

After finishing *Hatchet* by Gary Paulsen, an amazing activity would be to combine creativity with reflection through an **"Island Survival Project"**. This interdisciplinary activity encourages students to apply themes from the book, such as resilience, problem-solving, and survival, in a hands-on, collaborative way. It's a great mix of individual and group work, and it taps into students' critical thinking, teamwork, and creative skills.

## Island Survival Project Activity

### Objective:

Students will design and present their own survival plan, building on the lessons Brian learned in *Hatchet*. They will incorporate aspects of the environment, the supplies they would need, and strategies for overcoming challenges similar to those Brian faced in the wilderness.

### Materials:

- Paper and markers for drawing (or digital tools for creating presentations)
- Craft supplies (optional: clay, cardboard, other materials for building models)
- Access to research tools (internet, books, etc.)
- Survival gear catalog (optional, for reference)

### Instructions:

1. **Group or Individual Work:** Depending on the class size and dynamic, you can have students work individually or in small groups (3-4 students).
2. **Create an "Island Survival Plan":**
  - **Step 1: Choose a Location:** Have students select a remote wilderness area (e.g., a forest, an island, a desert) where they would have to survive. Encourage them to think about what the environment is like and how it compares to Brian's location in *Hatchet*.
  - **Step 2: List Supplies:** What are the essential items they would need to survive? Think along the lines of Brian's "tools" in the story (like the hatchet, fire starter, etc.). Would they have access to tools like Brian did, or would they need to find creative ways to make their own?
  - **Step 3: Design Shelter:** Have students create a blueprint or model of the shelter they would build to protect themselves from the elements. Would they use natural materials? How would they keep themselves warm and dry?
  - **Step 4: Food and Water:** How would they find food and fresh water? Encourage them to research survival strategies or think of how they might use the environment around them to gather resources (e.g., fishing, hunting, foraging for berries or plants).
  - **Step 5: Challenges and Solutions:** What challenges would they face in the wilderness (e.g., wild animals, weather, injury) and how would they overcome them? Would they use similar strategies to Brian, like creating fire, or would they come up with their own solutions?
3. **Presentation:**
  - Have students present their survival plan to the class. They should explain their choices for shelter, food, water, tools, and strategies, and how they would adapt to challenges.

- Optionally, they could create a small model or poster to help illustrate their plans, like a “map” of their island with symbols for key resources (water source, shelter, animal paths).

**4. Reflection and Discussion:**

- After presentations, hold a class discussion about the different survival strategies. How did each group approach the challenges differently? What would they do differently now that they know more about Brian’s experience?
- Consider discussing the mental and emotional aspects of survival as well. How did Brian’s mindset evolve over time? How would students stay motivated and positive in such a situation?

**5. Extension (Optional):**

- As a final piece, ask students to write a journal entry or reflection as if they were Brian, writing about their experience after completing their survival plan. How did the activity help them understand Brian’s journey of survival and personal growth?

This activity not only encourages students to think critically about survival, but it also provides them with the opportunity to reflect on the lessons in the novel, such as resilience, resourcefulness, and adapting to tough situations.