Many students did not take their copy of the “Winter Emergency Kit” hand out at the end of the second field experience.

Students were very engaged in novel emergency preparedness activities such as fire starting, and activities with incentives such as the rubber band game for hiking safety.

Younger populations are less aware of emergency preparedness practices (2). In this study, I found that activities that are new to students as well as incentives, are more likely to pique their interest. Therefore, games, incentives, and novel activities should be used in public health programming to increase the awareness and experience of emergency preparedness techniques among the younger population. Some limitations of this study were that there is no way to guarantee participation and there was not an ideal amount of time to cover these emergency preparedness techniques in more depth. In order to work around these limitations, I had to plan accordingly to increase engagement and use my time efficiently. In the future, I would like to research how increasing student’s emergency preparedness knowledge and experience affects their attitudes toward nature and camping.

References