

## Curriculum for Time Lost: Teenage Survivalist 2

I. Read [\*Time Lost: Teenage Survivalist 2\*](#) by Julie L. Casey

### II. Discussion questions

#### A. Questions from the book

1. What were some of the themes throughout the story? How did those themes affect the story and help move it along? (Examples: time; money—Benjamins; the number 13; color—the blue of Sara’s eyes, her red coat, the grey surroundings when she died, etc.)
2. Ben felt like Time was his enemy through most of the story. At what point did his perception of Time begin to change and when was he able to come to terms with it?
3. How would you describe Ben’s personality? Is he shy, sensitive, and introverted or outgoing and gregarious? Does he confront problems head-on or try to avoid thinking about them? How does his personality type help to shape the story?
4. What did Aaron mean when he said, “Well now. Emancipation is something I know a little bit about”?
5. Why did Aaron call the homeless people in Swope Park “Lost Souls”?
6. Why did the Lost Souls prefer to live in the park instead of some of the many empty buildings and houses?
7. Why did Patrick hurl the knife at Sara?
8. What was the significance of color when Ben found Sara dying?
9. Why do you think both old Mr. Westcott and Sara have peaceful expressions on their faces when they died?
10. Why did Doug “borrow” the gun from the empty farmhouse?

11. How did Bracken's family's perception of Ben's personality differ from Ben's reality? (If you've already read *How I Became a Teenage Survivalist*.)
  12. Ben felt like he couldn't stay with Bracken's family. Why is that? Why did he feel more comfortable living with his three friends?
  13. What are the things Ben learned about life by the end of the story? How can you apply these words of wisdom to your own life?
- B. What are some of the cataclysmic events in which we might be faced with a survival situation? On the Internet, find examples of when some of these may have already occurred on earth and what were the effects. Examples (have students brainstorm ideas, adding suggestions as needed):
1. CME (coronal mass ejection) from a solar superstorm
  2. EMP (electro magnetic pulse) from a bomb exploded in the atmosphere
  2. A primordial black hole, meteor, or asteroid collision with earth
  3. An extreme weather event, such as a tornado, flood, hurricane, ice/snow storm, wildfire
  4. An extreme geologic event, such as earthquake, volcanic eruption
  5. War or terrorist attack
  6. Financial meltdown
- C. What are some of the different situations you might find yourself in that you would need to know survival skills? What would you do if faced with situations such as these. Examples (have students brainstorm ideas, adding suggestions as needed):
1. Lost in the woods
  2. Stranded in your car
  3. Stranded somewhere other than home during a cataclysmic event
  4. Isolated in your home after a severe weather or geologic event
  5. Separated from loved ones with no means of communication

6. Trapped in an elevator
7. Homeless

III. Hands-on activities (choose one or two activities based upon the age/abilities of the students)

A. Give each student or small group a specific problem to solve, using only what they have available at home and no power except their own to make something that solves or at least partially solves that problem. Examples:

1. Shelter
2. Home heating
3. Water heating/sanitization
4. Lighting
5. Cooking
6. Laundering clothes
7. Hunting/foraging (no guns, as bullets would soon run out)
8. Food refrigeration
9. Medicine/first aid
10. Sewer system

B. Make a [\*paracord survival bracelet\*](#) for wilderness survival

C. Make a [\*shortening/oil lamp\*](#)

D. Make a [\*soup can mouse trap\*](#)

E. Make a [\*fish hook from a soda can tab\*](#)

IV. Resources

A. [\*Time Lost: Teenage Survivalist 2\*](#) website

- B. Julie L. Casey's Pinterest board, [\*Become a Survivalist\*](#)
- C. [\*How I Became a Teenage Survivalist Facebook\*](#) page