putting out the fire.
- First aid drills.

B. THE INDOOR SPACE - the classroom and gym - can be used for activities that require a controlled environment and the use of specific equipment, such as:

- Theoretical sessions - presentations, theoretical training, survival plan.
- Self-defence techniques and procedures.
- Techniques for building nodes and links.
- Static exercises - simulations of radio communication, use of whistles.

7. HOW TO ORGANISE SESSIONS/WORKSHOPS EFFECTIVELY

A. WORKSHOP ROTATION

To optimise the use of space and allow each student/learner to participate in all the workshops, you can organise the activities as a rotating circuit.

- Divide participants into small groups (5-10 pupils/trainees).
- Each group spends 30-45 minutes in one workshop, then rotates to the next.
- Make sure that each group gets equal attention and dedicated time for each activity.

B. PLANNING BY DAYS

If time permits (organising activities during the week*School Differently!),* you can organise activities by day, so that each day is dedicated to a specific type of activity.

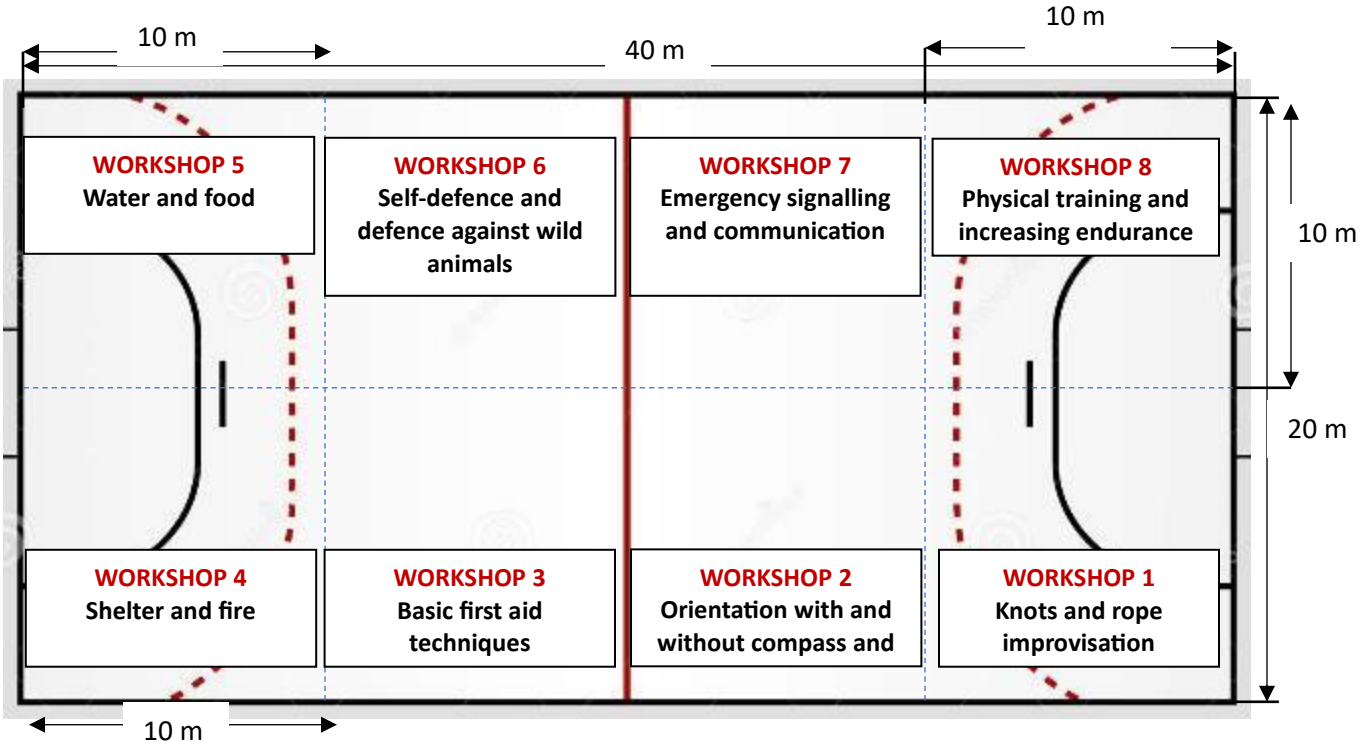
- Day 1: First aid and self-defence.
- Day 2: Outdoor orienteering and survival.
- Day 3: Nodes, links and radio communication.

C. EVALUATION AND FEEDBACK

- At the end of each session, give brief feedback to each participating student/learner, emphasising what they did well and where they could improve. Where they need more work.
- A final assessment session could include an integrated exercise in which students/trainees apply all the skills learnt in a simulated survival scenario.

8. PROPOSALS FOR ORGANISING THE SPACE PROVIDED BY A HANDBALL COURT (OUTSIDE, IN THE SCHOOL YARD) AND THE SCHOOL SPORTS HALL (INSIDE) INTO WORKSHOPS AND ACTIVITIES FOR THE SURVIVAL COURSE

The handball court measures **40m x 20m**, which provides enough space for several separate workshops, each dedicated to a survival theme.



WORKSHOP 1 - KNOTS AND KNOTS / ROPE IMPROVISATION

PURPOSE - Learning to use essential ropes and knots for various essential applications in survival situations and how to improvise equipment from limited resources.

ROOM - 10m x 10m

MATERIALS NEEDED

- Ropes of different sizes (cordeline and paracord) and thicknesses.
- Anchors or bars to practise anchoring.
- Carabiners and other fixings.
- Simulated anchorage points (benches or support posts).

ACTIVITIES:

- Basic knot tying techniques - Essential knots in survival (eight knot, anchor knot, slip knot, catch knot and loops).
- How to use rope and knots for climbing or descending - Using rope in emergencies.
- How to create a makeshift stretcher from ropes and blankets.
- How to improvise a shelter using ropes and materials found in the environment.

WORKSHOP 2 - ORIENTATION WITH AND WITHOUT COMPASS AND SIGNALLING

PURPOSE - To develop orienteering skills in the field, with and without equipment, using traditional methods and careful observation of the environment.

ROOM - 10m x 10m

MATERIALS NEEDED

- Compasses (for comparison with natural orientation)..
- Simple maps (simulating hilly or mountainous terrain).
- Just whistle.
- Small mirrors for signalling.
- Sticks, materials for signals visible at a distance (coloured cloths).
- Markings for directions (sun, shadows, stars).
- Markings for cardinal points (displayed on directions or on the floor).
- Elements from nature (e.g. stones, sticks).
- Objects to simulate natural landmarks (cones, balloons, sticks).

ACTIVITIES CARRIED OUT

- Terrain and its representation on the map.
- Practising positioning on the map and establishing directions using fixed points.
- Orientation with compass and map - Using the compass, reading the compass paper to determine the azimuth of the compass bearing.
- Orientation exercises with and without compass, simulating orientation methods using landmarks (shadow, sun, other natural landmarks).
- Emergency signposting - Use visual and audible signals to attract attention (hand signals, mirrors, whistle).
- Identify cardinal points using the sun, shadows and nature.
- Learning the signs to leave in case of getting lost (field markings with sticks and stones).
- How to set a route out of the forest using natural landmarks.
- Direction markings using simple signs (cones, coloured stripes) to simulate real field orienteering conditions.

WORKSHOP 3 - BASIC FIRST AID TECHNIQUES

PURPOSE - To acquire essential first aid skills, learning how to manage emergencies in difficult conditions without advanced medical resources, how to treat injuries and stabilise victims until help arrives.

ROOM - 10m x 10m

MATERIALS NEEDED

- First aid mannequins (or simulation trainers).
- Bandages, tourniquets, sterile dressings, thermal blankets.
- Improvised craft (sticks, pieces of wood).
- Isothermal sheets for hypothermia.
- Equipment for improvised transport (blankets, sticks, blankets, shirts, improvised harnesses).
- Complete first aid kits.

ACTIVITIES CARRIED OUT

- Practical first aid exercises. Learning the safety position and how to treat minor injuries (cuts, burns, simple fractures).
- Techniques for bandaging and stopping bleeding.
- How to stop bleeding and manage critical situations.
- Health assessment and rapid intervention - how to assess an injured person (breathing, pulse, major injuries).
- Cardiopulmonary resuscitation - exercises on dummies.
- Immobilising fractures and transporting casualties - exercises with improvised splints or bandages.
- Impro improvising bandages and splints out of materials at hand and natural resources (wood, rope, clothes).
- Transporting an injured person using improvised equipment (stretcher made of sticks and clothes).
- How to treat injuries caused by cold or excessive heat.

WORKSHOP 4 - SURVIVAL TECHNIQUES, SHELTER BUILDING AND FIRE LIGHTING

SCOP

- Familiarisation with the different types of improvised shelters (bivouac, lean-to, hut shelters) and knowledge of the importance of fire in survival and the various methods of lighting fires.
- Practising survival in harsh environments, learning how to build a shelter and keep warm.

ROOM - 10m x 10m

MATERIALS NEEDED

- 1/2 per person.
- Waterproof tarpaulins (tarpaulins, tarpaulin sheets).
- Survival sheets, blankets, thermal blanket, sleeping bags.
- Rope.
- Materials to build a simple shelter (ropes, canvas, sticks or other rigid structures).
- Amnar
- Steel bar
- Steel wool
- 9V battery
- Plate and bow of fire
- Matches or lighters.
- Magnifying glass
- Wood splinters, wood shavings, dried grass, dried leaves, bark, unfurled string, lint from bandages, cloth, woollen threads, feathers,
- Pastille candle, cleansing discs, pieces of cloth

ACTIVITIES:

- Pitching a simple tent
- Build a simple improvised shelter to protect yourself from the elements.
- How to use materials available in nature (twigs, sails, leaves) to build shelters.
- Build an emergency shelter with limited material (using canvas, sleeping bags, etc.).
- Exercises to protect against cold and damp - Techniques to protect against hypothermia and hyperthermia.
- How to create effective thermal protection.

- Fire lighting procedures.
- Exercises to simulate a night outdoors with minimal resources.

WORKSHOP 5 - SURVIVAL TECHNIQUES, WATER AND FOOD PROCUREMENT

SCOP

- Practising survival in harsh environments, learning how to get water and food and learning the essential methods of water purification - boiling, filtering, distilling, sedimentation.

ROOM - 10m x 10m

MATERIALS NEEDED

- Water collection containers and portable water purifiers.
- Water purification filter.
- Small animal traps.
- Fish traps.
- Improvised fishing rod.
- Makeshift prairie

ACTIVITIES CARRIED OUT

- Learning the important signs of dehydration.
- Knowledge of water occurrence indicators.
- How to improvise a rainwater harvesting system or water from nature.
- Building an improvised filter (layers of sand, coal, gravel)
- Water filtration through improvised filter.
- The correct procedure for boiling water.
- Identify signs of food and water contamination.
- Recognising edible plants/fungi.
- Build traps to catch small animals and fish.

WORKSHOP 6 - SELF-DEFENCE AND DEFENCE AGAINST WILD ANIMALS

SCOP

- Learning simple self-defence techniques and how to protect themselves effectively in dangerous situations, whether from animals or human attackers.
- Self-defence against human aggressors - techniques for release from traps, defending against blows, blocking.
- Self-defence against animal attacks - Simulated encounters with wild animals, how to make yourself visible, how to avoid attacks.
- Preparing learners to properly handle animal encounters.

ROOM - 10m x 10m

MATERIALS NEEDED

- Sticks and other improvised objects for self-defence.
- Props for simulating animals (or instructors simulating attacks).
- Protective equipment - gloves, protective helmets.
- Boxing bag for practise punches.
- Whistle, improvised anti-bear spray for simulation.

ACTIVITIES CARRIED OUT

- Basic self-defence drills in the face of a human or animal attack - basic kicking, blocking and avoiding attacks.
- Simulate a wild animal attack (how to behave and use sticks or other objects to deter the attack).
- Strategies to avoid and deter wild animals (e.g. bears, wolves, snakes).
- Exercises to simulate the correct reactions in the face of an animal threat: noises, defensive postures, retreat without panic, in case of confrontation with an aggressive animal or person.
- Using objects from nature (sticks, stones) for defence.

WORKSHOP 7 - EMERGENCY SIGNALLING AND COMMUNICATION - USE OF RADIOS

SCOP

- Learning effective communication and signalling methods in case of isolation, wandering, emergency, ensuring that they are able to send effective visible or audible distress signals.

ROOM - 10m x 10m

MATERIALS NEEDED

- Portable radios.
- Headsets for communication in noisy conditions.
- Scenario exercises to simulate isolation.
- Emergency fluids.
- Signal flares (brightly coloured textiles).
- Portable walkie-talkie radios.
- Signalling mirrors (light reflection simulation).

ACTIVITIES CARRIED OUT

- How to use a radio correctly and effectively in case of isolation.- Emergency channels, communication codes.
- Effective team communication - How to convey clear and concise information in emergency situations.
- Isolation scenarios - Simulations in which groups must communicate only by radio to resolve survival situations.
- Practise acoustic and visual signalling (distress, emergency, standard).
- Mirror signalling exercises in bright sunlight or other methods of light reflection.
- Create an SOS signal using mirrors, sails, wood or stones outdoors.
- Understand the basic rules for their use in survival situations.

WORKSHOP 8 - EXERCISE AND ENDURANCE

Avoiding psychological stress and increasing physical and mental endurance

ROOM - 10m x 10m

ACTIVITIES:

- Survival-specific exercise - Functional workouts that develop the strength and endurance needed for survival (jumping, pull-ups, push-ups, running).
- Carrying improvised weights - Exercises to simulate carrying a heavy rucksack or an injured person.

Source - https://www.scoala25brasov.ro/

- Avoiding psychological stress and increasing psychological resilience - techniques to prevent the occurrence of negative psychological reactions, anxiety, fear, hidden form of fear, panic, false rumours.
- Attention-focussing exercises.
- Self-relaxation exercises.

NECESSARY EQUIPMENT:

- Improvised weights (sandbags, water bags).
- Trail obstacles (tyres, jump boxes).

ACTIVITIES CARRIED OUT

WORKSHOP 9 - ONLY IN THE GYM - PANEL CLIMBING TECHNIQUES

SCOP

- Learners will learn basic climbing and belay techniques, developing their confidence in the use of equipment and safe ascent/ descent methods.

LODGED SPACE - 10m x 10m - use a side wall with trellis or a fixed structure/ bars.

NECESSARY EQUIPMENT:

- Climbing ropes.
- Harnesses, carabiners, securing devices.
- Safety helmet.
- Possibly portable climbing wall if the gym allows.

ACTIVITIES:

- Introduction to rock climbing techniques: controlled ascent and descent using belays or bars.
- Understanding the correct way to secure a person and the use of safety equipment.
- Self-rescue techniques in emergency situations (e.g. controlled descent with ropes).

FIRST DAY

Teacher and trainer training

MINI-CURSES

Techniques and procedures for survival, living and life in emergency situations

EMERGENCY PREPAREDNESS. CLIMBING, TRAVERSING, DESCENT TECHNIQUES

OBJECTIVE

- ✓ To impart general knowledge about emergencies and procedures by which students can protect themselves and their families.
- ✓ Learning how to develop a planfamily emergency .
- ✓ Learning how to make and use a disaster survival rucksack.
- ✓ Learning and developing climbing skills / climbing rough mountain terrain

TARGETED RESULTS

- ✓ Trainers are more informed, more capable and better prepared in the event of a disaster
- ✓ Instructors can more easily pass on knowledge of emergency situations and procedures for protecting students.

USE SIMPLE AND ACCESSIBLE LANGUAGE ADAPTED TO THE AGE AND LEVEL OF DEVELOPMENT AND UNDERSTANDING OF PUPILS AND CHILDREN TO CONVEY INFORMATION IN ORDER TO BE TRULY USEFUL AND APPLICABLE IN SITUATIONSEMERGENCY !

DAY ONE PROGRAMME

NOW	CONTENT	FORM
	**DAY 1: EMERGENCY PREPAREDNESS, SURVIVAL KIT, CLIMBING TO THE CRAG, CLIMBING IN RUGGED MOUNTAIN TERRAIN**	
08:00 - 09:00	**OFFICIAL OPENING OF THE COURSE - COURSE PRESENTATION, OBJECTIVES, PARTICIPANTS, INSTRUCTORS, OCCUPATIONAL SAFETY AND HEALTH MEASURES / SSM**	**Theoretical 1 hour**
09:00 - 10:00	**T.1.1. INTRODUCTION TO SURVIVAL - presentation + interactive session** – The importance of survival. – The importance of emergency preparedness. – The Rule of 3" - 3 minutes without air, 3 hours without shelter, 3 days without water, 3 weeks without food." The importance of planning and mental preparation.	**Theoretical 1 hour**
10:00 - 10:15	**Break**	
10:15 - 11:45	**T.1.2. SURVIVAL KIT - practical activity, simulated exercises, evaluation.** – Essentials of a survival kit. – Customise the kit for different environments (urban, rural, mountain).	**Practical part 1 hour 30 minutes**
11:45 - 12:45	**Lunch**	
13:45 - 14:45	**T 1.3. TECHNIQUES AND PROCEDURES FOR PANOE - practical activity**	**Practical part 2 hours**
14:45 - 15:00	**Travel to the climbing wall**	**15 minutes**
15:00 - 17:00	**T 1.4. TECHNIQUES AND PROCEDURES FOR ACCIDENT MOUNTAIN CLIMBING/ CLIMBING - activity**	**Practical part 2 hours**
17:00 - 17:15	**Return to base**	**15 minutes**
TOTAL - 4 ACTIVITIES (1 theoretical/interactive + 3 practical/applicative)		**7 hours 30 min 1 hour 30 min / break + lunch + travelling**

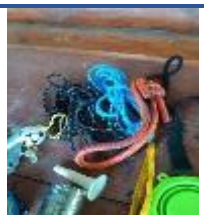
PRACTICAL ACTIVITY - SURVIVAL KIT, 2 hours

MATERIALS NEEDED

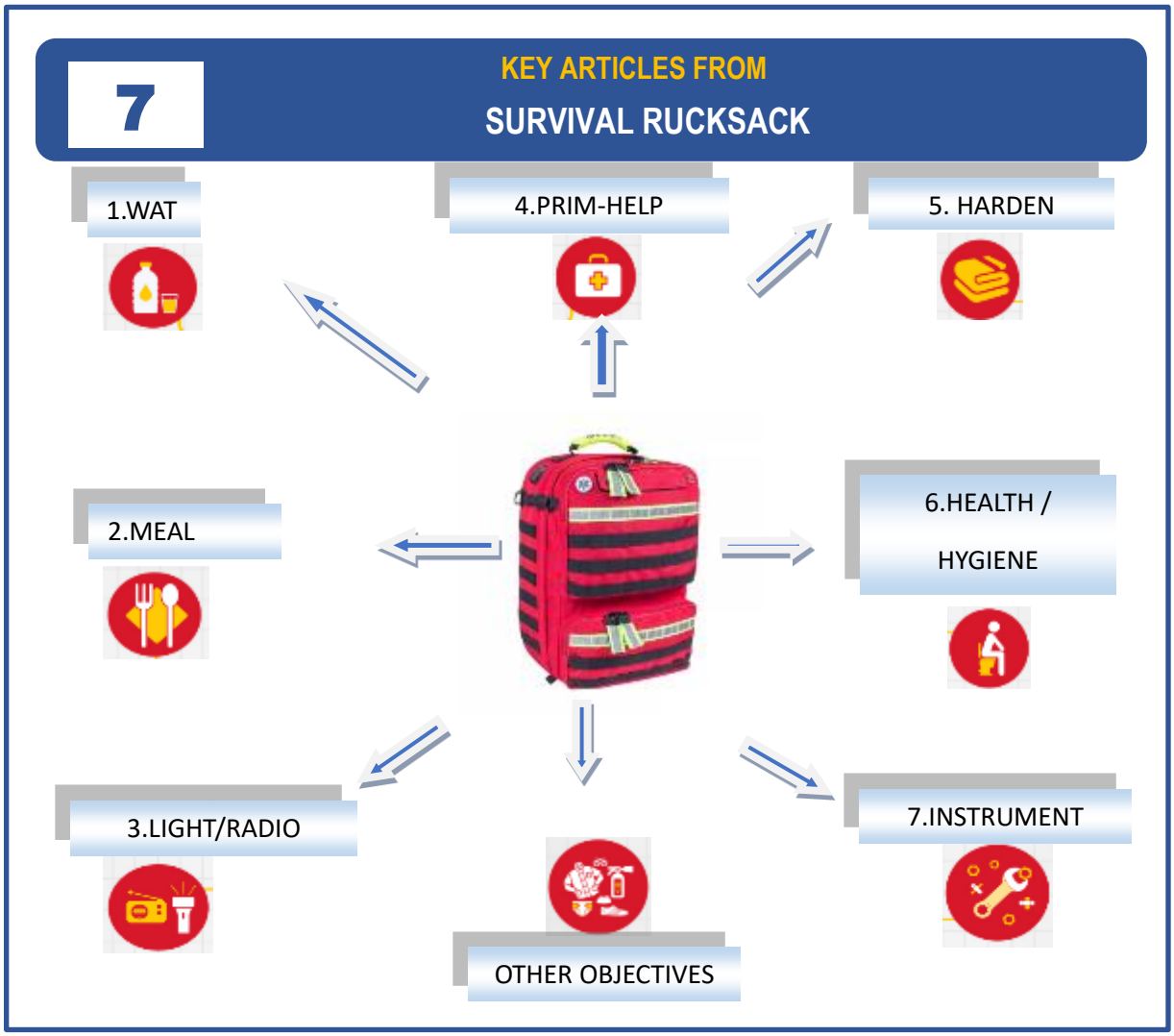
- ✓ Complete survival kits for demonstration
- ✓ Materials for personalising kits (boxes, bags, various equipment)
- ✓ Flipchart or whiteboard for notes and presentations
- ✓ Writing materials and evaluation sheets for participants

<table>
<tr><th colspan="6">SURVIVAL KIT</th></tr>
<tr><td>INTRODUCTION AND OBJECTIVES OF THE ACTIVITY (10 minutes)</td><td colspan="5">- Presentation of the aim of the activity and objectives .(5 minutes)

- The importance of a survival kit in different environments).(5 minutes</td></tr>
<tr><td>ESSENTIAL ELEMENTS OF A SURVIVAL KIT
(30 minutes)</td><td colspan="5">- Overview of key elements
(10 minutes
▪ List of critical materials/equipment required.
▪ Explanations of the usefulness of each elementcomponent

- Practical demonstration (20 minutes)
▪ Physical a complete kit.presentation of
▪ Discussion and handling by each participant of each object, material, equipment.
 
.</td></tr>
<tr><td></td><td>  </td><td>  </td><td>  </td><td>  </td><td>  </td></tr>
<tr><td></td><td>  </td><td>  </td><td>  </td><td>  </td><td>  </td></tr>
<tr><td>CUSTOMISE THE KIT FOR DIFFERENT ENVIRONMENTS (50 minutes)</td><td colspan="5">- Theoretical presentation of kit customisation
(20 minutes)
▪ Urban: specific needs and challenges.
▪ Rural: adaptations needed and resources available.
▪ Mountain: extreme conditions and specialised equipment.
  </td></tr>
</table>

	- **Practical activity** (30 minutes) ▪ **Working groups** - participants are divided into small groups. ▪ **Each group customises a kit for a specific environment (urban, rural, mountain).** - **Presentation and discussion of the solutions proposed by each group.**	
EVALUATION AND FINAL DISCUSSIONS (20-30 minutes)	- **Presentation and evaluation of personalised kits by each group** (10-15 minutes	
	- **Feedback from trainers and participants.** - **Questions and answers.** (10-15 minutes)	
	- **Further discussion and clarification.** - **Final conclusions and advice** (5 minutes)	
	- **Summarising key points.** - **Recommendations for maintaining and updating the kit.**	



DETAILS SURVIVAL KIT

To use to help you survive!

WATER*	– 2x2 litres of water per person for a minimum of 3 days (for drinking, cooking and sanitation). – If you have bottled water, replace it at least once every 6 months.
FOOD**	– Minimum 3 days of non-perishable food per person. – Compact, lightweight foods that do not require cooling, boiling or baking, tinned, dehydrated foods. – Energy bars, biscuits, protein foods (energy bars, jam, juices, coffee, tea). – foods for special diets (diabetes, intolerances, allergies, etc.) – Baby food and/or pet food if necessary. – Check expiry dates regularly.
SHELTER AND WARMTH	– Tent, sleeping bag and thermal sheet for each person, rain jacket or raincoat for each person, hand and body warmers, vinyl tarpaulin for ground cover.

	
FIRST AID 	– Hydrogen peroxide (washing and disinfection). – Antibiotic ointment. – Alcohol and antiseptic wipes. – Long-term prescriptions and medicines. – Analgesics, anti-diarrhoea, antacids or laxatives. – Glucose (if you have diabetes), eye drops, bandages, elastic bandages, splints and triangular bandages. – Dust mask (for filtering contaminated air). – Scissors.
LIGHTING/ RADIO 	– Solar battery or hand crank radio. – Torch + extra batteries. – Combination radio/lantern/mobile phone chargers. – Light sticks and lanterns. – Water-resistant candles and matches. – Whistle (to signal for help).
TOOL 	– Mobile phone. – Multifunctional knife. – Compass, binoculars, maps of the area. – Resistant gloves. – Plastic film. – Sticky tape. – Tow or rescue rope; Shevel and axe. – Can opener; Portable cooker + gas cylinder.
SANITATION / HYGIENE 	– Bucket to be used as a toilet. – Bucket toilet seat. – Garbage bags and plastic ties. – Toilet paper, soap, toothbrush and toothpaste, tissues, sanitary napkins, sunscreen, hand sanitiser, women's supplies and personal hygiene items.
OTHER ARTICLES 	– Sturdy shoes - keep them under the bed. – Underwear / Nappies for children. – Local maps, eye glasses, personal papers, money, cheques, important documents (insurance policies), paper and pencil, water purification tablets. – Fire extinguisher.

**NOTE - an alternative is to use water specially packaged for emergencies, as it has a long shelf life, from 5 to 50 years).*

***NOTE - an alternative is the use of specially formulated food bars and freeze-dried foods for emergency purposes as they have a shelf life of 5 to 25 years.*

LONG TERM WATER STORAGE - Water is a necessity not only for drinking, but also for cooking, cleaning and sanitation. Packaged water is generally suitable primarily for drinking because of the high level of filtration and packaging. For more general purposes, such as cooking and sanitation, it is more economical to store water using larger containers, such as a 200 litre keg, which will provide enough water for a family of 4 for up to 14 days. Store it in a cool, shaded place after filling.

WARNING! - You need to consider the most likely deployment scenario. As a guideline, you should have a stock of food, water and personal consumables for AT LEAST 3 DAYS.

YOUR CHECKLIST FOR YOUR BACKPACK SURVIVAL

✓		✓	
	CORT		WINTER CLOTHING
	HĂRȚI/BUSKET		2X TRICOURS
	WATER / PURIFICATION SYSTEM		2X LONG T-SHIRTS
	MATCHES / LIGHTING A FIRE		2X CHILDREN
	MULTIFUNCTIONAL KNIFE		2X SPORTS TROUSERS
	ROPES / ROPE		1X IZMENE
	TORCH / LANTERN/BATTERIES		1X HOOD/JACKET
	SOAP / PROSOP		HAT/MAN/MAN
	TOOTHBRUSH/TOOTHPASTE		RAIN COVER
	IGENIC HATRED		PROTECTIVE CAP
	IZOPREN / SLEEPING BAG		BOCANCI
	FOOD + WATER + ENERGISERS		2X COTTON SOCKS
	MINIAR ARGAZ + GAS CYLINDER		2X SYNTHETIC SOCKS
	FORK, SPOON		ADIDAȘI
	PLATES, GLASSES		MULTIFUNCTION WATCH
	FOOD CONTAINER		MOBILE PHONE
	DETERGENTS		BINOCLU
	FIRST AID KIT		HERITAGE/CREION
	SUMMER CLOTHING		INSECT SPRAY
	2X TRICOURS		ACTS/BUDS
	2X CHILDREN		SUNGLASSES /
	2X SPORTS TROUSERS		
	1X HOOD/JACKET		

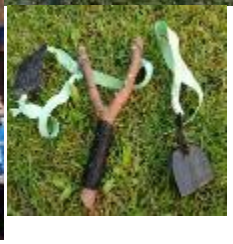













PRACTICAL ACTIVITY - TECHNIQUES AND PROCEDURES FOR HUNGLING/ Climbing in Mountain Terrain, 4 hours (2 hours on the panel + 2 hours in the field)

- ✓ Climbing is a spectacular, extremely intense and physically demanding activity in mountain environments or on vertical walls.
- ✓ It combines physical qualities such as strength, mobility, flexibility, balance with psychological qualities - tenacity, courage, perseverance, willpower.
- ✓ Knowledge of climbing/descent techniques are essential for survival in emergencies.
- ✓ Climbing is an adaptation from walking horizontally to walking vertically.
- ✓ **In survival situations we have to move, regardless of the terrain!**
  - ✓ An adult usually climbs up a difference in level of about 300 metres per hour and descends about 500 metres per hour.
  - ✓ The normal travelling speed in the lowlands is 4 km/hour. In rough terrain and in bad weather conditions, the travelling speed drops to 3.5 - 2 km/hour.

THE CLIMBING SESSION IN THE MINI-COURSE HAS TWO STAGES:

1. INTRODUCTION TO CLIMBING / ASSISTED PANEL CLIMBING

- Basic climbing concepts and techniques in a controlled, safe and exciting environment.
- Safety rules
- Technical aspects of climbing - adapted holds and equipment
- Rope lashing and securing
- The importance of teamwork and
- Develop the skills needed to climb safely, using appropriate equipment and following correct procedures.

- The assisted panel climbing initiation workshop **is organised in a step-by-step** approach, starting with basic techniques to build confidence and get learners used to the equipment.
- **Safety is prioritised** - there will be an emphasis on equipment checks and correct insurance. The aim is for each participant to understand the basic principles of climbing and gain sufficient confidence to progress on routes of varying difficulty.
- Experienced instructors play a key role in guiding each learner, providing technical and psychological support to ensure a positive and safe experience for all participants.

2. HUNTING / CLIMBING IN THE RÂȘNOAVEI GLAYS (10 km west of the town of RÂȘNOV)

- **At Himalaya/Asociatia Sportivă Eco-Alpin we are professionals in this field - the spirit of this place belongs also to the first all-Romanian team to reach the summit of Everest, 8848 metres, in 2003**

1. INTRODUCTION TO CLIMBING / ASSISTED PANEL CLIMBING

MATERIALS NEEDED FOR THE WORKSHOP






Individual equipment:

- Climbing harnesses.
- Safety helmet.
- Specific climbing shoes (espadrilles - provided by the organiser if participants do not have them.
- Safety device and carabiners.
- Suitable (against wind, rain and cold), sunglasses, hat, protective cap.clothing
- Food and water.

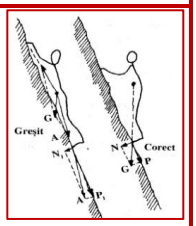
Instructor equipment and insurance

- Dynamic climbing ropes in lengths suitable for the panel (40-50 m).
- Fixed anchor points on the panel.
- Trails marked on the board with different coloured plugs for different levels of difficulty.

Auxiliary equipment:

- Magnesium powder to improve grip.
- Safety sails for route marking and safety zone management
- Corners or protective mats in the lower areas of the panel.

1. THEORETICAL INTRODUCTION TO ROCK CLIMBING AND CLIMBING ON A **2. CLIMBING IN GENERAL** (5 minutes)	**1. WHAT IS PANEL CLIMBING?** - Rock climbing involves climbing vertical or inclined surfaces, using both physical strength and mental skills to overcome challenges. - Panel rock climbing is a controlled method of training, using designed routes and safety equipment. - Climbing on a panel is the first and normally safer step, and it's a great way to learn the basics before moving on to outdoor rock climbing. **2. TYPES OF CLIMBING** - **Free climbing** - climbing with belay, but using only your hands and feet for progress. - **Rope Climbing** - you are belayed from a fixed point at the top of the panel and the instructor/ belayer controls the rope. - **Difficulty Climbing** - where the rope is successively attached at anchor points along the route.
3. CLIMBING SAFETY (10 minutes)	**SAFETY RULES** - Always check your equipment before climbing. - Communicate clearly, openly, loudly and fearlessly with your insurance partner - tell them how you are, how you feel. - Don't start a climb without being properly insured. - Follow the instructions of your instructor and insurer.

	ROLE OF THE INSURER - Your insurer is an instructor and is responsible for your safety - It controls the rope and intervenes in the event of a slip/fall. - Your communication while climbing with your instructor/insurer is essential. 
4. EQUIPMENT PRESENTATION USED (5 minutes)	**HAMMERS** - Support the climber's body. **ROPES** - The rope used is made of elastic material to absorb shock in the event of a fall. **CARABINIERS AND LOCKING SYSTEMS** - used for connecting and locking to the rope **INSURANCE DEVICES**. CLIMBING CLIMBING (espadrilles) - provide grip and precision.**SPECIALLY SPECIFIED LININGS** **PROTECTIVE HELMET** - protect your head in case of a fall. 
5. HANDS-ON ACTIVITIES ON THE ASSISTED CLIMBING WALL	**HEATING** - **GENERAL WARM-UP** - stretches, exercises for joints of hands, shoulders and legs. **SPECI SPECIFIC WARM-UP** - light movement exercises on the board, balance exercises and basic movements.  
- **Learning climbing technique**	**BASIC CLIMBING TECHNIQUE:** - **BODY POSITIONING** - distribute your weight correctly on your arms and legs to save energy. - **GRIP TECHNIQUE** - the types of plugs and how to use your hands correctly to grip the panel. - **FOOT POSITIONING** - placing your feet correctly on the small sockets for balance and propulsion. - BALANCE AND WEIGHT TRANSFER - using centre of gravity to maintain stability.   

<table>
<tr><td></td><td>The instructor gives real-time feedback, correcting mistakes and offering advice on how to improve your technique.
    </td></tr>
<tr><td rowspan="3">6. INSURANCE EXERCISES</td><td>CORRECT ATTACHMENT OF HARNESS AND
- The instructor shows how to attach the harness and how to tie the rope to the belay point.
- Double eight knot - learners will learn how to tie the safety knot to tie the harness rope  </td></tr>
<tr><td>SIMULATING A FALL (under controlled conditions)
- Instructors will simulate a controlled fall to teach insurers how to react quickly and safely in such situations.  </td></tr>
<tr><td>- After mastering the easy routes, learners will progress to medium difficulty routes, where the holds are smaller and require more precision.
- Focus on efficient movement and energy saving.</td></tr>
<tr><td>7. PERFORMANCE EVALUATION</td><td>INDIVIDUALISED FEEDBACK FOR EACH LEARNER
- It emphasises strengths and areas for improvement (body positioning, grip, balance technique).  </td></tr>
<tr><td>8. PRACTICAL CHALLENGES</td><td>- Organising a friendly competition between learners, on simple routes, to stimulate the application of the skills learnt in a fun context.</td></tr>
</table>

2. ROCK CLIMBING / ABSEILING	
1. ACTIVITY OVERVIEW - the purpose of the activity and the importance of rope climbing in the context of survival. (1 minute)	- Today we will learn rope climbing and rope descent techniques, which are essential for survival in rugged terrain or challenging environments. - Your safety is our priority, so you will have to respect every instruction and follow the correct procedures to the letter. The instructors are here to guide and assist you. 
2. PRESENTATION OF CLIMBING EQUIPMENT (10 minutes)	**FRUGE -** types, characteristics and checking. - We will use climbing ropes made of durable material, specially designed to support your weight. CAUTION - Before each use, make sure the rope is not worn, cut or broken. 
	HARNESSES - types of harnesses, correct fitting and checking them. - Each participant will wear a climbing harness. It's important that the harness fits snugly, not too loose or too tight to avoid slipping or discomfort. 
	CARABINIERS AND KNOTS - presentation of the carabiners and knots used, including their fastening technique - The carabiner will be firmly fixed to the anchor points of the harness and rope. - We will practise making knots, such as the simple figure-eight knot, which is essential for our safety. 
	PROTECTIVE HELMET - the importance of wearing one. A helmet is mandatory to protect your head from falling rocks or other objects. 
	GLOVES - for better grip and hand protection we can use gloves. 
3. EXPLAINING THE CORRECT CLIMBING AND DESCENT TECHNIQUE (10 minutes)	**ROPE CLIMBING** - When you start climbing, use both feet and hands to balance and support yourself. - Always maintain a firm point of contact with the rope. - **Step 1 -** Body position - the body should be slightly leaning towards the rope with knees slightly bent. - **Step 2 -** Coordinated movement - lift your legs and hands simultaneously to move forward. 

	AB AB ABSEILING  - When descending, the body should be positioned at an angle of about 90 degrees to the wall or rock. - The hand holding the rope at the top is for brake control, and the bottom hand adjusts the descent speed. - **Step 1 -** Body position - keep your body lying flat, feet firmly against the wall, controlling the rope with your hands. - **Step 2-** Controlled descent - use the rope as a brake to adjust the descent speed.
4. CHECKING EQUIPMENT AND SAFETY BEFORE STARTING WORK (10 minutes)	**HARNESS AND CONTROL**  - Instructors check each participant to make sure the equipment is correctly fitted. - We will do a final equipment check before we start climbing (harness, knots and carabiners).
	CHECKING THE ROPE AND ANCHOR POINT  - Instructors inspect anchor points and rope for safety. - The anchor points must be solid and well secured to support the weight of the participants
5. SAFETY RULES AND INSTRUCTIONS (3 minutes)	**LISTENING CAREFULLY TO INSTRUCTORS** - Explain the importance of following instructions without deviation. - It is very important to listen to your instructors and not improvise. - All movements must be controlled and assisted.

	COMMUNICATION SIGNALS
	- We will use the following basic commands during climbing and descending.
	  - **STAND UP**! (for climbing),
	  - **CLEAR**! (for descent),
	  - **BRAKE**! (to stop the descent).

	RULES OF - We don't run, we don't get distracted, and we always respect the space and safety of other participants. - Maintain concentration during activity and do not make sudden or uncoordinated movements.
POSSIBLE PROBLEMS AND SOLUTIONS (3 minutes)	**SLIPPING OFF THE** **What should you do if you feel yourself slipping?** - If you feel yourself slipping, squeeze the rope with your hands and feet, and try to support yourself firmly again.
	PROBLEMS WITH **If a knot is loose or wrong.** - Notify the instructor immediately if you notice that the knot is not correct. Knots should be tightened and checked constantly.
	EXCESSIVE HAND FREQUENCY (rapid descent): **How to avoid rope burns from going down too fast.** - Go down slowly and steadily control your speed using your brake hand. In the event of an uncontrolled descent, squeeze the rope harder and slow down gradually.

PRACTICAL EXERCISE (60 minutes)	**INITIAL SIMULATION** **Instructors demonstrate the climbing and descent process, and participants follow the steps under supervision.** - We will do a simulation where each participant will practise climbing and descending under the supervision of the instructors.  **ASSISTANCE ALONG THE WAY** **Instructors provide real-time tips and corrections to ensure correct execution.**
Conclusion and feedback	- **EQUIPMENT RE-ASSESSMENT -** After the work is completed, the equipment is checked for damage. - **QUESTIONS AND CLARIFICATIONS -** - If you have any questions or concerns, don't hesitate to ask them now. - It is important to fully understand the process for future activities.

DAY 2

Teacher and trainer training

MINI-CURSES

Techniques and procedures for survival, living and life in emergency situations

SHELTER, FIRE, ACTIVITIES ON NIGHT TIME

OBJECTIVE

- To impart general knowledge on survival and emergency planning and preparedness.
- Learning how to build a makeshift shelter.
- Fire lighting techniques.
- Learning how to act at night. Emergency communication. Emergency signs and signals. Working with communication devices.

TARGETED RESULTS

- Trainers are more informed, more capable and more prepared for survival in an emergency.
- Trainers can more easily pass on knowledge about emergencies and procedures for protecting children in emergencies.

USE SIMPLE AND ACCESSIBLE LANGUAGE ADAPTED TO THE AGE, DEVELOPMENTAL AND COMPREHENSION LEVEL OF PUPILS AND CHILDREN TO CONVEY INFORMATION IN ORDER TO BE TRULY USEFUL AND APPLICABLE IN EMERGENCY SITUATIONS!

	**DAY 2: SHELTER AND FIRE, SHOOTING, NIGHT ACTIVITY**	
08:00 - 09:00	**T.2.1. BUILDING THE FIRE FIRE / FIRE FIRE HEATING - presentation + interactive session.** **DEPOSIT/1** – Types of emergency shelters. – Construction materials and techniques. – Selecting the right place to shelter. **FOCUS /1** – The importance of fire for survival (heat, cooking, signalling, drinking water). – Methods of lighting a fire (with and without matches/lighters).	**Theoretical** **1 hour**
09:00 - 09:15	**Break**	
09:15 - 11:15	**T.2.2. BUILDING THE ADDRESS- practical activity, simulated exercises, evaluation.** – Choice of location – Building a makeshift shelter	**Practical part** **2 hours**
11:15 - 11:30	**Break**	
11:30 - 13:30	**T.2.3. FOCUS /2 - practical activity, simulated exercises, evaluation.** – Lighting the fire. – Fire safety.	**Practical part** **2 hours**
13:30 - 14:30	**Lunch**	
20:00 - 22:00	**T.2.4. PRACTICAL ACTIVITIES AT NIGHT.** – Emergency communication. Emergency signs and signals. Working with communication devices (telephones, whistles, radios). Isolation situations.	**Practical part** **2 hours** **30 min.**
TOTAL - 4 ACTIVITIES (1 theoretical/interactive + 3 practical/applicative)		**7 hours 30 min. activities** **1 hour 30 min / break + lunch**

PRACTICAL ACTIVITY - BUILDING THE ADDRESS , 2 hours

- Choice of location
- Building a makeshift shelter

OBJECTIVE - Practical exercise for choosing the right place and building a simple improvised shelter. Application of theoretical knowledge learnt during the previous activity.

- Encourages questions and active involvement from participants throughout the activity.
- Make sure that each participant has the opportunity to get physically involved in the building process to learn by doing.
- It emphasises the importance of safety every step of the way, from site selection to shelter construction.

CARRYING OUT THE ACTIVITY

1. INTRODUCTION AND OBJECTIVES (2 minutes)	- Now we're going to put into practice what we've learnt about choosing a shelter site and how to build a simple improvised shelter.	

2. CHOOSING A PLACE TO SHELTER
(5 minutes)
- Site selection criteria: protection, resources, hazards.
- Steps to follow for site assessment.
	- We'll start by choosing the right place to shelter.
	- We need to assess wind protection, access to resources such as water and building materials, and avoid hazards such as flooding and landslides.
	- Choose a flat, dry surface.
	- Compare good examples with bad ones and why they are good or not!
	- Talk to colleagues, work as a team!
	- Break into teams and analyse the terrain around you.
		- **Stretchy and tall enough - comfortable.**
		- **Soft but stable soil.**
		- **Allow:**
		  ○ Observation.
		  ○ Leaving.
		  ○ Signposting.
		- **Provide protection:**
		  ○ Wild animals.
		  ○ Insects.
		  ○ Poisonous plants.
		- **Avoid:**
		  ○ Flood areas
		  ○ Areas with possible avalanches
		  ○ Sharp stones and roots
		- **Not under dry trees.**
		- **At least 100 metres from water**
		- **Protected from sun, wind, current.**
		- **Light and warming from the morning sun.**

3. OVERVIEW - THE ESSENTIAL STEPS TO CHOOSING YOUR VENUE (2 minutes) - Choose a flat, stable spot - ideally a flat area without large rocks, roots or uneven ground. - A slightly elevated spot is better than a low spot to avoid water pooling in rain.		

- Make sure the site is clean - remove twigs, stones or other objects that could damage your tent or disturb you while you sleep. - Check the direction of the wind - pitching your tent with its back or a more wind-resistant side can prevent it from being blown over by gusts.		
4. Team division - 5 teams x 4 people - 20 learners (5 minutes)	- Let each team identify a suitable place for their shelter, taking into account the criteria discussed.	
5. Building a simple improvised shelter (30 minutes) • Materials needed: wood, leaves, sails, etc.	- We will continue with the construction of the shelter. - Distribute the necessary materials to each team. - Guide teams through the steps of shelter construction: - Select and prepare branches for the main structure. - Ensure structural stability with knots and braids. - Use leaves or sheets for roofing and insulation	 
    **STEP 1 - Gathering branches** **STEP 2 - Building the frame** **STEP 3 - Covering**		
6. Evaluation of built shelters (15 minutes)	- Each team presents its shelter. - **Evaluation criteria:** - stability, - protection, - comfort. - Discussion on strengths and what could be improved. - They give constructive feedback and discuss what they have learnt in the process.	

7. Summary and conclusions (10 minutes) • Recap of the key steps for choosing the site and building the shelter. • Lessons learnt and the importance of practical exercise.	- Let's recap what we've learnt today. - We discussed the criteria for choosing the right place and built a simple improvised shelter. - The practical exercise helped us to understand the importance of planning and execution.	
8. Q&A - Suggestions for improving the work (10 minutes)	- Encourage participants to share their experiences and discuss their challenges. - Conclude the activity by emphasising the practical importance of the knowledge gained.	

9. CUT INSTALLATION (20 minutes)

1. Find the right place for the tent, respecting what you have learnt.
2. Spread the base foil (optional) - this will protect the bottom of the tent from moisture and abrasion.
3. Remove all the tent components (the tent itself/outer material); tent poles; tent pegs; anchoring pegs; stabilising ropes. **Unpack** all components and check that you have everything.
4. Assemble the tent poles - small tents have two main poles, which are interconnected by an internal elastic system. Join the poles together and stretch them out completely.
5. Insert the sticks through the tunnels (clips) of the tent.
6. Raise the tent as you tighten and secure the poles.
7. Fix the sticks into the ground - at the ends of the sticks, there are corners or loops into which you insert the sticks to tension the tent. This step helps lift the tent structure.
8. Anchor the tent with the pegs. - Drive the pegs at an angle of about 45 degrees to the ground for better anchoring.
9. If your tent has stabilising ropes, stretch them out and also anchor them with pegs to provide extra support in high winds.
10. Put up the tarpaulin - if your tent has an extra tarpaulin for rain protection, drape it over the tent and make sure it covers all essential areas. This needs to be tensioned, usually with string and nails.
11. Check tension and stability - once the tent is fully erected, make sure all the ropes and pegs are taut and the tent is standing firmly.
12. Check that there are no wrinkles in the fabric and that it is tightly tensioned to prevent rainwater build-up.

13. Go and inside adjust the inside of the tent, tidy it up and adjust the opening for ventilation. **14. Place an isoprene** or inflatable mattress inside for comfort. **Now your tent is ready!**	

10. BUILDING A SIMPLE A-FORM SLOPED "A SQUARED A-frame "(20 minutes)

MATERIALS NEEDED	- Waterproof film (tarpaulin) - 2x3 m. - String/paracord - about 5-6 metres. - Sticks, if you don't have trees available around for anchoring. - Sharp nails or sticks - to fix the foil into the ground. - Optional - leaves or twigs for extra insulation.

CONSTRUCTION STEPS

1. FIND A PLACE

In addition to the general shelter requirements, the A-shaped shelter requires two anchor points (two large trees or sticks) about 2-3 metres apart.

2. STRETCH THE MAIN LINE (RIDGE)

- Tie the paracord or string about 1.2 to 1.5 metres high between two trees, at the right distance for your foil.
- This will be the centre line of the shelter.
- Make sure the string is taut and strong to support the foil.

SOURCE - https://cabanahimalaya.ro/

2. SPREAD THE FILM OVER THE

- Place the foil over the tied string so that it forms a triangle, with both sides hanging down to the ground in an 'A' shape.
- The centre of the foil should be directly above the string

3. FIX THE CORNERS OF THE FOIL TO THE GROUND

- Use nails, sticks or stones to fix the four corners of the foil into the ground.
- Spread the film tightly enough to prevent water or wind getting underneath.
- **Hammer the nails at a 45-degree angle to** the ground to ensure a better grip.

SOURCE - https://cabanahimalaya.ro/

4. TENSION AND SECURE THE EDGES

- If the foil has anchor holes (metal eyelets), use extra string to tension the side edges, tying the string to sticks or anchoring them with other nails or stones so that the shelter is taut and stable.
- If the foil doesn't have holes, you can create loops in the corners of the foil by using small stones wrapped in the fabric and tying them with string.

SOURCE - https://cabanahimalaya.ro/

5. CHECK STABILITY - Make sure that the foil is well tensioned and that the shelter is not too high to provide adequate wind protection. - If the shelter is too high or you feel it doesn't provide enough protection, you can add leaves, twigs or other natural materials around the edges to improve insulation	 SOURCE - https://cabanahimalaya.ro/
WARNING! - Place the shelter with one side perpendicular to the wind direction so that the wind doesn't blow directly inside. - If it's cold, you can put leaves or twigs under the sheeting to create a moisture barrier and keep warm Leave some space between the ground and the edge of the film to allow air to circulate and prevent condensation.	

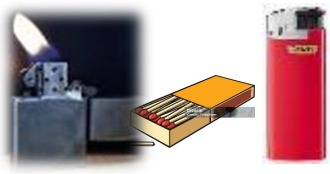
PRACTICAL ACTIVITY - FIRE , 2 hours

- Fire lighting techniques.
- Fire safety.

OBJECTIVE - Practical exercise on fire lighting techniques. Application of theoretical knowledge learnt during the previous activity.

- Encourages questions and active involvement from participants throughout the activity.
- Make sure that each participant has the opportunity to get physically involved in the process of lighting the fire to learn by doing.
- It emphasises the importance of safety at every step of the job, from choosing where to build the fire to lighting it and maintaining the burn.

THE CONDUCT OF BUSINESS

1. INTRODUCTION AND OBJECTIVES (5 minutes)	- Now we're going to practically unfold what we've learnt about choosing where to build a fire, essential techniques for lighting a fire, fire maintenance and using fire safely. - We'll cover several fire lighting techniques, from traditional to modern methods. - It is important to know several techniques to be prepared in any situation	  SOURCE - https://cabanahimalaya.ro/
2. LIGHTING FIRES WITH MATCHES AND (10 minutes) • Demonstrating the correct use of matches	- We demonstrate how to use matches and lighters correctly to light a fire. - It is essential to take safety measures to avoid accidents.	

• Demonstrating the correct use of lighters • Precautions and advice		
3. LIGHTING FIRES WITH AMBER AND STEEL (20 minutes) • The use of amber and steel to produce sparks and light fires.	- We'll show how to use an amber and steel to produce sparks and light the fire. - Preparing amber and steel - Spark production technique - Participants will have the opportunity to practise this technique.	 SOURCE - https://cabanahimalaya.ro/
4. FIRE IGNITION BY (15 minutes) • Preparing materials (fire plate, fire bow) • Friction technique to produce heat	- We will demonstrate the friction fire lighting technique, using the fireboard and firebow. - Participants will practise this method to understand how to generate enough heat to light the fire.	SOURCE - https://cabanahimalaya.ro/ 
5. LIGHTING A FIRE WITH A LENS (15 minutes) • Using a lens or juice/beer cans • Focusing the sun's rays where the fire is lit • Necessary conditions (strong sun)	- We'll show how to use a lens to light a fire by concentrating the sun. - Participants will try this technique, weather permitting.	 SOURCE - https://cabanahimalaya.ro/
6. LIGHTING FIRES WITH BATTERY AND STEEL WOOL (15 minutes) • Battery and steel wool preparation • Creating sparks using electrical contact	- We'll demonstrate how to use a battery and steel wool to create sparks and light a fire. - Participants will practise this method to understand the process.	 SOURCE - https://cabanahimalaya.ro/
7. SAFETY MEASURES (15 minutes) • Selecting a safe place to light a fire • Creating a protective barrier (fire pit, stones) • Keep a source of water or sand nearby	- Fire is a powerful tool, but it can be dangerous if used incorrectly. - We'll discuss common risks and why it's essential to follow safety measures. - We explain how to select a safe place to light a fire and how to create a protective	 

<table>
<tr><td></td><td>barrier to prevent the flames from spreading.
- We discuss the importance of keeping a source of water or sand nearby.</td><td></td></tr>
<tr><td>8. MANAGEMENT
(15 minutes)</td><td>- What to do in case of uncontrolled burning
- We show you practically how to put the fire out correctly, using water or sand, and how to check that the fire is completely out to prevent reignition.
- Using an improvised fire extinguisher
- Evacuation procedures</td><td> 
SOURCE - https://cabanahimalaya.ro/</td></tr>
<tr><td>9. RECAP AND QUESTIONS
(10 minutes)</td><td colspan="2">- Recap of fire lighting techniques
- Summary of safety measures
Questions and answers</td></tr>
<tr><td colspan="3"> 
SOURCE - https://cabanahimalaya.ro/</td></tr>
</table>

PRACTICAL ACTIVITIES AT NIGHT. Communication in emergency situations. Emergency signs and signals. Working with communication devices (telephones, whistles, radios). Isolation situations - **2 hours**

MATERIALS NEEDED

- Communication devices (telephones, radios, whistles, mirrors).
- Visual signalling materials (mirrors, lights).
- Writing materials and evaluation sheets for participants.
- Flipchart or whiteboard for notes and presentations.

WHAT PRESENTS	HOW TO PRESENT
1. **THE IMPORTANCE AND CHALLENGES OF NIGHT TIME ACTIVITIES** (10 minutes)	- **The aim of night-time activities** - preparing for situations where survival may depend on the ability to navigate, communicate and act effectively in the dark. - *It's important to be prepared for night-time activities as accidents or emergencies can happen at any time.* (5 minutes)

	- **Specific conditions at night**
	  - **Poor visibility -** lack of natural light, which reduces orientation and increases the risk of accidents.
	  - **Distance and terrain perception -** at night, the terrain may look different and distances are harder to judge.
	  - **Low temperature -** at night the temperature drops, requiring extra measures to keep warm.
	  - **Psychological factors -** fear and uncertainty can be amplified by darkness, affecting judgement and reactions.
	(5 minute)

2. PROPER USE OF EQUIPMENT AT NIGHT (20 minutes)

FRONT LANTERN (2 minutes)


SOURCE - https://cabanahimalaya.ro/

- Head torches are extremely useful for outdoor activities such as camping, hiking, exploring or other situations where you need hands-free and directional lighting.
- In a remote environment or on a long trip, a torch that drains its battery quickly can be a serious problem, so it's important to manage your power efficiently
- *Use the light at the minimum brightness needed to save battery power and to avoid impairing night vision*

LIGHTING MODES (3 minutes)

- **Low light mode -** ideal for close-up activities such as reading a map or setting up camp at night. Lowest power consumption.
- **Medium light mode -** good for walking light trails or other activities when you don't need maximum light.
- **Bright light mode -** useful for situations where you need maximum visibility, such as in low-light conditions or when searching for an object in the dark. Consumes more power, so use in moderation.
- **Flashing mode -** used for emergency signalling. Low power consumption and high distance visibility.
- **Red light -** useful for night vision and battery saving.

LED HAND LIGHTER with LED and HAND HOLDING BRACKET / LARGE HAND LAMP (5 minutes)


SOURCE - https://cabanahimalaya.ro/

- **Recommended to be led** - provides bright light, lower power consumption, longer life.
- They have compact size and portability.
- You can adjust the light intensity.
- They are water and shock resistant, depending on the model.
- There are models that include special features, such as strobe lighting or SOS signalling.
- They can work with rechargeable (lithium-ion) or classic batteries (AA, AAA).
- There are also flashlights with solar batteries or USB charging.

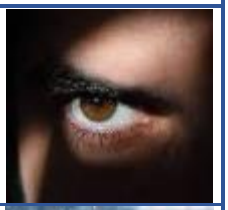
TIPS FOR BATTERY CONSUMPTION MANAGEMENT (2 minutes)

- **Choose the right light mode for your situation -** use strong mode occasionally. For trail riding, medium or low light mode is sufficient.
- **Switch the torch off when not needed -** resting, camping etc.
- **Use the lock function** to prevent accidental switching on
- **Rechargeable batteries** are more efficient in the long term **and** can be reused. Some modern torches allow USB charging. Make sure you fully recharge them after each use to maximise their lifespan
- **Keep the torch and batteries in an inside pocket** to protect them from the cold when not in use. Temperature affects the life of a battery.


SOURCE - https://cabanahimalaya.ro/

- **Learn to adjust the beam angle to avoid wasted light** and direct light exactly where it's needed.
- Before each outing, **make sure the battery is fully charged or that you have spare batteries,** especially if you know you'll be away from a power source.
- If you won't be using the torch for a long period of time, remove the batteries to prevent slow discharging and avoid corrosion or leakage of substances from the batteries.
- Always take with you **spare batteries** (or an extra battery if the torch is USB-chargeable) when hiking or other outdoor activities

ADAPTING YOUR EYES TO THE DARK (5 minutes)



- It's a natural process, essential for survival and optimal functioning in low-light environments.
- It takes about 20-30 minutes for your eyes to adjust to the dark.
- Avoid direct exposure to bright light during this period.

EQUIPMENT (5 minutes)

- **Use thermal gear for night-time activities** to cope with low temperatures at night.
- **Use layered clothing** and make sure you have **extra protection** for your head, hands and feet.

EMERGENCY SIGNALS (30 minutes) - Next, we will discuss emergency signals and their importance in critical situations. We will cover the types of signals you can use in emergency situations and why it is essential to standardise them to avoid confusion.

THE IMPORTANCE OF STANDARDIZING SIGNALS (4 minutes)

AVOIDING CONFUSION

- It is essential to use standardised signals to avoid confusion. Internationally recognised signals, such as three triangle-shaped strobes or three short whistles, are clear and easily understood by rescue teams.
- Standardisation ensures that our message is understood correctly and quickly, reducing reaction time for rescuers.

EFFECTIVE COMMUNICATION

- In emergency situations, every second counts. Using standardised signals allows efficient and fast communication, which can save lives.
- The use of non-standard signals can lead to misinterpretation and delay rescue intervention.

BACK

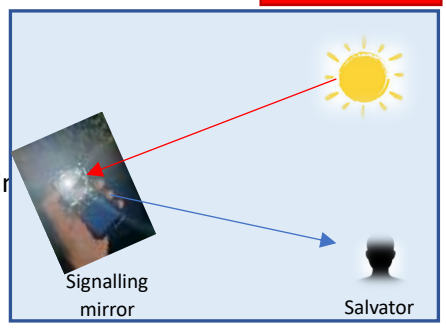
I encourage you to learn and practice these signals, as knowing and applying them correctly can make the difference between life and death in an emergency situation. Thank you for your attention and we are open to questions.

VISUAL SIGNALS (5 minutes)

EXAMPLES OF VISUAL SIGNALS:

- **FIRE SIGNS -** light a big fire or use coloured smoke to attract attention.
  - **Fires** are visible from long distances and are easily recognisable outdoors.
  - It's important to create three triangle-shaped lights as this arrangement is internationally recognised as an emergency signal.
- **MIRROR SIGNALS -** reflecting sunlight using a signalling mirror
  - Signalling can be used to send signals to aircraft or ships.**mirrors**
- **FLAGS OR COLOURED BANNERS -** use brightly coloured flags to mark your location.
  - **Red or orange flags** are highly visible and can quickly attract attention. They can be placed in the open or raised on a pole.

EYELIGHTS - **SIGNALLING TECHNIQUES** (3 minutes



- Mirror signalling techniques are simple methods, but effective, visual messages over long distances, using sunlight reflected by a mirror.
- They are used for a variety of purposes, from communication ir from emergency to military tactics and navigation.
- In survival situations, mirror signalling is a effective way to attract the attention of rescue teams, visible from a long distance, even from the air.
- The mirror reflects the sun's rays in a concentrated beam of light that can be seen from kilometres away in good conditions.
- To steer the beam, an alignment technique is used between the signalling eye, the mirror and the desired target.
- There are specific mirrors for signalling.

HOW DO I DO IT PRACTICALLY?

- Position the mirror in the direction of the sun.
- Then, you aim at the target - the direction you want to send the signal - align the mirror so that the reflection of the light is directly visible on the target or person (most modern signalling mirrors have a small sighting hole through which you align).
- The most effective technique is to move the mirror to create a flash effect that is easy to see.

Advantage:

- The mirrors are small, easy to transport and energy-efficient.
- They can cover long distances (up to 15-20 km in optimal conditions) and are visible even in remote areas.

Limitations:

- They require sunlight and are ineffective at night or in cloudy weather.
- The reflex must be well directed to attract attention and not miss the rescuer/recipient.

HEARING SIGNAL (2 minutes)

Examples of auditory signals:

WHISTLE - the use of a whistle to emit distinct sound signals.

- A whistle can be heard from long distances and is easy to use. A signal of three repeated short whistles is internationally recognised as an emergency signal.

SHOUTING - using your voice to shout for help.

- Shouting can be effective, but is limited by voice strength and environmental conditions. However, they can be useful in immediate danger.

BEAKING - striking metal objects or wood to produce loud sounds.

- Hitting a tree branch with a stone or other object can create a sound loud enough to be heard from a distance.

FLOWERS - TYPES AND EFFICIENT USE (3 minutes)

TYPES OF WHISTLE

- There are different types of whistle, but the most recommended is the survival whistle, which produces a powerful, penetrating sound.

USE

- A whistle can be heard from great distances and is extremely useful in situations where voices cannot be heard.
- **THE STANDARD EMERGENCY SIGNAL IS THREE SHORT, REPEATED WHISTLES.**
- Make sure you have the whistle handy, for example, attached to your survival kit or keys.

Practical demonstration (20 minutes)

- Practise signalling with whistles and mirrors.
- Visual and auditory signalling exercises in small groups.

WORKING WITH COMMUNICATION EQUIPMENT (15 minutes) - using telephones, radios, whistles and mirrors - the advantages and limitations of each

TELEPHONES - USE AND LIMITATIONS IN EMERGENCY SITUATIONS (7 minutes)

USE

- Mobile phones are probably the most common communication device at our disposal. In emergency situations, the first thing we usually do is call for help by phone.

LIMITATIONS

- Mobile phones have significant limitations. They can lose signal in remote or rural areas, and batteries can drain quickly.
- During emergencies/natural disasters, mobile phone networks may be overloaded or even unavailable.

PRACTICAL TIPS

- Keep your mobile phone charged and it's good to have an external battery to hand. Also, for navigation and orientation, learn to use computer apps that work offline.

RADIO STATIONS (7 minutes) - radio stations are essential for short-distance communication when there is no phone signal.

TYPES OF RADIO STATIONS

- There are several types of radios useful in emergencies.
  - **Portable walkie-talkie radios**
  - **PMR radios** - operate on specific frequencies that are licence free and are ideal for short to medium range communications. They are usually small and easier to use.
  - **Amateur radio stations** - require a licence but offer greater coverage and are ideal for long-distance communication.

HOW DO I USE THEM?

- **It's important to establish communication channels** before working at night. Before using a radio station, familiarise yourself with emergency frequencies and local communication channels.

COMMUNICATION TECHNIQUES

- In emergencies, communicate briefly, clearly and to the point so as not to block frequencies.
- Use specific codes and language (international phonetic alphabet for letters) to avoid confusion.
- Avoid overlapping messages.

STRUCTURE OF A **STANDARD RADIO MESSAGE**

- Who transmits.
- Who it's for.
- Main message.
- Acknowledgement of receipt.

EXAMPLE MESSAGE - *Alpha Team to TeamBravo , we have reached the rendezvous point. Over.*

If you have a weak signal, raise the aerial as high as possible and reduce the distance to the caller. Check the battery level constantly.

PRACTICAL RADIO COMMUNICATION EXERCISE (15 minutes)

- Divide participants into remote teams and ask them to communicate with each other using their radios, simulating an emergency situation.

Objective - To practise radio communication techniques, including the transmission and reception of messages under real-life conditions with interference or physical barriers.

Possible scenarios

- Team *Alpha* announces to Team *Bravo* that they have discovered a health problem in one of their members.
- *The Bravo* team transmits rescue co-ordinates or changes location details of the rendezvous point.
- Simulate a situation where the radio signal is weak and messages need to be transmitted efficiently and clearly. Use short, clear sentences to compensate for signal loss and avoid interference.

MANAGING ISOLATION SITUATIONS (15 minutes)

- Participants are divided into small groups.
- Each group will create emergency scenarios and use the devices to communicate and signal.
- Instructors provide feedback and suggestions for improvement.
- Isolation can occur when you get separated from your group, lose your way or in bad weather conditions
- **Priorities in situations of isolation**
  - Remain calm and assess the situation.
  - **Signpost your position -** your light, mirror, whistle, other audible signals.
  - **Create a temporary shelter** using the environment or personal equipment.
  - **Manage your available resources -** water, food, energy and communication.

NIGHT TIME ORIENTATION AND DISPLACEMENT PRACTICES (15 minutes) - practise orienteering at night using head torches and clues from nature. How to follow a set route without getting off track and how to maintain your orientation using visual cues and sound.

- **Organise a short night hike** where participants have to find pre-determined landmarks based on directions.
- **Create the situation and see how they act if they need to** adjust the light intensity and use alternative methods for lighting (e.g. emergency candles, fluorescent sticks).

PRACTICAL EXERCISE IN HANDLING AN IZOLATION SITUATION (15 minutes)- planning and executing a survival strategy. How to stay calm and act rationally in situations of stress and uncertainty.

- **Practising self-rescue and resource management techniques in a simulated night-time isolation situation.**

- Each team is given an isolation scenario (example - a team member gets lost in a wooded area). Teams must act to signal their location, build a temporary shelter and maintain radio communication with the rest of the group.

Stages of work:

- Find a safe place for shelter and create it (with the materials available).
- Setting priorities - signalling, finding water, conserving energy.
- Simulate the use of radio stations to announce position and co-ordinate possible interventions.

EVALUATION AND FINAL DISCUSSIONS (10 minutes)	- **Presentation and evaluation of the communication exercises carried out by each group** (5 minutes) - **Feedback from trainers and participants** - **Questions and answers** related to similar scenarios that could arise in real-life situations. (5 minutes)

DAY 3

Teacher and trainer training

MINI-CURSES

Techniques and procedures for survival, living and life in emergency situations

FOOD AND WATER. LOSS IN THE

https://pixabay.com/ro/illustrations/pic%C4%83tur%C4%83-de-ap%C4%83-pic%C4%83tur%C4%83-lichid-4862877/

https://www.deltateamtactical.com/freetargets.html

https://pixabay.com/ro/illustrations/pic%C4%83tur%C4%83-de-ap%C4%83-pic%C4%83tur%C4%83-lichid-4862877/

OBJECTIVE

- To impart general knowledge on survival and emergency planning and preparedness.
- Learning how to get water and food.
- Recognising edible plants/fungi.
- Learning the essentials of getting lost in the woods.

TARGETED RESULTS

- Trainers are more informed, more capable and more prepared for survival in an emergency.
- Trainers can more easily pass on knowledge about emergencies and procedures for protecting children in emergencies.

USE SIMPLE AND ACCESSIBLE LANGUAGE ADAPTED TO THE AGE, DEVELOPMENTAL AND COMPREHENSION LEVEL OF PUPILS AND CHILDREN TO CONVEY INFORMATION IN ORDER TO BE TRULY USEFUL AND APPLICABLE IN SITUATIONSEMERGENCY !

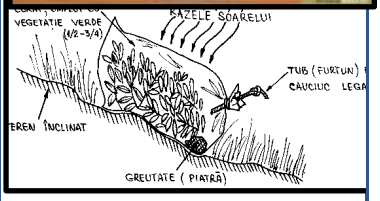
	**DAY 3: FOOD AND WATER. LOSS IN THE FOREST**	
08:00 - 09:00	**T.3.1. WATER and HUMANE RESEARCH /1 - presentation + interactive session.** **WATER/1** – Water sources in nature. – Water purification techniques (filtration, boiling, purification tablets) **HRANA/1** – Identifying and collecting food from nature. Wild food precautions (edible and dangerous plants).	**Theoretical** **1 hour**
09:00 - 09:15	**Break**	
09:15 - 11:15	**T.3.2. WATER SURVEYING AND MANAGEMENT /2 - practical activity, simulated exercises, evaluation.** – Water collection and purification.	**Practical part** **1 hour 30 min**
11:15 - 11:30	**Break**	
11:30 - 12:30	**T.3.3. HRANE PROCUREMENT /2 - practical activity, simulated exercises, evaluation.** – Finding. collecting and preparing food. – Survival cooking techniques.	**Practical part** **1 hour 30 min**
12:30 - 13:30	**Lunch**	
13:30 - 17:30	**T.3.4. WANDERING IN THE FOREST -** Preparing for the journey. Equipment for travelling. Travel rucksack. Dangers of travelling. Travelling rules. Travelling to Gura DIHAM hut.	**Practical part** **3 hours 30 min**
TOTAL - 4 ACTIVITIES (1 theoretical/interactive + 3 practical/applicative)		**7 hours 30 min. activities** **1 hour 30 min / break + lunch**

PRACTICAL ACTIVITY - WATER , 2 hours - Collecting and purifying water

OBJECTIVE - Practical exercise for water collection and purification. Application of theoretical knowledge learnt during the previous activity.

- Encourages questions and active involvement from participants throughout the activity.
- Make sure that each participant has the opportunity to get physically involved in the process water collection and purification to learn by doing.
- It emphasises the importance of water and its purification at every step of the job.

THE CONDUCT OF BUSINESS

<table>
<tr><td>11. INTRODUCTION AND OBJECTIVES
(5 minutes)</td><td colspan="2">Now we're going to put into practice what we've learnt about identifying water sources, methods of collecting water and the various purification methods.</td></tr>
<tr><td rowspan="3">12. THE IMPORTANCE OF WATER HARVESTING AND METHODS OF COLLECTION:
- Rainwater
- Water in vegetation
- Water from condensation
(40 minutes)</td><td>We will start with a brief introduction about the importance of water harvesting in survival situations and describe the methods we will practice today.
RAINWATER HARVESTING
- We will demonstrate how to prepare and use a rainwater collector.
MATERIAL
- Container, punches, tarpaulins.
- Efficient positioning and use of the collector.
- Participants will practise preparing a collector using the materials available.</td><td> 
SURSA - https://ar.pinterest.com/pin/631207704039142755/</td></tr>
<tr><td>COLLECTING WATER FROM
- Identify suitable plants for collection.
- We will explain and demonstrate how to collect water from vegetation.
MATERIAL
- Plastic bags, large leaves
- Participants will practise this method using plastic bags and large leaves to condense water.</td><td> 
SOURCE - https://es.wikihow.com/recolectar-agua-de-las-plantas
  </td></tr>
<tr><td>WATER COLLECTION BY CONDENSATION
- Using rocks and soil for condensation.
- Creating an improvised solar still.
- Participants will this techniquepractise.
SOURCE - https://www.survivalskills.biz/still-construction</td><td> 
</td></tr>
<tr><td>13. IDENTIFYING WATER SOURCES</td><td colspan="2">- Search for flowing water sources (rivers, streams).
Precautions.</td></tr>
</table>

<table>
<tr><td>(10 minutes)</td><td></td></tr>
<tr><td rowspan="4">14.
WATER PURIFICATION
(40 minutes)</td><td>We will present the importance of water purification to remove pathogens and contaminants and present the purification methods we will apply.</td></tr>
<tr><td>WATER FILTRATION WITH IMPROVISED FILTER
- Building an improvised filter (layers of sand, coal, gravel)
- Water filtration through improvised filter.
- We show how to build and use an improvised filter to purify water.
- Participants will practise this method by building and using their own improvised filters.
- Participants will try/taste filtered water.</td><td>  </td></tr>
<tr><td> 
 
SOURCE - https://cabanahimalaya.ro/
  </td></tr>
<tr><td>THE FIERBEREA APEI
- The correct procedure for boiling water.
- Required equipment and safety measures.
- We will demonstrate how to boil water to purify it and discuss the necessary equipment and safety measures.
- Participants will boil the collected water.
- Participants will try/taste boiled and chilled water.</td><td> 
SOURCE - https://cabanahimalaya.ro/</td></tr>
</table>

15. RECAP OF THE TECHNIQUES PRACTISED (5 minutes)	- We will recap the water harvesting and purification techniques we have practised today, highlighting the importance of each method.
16. QUESTIONS and ANSWERS (20 minutes)	- We will answer participants' questions and clarify any concerns about water collection and purification.

PRACTICAL ACTIVITY - RESCUE AND PREPARE THE HRANE IN SURVIVAL SITUATIONS , 2 hours

Objective: Practical exercise for food procurement and preparation. Application of theoretical knowledge learnt during the previous activity.

- Learning techniques to identify food sources in nature.
- Practise methods of gathering and preparing food in survival situations.
- Ensure knowledge of necessary safety measures and precautions.
- Encourages questions and active involvement from participants throughout the activity.
- Make sure that each participant has the opportunity to get physically involved in the process of procuring and preparing food, to learn by doing.
- It emphasises the importance of food and survival cooking techniques.

Materials needed:

- Trap materials (wire, paracord, sticks).
- Cutting tools (knives, machetes).
- Cooking vessel (pots, pans).
- Fire sources (matches, lighters, amber/steel).

THE CONDUCT OF BUSINESS

1. INTRODUCTION AND OBJECTIVES (5 minutes)	- Now we're going to put into practice what we've learnt about the importance of food procurement in survival situations and food preparation. - The agenda for this session covers the identification of food sources - animal (small mammals, birds, fish), insect and plant food. - We will practise how to make traps and how to prepare them.
2. SAFETY RULES (5 minutes)	- Outline the safety measures required during the course of the activity. Safety must be the first priority and constant information, training and supervision are essential to prevent accidents and ensure a safe and effective learning environment. - Checking that all participants have the necessary equipment (e.g. protective gloves, safe knives, first aid kits). - Check the equipment to make sure it is in good working order. - Ensure that participants use the equipment correctly and only for its intended purpose. - Ensuring that participants do not consume any plants/fungus or insects prior to checking and approval by instructors.

	- Securing the designated for fire lighting and maintenance.area - Teaching participants to use fire responsibly and to extinguish it completely after use. - Ensure rapid access to a full first aid kit. - Informing everyone of the location and telephone number of the nearest emergency service.	
3. **IDENTIFYING FOOD SOURCES - COLLECTING EDIBLE PLANTS** (15 minutes)	- Identifying and collecting edible plants in the areaHimalaya Hut . - Introduce and show the distinguishing marks of edible and poisonous plants. - Common edible plants (nettles, dandelion) - Poisonous plants (hemlock, chickweed).	
4. **SETTING PETS AND PET PET TRAPS** (15 minutes)	- Hands-on demonstration of how to build a **snare and bird trap.** - Explain the materials needed and placement techniques for maximum efficiency.	
5. **IMPROVISED FISHING** (15 minutes)	- Demonstration to build an improvised fishing rod and fish trap. - Presentation of hand fishing techniques for shallow waters	
6. **OTHER FOOD SOURCES** (15 minutes)	- **Edible insects.** - Collect and prepare the insects for consumption.	
7. **FOOD PREPARATION - PREPARATIONPLANT** (20 minutes)	- Demonstration of boiling and cooking the collected plants.	
8. **EDIBILITY TEST** (5 minutes)	A five-step process that can help determine the safety of an unknown plant. - Crush a small part of the plant and it rubon your wrist. Wait 15 minutes to observe any reaction.	

	- If there is no reaction, touch a small part of the plant with your lips and tongue. Wait another 15 minutes. - If all is well, chew a small piece, but do not swallow. Wait another 15 minutes. - If there are no side-effects, you can try swallowing a small amount and wait a few hours to observe the reaction. - If all is well, you can eat the plant.	
9. FOOD PREPARATION - COOKING MEAT AND FISH (15 minutes)	- Demonstration of cleaning and cooking small animals and fish using basic techniques (frying, boiling).	
10. RECAP AND QUESTIONS (10 minutes)	- Constructive feedback from instructors. - Summarising the main lessons learnt. - Q&A session to clarify any questions.	

PREPARING FOR WALKING / WANDERING IN THE FOREST - (3 hours 30 minutes)

Under this theme we will develop **five topics:**

- Getting ready to travel.
- Travel gear.
- Travel rucksack.
- The dangers of travelling.
- Travel rules.

We will then hike to the Gura DIHAM hut. During this hike we will also do a scenario specific exercise on how to act when lost in the forest.

And we start with the first topic, which is TRAVEL PREPARATION.

FOLLOW THE NEXT STEPS AND ORGANISE YOUR TRIP EFFICIENTLY AND SMOOTHLY!

1.	**DETERMINES THE DESTINATION AND PURPOSE OF THE JOURNEY**	✓ Decide where you want to go. ✓ Set the purpose of your trip. ✓ Set the nature of the journey: water, sand, snow, ice, etc.
2.	**SET A BUDGET FOR TRAVELLING**	✓ See how much you can spend for/on travelling? (transport, accommodation, meals, entertainment, unexpected or emergency extras).
3.	**BOOK YOUR TRANSPORT**	✓ Plane, train, bus or other transport tickets. ✓ It's a good idea to make all your bookings online and save your tickets on your mobile phone or print them out
4.	**FIND ACCOMMODATION**	✓ Hotels, hostels, apartments for rent, camping options.
5.	**PREPARE YOUR DOCUMENTSTRAVEL**	✓ Passport, visas (if required), plane, train, bus tickets, travel insurance.
6.	**PACK BAGSYOUR**	✓ Make a list of the things you'll need and pack your luggage according to your destination, duration, the nature of your trip travellingand the likely time you'll be .
7.	**GET DESTINATION INFORMATION**	✓ Study and memorise local customs, weather conditions, language spoken, currency used.

8.	**PLAN ACTIVITIES AND TRIPS**	✓ Plan all the activities and excursions you want in advance to avoid the crowds, take advantage of discounts or special offers.
9.	**LEAVE TRAVEL INFORMATION**	✓ Leave the details of your trip with a family member or friend and leave them an emergency contact number in case of need.
10.	**HEALTH**	✓ Check your health, make sure you have the medicines you need











TRAVELLING BACKPACK - HOW DO I ORGANISE MY THINGS ?

GENERAL RULES

1. **Preferably the rucksack should be tall and narrow, NOT short and wide.**
2. **Light at the bottom, heavy stuff stuff towards the middle/top** of the backpack, as close to your back as possible, between your shoulder blades - it provides comfort and stability, maintains your centre of gravity and makes for a more comfortable experience.
3. **DON'T raise your rucksack too high** - it knocks you off balance in a strong wind.
4. **Left/right weight balance**. You don't want to be pulled left or right while moving.
5. **Use easily accessible pockets** for items you'll use more often. Keep the bulkiest in the top compartment of your backpack.
6. **Outside pockets** with zips are very useful, but their size should not increase the width or diameter of the hip area too much (they catch on the branches and throw you off balance).
7. **Group your luggage** and pack it in plastic bags and sacks, possibly marked or labelled. Put softer, perishable foods in rigid, airtight boxes.
8. **Arrange your luggage carefully** so you know where everything is. Put what you need more quickly on top, out of reach.
9. If you have hip belt pockets, put smaller essentials.
10. Set up a compartment for your **raincoat**, avoiding getting your other gear wet after wearing it in the rain.
11. Establish a handy, easily accessible pocket for **water**. Proper hydration is essential!
12. **Fasten your rucksack straps around** everything you've packed! This will keep your parcels close to the centre of gravity for stability.
13. Put in the rain jacket compartment and a **rucksack rain cover.** Use it whenever it rains! Prevents your rucksack and the stuff in it from getting wet.
14. DO NOT carry heavy and heavy luggage.
15. You have to make do with minimal equipment and food.

POSSIBLE WAY TO PREPARE YOUR TRAVELLING RUCKSACK

THINGS YOU NEED FAST

MAP
LANTERN
TELEPHONE
CHEI
PORTOFEL
IGENIC HATRED

OUTSIDE POCKET

RAIN CAPE

EASY JOBS

HAINE
SLEEPING BAG
COVER
IZOPREN DORMIT

SURVEY - https://es.pinterest.com/pin/292030357105506798/

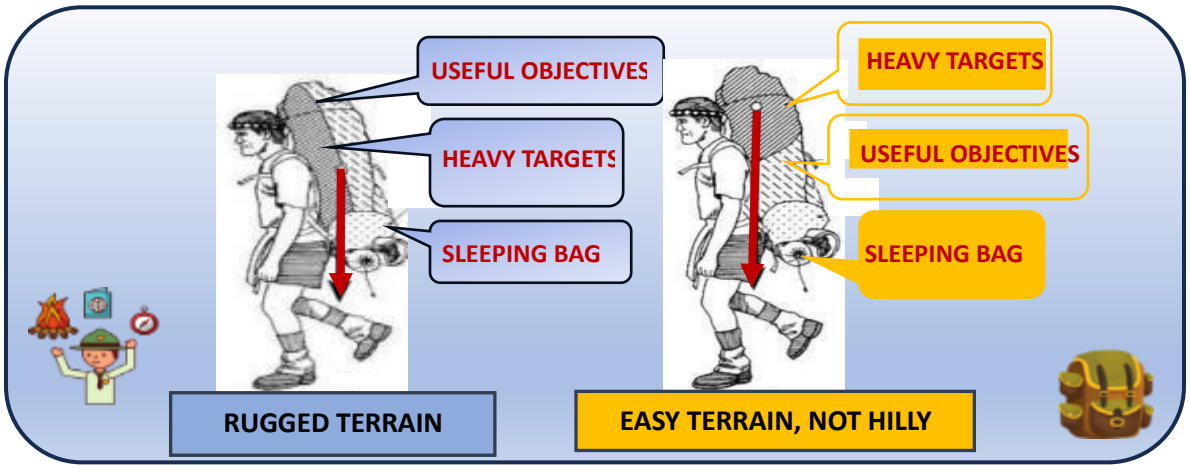
HARD JOBS

CORT
MÂNCARE
SAVOUR
FUEL

BELT/OUTER POCKET

KNIFE
BUSOLĂ
FLOWER
SNAKS-URI
WATER
SUGAR

CAUTION, in any kind of travelling, special situations may arisesurvival !



SOURCE - https://www.facebook.com/adventuresports4u/

	**SCENARIO FOR LOSS IN THE FOREST**
CONTEXT	✓ *You got lost while hiking in a remote mountain area. You have a minimum of supplies and equipment with you.*
OBJECTIVES / TASKS	- Find a drinking water source and purify the water. - Build a shelter to protect yourself from the elements. - Orient yourself to find your way back or attract the attention of rescue teams. - Maintain your spirits and energy while trying to be rescued.
ACTIVITIES CARRIED OUT	- Evacuation and identification exercises Identify water sources and use purification methods. - Build a shelter using natural materials. - Practising compassless orienteering techniques (using the sun, stars and natural landmarks). - Signalling for help using fire, beacons or sounds.

DAY 4

Teacher and trainer training

MINI-CURSES

Techniques and procedures for survival, living and life in emergency situations

ON THE GROUND ORIENTATION and FIRST AID. SELF-RESCUE AND MOUNTAIN RESCUE. HOW TO ACT WHEN ANIMALS ATTACK. WILDLIFE

SOURCE - https://www.cabanahimalayo.ro

SOURCE - https://www.cabanahimalayo.ro

OBJECTIVE

- To impart general knowledge of field orientation and first aid techniques.
- Learning how to use compass and map.
- Develop ering skills oriente orientewithout equipment (natural signs, sun, stars).
- Develop skills to quickly and effectively assess the casualty's general condition to prevent further injury and ensure appropriate intervention.
- Learning basic first aid techniques (controlling bleeding, immobilising fractures and treating burns and wounds).
- What to do in the event of a wild animal attack.

TARGETED RESULTS

- Trainers are more informed, more capable and more prepared for survival in an emergency.
- Trainers can more easily pass on knowledge about emergencies and procedures for protecting children in emergencies.

	**DAY 4: ORIENTATION, FIRST AID, MOUNTAIN RESCUE, ANIMAL ATTACK**	
08:00 - 09:00	**T.4.1. ON THE GROUND ORIENTATION and FIRST AID - presentation + interactive session.** – Use compass and map. – Navigation techniques without equipment (natural signs, sun, stars). – Survival techniques in wooded mountain terrain. – Signs and signals of group wandering.	**Theoretical** **1 hour**
09:00 - 09:15	**Break**	
09:15 - 12:00	**T.4.2. LAND ORIENTATION - Techniques and procedures of self-rescue and mountain rescue with improvised means and transport of casualties - practical activity, simulated exercises, evaluation.** – Field orientation exercises. – Techniques and procedures of self-rescue and mountain rescue with improvised means and transport of casualties.	**Practical part** **2 hours 45 min**
12:00 - 13:00	**Lunch**	
13:00 - 14:45	**BASIC FIRST AID - MOUNTAIN RESCUE** – First aid drills. – Assessment and stabilisation of the victim's condition. – Treat common wounds in emergency situations (cuts, fractures, burns). – Essential first aid kit.	**Practical part** **2 hours 45min**
14:00 - 14:15	**Break**	
14:15 - 17:00	**T.4.4. HOW TO ACT/SURVIVE WHEN ATTACKED BY WILD ANIMALS**	**Practical part** **1 hour**
TOTAL - 4 ACTIVITIES (2 theoretical/interactive + 2 practical/applicative)		**7 hours 30 min activities** **1 hour 30 min / break + lunch**

PRACTICAL ACTIVITY - ORIENTATION ON THE GROUND - Techniques and procedures of self-rescue and mountain rescue with improvised means and transport of casualties - practical activity, simulated exercises, evaluation (2 hours 45 minutes).

- Practical field orientation exercise to apply what we have learnt.
- Travelling a predetermined route using a map and compass.
- Techniques and procedures for self-rescue and mountain rescue with improvised means and transport of casualties.

Objectives:

1. Learning basic field orienteering techniques.
2. Use of essential equipment for field orientation (map, compass).
3. Develop oriente orienteering skills without equipment.
4. Development of self-rescue and mountain rescue skills with improvised means and transport of casualties.

Materials needed:

- Topographical maps of the area.
- Compasses for each participant or group.
- Writing instruments and note paper.
- Whistle, signalling mirror and other basic demonstration equipment.
- Bandages, stretcher, first aid kits

CARRYING OUT THE ACTIVITY

17. INTRODUCTION AND OBJECTIVES OF THE PRACTICAL EXERCISE (5 minutes)	– Now we're going to put into practice what we've learnt about field orienteering. – Essentially, we will walk a predetermined route using map and compass to practically learn the basic techniques for orienteering and how to use the essential equipment for orienteering (map, compass). – We also won't forget the techniques and skills needed for orienteering without equipment  SOURCE - https://cabanahimalaya.ro/
18. THE IMPORTANCE OF FIELD ORIENTATION (5 minutes)	– **Field orientation and survival** – Field orientation is **an essential skill** for survival in emergencies. **WHY?** – Prevents wandering. – Plan your route and find the optimal route to your destination. – It can help avoid dangerous areas. – It makes it easy to communicate with rescue teams and pinpoint the precise location for intervention – It reduces the stress and anxiety associated with the unknown and wandering. – It can make it easier to find the shortest and safest route to shelters, evacuation points or sources of help. – People who can find their way around effectively are more independent and don't depend on others to get around or find resources.  SOURCE - https://cabanahimalaya.ro/

19. Using the Map (10 minutes)	– **How to read a map** – Explain the common symbols on the map. – Explain relief and planimetry details. – Show how to interpret contours and altitudes. 
20. USING COMPASSES (10 minutes)	– **How to use a compass** – Shows how the compass aligns with north on the map. – It practically demonstrates the "azimuth taking" technique. – Show the practical way round an obstacle. 
21. TRAVELLING THE PRE-DETERMINED ROUTE (50 minutes)	– **Divide participants into small groups - 4 groups x 5 people.** – Each group gets a map and a compass. – Show them the starting point and the route on the map. – Participants follow the predetermined route, applying the techniques learnt. – Monitor groups' progress, providing assistance and feedback.
22. ORIENTATION WITHOUT EQUIPMENT (10 minutes)	– Explain and show practical orienteering methods using natural elements (sun, stars, vegetation). – Demonstrate how to find north and south using a stick and shadows 
23. RECAP AND ANSWERS TO QUESTIONS (15 minutes)	– **Recap of the main techniques learnt**. Recap: how to read a map, how to use a compass and how to orientate without equipment. – **Answer learners' questions.** – **Collect feedback** from participants about the exercise. What worked well and what can we improve? – **Discuss the importance of continually practising orientation skills**.

BASE FIRST AID - SELF-LIFE AND MOUNTAIN RESCUE - practical activity, simulated exercises, evaluation (2 hours 45 minutes)[1]

OVERALL OBJECTIVE

– Develop the ability to apply theoretical knowledge in practice through exercises and simulations, ensuring that participants can react quickly and effectively in real emergency situations.

SPECIFIC OBJECTIVES

– Developing skills to assess and stabilise the victim.
– Learning the techniques and procedures of self-rescue and mountain rescue with improvised means and transport of casualties
– Developing confidence in participants' ability to improvise and manage emergency situations in mountain environments.
–

[1] The photos are taken within the Erasmus co-funded project

THE CONDUCT OF BUSINESS

1.INTRODUCTION AND OBJECTIVES (5 minutes)	
	- Now we're going to put into practice what we' learnt aboutve
	  – First aid exercises
	  – Assessment and stabilisation of the victim's condition.
	  – Treat common wounds in emergency situations (cuts, fractures, burns).
	  – Treating insect bites
	  – Essential first aid kit.
	- Self-rescue involves actions you take to protect yourself or to get out of a dangerous situation before professional rescue teams intervene.
	- **Mountain rescue** includes interventions to help those who are injured or stranded in hard-to-reach areas.
	- **In emergency situations you may not have access to specialised equipment and need to use the resources available.**
	What are the objectives and what do we want to achieve at the end of the activity?
	  – Develop your skills to assess and stabilise the victim.
	  – To learn techniques and procedures of self-rescue and mountain rescue with improvised means and transport of casualties.
	  – To develop your confidence in your ability to improvise and manage emergencies in the mountain environment.

2.GENERAL PRINCIPLES OF SELF-RESCUE AND MOUNTAIN RESCUE (5 minutes)	 SOURCE - - **The safety of the rescuer, of you who intervene, comes first** - Before you intervene, you need to make sure that you're not exposing yourself to additional danger. - Don't enter dangerous situations without first assessing the risks. - **It is very important to communicate and co-operate with the team.** - **It is almost impossible to help the victim alone** - **Use signs and communication signals** (visual, auditory). - **Learn standard signals such** as whistles for help or hand signals. - **The FIRST STEP is to make sure that the scene is safe to intervene and then assess very quickly whether the victim has critical injuries that require immediate intervention.**
ESSENTIAL SELF-RESCUE TECHNIQUES	**EXIT DANGEROUS AREAS** (30 minutes)
	IMPROVISED ROPE DESCENT

AND MOUNTAIN RESCUE USING IMPROVISED MATERIALS (2 hours)	– Instructors demonstrate how to use clothes, lanyards or other available materials to create lowering ropes. – Instructors show how to make a self-insuring knot with improvised materials. – After a theoretical introduction to the techniques, participants practise using an improvised rope to descend from a dangerous area.  **EXERCISE -** *Each learner will improvise a rope (using available materials - cordeline, clothes, etc.) and attempt a controlled descent down a small slope*
	CROSSING A RAVINE OR STEEP AREA
	– Instructors show how to cross a ravine, using an improvised stick, tree branches or other materials for support  SOURCE -
	SELF-RESCUE, RESCUE AND INJURY PREVENTION TECHNIQUES. BASIC MOUNTAIN FIRST AID TECHNIQUES (30 minutes)
	TEMPORARY IMMOBILISATION OF A FRACTURED LIMB
	– Participants are trained to stabilise a casualty who has suffered a fracture, using travel sticks, tree branches to immobilise limbs. – Participants learn to make improvised bandages – Each participant practises techniques to stabilise a fracture or immobilise a limb, using twigs and clothes. **EXERCISE -** *Simulate a broken arm or leg and ask learners to improvise a splint to immobilise the injured limb*  SOURCE - SOURCE - SOURCE -
	PRACTISE CARDIO-PULMONARY RESUSCITATION TECHNIQUES

- its application until specialised intervention teams arrive.

TECHNIQUES FOR LIFTING AND TRANSPORTING CASUALTIES

- **TWO OR MORE RESCUERS TRANSPORT TECHNIQUE -** Transporting the casualty using the method"human chair" , with two rescuers supporting the victim.

- **PULLING THE VICTIM ON AN IMPROVISED ROPE**

- Demonstration of the technique of pulling the casualty using an improvised rope across difficult terrain

IMPROVISING A TENT

- Participants learn and practise how to build a tent with improvised means. Using clothes, sticks, backpacks or other materials to create an improvised stretcher.

SOURCE -

EXERCISE - *Divide the group into small teams and ask each team to create a makeshift stretcher and carry a 'casualty' a short distance.*



SOURCE - https://cabanahimalaya.ro/

RAPID BUILDING OF AN IMPROVED ADAPOST (30 minutes)

- Participants learn how to use twigs, conifer branches, leaves, survival foil, raincoats, clothes or other materials to build simple shelters for thermal protection.

EXERCISE - *In the specific conditions of the terrain and area, each team improvises a shelter to protect themselves from the weather (cold, wind).*

SOURCE - https://cabanahimalaya.ro/

RESCUE COORDINATION TEAM EXERCISE (30 minutes)

- Organise a simulated mountain accident, where a learner is the "victim" and the rescue team has to plan and execute self-rescue and rescue

EXERCISE - Teams have to improvise a method of transport, establish roles and make sure the victim is transported safely

ESSENTIAL FIRST AID KIT.
(20 minutes)




SOURCE - https://cabanahimalaya.ro/







	    SOURCE - https://cabanahimalaya.ro/
CONCLUSION AND FEEDBACK (15 minutes)	- After each exercise, there is a discussion session with learners about what worked well and what could be improved. - Participants are encouraged to ask questions and provide feedback on the techniques learnt. *THE TECHNIQUES LEARNT TODAY CAN SAVE LIVES IN REAL EMERGENCIES!*

HOW TO ACT / SURVIVE WHEN YOU ARE ATTACKED BY WILD ANIMALS - practical activity (1 hour)

GENERAL ADVICE FOR AVOIDING CONTACT WITH WILD ANIMALS

- **DON'T LEAVE FOOD IN THE TRAIL -** human food can attract wild animals. Make sure everything is well sealed and don't leave food scraps.
- **BE CAREFUL OF SMELLS -** some animals are attracted to the odour of scented products. Avoid using strong perfumes!
- **MAKE NOISE WHEN YOU GO IN HAZARDOUS AREAS -** most animals avoid contact with people, so making noise gives them a chance to retreat.
- **LEARN and KNOW THE WARNING SIGNS -** animals often give signs before they attack (warning sounds - snake hissing, bear growling).
- **LEARN EMERGENCY SKILLS -** learn first-aid techniques and take a protective spray (especially for bears).

PREVENTIVE BEHAVIOUR

1. RECOGNISING THE TRACKS AND BEHAVIOURS OF WILD ANIMALS

- Recognising footprints can prevent direct encounters with wild animals, allowing you to avoid areas frequented by them.
- Each species has different behaviour patterns, especially in the mans. Understanding these can be vital for safety.

SOURCE - https://ro.pinterest.com/pin/1829656093180618/

SPECIFIC TRACKS AND BEHAVIOURS **URS** **MISTREȚ** **LUP**

URSUL

SOURCE - https://dambovitapesurse.ro/urs-in-localitatea-moroeni

URME -

- The bear's footprints are large and have visible long clawed toes.
- The front paws are rounded, and the back paws are longer and resemble a human foot.
- Tracks are often clear on damp ground or snow.

SIGNS OF PRESENCE
- Scratched trunks
- Large faeces (faeces) containing fruit debris
- Big footprints.


rg/wiki/Grato

BEHAVIOUR AND AVOIDANCE
- Avoid areas where you see fresh tracks or food debris (e.g. food eaten by bears). If you're in a potential encounter area, make noise (talk, sing) because bears avoid people if they hear them.

EXERCISE
– Participants will practise forming the group in a semi-circle to make themselves big and intimidating by simulating a bear encounter.
– They'll practise how to use the bear and how to phase out.spray

THE MISTREET

SOURCE - https://www.romaniatv.net/tag/pig-mistret-10908

URME
– The footprints are relatively small and horseshoe-shaped, with two thumbs at the front and two smaller ones at the back, sometimes not visible.

SIGNS OF PRESENCE
– Turned earth (boars dig for food), small droppings and muddy areas where they wallow.

BEHAVIOUR AND AVOIDANCE
– Boars are often active at sunrise and sunset. If you see tracks or freshly disturbed sites, avoid the area.
Stay away especially from females with young, which become overly protective.

WHAT TO DO IF YOU MEET A WILD BOAR
– Try climbing a tree or high ground if you're near a wild boar.
– Find an obstacle between you and the boar.
– If the boar attacks, protect your belly and head.
– Don't try to approach or scare a wild boar.


SOURCE - https://www.ebay.com/p/18046777561?iid=175364004379

EXERCISE
Participants will practise reacting quickly to a wild boar simulating an attack, identifying natural obstacles (trees, rocks) and climbing quickly up a tree.

LUPUL

SOURCE - https://www.facebook.com/lonewolfeconsultingservices/

URME

– Wolf paw prints are similar to dog paw prints, but larger and more elongated, and the claws are visible.

SIGNS OF PRESENCE

– They usually follow well-established paths and their wolf droppings contain fur and small bones.
– Wolves have well-defined territories, marked by tracks and scratches.

BEHAVIOUR AND AVOIDANCE

– Wolves are very wary of humans and usually avoid direct contact.
– If you hear their howls or see fresh tracks, it's best to retreat.
– Don't approach a wolf or a pack of wolves, especially if you spot wolf cubs.

WHAT TO DO IF YOU MEET A WOLF?

– Don't approach, don't look the wolf directly in the eye and try to look as big as you can (raise your arms).
– Retreat slowly and don't run, as running away can trigger the wolf's predatory instinct.

SNAKES

SOURCE - https://www.ebihoreanul.ro/stiri/snakebite-143714.html
https://aventurainromania.ro/serpii-veninosi-vs-neveninosi/

URM

– Snakes leave tracks in the form of snake tracks in sand, soft earth or grass.

SIGNS OF PRESENCE

– Non venison snakes have round pupils, longer tails, .
– Venomous snakes have an elliptical/elliptical pupil, shorter tails with shorter lengths.
– Characteristic sounds, especially for vipers and other hissing species.
Skin that has been shed, left in sheltered places under stones or logs.

BEHAVIOUR AND AVOIDANCE

– Avoid areas under rocks, stones or logs, especially on sunny days when snakes lie in the sun.
– If you spot a snake, stand still and try to let it retreat.
– Most snakes are not aggressive towards humans unless they feel threatened.
– Hit the ground with a stick before entering an area with tall vegetation.
Wear boots and avoid walking through dense grass.

WHAT TO DO IF YOU MEET A SNAKE?

– Don't try to pick up the snake.
– **If you are bitten,** stay calm, immobilise the bitten area and go to hospital immediately, especially if you are in an area with vipers.

	– Immediately apply a tight bandage (tourniquet) over the bite site to delay the spread of the poison in the body. – Do not keep in contact for more than 1 hour, as there is a danger of gangrene - by stopping blood circulation. – Pass the knife blade through the flame (for sterilisation) and apply a cut just between the two pricks made by the snake's fangs. – Unfold the edges of the wound and, by sucking with your mouth, soak up the venomised blood (unless you have sores or ulcers on the gums or lining of your mouth). – Wash the sore with clean (boiled) water and disinfect with alcohol or soapy water. – Apply cold compresses over the wound or keep the limb in cold water.
	EXERCIS – Participants practise simulating an encounter with a snake, learning to retreat without sudden movements. – Instructors show how to immobilise a snake-bitten limb and apply a pressure bandage until medical help arrives.

USING ANTI-BURN SPRAY AND SELF-DEFENCE FLUSHES (5 minutes)

EXERCISE - use the spray (safely) and simulate making loud noises to deter the animals.

DAY 5

Teacher and trainer training

MINI-CURSES

Techniques and procedures for survival, living and life

in emergency situations

SELF-DEFENCE TECHNIQUES, ASSESSMENT, CLOSING CEREMONY

SOURCE - https://ar.pinterest.com/pin/

SOURCE -https://www.linkedin.com/pulse/art-science-idea-evaluation-innovation-wazoku-xpvve

SOURCE -https://www.clge.eu/2013/clge/the-second-clge-students-contest-awards

OBJECTIVE

- Learning basic self-defence techniques and procedures.
- Assessment of knowledge and acquired skills.
- Final feedback and discussion to improve knowledge and skills.
- Course closing ceremony.
- Presentation of participation certificates.

TARGETED RESULTS

- Trainers are more informed, more capable and more prepared for survival in an emergency.
- Trainers can more easily pass on knowledge about emergencies and procedures for protecting children in emergencies.

THE ASSESSMENT WILL BE THEORETICAL AND PRACTICAL!
THE MINIMUM GRADE MUST BE A 7!

	**DAY 5: SELF-DEFENCE TECHNIQUES, EVALUATION, CLOSING CEREMONY**	
08:00 - 10:00	**T.5.1. Self defence techniques/1 - presentation + interactive session.**	**Practical part 2 hours**
10:00 - 10:15	**Break**	
10:15 - 12:15	**T.5.2. Self defence techniques/2 - presentation + interactive session.**	**Practical part 2 hours**
12:15 - 13:15	**Lunch**	
13:15 - 14:15	**Theoretical assessment** – Theory test to assess your knowledge.	**Evaluation 1 hour**
14:15 - 14:30	**Break**	
14:30 - 16:00	**Practical assessment and feedback** – Practical skills assessment (building a shelter, lighting a fire, purifying water, etc.).	**Practical assessment 1 hour 30 min**
16:00 - 16:15	**T.5.5. Final feedback and discussion** to improve knowledge and skills	**Practical part 1 hour**
16:15 - 17:00	**T.5.6. Course closing ceremony** **Awarding participation certificates**	
TOTAL - 6 ACTIVITIES (2 simulation, 2 evaluation, 1 feedback, 1 ceremony)		**7 hours 30 min 1 hour 30 min / break + lunch**

PRACTICAL ACTIVITY - PRACTICAL EXERCISE ON THE BASIC TECHNIQUES AND PROCEDURES ON SELF-HELP, presentation + interactive session - 4 hours

OBJECTIVE

- Training participants to recognise and respond effectively to dangerous situations, developing essential practical skills to protect themselves and ensure their personal safety.
- Learning basic physical self-defence techniques as well as conflict avoidance and conflict management strategies.
- Encourages questions and active involvement from participants throughout the activity.
- Make sure that each participant has the opportunity to get physically involved in the activity to learn by doing.
- It emphasises the importance of safety at every step of the job.

CARRYING OUT THE ACTIVITY

<table>
<tr><th colspan="3">10. INTRODUCTION AND WARM-UP (35 minutes)</th></tr>
<tr><td colspan="2">- THE PURPOSE AND IMPORTANCE OF SELF-DEFENCE
(5 minutes)
- Explain the importance of knowing self-defence techniques.
- General advice on self-defence</td><td>✓ Be prepared! Not every attack will be the same.
✓ Stop procrastinating and practise them!
✓ Trust your instincts.
✓ Have great confidence in yourself.
✓ Use aggressive verbal language.
✓ Keep a safe distance.
✓ Fight only if you can't run away.
✓ Use surprise elements.
✓ Keep it simple. Apply simple and effective techniques.
✓ Don't panic if you get knocked down.
✓ The fight is over when the threat no longer exists.
✓ Be 100% committed to the fight. Keep going until you're sure it's over.
✓ If your opponent knows you can fight, it is more difficult to become the winner.</td></tr>
<tr><td>- GENERAL HEATING
(15 minutes)</td><td>- Joint mobility exercises, gentle and exercises stretching cardio to activate the cardiovascular system.
- They are essential for preparing the body before starting self-defence techniques and procedures.
- They help prevent injuries and improve overall performance during the practice session.
- They are designed to prepare joints and muscles for</td><td>JOINT MOBILITY EXERCISES
Each exercise repeated 10-15 times.
1.Neck rotations - Sit up straight and begin to slowly rotate your neck in complete circles, first clockwise and then anti-clockwise.
2.Shoulder rolls - Raise your shoulders and roll them in large circles, first forwards, then backwards.
3.Arm rotations - Arms outstretched to the side, perform small, then large rotations, forwards and backwards.
4.Trunk twists - Feet shoulder-width apart, twist your torso from the waist, first to the right and then to the left.</td></tr>
</table>

	physical activity, prepare muscles for physical activity and reduce the risk of injury and increase heart rate and prepare the body for intense physical activity.	5.**Hip rotations** - Stand with your feet shoulder-width apart and slowly rotate your hips in large circles, first in one direction, then the other. 6.**Knee rolls -** With your feet slightly apart, place your hands on your knees and make circular movements of your knees, clockwise and anti-clockwise. 7.**Ankle rolls -** Lift one foot and rotate the ankle in circles, first in one direction, then the other. Switch legs.

STRETCHING

Hold each position stretching for 15-20 seconds without straining.

1. **Neck - stretch** Tilt your head towards your shoulder, gently using your hand to deepen the stretch. Switch sides.
2. **Shoulder - stretch** Push one arm straight across your chest and use the other hand to gently pull the arm towards your body. Switch arms.
3. **Triceps - stretch** Raise one arm above your head, bend at the elbow and use the other hand to pull the elbow back.
4. **Chest stretch** - Push your hands behind your back, bending and extending your chest forwards, lifting your hands slightly upwards.
5. **Back - stretch** Clasp your hands together in front of you, push your back outwards, slightly lowering your chin towards your chest.
8. **Quadriceps stretch -Standing**, grab one leg at the ankle and pull it towards your buttocks. Balance with your other hand on a wall if necessary. Switch legs.

CARDIO EXERCISES TO ACTIVATE THE SYSTEM

1. **Fast walking in place** - Start with fast walking in place, lifting your knees as high as possible and moving your arms.
2. **Leap with your legs apart** - Jump with your legs apart and bring your hands above your head, then return to the starting position.
3. **Knees-up jog** - Lift your knees as high as you can, alternating legs at a fast pace.
4. **Jump in place** - Jump in place, easy and relaxed, maintaining a rhythmic and controlled movement.
5. **Leg switch jumping** - Jump in place and try hitting your buttocks with your heels alternately on each jump.

Boxing exercises - From a semi-recumbing position, throw your fists forward as if boxing in mid-air, keeping a brisk pace and moving your feet slightly.

11. HUNTING TRAINING (15 minutes)

Introduction to fall techniques

Learning the fall techniques is an essential process for transitioning between different altitude levels, providing safety and comfort during execution. The main purpose of these techniques is self-defence and they are extremely useful in everyday life to prevent accidents and injuries.

These techniques, when mastered correctly, offer a greater degree of safety and flexibility, greatly reducing the risks associated with accidental falls.

An essential aspect of this process is the progressive approach, starting with simple movements and moving towards more complex ones. This methodology helps to assimilate the techniques correctly and efficiently. They can also be learnt by people of all ages, irrespective of gender, provided they are practised constantly and applied in a variety of contexts.

Basic principles for falling techniques

1. **Protecting your head -** It's essential to keep your chin down in a fixed position, like holding a tennis ball.
2. **Minimise impact -** Contact with the ground should be made using as few joints as possible to minimise shock to the body.
3. **Energy management -** The energy generated by the fall needs to be dissipated in a controlled way to minimise the risk of injury.

MAIN TYPES OF FALLS

- **FALL BEFORE**
  - **What do we do? How do we fall? -** We keep our chin close to our chest and stretch our arms forward, palms open, to cushion the impact.

Why is it important? - It protects the head and prevents hand injuries.

SOURCE - *Pécsi Egyetemi Atlétikai Club* - https://www.facebook.com/esztergomjudo/videos/el%C5%91re-es%C3%A9s-a-helyes-es%C3%A9stechnika-a-judo-legfontosabb-eleme-melyet-minden-edz%C3%A9sen/2475901199291320/?locale=hu_HU

FALL BACK

- **What do we do? How do we fall? -** We rest our chin on our chest, push our arms sideways and keep our back rounded, letting our body gradually touch the floor
- **Why is it important? -** Avoids head banging and minimises impact on the back.

SOURCE - *Pécsi Egyetemi Atlétikai Club* - https://www.youtube.com/watch?app=desktop&v=t9vbBa7k

FALLING SIDEWAYS

- **What do we do? How do we fall? -** We tilt the body to one side, lean on one hand and the side of the body (hip and thigh)
- **Why is it important? -** It protects the head and reduces shock to the joints.

SOURCE - *Pécsi Egyetemi Egyetemi Atlétikai Club* - https://www.youtube.com/watch?v=uTBYBAnRHYs&t=24s

ROLLING WITH ONE SHOULDER FORWARD

- **What do we do? How do we fall? -** We lean forward, put one shoulder on the ground and roll diagonally, ending on our feet or in a safe position
- **Why is it important? -** It is a cushioning method used in sports and martial arts to avoid direct impact.

ROLLING WITH ONE SHOULDER BACK

- **What do we do? How do we fall? -** We lean back, roll onto one shoulder and keep moving until we are safely up
- **Why is it important? -** It's useful for unexpected falls, protecting your back and head.

SOURCE - *Pécsi Egyetemi Egyetemi Atlétikai Club* - https://www.youtube.com/watch?v=zN-KSS8Mt98

12. PAINFUL POINTS AND AREAS THAT CAN BE HIT (15 minutes)

IDENTIFICATION OF HARD POINTS AND HARD SPOTS - Explanations and practical demonstrations on sensitive points (nose, eyes, neck, groin, knees, etc.) and how they can be used in self-defence.

13. STRIKING TECHNIQUES (40 minutes)

GUARD POSITIONS AND BASIC STROKES

SOURCE - htpps//cabanahimalaya.ro

INITIAL POSITION (Fig 1).

- Heels close together, legs straight, back straight, shoulders relaxed, gaze straight ahead, arms stretched at your sides, palms close to your thighs.
- It's similar to the "straight" position in gymnastics/armour.
- This is the position from which the execution of self-defence techniques begins. It is also the final position after the completion of any type of procedure, whether repeated individually or with a partner.

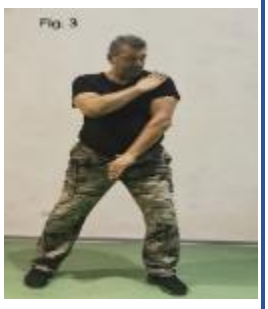
SOURCE - htpps//cabanahimalaya.ro

SEMIFRONRONAL / CLASSICAL GUARD POSITION (Fig. 2)

- In self-defence, the on-guard position refers to a mental and physical attitude in which the subject is prepared to give an optimal response in a confrontation with an aggressor.
- Conventionally, we will use the guarding position described below as a starting method in performing specific techniques.

How to run it:

- **Legs** shoulder-width apart with the left in front, knees slightly bent. Body weight evenly distributed on both legs.
- **The arms are raised** as follows: **the left arm** with the fist at face level, the shoulder covering the chin, the **right arm** with the elbow against the abdominal cavity, and the fist at face level covering the chin.



SOURCE - htpps//cabanahimalaya.ro

GUARD POSITIONING VARIATION (Fig. 3)

- In certain situations, it is not appropriate to adopt the classic guard position.
- You can adopt an improvised position.

DIRECT ARM BLOWS

SOURCE - htpps//cabanahimalaya.ro

DIRECT FRONT FOREAR ARM (Fig.6)

- From the guard position (Fig. 2) the front arm is rapidly extended by rotating the fist forwards and striking with the front of the fist.
- The shoulder is raised to protect the chin, and the back arm provides extra protection for the face.

BASIC KICKS

SOURCE - htpps//cabanahimalaya.ro

WHIPLASH BLOW WITH THE FRONT FOOT

STEP 1 - From the on-guard position (Fig. 2) transfer the centre of gravity to the rear leg, simultaneously lifting the front knee into the brace (above belt level, as close as possible to the elbow of the on-guard arm) Fig. 8.
STEP 2 - From the reinforcement, quickly extend the calf with the metatarsals extended and perform the actual whipping kick with the foot. The target of this kick is the groin (Fig. 9)

SOURCE - htpps//cabanahimalaya.ro

KICK KICKED FROM THE SIDE

- **STEP 1 -** From the guard position transfer the centre of gravity to the rear leg by cocking the front leg with the knee as close to the chest as possible while the foot is pulled back (in extension) Fig. 10.
- **STEP 2 -** From this armour, extend the leg by kicking with the sole or heel, aiming at targets such as the opponent's front leg, pelvis or abdomen.
- A strong, short stroke is most effective and requires little space. (Fig. 11).
- You created the distance, now run!

ELBOW STRIKE

SOURCE - htpps//cabanahimalaya.ro

STEP 1 - Get out of the guard position (Fig. 12)
STEP 2 - The elbow of the front arm is raised upward in a circular motion while the fist comes down to chest level and the back arm makes a protective motion across the face with the open palm.

The strike is executed with the elbow, sometimes also as a block against a punch.

KNEE KICK WITH THE FRONT FOOT

STEP 1 - Get away from the guard position (Fig. 14).
STEP 2 - Raise the knee and push it forward with the extension of the pelvis (Fig. 15).

Target the opponent's groin or abdomen.

14. ATTACK DEFENCE AND COUNTER ATTACK TECHNIQUES (1 hour)

DEFENCE TECHNIQUES AGAINST DIRECT HITS

SOURCE - htpps//cabanahimalaya.ro

- The partners are in guard position (Fig. 16) with the left foot in front.
- **The attacker** executes a direct hit with the front (left) arm at upper level.

- **The defender** executes the parry with the right hand (with the root of the fingers) deflecting the shot to the inside side. The defending arm does not follow a wide trajectory, nor does it extend to its maximum (Fig. 17.
- **The attacker** executes a direct hit (counter) with the back (right) arm.
- **The defender** takes the attacking shot with the root of the fingers of the front hand deflecting the shot from the initial trajectory inwards (Fig. 18).

DEFENCE AGAINST DIRECT KICK

SOURCE - htpps//cabanahimalaya.ro

The partners are in the guard position (Fig. 19) with the left facing forwards
The striker transfers the centre of gravity to the rear leg simultaneously with the knee lift (Fig. 20).

- As the leg extends into the kick targeting the abdominal area, the defender takes a side step inwards with the front foot, taking the target out of the kick area, and with the front arm takes the kick deflecting it outwards (Fig. 21).
- Now the conditions are created for counter-attack by arm kick, kick, slice or design.

DEFENCE AGAINST DIRECT HIT WITH THE FRONT ARM

SOURCE - htpps//cabanahimalaya.ro

- The partners are in the standard guard position with the left foot in front (Fig. 22)

- **The attacker** executes a direct hit with the front arm at head level, and the defender dodges backwards, taking the target out of the hitting area (Fig. 23).

- At the same time as dodging, **the defender** executes a front-foot armouring by launching a thrusting thrust under the attacker's arm with the side of the sole at the abdominal cavity (Fig. 24).

DEFENCE AGAINST SIDE SHOULDER GRAB




- **The attacker** executes the shoulder hold with the left hand trying to pull the subject down (Fig. 25).
- In this situation, **the defender** responds immediately by controlling the attacker's grip with the right hand to limit the attacker's action (Fig. 26).
- Immediately arm the left leg while controlling the aggressor's arm (Fig. 27).
- Then immediately execute the side thrust at the knee joint (Fig. 28) so that the aggressor's action is cancelled.

DEFENCE AGAINST FRONTAL GRAB WITH BOTH ARMS AT SHOULDER LEVEL



SOURCE - htpps//cabanahimalaya.ro

- **The attacker** comes from the front by grabbing the defender's shoulders with both hands (Fig. 33)
- **The defender** comes with his arms from the side pressing on the attacker's elbow joints thus diminishing the aggressor's force of action (Fig. 34).

- Then he immediately executes a forward knee strike to the groin causing intense pain which leads to stopping the attacking action (Fig. 35).

15. RECAP AND Q&A (20 minutes)

- Review of techniques learnt: Exercises to repeat key techniques.
- Questions and answers: Clarify any queries and give additional practical advice.

16. RELAXING EXERCISES TO RETURN THE BODY TO REST (10 minutes)

SOURCE - htpps//cabanahimalaya.ro

SOURCE - htpps//cabanahimalaya.ro


SOURCE - *Pécsi Egyetemi Atlétikai*

T. 5.3. KNOWLEDGE ASSESSMENT TEST

NAME AND SURNAME	
VÂRSTA	
PROFESSION	

SECTION 1: MULTIPLE ANSWER QUESTIONS (10 questions, 10 points)

1.	**WHAT IS THE RULE OF 3 IN SURVIVAL?**
☐	A. 3 hours without water, 3 days without food, 3 weeks without shelter
✓	B. 3 minutes without air, 3 hours without shelter, 3 days without water, 3 weeks without food
☐	C. 3 minutes without water, 3 hours without air, 3 days without food, 3 weeks without shelter
☐	D. 3 hours without food, 3 days without water, 3 weeks without shelter, 3 months without air
2.	**WHICH ELEMENT IS MOST IMPORTANT FOR IMMEDIATE SURVIVAL?**
☐	A. Food
☐	B. Shelter
☐	C. Water
✓	D. Oxygen
3.	**HOW LONG CAN A PERSON SURVIVE WITHOUT WATER UNDER NORMAL CONDITIONS?**
☐	A. 1 day
✓	B. 3 days
☐	C. 7 days
☐	D. 10 days
4.	**WHAT SHOULD YOU DO IMMEDIATELY AFTER GETTING LOST IN THE WOODS?**
☐	A. Start running in any direction
✓	B. Staying put and trying to get your bearings
☐	C. Climb the tallest tree
☐	D. Following a watercourse
5.	**WHAT SHOULD A BASIC SURVIVAL KIT CONTAIN?**
☐	A. Toys, dog food, garlands
☐	B. Change of clothes, laptop, umbrella
✓	C. Knife, compass, bandages, water purification tablets, amnar
☐	D. Radio, TV, perfume
6.	**WHAT IS THE FIRST STEP IN GIVING FIRST AID TO AN UNCONSCIOUS PERSON?**
✓	A. Check if he's breathing
☐	B. Let her sleep
☐	C. Wrap her in a blanket
☐	D. Give him water
7.	**WHAT IS THE MOST IMPORTANT ELEMENT OF AN EMERGENCY SHELTER?**
✓	A. Weather protection
☐	B. Comfort
☐	C. Size
☐	D. Aesthetics

8.	**WHAT IS THE MOST IMPORTANT THING TO DO IMMEDIATELY AFTER BEING BITTEN BY A VENOMOUS SNAKE?**
☐	A. Sucking the venom from the wound
✓	B. Immobilise the bite site
☐	C. Apply a tourniquet over the bite
☐	D. Running to get medical help
9.	**WHAT SHOULD YOU DO IF YOU ENCOUNTER A DANGEROUS WILD ANIMAL?**
☐	A. Yelling and making big gestures
☐	B. Playing dead
✓	C. Walk away slowly and avoid direct eye contact
☐	D. Throw stones at him
10.	**HOW DO YOU IDENTIFY CARDINAL DIRECTIONS DURING THE DAY WITHOUT EQUIPMENT?**
☐	A. Follow your shadow
☐	B. Following the wind
✓	C. Using the sun and shadows to determine east and west
☐	D. To orientate by sounds

SECTION 2: PRACTICAL ACTIVITIES (4 SITUATIONS, 40 points)

Situation created	**Possible answer**	
1. You're in the woods and in urgent need of water. Describe how you would find and purify water to make it safe to drink.	**10 pct.**	*1.* ***Identifying water sources*** – *Search for flowing water courses such as rivers and streams.* – *Check vegetation, following animal tracks that may lead to water sources.* – *Look for signs of moisture in the soil or in natural depressions.* – *Explore natural springs or water seeping out of rocks.* ***2. Water collection*** – *Use a container to collect water.* – *Filter water to remove large particles.* ***3. Water purification*** – *Boiling water for at least 1-3 minutes* – *Using purification tablets* – *Portable filters* – *Improvised filtration techniques* ***4. Checking and storing purified water*** ***5. Precautions*** – *Avoid collecting water from potentially polluted sources, such as stagnant puddles or unpleasant smelling water.* – *Being aware of the risks of untreated water, such as diarrhoea and other water-borne diseases.*
2. In a survival situation, you need to signal your position to a rescue helicopter. Explain the methods you would use to attract	**10 pct.**	***1. Visual signals*** – *Lighting three fires in a triangle or straight line.* – *Using a mirror to reflect sunlight back to the helicopter.* – *Spreading a brightly coloured cloth or fabric on the ground, preferably red or orange.* – *Writing large, clear messages on the ground, using stones, wood or snow markers.* ***2. Auditory signalling***

the attention of the rescue team.		– *Using a whistle.* – *Loud, rhythmic shouts.* ***3. Light*** – *Torch:* – *Torches:* ***4. Improvised reflectors.***
3. You met someone who fell and fractured their arm. Demonstrate how you would improvise a splint.	**10 pct.**	***1. Injury assessment:*** – *Check the person's general condition and make sure they are conscious.* – *Observe the fractured arm to determine the severity of the fracture.* ***2. Materials needed:*** – *Rigid objects such as straight branches, pieces of wood or other materials.* – *Use a piece of clothing, bandanas, straps or other available materials to secure the splint.* ***3. Applying the splint:*** – *Place two rigid objects along the arm, one on the inside and one on the outside of the arm.* – *Fix these objects firmly, but not too tightly, using available materials.* – *Making sure the splint completely immobilises the arm and reduces movement.* ***4. Arm support:*** – *Create a triangle bandage (if possible) to support the arm and reduce pressure on the injured area. The arm should be in the most comfortable position for the injured person.*
4. You're stranded in a remote mountain area in winter and the temperature is dropping fast. Describe how you would build a makeshift shelter to protect yourself from the cold and wind.	**10 pct.**	**1.** ***Selecting a place to*** – *place sheltered from the wind (near a cliff or in a natural depression).* – *level and clean ground with no sharp stones or branches that could puncture the shelter.* **2.** ***Shelter construction details*** *- frame, roof, insulation.*

EVALUATION

- Section 1 (10 marks, 1 mark per question)
- Section 2 (40 points, 10 points per situation)

TOTAL: 50 POINTS - grade 10

HOW MARKS ARE AWARDED

- Award full marks for correct and detailed answers.
- Award lower marks according to the knowledge and explanations demonstrated by the participant.
- In the practical section, mark the ability to apply theoretical knowledge in practice and the ingenuity of improvisation.

Co-funded by the European Union

Erasmus+ Programme
Project No.: _____

CERTIFICATE OF ATTENDANCE

Learning/teaching/training activities

I, the undersigned, _____ *(full name)*
Position: _____
Representing the host/receiving organization/institution: _____ *(official name)*
Address: _____
City: _____, Country: _____
Certify that the following person: _____*(full name)*
Representing the sending organization/institution: _____ *(official name)*
Address: _____
City: _____, Country: _____
Attended a learning/teaching/training activity organized in _____ *(city)*, **from** _____ *(starting date)*, **to** _____ *(end date)*.
Title of the activity: *MINI-COURSE OF TECHNIQUES AND PROCEDURES OF SURVIVAL AND LIFE IN EMERGENCY SITUATIONS*

Place: _____

Date: _____

Host/receiving organisation/institution:
(signature of the legal representative & stamp of the organisation, if applicable)
.....

Cofinanțat de
Uniunea Europeană

SATISFACTION QUESTIONNAIRE AND SUGGESTIONS FOR IMPROVEMENT

Mini-course *"Techniques and procedures for survival, living and life in emergencies"*
Project No. 2023-2-RO01-KA210-VET-000170137

Dear participant,
Thank you for attending this course.
Please take a few minutes to share your impressions with us. Your feedback will help us improve the course and provide a better experience for participants.

Please tick the option that best matches your opinion and fill in the open answers where appropriate.

---

1. How would you rate the overall organisation of the course?

- ☐ Very good
- ☐ Hi
- ☐ Acceptable
- ☐ Unsatisfactory

2. Was the information presented in the course clear and useful?

- ☐ Very clear and useful
- ☐ Clear and useful
- ☐ Partially clear and useful
- ☐ Unclear and unnecessary

3. Which practical activities did you enjoy the most?
(Tick all that apply)

- ☐ Climbing the board
- ☐ Mountain climbing in rugged terrain
- ☐ Building the shelter
- ☐ Lighting the fire
- ☐ Sourcing and preparing food
- ☐ Water supply
- ☐ Field orientation
- ☐ First aid, mountain rescue
- ☐ Night-time activities
- ☐ Self-defence techniques

PROPOSALS FOR IMPROVEMENTS, ADDITIONS AND AMENDMENTS

4. What aspects do you think could be improved?

(Tick all that apply and complete where applicable)

- ☐ General organisation
- ☐ Duration of practical activities
- ☐ Theoretical explanations
- ☐ Equipment used
- ☐ Other issues (please elaborate):

5. What activities would you like to see added or modified?

5.A Theoretical activities

5.B Practical activities

6. Any other suggestions or comments you may have:

Thank you for your time and your feedback!

BIBLIOGRAPHY / RESOURCES

ON LINE SURVEY

- General Inspectorate for Emergency Situations/ IGSU, Population Protection, https://www.igsu.ro/Comunitate/ProtectiaPopulatiei
- Department for Emergency Situations/ DSU, Be prepared, https://fiipregatit.ro/ghiduri/
- Bucharest Ready. Bucharest Community Foundation, https://bucurestiulpregatit.ro.
- How to survive an earthquake. ARCEN and Re:Rise, https://antiseismic.info.
- U.S. Department of Homeland Security, https://www.ready.gov/be-informed
- Survival Cache website, https://survivalcache.com/
- US National Weather Service, https://www.weather.gov/safety
- American Red Cross, https://www.redcross.org/get-help/
- Australian Government, Department of Home , Strategic Planning (CASP), GUIDEBOOK, Affairshttps://www.homeaffairs.gov.au/emergency/files/casp-guidebook.pdf
- Municipalities Newfoundland and Labrador (MNL), CRISIS COMMUNICATIONS GUIDEBOOK https://municipalnl.ca/site/uploads/2020/03/Crisis-Communications-Tool-Kit.pdf
- State of Alaska, gov, Emotional recovery after a crisis guidebook, Resources for Living, https://drb.alaska.gov/docs/materials/EAPemotionalRecoveryAfterACrisis.pdf
- Civil CDEMDefence Emergency Management () Group at https://www.civildefence.govt.nz/find-your-civil-defence-group/
- The Art of Manliness - Survival Section https://www.artofmanliness.com/skills/outdoor-survival/

PUBLISHED BOOKS / MATERIALS

- Şerban Derlogea, Survival Manual, Publishing HouseAmaltea , 2002.
- First Aid - Introduction - The obligation of assistance - Based on the University of Pécs Faculty of Health First Aid Programme - http://tamop.etk.pte.hu/elsosegelynyujtas/
- John 'Lofty' Wiseman - "SAS Survival Handbook"
- Dave Canterbury - "Bushcraft 101: A Field Guide to the Art of Wilderness Survival"
- Cody Lundin - "98.6 Degrees: The Art of Keeping Your Ass Alive"
- Cody Lundin - "When All Hell Breaks Loose: Stuff You Need to Survive When Disaster Strikes"
- A practical guide to crisis management, https://www.researchgate.net/publication/6755316
- Kristi Kanel, A Guide to Crisis Intervention, Fourth Edition, https://students.aiu.edu/submissions/profiles/resources/onlineBook/r3c5A5_A_Guide_to_Crisis_Intervention-_4th_edition.pdf
- John Leach - "Survival Psychology"
- Bjorn Kjellstrom - "Be Expert with Map and Compass"
- Dave Canterbury - "Bushcraft 101: A Field Guide to the Art of Wilderness Survival"
- US Army Survival Manual (FM 21-76), https://ia600904.us.archive.org/3/items/Fm21-76SurvivalManual/FM21-76_SurvivalManual.pdf
- Larry Dean Olsen - "Outdoor Survival Skills

Self Defence - Fall Forward Techniques: https://www.facebook.com/esztergomjudo/videos/el%C5%91re-es%C3%A9s-a-helyes-es%C3%A9stechnika-a-judo-legfontosabb-eleme-melyet-minden-edz%C3%A9sen/2475901199291320/?locale=hu_HU

Self-Defence Section - Fall Back Techniques: https://www.youtube.com/watch?app=desktop&v=t9vbBa7klj4 > However, in the video, the buttock muscle does not tense after contact with the ground, so we lift our hips when we fall

Self-defence section - Fall sideways techniques: https://www.youtube.com/watch?v=uTBYBAnRHYs&t=24s

Self-Defence Section - Shoulder Rolling Techniques: https://www.youtube.com/watch?v=zN-KSS8Mt98

Bibliography source: Alternative Possibilities of Everyday Physical Education - Responses to the Challenges of Everyday Physical Education Pécs; 2014.