



US Army Corps
of Engineers®

Water Safety Resource Guide for Interpretive Services and Educational Outreach



Updated 2021

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This resource guide was created and updated by the USACE National Water Safety Program.

INTERPRETIVE PROGRAM OUTLINES

Are You Next?

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: High School Students

TIME: 30 minutes

THEME: Wear a life jacket or you may be next.

GOAL/PURPOSE: Encourage participants to think twice before making decisions and promote wearing a life jacket.

OBJECTIVE(S):

1. Individual or group will be able to make the correct decision given a water safety scenario.
2. Individual or group will be able to make the correct decision given a personal safety scenario.
3. Participants will have a better understating of their own mortality.

DESCRIPTION:

- A. **Introduction:** Tell the audience who you are and a little background about yourself. Ask the question “Are You Next?” and wait for a response. (Wait about 30 seconds for the group to answer, typically someone will ask, “Next for what?”) Explain that there are multiple answers to this question. Next in your family to go to college, next to join the military, next to get married, etc., but I want to know if are you next to die from drowning or making a deadly decision that was influenced by peer pressure, drugs, or alcohol. (pause to let this message sink in).
- B. **General Safety Scenarios:** Ask who would: be out late at night by themselves? Go shopping alone? Pick up a hitch hiker, any other dangerous scenarios you can think of. End with “go swimming without a life jacket on? Present the statistics on drowning (male vs female, 18-35 years old, under the influence, not wearing a life jacket, etc.) Ask the group why they think young men are the most likely to drown. (Encourage conversation/discussion)
- C. **Peer Pressure:** Ask the group what would impress them most: a person that puts them first or one who thinks doing a back flip off a 50 ft. cliff into a lake after a few beers? Discuss the effects of alcohol and drugs on decision making.
- D. **Real Life Cases:** Go over real life cases of drownings. (Waves of Hope is a good resource to use) Try to use examples in their target age range 15-20. Go over the details about what the individual was doing and what led up to their drowning. Do not mention names of the individuals. Ask the group their thoughts on each case. Would they have made the same decisions? Have they ever done something similar? This is the time that you can assess their thoughts concerning bad decisions bad on peer pressure, drugs, and alcohol use.
- E. **Personal Experience:** Give your personal experience as a first responder. What was it like for you working a recovery, finding the victim, talking to the family/friends of the victim. Use caution if your experience is about a recent drowning. The group may have known the victim or be related to them. Be professional about your experiences, but don’t leave out the emotions you, friends, and family of the victim went through. This is the point that you want to drive home the message that tomorrow is not guaranteed. After discussing your personal experiences, tell the group to look at the person next to them and imagine them not being here next week because of a bad decision. How would you feel? How would their family feel? No one is guaranteed to be here tomorrow, but there are some ways to make sure you are NOT next.
- F. **Conclusion:** Explain to the group that the decisions they make now will stay with them the rest of their life. Share an example of a bad decision you made when you were young. Tell them about the consequences of that decision and how you handled them to get to where you are today. Challenge them to make a difference in the lives of their friends, family, and community.

SUGGESTED MATERIALS & EQUIPMENT:

1. Waves of Hope stories
2. "ARE YOU NEXT" and "Life Jackets Worn-Nobody Mourns" materials

Boating Obstacle Course or Relay Race

Topic: Boating Safety

Target: 5th grade - Adult

Time: 30 - 40 minutes

Theme: Buoy markers are placed in areas to help prevent accidents, but they only work if you obey them.

Goal: Participants will understand that buoy markers are in place to help ensure their safety and the safety of others.

Objective(s): Participants will obey all buoy markers while boating.

Description:

- A. Explain the different types of buoys and how a boater should react to each one.
- B. Explain to the participants that they will be acting as if they are driving a boat while going through the course.
- C. They will need to obey all buoy markers. If they make a wrong decision they have to return to the starting line.
- D. This game can either be conducted as an obstacle course for individuals or a relay race for teams.
- E. Stations -

Station 1: Life jackets

Pile of life jackets, several sizes and styles. Participants must dig through the pile to find and a life jacket that will fit them properly. They must put the life jacket on properly before they proceed. Explain why it is important to wear a life jacket while boating and ensure that they have put it on properly.

Station 2: Channel Buoys

Place a red buoy on the left and a green or black buoy on the right. Ask each participant after they go through the buoys correctly if they are traveling upstream or downstream.

Station 3: Diver Down Buoy and Flag

Participants must maintain a distance of 150 or more between themselves and the buoy.

Station 4: No wake Buoy

Participants must proceed slowly in this area.

Station 5: No boats Buoys

Participants must not enter this area, turn around and proceed back through the course.

- F. For a relay race: After returning their life jacket to Station 1 they must tag the next person in line and the team continues until everyone has completed the course.
- G. After the participant or participants have completed the course explain to them again why it is important to obey all buoy markers.

Suggested Materials & Equipment:

Poster that shows the different types of buoys, No Wake buoy, Different sizes and styles of life jackets

Real buoys or posters of buoys for the stations, No Boat buoy, Channel markers - 1 green or black and 1 red,

Diver Down buoy and flag

Boating Safety Scavenger Hunt

TOPIC/SUBJECT: Boating Safety

TARGET AUDIENCE/AGE LEVEL: Jr. High and up

THEME: Practicing boating safety will guarantee you fun on the water.

GOAL/PURPOSE: To attract visitors to Water Safety Festivals, and encourage them to visit the various displays and interact with the participants.

OBJECTIVE(S): Participants will be able to identify a variety of boating safety skills.

DESCRIPTION:

- A. Ask participating boat dealers, organizations/agencies to submit a maximum of three water safety related questions that represent their activity (water ski club submits questions concerning water safety skills and water skiing). If this does not apply, formulate your own questions.
- B. When all questions have been submitted, select the best questions. Try to select at least one for each organization who submitted questions. Fifteen questions should probably be the maximum used for the scavenger hunt. Here are some sample questions that can be adapted to fit a festival setting or be manipulated in other ways:
 1. Under what conditions does a powerboat have the right-of-way over a sailboat?
 2. Boats operating with both sail and power are classified as what kind of boat?
 3. What should do when they hear thunder or see lightning when boating?
 4. All persons on board all boats are required to have what?
 5. If your boat is disabled or you need some type of help, when would you use flares?
 6. Do you stay with the canoe if you capsize in a lake?
 7. The most important thing to do before you go fishing is what?
 8. How many people do you need to safely water ski at ___?
 9. How long has the _____ Boat Company been in business?
 10. Can you water ski behind a personal watercraft in this state?
- C. Contact local businesses for prize donations. As a suggestion, develop a cover letter that may be presented to those businesses or organizations that are donating prizes stating that they are donating a prize for use in the Water Safety Scavenger Hunt. Participating organizations and boat dealers may also be interested in donating prizes. Prizes could include life jackets, club memberships, tee-shirts, food certificates, or U.S. Army Corps of Engineers water safety products.
- D. Develop and print "Scavenger Hunt" game sheets.
- E. Plan on means of distribution to visitors (i.e. from fee booths, etc.).
- F. Create a box that can be used for the deposit of completed game sheets.
- G. All answers must be filled in and validated. This can be accomplished at the display that related to the question. Exhibitors are not allowed to play.
- H. Hold prize drawings throughout the day.
- I. Send thank you letters to all businesses and organizations that donated prizes.

SUGGESTED MATERIALS & EQUIPMENT: Game sheets, decals or rubber stamps of participating organizations to use to validate game sheets, prizes, and a box for deposit of the game sheets.

Bobber The Water Safety Dog Program

TOPIC/SUBJECT: Life Jackets with Bobber the Water Safety Dog

TARGET AUDIENCE/AGE LEVEL: Grades 2nd – 6th

TIME: 30 – 45 minutes

THEME: A life jacket can save your life or the life of someone else if you use it and wear it properly.

GOAL/PURPOSE: To encourage students to wear the proper life jacket.

OBJECTIVE(S): Students be able to identify the different types of life jackets, will know how to use them, and will be able to determine which life jacket fits them the best.

DESCRIPTION: This program describes the different types of life jackets in an interactive way.

- A. The person wearing the Bobber costume will need help getting changed. Make sure you plan enough time before the program to assist this person.
- B. Arrive at least 30 minutes prior to presentation time to set-up and organize props.
- C. As a presenter set a good example and wear a life jacket during your presentation.
- D. Encourage controlled audience participation. Ask questions which the group can answer with a collective one-word answer or by raising their hands.
- E. Usually the settings for these programs are in large multi-purpose rooms, with one hundred or more students. It's important to keep control of the group at all times. Avoid allowing the students to surround Bobber. This situation can get out of control easily and the person in the costume can get hurt.

The Presentation - Introduction

- F. Greet the students and introduce yourself. Briefly tell them about your position and about the U.S. Army Corps of Engineers. Tell them that you are there to talk about Water Safety, but before you do that you want them to meet a very special friend. Have Bobber come out without his life jacket on and introduce him. Explain that Bobber is going to help you today. Interact with Bobber throughout the program. Remember Bobber doesn't talk and can only communicate through body language such as shaking his head or wagging his tail.
- G. Start into the program by asking who likes the water; how many know how to swim well; or how many have ever been in a boat? A show of hands can answer all these questions, and you can control this response by raising one hand yourself. This participation warms the group toward you, while holding their attention.
- H. Hold up a Near-shore Buoyancy Vest (Type II) and Flotation Aid Vest (Type III) and ask "How many of you wore one of these while you were on or near the water?"

Life Jacket Presentation

- I. "These are very important, and we're going to learn a lot more about them today." Put that life jacket down, and hold up the ring buoy. "Who has ever seen one of these?" SHOW OF HANDS. "Very good! What do we call this?" TAKE A FEW ANSWERS. "Very good! What do we call this?" TAKE A FEW ANSWERS. "Very good! What do we call this?" SIGNAL FOR A GROUP ANSWER BY CUPPING ONE HAND TO YOUR EAR. "A lifesaver or life ring! You may know it by that nickname because it is used for saving lives. I have a new word for you, though. This is really a PFD." HAVE THEM REPEAT PFD. "There are five types of PFDs. Bobber and I are going to show you examples of all of them today. This one is a Throwable Device

(Type IV), which means it's the type you throw to the person who needs it. It's not the kind you wear - We'll see those later. Right now, I'm going to show you how to use one of these."

- J. Give a demonstration of how to throw the ring buoy. Be sure the rope is properly draped across your palm, and that the rescuer's end is secured under your foot. Explain that you held the end of the rope underneath your foot so in case you have to throw it again or to pull the person that is drowning. "A PFD can save someone's life if you use it properly."
- K. "There are other Throwable Device PFDs (Type IV) which you have seen, and I have a different one here." Hold up the floatable cushion and ask, "Who has ever seen one of these?" SHOW OF HANDS. "Where do we see these?" TAKE A FEW RESPONSES. "Okay, now we need to know how to use one." CALL A VOLUNTEER UP TO HELP. Get the name of your helper.
- L. "_____ is going to show us how some people use this type of PFD." Instruct the volunteer to put his/her arms through the loops, and wear it like a backpack. "How is this? Is this right?" MIXED REPLY FROM THE GROUP.
- M. Demonstrate how this is not the proper way to wear this type of PFD. Have the student bend forward at the waist, with the PFD about his/her back. Explain that the PFD floats, but that this way, the victim is underwater, face-down. Then show the subject the proper way to use the PFD, tucking it in at the waist, having him/her bend over it, and grasp the edges while bending over it. Explain that now he is out of the water, and has a good, safe grip on the PFD. Then explain that the handles are not to hold on to, and that if they broke, the victim would be stranded. "A PFD can save someone's life if you use it properly." Instead, the handles are used for throwing the PFD. Take the PFD from the volunteer, and using the handle, gently toss it to the side, away from the audience. Thank the subject and have them sit down.
- N. Next, pull out the rescue bag. "At this point, you might think that this too, is a Throwable Device PFD (Type IV), but it really isn't for a simple reason. It doesn't help a person float; although you can use it to save someone's life. You see...(SECURING YOUR ENDS OF THE ROPE, TOSS THE BAG TOWARD THE FLOATABLE CUSHION)...there's no cushion inside - just rope. So, you can toss the rope, and pull the person into safety. PFDs are made to help people float, and as you can see, this rescue bag is not made to do that." Explain that it is a good idea to attach a rope to the Throwable Device PFD (Type IV) so you can pull in the person that is drowning. Let's talk about what the letters PFD stand for. The "P" stands for PERSONAL; which means something made for the person. The "F" stands for flotation because it's made to float; and "D" stands for device.
- O. Put down the bag, and pick up the ring buoy and cushion. "So, what are these? Throwable Device PFDs!" "Very good, now I have some other PFDs to show you."
- P. Pick Up The Flotation Aid Vest (TYPE III). "This is what we call a Flotation Aid Vest or Life Jacket. Who has ever seen one of these?" SHOW OF HANDS. "We usually see most people wearing these types of life jackets.
- Q. So this is a device made to fit a person that will help him/her float. In other words. Life jackets come in many sizes for different people. Let's see what happens when we use the wrong size. Call a very small student up to the front of the group and have them put on an adult size life jacket.
- R. "Now _____ is wearing this life jacket and while at the lake he/she falls into the water. Slowly and gently pull the life jacket over the child's head, remove it completely. "What happens is the life jacket floats but since _____ is too small for it, he/she slips right out of the life jacket, so here is the life jacket on the surface of the water, but what can happen to _____" RESPONSES.

- S. Open the life jacket and point out that the size is labeled as an Adult. Explain the different sizes that are available. Then explain that the tag tells something else, in addition to size, which is important. Explain that a life jacket must be labeled, Coast Guard Approved, and that this information can also be found on the label. Now move on to the Flotation Aid Vest (Type III).
- T. “So what life jacket should _____ and Bobber be wearing?” RESPONSE. Place the proper life jacket on the volunteer and Bobber. Put Bobber’s life jacket on him with the straps loose. Ask the group if Bobber and the volunteer have on a life jacket that fit them properly. Ask the group to look closely at Bobber’s life jacket. Look at the straps. Ask for a volunteer to come up and help tighten the straps on Bobber’s life jacket. “Repeat after me a life jacket can save my life if I wear it the right way.” Thank the volunteers and send them back to the group.
- U. Pick up a Off-Shore Life Jacket (Type I) & Near-shore Buoyancy Vest (Type II) ask the group how many have seen one of these types of life jackets. Then ask two volunteers to come up and put the life jackets on correctly. Explain that the life jackets are Off-shore Life Jacket (Type I) & Near-shore Buoyancy Vest (Type II) and like the Flotation Aid Vest (Type III) they are made to be worn. Explain that though they are similar to a Flotation Aid Vest (Type III) in some ways, but they are also different. Once the volunteers are wearing the life jackets correctly, have them turn so that the group can see the head cushion. Explain that this helps keep the persons head out of the water and the Off-shore Life Jacket (Type I) will turn a person face-up in the water, even if the person can’t do it for him/herself, and that this can save even an unconscious person from drowning. Lean the subject’s upper body backward just a little, demonstrating the position in which they would float.
- V. Next, ask the group if the life jackets are the right size for the volunteers. “Repeat after me a life jacket can save my life if I wear it the right way.” Remove the life jackets and have the volunteers take their seats.
- W. Pick up the Special-Use Device (Type V). Explain to the group what type of life jacket it is. Ask for an adult such as a teacher or principle to come up and assist you by putting on the Special-Use Device (Type V). Explain that when adults wear this type of life jacket they don’t wear it snug like the other life jackets. “Repeat after me a life jacket can save my life if I wear it the right way.”
- X. Let the volunteer know that you want them to inflate the life jacket without letting the group know. Ask the group if they know what will happen if (teacher/principle) pulls the string on the life jacket. Have the volunteer pull the string to inflate the life jacket. After the group settles down explain to them that is what helps the person float. Have the volunteer take the life jacket off, thank them, and have them return to the group.
- Y. Summarize by showing all of the life jackets again. Remember a life jacket only works if you use it and wear it properly. Repeat after me a life jacket can save my life if I wear it properly.
- Z. If possible take a group picture with Bobber. Have some of the people in the group wear the different types of life jackets.

SUGGESTED MATERIAL & EQUIPMENT: Bobber the Water Safety Dog costume, coloring books, temporary tattoos, etc (enough for all), rescue bag with rope, different types and sizes of life jackets.

NOTE: Arrange beforehand to have a changing room for Bobber which is easily accessible to the program area, yet out of view. Keep in mind that the person in the costume will need assistance. The assistant will have to guide Bobber past obstacles. Remember Bobber doesn’t talk and only communicates by using body language such as shaking his head or wagging his tail.

Bobber the Water Safety Dog's Water Safety Golden Rules

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: K – 4th grade

TIME: 30 minutes

THEME: Bobber's Golden Rules can keep you safe while you are on or near the water.

GOAL/PURPOSE: Students will learning to swim well, not swim in water that is over their heads, will have an adult with them and wear their life jacket while in or near the water.

OBJECTIVE(S): The students will learn all of Bobber's Golden Rules to being safe in or near the water and why they are important.

DESCRIPTION:

As a presenter set a good example and wear a life jacket during the presentation.

Introduction:

How many of you like to go to the beach, lake, or river? How many of you can swim well? Now tell me what do you think is more dangerous going into water that is 6 feet deep or water that is 100 feet deep? Let the children raise their hands and then ask one from each group why they think their chosen depth is more dangerous.

Now act a little confused, tell them you're not sure, and that you are going to ask a water safety expert. Call for Bobber the Water Safety Dog to come out. Have the students help call for Bobber. Bobber enters and you introduce him. Bobber would like me to explain to you his Golden Rules to being safe in or near the water. It doesn't matter whether the water is 6 or 100 feet deep, if the water is over your shoulders then it is too deep to be in unless you have an adult right next to you. Bobber's Golden Rules include don't swim in water that is over your head and always have an adult with you when you are in or near the water.

Bobber's Golden Rules: Here are all of Bobber's Golden Rules to being safe while in or near the water. They were taught to him by his mother and father many years ago.

#1: Learn To Swim Well! Most people know how to swim, but they cannot swim well. Take swimming lessons and have fun while learning to swim well.

#2: Don't swim in water that is over your head. Why? If the water is over your head and you get tired while swimming you cannot stand up and rest and you could drown. Remember, you can swim just as easily in 2½ feet of water as in 6 feet of water.

#3: Always have an adult with you when you are in or near the water; never swim or go near the water alone.

#4: Wear your life jacket while in or near the water. Have some of the kids put on life jackets properly. "Repeat after me a life jacket can save my life if I wear it properly."

Bobber wants you to be safe in and near the water, so let's repeat his Golden Rules. Hold up cue cards for each rule.

- #1. Learn To Swim Well!
- #2. Don't swim in water over your head!
- #3. Always have an adult with you!
- #4. Wear a Life Jacket!

SUGGESTED MATERIALS & EQUIPMENT: Bobber costume, Coloring Books for everyone, child size life jackets, and Golden Rule cue cards

Captain Alcohol

TOPIC/SUBJECT: Alcohol and water safety

TARGET AUDIENCE/AGE LEVEL: 3rd Grade – Adult

TIME: Approximately 20 minutes

THEME: Alcohol and boating can be a deadly combination.

GOAL/PURPOSE: Members of the audience will understand that they should never consume alcoholic beverages or do drugs when partaking in water-based recreational activities.

OBJECTIVE(S): To make the visitor aware of the fact that alcohol can affect their thought process, reaction time, and coordination.

DESCRIPTION:

- A. Remind the audience that alcohol is involved in at least half of the boating related fatalities nationally.
- B. Tell the audience that alcohol consumption slows down reaction time, affects vision and dexterity, and dulls the thinking process. Also remind the audience of any statistics on the local level that relates to the use of alcohol and drowning.
- C. Set up 1-2 chairs representing the boat.
- D. Select a good-natured volunteer from the audience. It is recommended that you request a volunteer that does not have any health problems such as asthma, as they will be portraying several simulated effects of drinking too much alcohol. You could also select a second volunteer who will remain sober throughout the demonstration. They can assist you with the props for the other person.
- E. Hand the one volunteer a can of beer (soda can marked as beer), and have them sit down in the “boat.” Start explaining the effects that alcohol has on a person as they continue to “drink.”
- F. Place a hat on the volunteer’s head to represent the effect on the thought process/judgment. The person no longer has the ability to think clearly, and may take chances they would not take when sober. Anticipation, sense of judgment, and caution slowly slip away.
- G. Next, place a pair of sunglasses, tinted safety goggles, goggles, or a diver’s mask over the volunteer’s eyes. Explain that alcohol consumption can affect a person’s peripheral vision, which leads to tunnel vision.
- H. If using a diver’s mask, place a piece of clear lamination over the front of the mask. Then mark the lamination with red and green magic markers. This is done to represent how alcohol can actually take away the person’s ability to clearly distinguish colors. The colors red and green are very important while boating, as they are on the highways. When boating at night or during times of reduced visibility, the running lights on the boat should be turned on. There is a red and green light on the front or bow of a boat. The red light is on the port or left side of the boat, and the green light is on the right or starboard side of the boat. These lights tell you from which direction another boat may be approaching your boat. This is very important to know, so you can avoid collisions. At night, red can easily be mistaken for green when under the influence of alcohol.
- I. Place headphones or earmuffs over the volunteer’s ears, thus restricting his or her hearing ability. When under the influence of alcohol, a person may not hear what is going on around them, because they are not paying attention. A person’s attention span is reduced while under the influence of alcohol.

- J. Next place a pair of gloves on the volunteer's hands to represent the loss of dexterity.
- K. This is followed with weights that are placed on the volunteer's wrists to show not only loss of coordination or dexterity, but also how ones movements and reactions are slowed down; they begin to feel tired.
- L. This part is optional. Assist the person that is simulating the effects of alcohol in putting on a pair of coveralls and a pair of boots (optional), which represents how the consumption of alcohol can affect coordination. When coordination suffers, the brain's commands cannot be properly executed.
- M. At this point, explain once again that the various items have been placed on the volunteer to demonstrate through a step-by-step process how alcohol can affect a person as he or she continues to drink. The combination of the sun, wind, water, and motion of the boat intensifies the effects of alcohol. Place two life jackets on the floor near the volunteers. Create a story of how they ended up in the water, and instruct the volunteers to put their life jackets on. Give the volunteers sixty seconds to do this. Very rarely does the person simulating the effects of alcohol get his or her life jacket on correctly.
- N. Explain that when a person falls into the water they become disoriented and if they are under the influence of alcohol or drugs this could be intensified. They may actually swim towards the bottom of the body of water, instead of towards the top and possible safety. Explain that generally it only takes 60 seconds for an adult to drown whether they are under the influence of alcohol or not.
- O. Compare the two volunteers to one another. How much time did it take each one of them to put on their life jacket? If this was a real boating accident what's the possibility of them surviving? You could also discuss briefly the importance of wearing a life jacket while boating. Involve the audience in this discussion.

SUGGESTED MATERIALS & EQUIPMENT:

Two chairs

Funny hat

Pair of sunglasses (goggles, safety glasses, or diving mask will also work)

Gloves

Wrist weights

2 life jackets

Optional: A pair of coveralls and boots

Cold Hand Luke

TOPIC/SUBJECT: Dangers of cold water

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 10 minutes

THEME: Cold water can kill you faster than you may realize

GOAL/PURPOSE: To make the students aware of the dangers of cold water.

OBJECTIVE(S):

- A. To teach the audience what to do if they find themselves in a cold water situation.
- B. Create an awareness of just how important it is to wear a life jacket when around cold water, but that alone will not save your life.
- C. The audience will be able to name two methods of conserving body heat when in a cold water situation.

DESCRIPTION:

- A. Fill a large bucket or cooler with water and ice. Place the bucket or cooler on a table.
- B. Remind the audience that cold water conducts heat away from the body 25-30 times faster than air at the same temperature.
- C. Remind the audience that movement, such as swimming, will cause their body to cool down faster. The movement is causing the victim's heart to work faster in order to pump blood into the extremities. This causes the internal organs to cool down, which speeds up the effects of hypothermia. It is best to stay with the boat.
- D. Tell the audience about the H.E.L.P. (Heat Escape Lessening Posture) and huddle positions that can be used to conserve body heat.
- E. Drop loose change or washers into the bucket of water.
- F. Select a volunteer from the audience to participate in the activity. This activity is not recommended for people with heart problems.
- G. Ask the volunteer to remove any jewelry he or she is wearing on their hands or wrists. The volunteer will then place either one of their hand(s) in the water. Explain to the volunteer that they have to pick up one coin at a time and place it on the table. They should try and get out as many coins as they can in one minute. Ask them what their hand feels like at 15, 30, 45, and 60 seconds. Explain to them that they can stop at any time they choose to before the minute is up.
- H. You can point out the decreased dexterity, skin color, numbness, and weak pulse of the exposed hand and arm caused by only a short time in cold water. Ask the volunteer what they think it would feel like if their entire body was emerged in the cold water.
- I. Point out how difficult it would be to try to put on a life jacket if your entire body was immersed in water this cold. It would be nearly impossible due to the loss of dexterity, among other things.
- J. If you have time have other volunteers try this activity.

K. While the volunteers are participating in the activity explain the stages of cold water immersion and 1-10-1 principle.

Four stages of cold-water immersion:

- Stage 1, Initial immersion responses or cold shock;
- Stage 2, Short-term immersion or swimming failure;
- Stage 3, Long-term immersion or hypothermia;
- Stage 4, Post-rescue collapse.

1-10-1 Principle

1 - One minute to gain control of your breathing

10 - You may have 10 minutes of meaningful movement to perpetuate self-rescue.

1 - You may have 1 hour before becoming hypothermic and losing consciousness.

Wearing a life jacket increases your chances of surviving cold water immersion.

SUGGESTED MATERIALS & EQUIPMENT: Bucket or cooler, ice, coins, towel, table

Color Me Safe

TOPIC/SUBJECT: Safety while swimming

TARGET AUDIENCE/AGE LEVEL: Grades K - 5th

TIME: 30-40 minutes

THEME: It's important that you play it safe while swimming.

GOAL: Participants will be motivated to practice water safety principles while swimming.

OBJECTIVE: Participants will only swim in safe areas and will never swim alone.

DESCRIPTION:

A. Have the participants draw a picture and color it.

1. Start out by having them draw a picture of a beach.
2. Then have them draw things that they would find on a beach.
3. Then have them draw themselves and how they play it safe while swimming.
4. After they are all done ask if everyone is swimming with a buddy in their picture. If not, have them add a buddy to their picture.
5. You can ask other things also like if someone is in trouble in the water how can you help them. Explain reach, throw, row, don't go. Then ask if anyone has things on their beach that could be used to reach with, throw, or row. If they don't have anything to reach with, throw, or row then have them add something to their picture.

SUGGESTED MATERIALS & EQUIPMENT:

Paper

Something to draw or color with (crayons, markers, pencils, etc.)

Cry For Help

TOPIC/SUBJECT: Drowning profile demonstrating crying for help

TARGET AUDIENCE/AGE LEVEL: Kindergarten - Adult

TIME: 10-15 minutes

THEME: The actions of a drowning person may surprise you.

GOAL/PURPOSE: Participants will realize a drowning person cannot call for help.

OBJECTIVE(S): Participants will be able to identify the four signs of a drowning victim

DESCRIPTION:

- A. Choose a willing volunteer from the audience.
- B. Ask the audience how many of them have ever panicked in the water before, where they have at least gasped for air. Then have them imagine that they are drowning, fighting to survive, and they want someone to help them. But how can anyone help them unless they know what a person drowning looks like. State that the actions of a drowning person may surprise you.
- C. You and the volunteer together simulate the “instinctive drowning response.” Extend your arms laterally or to the front pushing down on the water. Put your head back, with your mouth wide open.
- D. Open your mouth as wide as possible (like you are going to swallow an apple!), and take in a big breath of air, while still flapping your arms laterally, and your head back.
- E. **AT THE SAME TIME THAT YOU ARE BREATHING IN AIR**, moving your arms up and down, and your head back shout, “HELP.”
- F. If done properly, you and your volunteer will only register a weak call, barely audible to someone in the back of the audience. **PROGRAM NOTE:** About this time in the simulation, laughter breaks out and usually the entire audience is trying to do it. If your audience is not provoked to try the simulation on their own ask everyone to try it together.
- G. Explain to the class that it is practically impossible for a true drowning victim to shout for help, because there is not a sufficient air supply to do so! Mention that if they see someone that is drowning on TV or in the movies that those people actually are not drowning they are just acting.
- H. Review the four signs of a drowning victim 1. Head back 2. Mouth open 3. Arms moving up and down slapping the water 4. No sound
- I. This can be demonstrated by placing the drowning victim volunteer behind a vertically held blue tarp or sheet of plastic (representing water) with only their body from the neck up viewable to the audience. This program is better when combined with "Find a Float" or some type of activity that describes proper rescue techniques.

SUGGESTED MATERIAL & EQUIPMENT: None

Dry Land Swim Lessons

TOPIC/SUBJECT: Learn to swim.

TARGET AUDIENCE/AGE LEVEL: pre-K & Kindergarten

TIME: 20-30 minutes

THEME: Learning to swim can save your life.

GOAL/PURPOSE: Teach children how to swim on dry land.

OBJECTIVE(S):

1. Children will know and practice the basic techniques for swimming.
2. Children will understand why it is important to always swim with adult supervision.

DESCRIPTION:

- A. Swimming.** Begin by asking questions about red lights and green lights. What do you do when you have a red light? (Stop) What do you do when you have a green light? (Go). Now have everyone lie on their stomachs, placing elbows under chin, and kick on the green light and stop kicking on the red light. Making sure you point your toes and kick. (Place children in large circle to prevent kicking each other by accident.) Are you ready?
- B. Doggy Paddle.** Get children on knees and ask. How do puppies dig in the dirt? (They'll usually show you how a dog digs in the dirt to bury a bone. Show them puppy paws. Have you ever seen a dog swimming? His head is out of the water because he's using his puppy paws and you can learn it to! Show how to doggy paddle.
- C. Under Water.** How many of you can go under water? Show me how you do it. (Most will plug their nose.) Ask them why they plug their nose? (Usually because they get water up their nose and it stings.) How many of you have blown the candles out on your birthday cake? They all raise their hands. We will learn to go under water by blowing out a birthday candle. Hold your pointer finger out and blow out the candle. Great job. Now do you see the water line on the wall? Let's blow out the candle and go under the water line and don't stop blowing until you come back out of the water. Can you do it? Let's see how well you do. Keep blowing the candle out so no water gets up your nose.
- D. Floating on your back.** Are you getting tired? Let's rest in the water. Let's float on our back that is how we rest in the water! Roll over on your backs, put air in your stomach. Keep your feet in the water, lay your head on the water and relax. Keep that air in your stomach if you feel like you're going down put more air in. Don't look at your feet, it makes a letter "V" and you will lose the air in your stomach and go down in the water. Relax your resting on the water.
- E. Swim on Back.** Now that you can float, do you want to learn to swim on your back? It's easy!! Using your arms very slowly so water doesn't go over you make chicken wings, now airplane wings and then pencil! Keep doing this. Say chicken, airplane, pencil, chicken, airplane, pencil. You're swimming on your back!
- F. Life Jackets.** Swimming is fun, but boy can you get tired! That's why you should ALWAYS wear a life jacket. Sometimes people get tired in the water and can't swim any more. A life jacket will keep you afloat even when you are not swimming. Even if you know how to swim, you should always wear a life jacket!
- G. Conclusion.** Now you're ready for the water!! But who should we bring with us when we swim in the water? A parent or an adult! Always make sure you swim when an adult is present. And what should we always wear when we swim? A life jacket!

SUGGESTED MATERIALS & EQUIPMENT:

1. Large blue tarp to represent water (brown to represent that we can't see the bottom and you should never dive into water, feet first. You can also mention that our designated swim areas are cleaned by divers to make sure the ground is safe without large debris to harm you.)
2. Yellow buoy lines represent the boundary line and we don't cross it. Our water level in swim areas are 5 feet and beyond that it is much deeper and don't play on them.
3. Large role of blue paper to show the water line in your lake. Cut in half to ripples and place on wall of area teaching the swim lessons.
4. Life jackets for children to try on.

Even Superheroes Wear Life Jackets

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 60 minutes

THEME: Knowing water safety signs and skills can help save someone you love.

GOAL/PURPOSE: Participants will learn the signs of a drowning person.

OBJECTIVE(S):

1. Participants will be able to identify the four signs of a drowning victim and know the water safety rules.
2. Participants will be able to identify methods they can use to safely rescue someone that is drowning and realize they should not attempt to rescue unless they are a certified lifeguard, properly trained and equipped.
3. Participants will understand that alcohol and water are a dangerous combination.

DESCRIPTION:

- A. **Introduction (Park Ranger not in costume).** Super heroes are considered indestructible, and sometimes we feel as if we are too. Did you know that drowning is the leading cause of death? On average 6,000 people drown in the US each year. Today I brought with me some of my super hero friends that will talk to you about some super water safety topics.
- B. **How to recognize drowning (Superman).**
 - i. Choose a willing volunteer from the audience.
 - ii. Ask the audience how many of them have ever panicked in the water before, where they have at least gasped for air? Then have them imagine that they are drowning, fighting to survive, and they want someone to help them. But how can anyone help them unless they know what a person drowning looks like? State that the actions of a drowning person may surprise you.
 - iii. You and the volunteer together simulate the “instinctive drowning response.” Extend your arms laterally or to the front pushing down on the water. Put your head back, with your mouth wide open.
 - iv. Open your mouth as wide as possible (like you are going to swallow an apple!), and take in a big breath of air, while still flapping your arms laterally, and your head back.
 - v. AT THE SAME TIME THAT YOU ARE BREATHING IN AIR, moving your arms up and down, and your head back shout, “HELP.”
 - vi. If done properly, you and your volunteer will only register a weak call, barely audible to someone in the back of the audience. PROGRAM NOTE: About this time in the simulation, laughter breaks out and usually the entire audience is trying to do it. If your audience is not provoked to try the simulation on their own ask everyone to try it together.
 - vii. Explain to the class that it is practically impossible for a true drowning victim to shout for help, because there is not a sufficient air supply to do so! Mention that if they see someone that is drowning on TV or in the movies that those people actually are not drowning they are just acting.
 - viii. Review the signs of a drowning victim
 - Head low in the water, mouth at water level
 - Head tilted back with mouth open
 - Eyes glassy and empty, unable to focus
 - Eyes closed
 - Hair over forehead or eyes
 - Not using legs – Vertical
 - Hyperventilating or gasping
 - Trying to swim in a particular direction but not making headway

- Trying to roll over on the back
- Appear to be climbing an invisible ladder.
- No Sound

C. What do you do? (Flash).

- i. Remind members of the audience that drowning is the second leading cause of accidental death for people 0-44 years of age, and that most drowning victims knew how to swim. Inform them that a significant number of people drown within ten feet of safety.
- ii. Establish a small area as a body of water.
- iii. Select a volunteer from the audience, and have him/her lay or sit down in the “body of water,” and act like he/she is having problems and cannot make it back to shore.
- iv. Lay several potential rescue items on the floor near the “water.” Items could include a cooler, boat paddle or oar, towel, water ski, fishing rod, tree branch, throwable device (type IV) personal flotation device, etc.
- v. Select enough volunteers from the audience to equal the props being used.
- vi. Have some of them demonstrate how they could safely rescue the person by reaching one of the items out to them (towel, water ski, etc.).
- vii. Next have the volunteers demonstrate how they could rescue the victim by throwing an item to them (clarify that the item they use should float!).
- viii. The presenter should then discuss the next step - “Reach, throw, row...” Ask or have a volunteer demonstrate how the victim could be safely rescued by rowing.
- ix. Reach, throw, row, Don’t Go! Explain why a person should never actually go in the water to rescue a person in trouble. Tell them that several double and triple drownings have occurred because someone entered the water to try and rescue a person in trouble. The best thing a person can do if they can’t reach or throw something to the person that is in trouble is to go and get help. Explain that only a person that is trained in water rescue should enter the water to try and save someone in trouble.
- x. At the conclusion of the simulation, discuss the different rescue techniques that were used. Emphasize that a person that is drowning could be rescued using ordinary items that are usually available at a picnic or beach setting. Once again point out that they should never place themselves in danger, because they could become a drowning victim if they enter the water to rescue someone.

D. Be COOL follow the rules (Batman).

- i. Wearing a Life Jacket Can Save Your Life – To ensure you survive unexpected slips or falls overboard wear your life jacket, because it buys you time to be rescued. an adult an average of 60 seconds to drown and on average it takes 10 minutes for a strong swimmer to put on a life jacket after entering the water. If you will not wear it for yourself then wear it for those who love you.
- ii. Never Exceed Your Swimming Abilities or Swim Alone - Regardless of how well you swim you could have to fight for your life due to unexpected conditions such as waves, current, or exhaustion. A fellow swimmer can help you out when you encounter the unexpected. Remember your swimming abilities are likely to decrease with age so don’t overdo it
- iii. Learn to Swim Well and Practice Floating - Besides wearing a life jacket, learning to swim well is one of your best defenses against drowning. Also, teach those you love and practice simple survival floating skills; remembering how to relax and float when exhausted can save your life. Swimming in natural or open waters is not the same as swimming in a pool.

- iv. Watch Your Siblings - It takes an average of 20 seconds for a child to drown so always make them wear a life jacket and never take your eyes off of them around water.
- v. Obey All Signs and Buoys - Many times accidents, injuries and fatalities could have been prevented if the person just followed the posted signs or buoys. Staying within the buoys marking designated swim areas is the safest place to swim, especially where rescue equipment or life guards are located. You swim at your own risk on US Army Corps of Engineers managed waters because life guards are not provided; however, eighty percent of those who drown while swimming are outside of a designated swim area.
- vi. Don't Dive into a Life Changing Injury - If you're visiting an unfamiliar lake or body of water, remember to "walk in before you dive in." Get a sense of the depth of the water and whether there are any obstructions you can't see from the surface that could injure you. If the area has been checked always follow "feet first, first time" and jump in before you dive in.

E. Alcohol and water a deadly combination (Aquaman).

- i. Remind the audience that alcohol is involved in at least half of the boating related fatalities nationally.
- ii. Tell the audience that alcohol consumption slows down reaction time, affects vision and dexterity, and dulls the thinking process. Also remind the audience of any statistics on the local level that relates to the use of alcohol and drowning.
- iii. Select a good-natured volunteer from the audience. It is recommended that you request a volunteer that does not have any health problems such as asthma, as they will be portraying several simulated effects of drinking too much alcohol. You could also select a second volunteer who will remain "sober" throughout the demonstration. They can assist you with the props for the other person.
- iv. Fatal Vision Goggle demonstration

F. Conclusion. Recap what you discussed. Remind the audience that even super heroes wear life jackets! Test their knowledge using the water safety prize wheel and trivia questions.

ACTIVITY: Water Safety Prize Wheel Questions

1. The most important water safety item to have and wear is...
 - a. Inner Tube
 - b. Life Jacket ***
 - c. Sun Hat
2. Life Jackets work best if...
 - a. you put them on after you fall in the water
 - b. you make sure they fit before you go in the water ***
 - c. they are loose fitting
3. When you go boating, you don't need a life jacket...
 - a. if you took swimming lessons
 - b. if you are with your parents
 - c. Everyone needs a life jacket ***
4. The number one cause of drowning in lakes and rivers is ...
 - a. swimming during a storm
 - b. floods
 - c. exceeding your swimming abilities and not wearing a life jacket***

5. If you can't swim, it's wise to...
 - a. take swimming lessons ***
 - b. swim alone
 - c. use a rubber raft to keep you afloat
6. If your boat turns over, you should...
 - a. swim for shore
 - b. stay with your boat and wait for help ***
 - c. take swimming lessons
7. If you see someone in trouble in the water, what should you do?
 - a. Reach, Throw, Row, Don't Go ***
 - b. Don't worry, they're probably just kidding
 - c. Tell them to put on a life jacket

SUGGESTED MATERIALS & EQUIPMENT:

1. Props for reaching to drowning victim (cooler, boat paddle or oar, towel, water ski, fishing rod, tree branch, throwable device (type IV) personal flotation device)
2. Fatal vision goggles

Find a Float

TOPIC/SUBJECT: Safe methods of water rescue

TARGET AUDIENCE/AGE LEVEL: 3rd – Adult

TIME: 10-20 minutes

THEME: You may become a drowning victim if you enter the water to rescue someone

GOAL/PURPOSE: To make the audience aware of the various methods of water rescue they can use without placing themselves in danger.

OBJECTIVE(S):

- A. The audience will be able to identify methods they can use to safely rescue someone.
- B. The audience will realize they should not attempt to rescue a person, unless they are a certified lifeguard, properly trained and equipped.

DESCRIPTION:

- A. Remind members of the audience that drowning is the second leading cause of accidental death for people 1-44 years of age, and that most drowning victims knew how to swim. Inform them that a significant number of people drown within ten feet of safety.
- B. Establish a small area as a body of water.
- C. Select a volunteer from the audience, and have him/her lay or sit down in the “body of water,” and act like he/she is having problems and cannot make it back to shore.
- D. Lay several potential rescue items on the floor near the “water.” Items could include a cooler, boat paddle or oar, towel, water ski, fishing rod, tree branch, throwable device (type IV) personal flotation device, etc.
- E. Select enough volunteers from the audience to equal the props being used.
- F. Have some of them demonstrate how they could safely rescue the person by reaching one of the items out to them (towel, water ski, etc.).
- G. Next have the volunteers demonstrate how they could rescue the victim by throwing an item to them (clarify that the item they use should float!).
- H. The presenter should then discuss the next step - “Reach, throw, row...” Ask or have a volunteer demonstrate how the victim could be safely rescued by rowing.
- I. Reach, throw, row, Don’t Go! Explain why a person should never actually go in the water to rescue a person in trouble. Tell them that several double and triple drownings have occurred because someone entered the water to try and rescue a person in trouble. The best thing a person can do if they can’t reach or throw something to the person that is in trouble is to go and get help. Explain that only a person that is trained in water rescue should enter the water to try and save someone in trouble.
- J. At the conclusion of the simulation, discuss the different rescue techniques that were used. Emphasize that a person that is drowning could be rescued using ordinary items that are usually available at a picnic or beach setting. Once again point out that they should never place themselves in danger, because they could become a drowning victim if they enter the water to rescue someone.

SUGGESTED MATERIALS & EQUIPMENT: A piece of carpet, paper or plastic representing water, cooler, water jug, paddle or oar, fishing rod, beach towel, throwable device (Type IV) personal flotation device, beach ball, water ski, tackle box, inner-tube, plastic soda jug, and tree branch.

Flotation Fashion Show

TOPIC/SUBJECT: Life Jackets and Water Safety

TARGET AUDIENCE/AGE LEVEL: 3rd - 6th Grades

TIME: 15-20 minutes

THEME: Life jackets come in many different sizes, types and colors. Choose the one that is right for you and wear it.

GOAL/PURPOSE: The participants and audience will understand why it is important to wear a life jacket when taking part in water related activities.

OBJECTIVE(S):

- A. The audience will be able to identify the different types of life jackets, and why they should fit properly.
- B. The audience will be aware that life jackets are required for certain activities (personal watercraft, water skiing, and board sailing).

DESCRIPTION:

- A. Remind the audience that drowning is the second leading cause of accidental death for people 0-44 years of age. Most drowning victims were not wearing a life jacket and knew how to swim.
- B. Select volunteers to model each type of life jacket. At least 5 volunteers are needed.
- C. The presenter should assume the role of an enthusiastic “master of ceremonies.” While you are narrating, have the volunteers make an entrance, turn around, and show off their life jacket. Be creative in your narrative - “The latest style, seen here today in high visibility orange, is available at your local sporting goods store. Notice the freedom of movement for casting your favorite lure, and the wrap around design to keep you warm on those blustery days.” With a little creativity, the various disadvantages and advantages of certain life jackets can be molded into a couple of sentences.

SUGGESTED MATERIALS & EQUIPMENT: At least one example of the different types of life jackets.

The Great Relay Race

TOPIC/SUBJECT: Life jackets and how to wear them properly

TARGET AUDIENCE/AGE LEVEL: 5th - 8th

TIME: 15 minutes

THEME: If you want your life jacket to save your life, you must wear it correctly.

GOAL/PURPOSE: At the conclusion of the race, participants will understand why it is important that a life jacket is the correct size and that it be worn properly.

OBJECTIVE(S):

- A. Participants will know how to correctly wear and use a life jacket.
- B. Participants will know why life jackets should be the correct size for the person wearing it.

DESCRIPTION:

- A. Locate a relatively flat area that would be good for the race.
- B. Lay out a start/finish line, and a second line for the participants to sprint to, touch and return to the finish line. Ropes or old throw/rescue line bags can be used for this purpose. There should be approximately 50 yards between the finish line and the other rope.
- C. Place four life jackets at the start line. The four jackets should all be the same style.
- D. Divide the group into four teams. Have the four teams of participants line up behind each of the four life jackets.
- E. Show the students how to properly put on the life jackets.
- F. Inform participants that over half of the people that drowned nation-wide never intended on being in the water. Explain that drowning is the second leading cause of accidental death in the United States for people between the ages of 0-44 years. Explain that an adult can drown in 60 seconds and a child can drown in 20 seconds.
- G. When the race starts the first person in each line must put their life jacket on properly, run and touch the line with one foot and return to where they started. They should then pass the life jacket to the next teammate, continuing until all members have completed the race. First team to finish wins the race.
- H. Make sure the participants put the life jackets on correctly, instead of slipping it over their heads without opening or closing it. To make sure the students are putting the life jackets on properly you could stop the race occasionally to check. If a student doesn't have his or her life jacket on properly they must return to the starting line to correct the problem.
- I. Encourage the team members to work together to make sure that everyone on their team is putting the life jacket on properly.

SUGGESTED MATERIALS & EQUIPMENT: Two ropes or throw/rescue bags, four life jackets

Hooked

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: Adults

TIME: 45-60 minutes

THEME: Get “hooked” on water safety.

GOAL/PURPOSE: Promote water and boating safety to adult audience using fish hook removal and fishing as a tie in to water safety.

OBJECTIVE(S):

1. Participants will understand the importance of wearing a life jacket while recreating, know boating safety basics, and the signs of a drowning victim and techniques to rescue them.

DESCRIPTION:

- A. **Introduction:** Tell the audience who you are and a little background about yourself. If you fish, tell them a fishing story or a “fish hook” story.
- B. **Hook Removal:** Ask for a volunteer from the audience. They will help demonstrate proper hook removal. Using a mannequin or a mask explain how to remove a treble hook and a single barb hook and the differences between them.
- C. **Proper PPE:** Talk about fishing gear and proper PPE: pole, tackle, sunscreen, safety glasses, hat, first aid kit, and end with the most important (a life jacket).
 - a. Ask how many in the audience fish? How many take their kids fishing? How many make their kids wear a life jacket while fishing? Then ask if they, themselves, wear a life jacket while fishing? Why not?
- D. **Life Jacket vs. Seatbelt:** Now ask if they wear seatbelts? Do they make their kids wear seatbelts? Why do they wear their seatbelts, aren't they good drivers? Explain the dangers of falling overboard while trolling and of other boaters (you may be an excellent boater, but not everyone is!). If possible, use real-life examples. Share any personal stories you may have regarding fisherman drowning. You can also use the Hunter Bland PSA video or read his story from Waves of Hope. You might also show the audience a drag hook that is sometimes used during drowning recoveries. If they don't wear a life jacket, they could get “hooked” by it. Even though we all know that it can be very painful to remove a fish hook it is not as near as painful as losing someone to drowning, so even though you might not consider wearing a life jacket for yourself, please consider wearing it for those who love you.
- E. **Life Jackets:** Go over the different types of life jackets, what activities they are best used for, and how to wear them properly. Explain the new label system. Have audience members try on different types of life jackets. If you can, have a volunteer try on the inflatable life jacket and inflate it during the program so the audience can see how this type of life jacket works. Discuss where to purchase life jackets, and how to inspect and maintain them.
- F. **Boating Basics:** Go over some of the basic requirements for boating safely.
 - a. Alcohol and Boating don't mix – Almost half of all boating accidents involve alcohol. Operating a boat while intoxicated is a federal offense.
 - b. Fire Extinguishers – The USCG requires boats to have at least one B-1 marine fire extinguisher on board.
 - c. Navigation Rules - Navigation Rules for vessels were established for boaters to avoid a collision. Every boat owner should have a copy, but it is mandatory that a copy be kept aboard all vessels over 12 meters (39.4 feet) in length.
 - d. Carbon Monoxide – “A silent killer.” Carbon monoxide is a component of exhaust gases - if you can smell exhaust then CO is present. The most common source is the gasoline-powered engine which is found on the majority of recreational motor boats. It is important to know the sources of CO, the symptoms of CO exposure, and what to do if you suspect someone has been exposed to this deadly gas for any period of time.
 - e. Take a boating safety course

f. Life Jackets – A life jacket is the single most important piece of equipment on your boat, so buy a life jacket that you will wear.

Life Jacket Worn...Nobody Mourns. Learn more at PleaseWearIt.com.

G. **Personal Experience:** Give your personal experience as a first responder. What was it like for you working a recovery, finding the victim, talking to the family/friends of the victim. Use caution if your experience is about a recent drowning. The group may have known the victim or be related to them. Be professional about your experiences, but don't leave out the emotions you, friends, and family of the victim went through.

SUGGESTED MATERIALS & EQUIPMENT:

1. Mannequin/mask with fish hook in nose
2. fishing line or string
3. extra treble hooks
4. safety glasses
5. first aid kit
6. different types of life jackets
7. fishing gear
8. Boating regulations and State Fishing regulation books
9. Drag net (if available)
10. Waves of Hope stories
11. "Life Jackets Worn-Nobody Mourns" materials

Hurry to the Rescue

TOPIC/SUBJECT: Throw Bags in Water Rescue

TARGET AUDIENCE/AGE LEVEL: 4th Grade – Adult

TIME: 10-15 minutes

THEME: If you place something that floats in the reach of a drowning person, you could save their life!

GOAL/PURPOSE: Participants will learn that they can help a drowning person by knowing how to properly and accurately throw a throw bag or other floating device to a person in distress.

OBJECTIVE(S):

1. Participants will know different items they can throw to a drowning person.
2. Participants will know how to correctly toss a throw bag.

DESCRIPTION: This activity is used as one station at a water safety program.

- A. Set up a silhouette of a drowning person as a target. Set targets at various distances.
- B. Gather individuals in a group, talk to them about rescue techniques with various items, ie. milk jug, fishing pole, throw bag, tree branch, etc...
- C. Let all participants try to toss the throw bag at the silhouette. Accuracy is rated by tossing the throw bag over the object so the rope strikes the target. Practice with other items, also.
- D. This activity can be used with children as the target to simulate pulling them in from the water or for an adult or teen class, volunteers in the water adds to the experience tremendously.

SUGGESTED MATERIALS & EQUIPMENT: Silhouette of drowning person, throw bags, fishing poles, milk jugs with lids, life jackets, tree branches, etc.

Knot Safe

TOPIC/SUBJECT: Basic Knot Tying and Usage

TARGET AUDIENCE/AGE LEVEL: All Ages

TIME: 45 minutes

THEME: Knowing how to tie some basic knots could make your boating experience more pleasant.

GOAL/PURPOSE: While boating the audience will know when and how to properly tie the knots demonstrated during the program.

OBJECTIVE(S):

1. Audience will be able to demonstrate how to tie and identify uses for at least three different types of knots used while boating.

DESCRIPTION:

A. Introduce yourself and your program. Share some experiences that you know of and ask the audience if they have or know of someone that has had a good or bad experience while boating that involved the use of knots.

B. Pass out pieces of rope. If you don't have enough rope for everyone in the audience have them divide up into small groups and share the rope. Demonstrate to the audience how to tie various knots and explain when the knots should be used.

C. Have the audience practice tying the knot you are demonstrating before moving to the next knot.

D. It might be helpful to develop ways to help the audience remember how to tie the knots. For example with the bowline you could tell a story while demonstrating how to tie the knot. The story could go something like this. The ground squirrel comes up out of it's hole (bring the loose end of rope up through the loop), under the log (take the loose end under the rope), then ran back into it's hole (take the loose end of the rope back through the loop), and shut the door (pull the knot tight).

E. After you have demonstrated the knots you could set up various situations for tying knots and ask someone in the audience to tell you what knot they would use and demonstrate how to tie it.

F. If time allows possibly ask the audience if anyone knows of any other knots that would be useful while boating. If someone knows of one ask them if they would demonstrate it for the audience.

G. The illustrations that are included with this program could be used as a handout sheet.

SUGGESTED MATERIALS AND EQUIPMENT:

Pieces of rope approximately 18 inches in length

Copies of knot illustration handout

Know It, Throw It

TOPIC/SUBJECT: Water Rescue

TARGET AUDIENCE/AGE LEVEL: 4th-6th grade

TIME: 30-45 minutes

THEME: Minimizing your risk on or near the water can help save your life and others.

GOAL/PURPOSE: Inform visitors about risks involved when recreating on or near water, enlighten the visitor's view on how valuable it is to wear the proper life jackets, educate visitors on steps to take to assist someone in trouble in the water.

OBJECTIVE(S):

1. Visitors will be able to identify at least two risk factors that can lead to fatalities on the water.
2. Visitors will be able to recognize the different types of life jackets.
3. Visitors will be able to demonstrate the appropriate steps to assist someone in trouble in the water.

DESCRIPTION:

- A. **Introduction.** Welcome to _____ Lake! My name is _____, one of the park rangers here at _____. I'm here today to talk with you about safe water recreation. Can I have a show of hands of people who have visited a lake or river before? Well, for those of you who are visiting for the first time, let me give you a brief introduction to your public lands here. [Brief introduction of your project.] Today, these lands are part of your public lands and are a popular recreation area for families to come camping, fishing, boating, enjoying fall colors, and hunting. I highly encourage each of you to bring your families back sometime for a visit.
- B. **Transition.** [your project area] has so many streams, rivers and lakes for the public to come and enjoy. However, there are always risks involved when recreating on or near water. Today we are going to learn more about our public waters and their risks and practice some actions you can do to help someone in trouble.
- C. **Activity 1 Water Safety Rescue Quiz.** Divide group into two teams. (Have kids count off 1 and 2 and move to two lines.) Set the scene: we have just had a boating accident on the lake and there are injured parties struggling in the water (traffic cones). Each of your groups represents a water rescue team that has been called to the scene. You will need to work together in order to save the people drowning. As part of assessing the situation, you must answer quiz questions related to water safety. Each time your team answers a question correctly, the people drowning (traffic cones) move closer to safety so they can be rescued. Once all the questions have been answered, each team will have the chance to toss a Throwable Device (type IV) flotation device to the people drowning. The team with the most successful rescues will be the winner."

Quiz (Have someone help keep track of the team scores.)

1. Which of these people is statistically the most likely to drown?
 - a. A female, age 8-10
 - b. A male, age 18-35***
 - c. A female, age 18-35
 - d. A male, age 75-80
2. What is the most common type of fatality in boating accidents?
 - a. Trauma (physical injury)
 - b. Medical condition (heart attack, stroke, seizure, etc.)
 - c. Hypothermia
 - d. Drowning***
3. Which of these is NOT a rule to remember when swimming in a lake or river?

- a. Jump or dive off of rocks or cliff***
 - b. Always swim with an adult
 - c. Wear your life jacket
 - d. Never swim under or near the motor of a boat
4. Which of the following statements about life jackets are TRUE?
 - a. Need to fit properly and be fastened up.***
 - b. Increase survival if you fall into cold water.***
 - c. Don't need to be worn because they can be put on in a matter of seconds when an accident happens.
 - d. Are available in a wide range of styles to suit your needs and usage.***
 5. You and your family are fishing from a dock when you notice a nearby swimmer that appears to be in trouble. Which of these things should you do in trying to assist the swimmer?
 - a. Hold onto the dock and reach out to them using something like a fishing pole or paddle.***
 - b. Throw something that floats in their direction.***
 - c. Run and go get additional help.***
 - d. Jump into the water and swim out to them.
 6. Which of these is a Throwable Device PFD (Type IV) used for saving drowning victims rather than being worn?
 - a. Choose from their four picture cards.
 7. Choose the correct list for the most safe and well-planned fishing trip on the water?
 - a. Choose from the four pictures presented.

- D. Transition.** (Move each team's cone forward based on the number of questions that team answered correctly.) Due to your excellent water safety knowledge, the people drowning are closer to safety and can be rescued. Now we can assist them with getting out of the water. Does anyone know the four steps to remember when helping someone that is in trouble in the water?
- E. Activity: REACH, THROW, ROW, DON'T GO!** Say it all together a few times. What do we mean by reach, throw, row, don't go? First, try and reach for the person if they are close enough. Use your hand (make sure to hold on to something), a paddle, a fishing pole, anything nearby will work. Next, throw something that floats for the person to grab onto. If you're in a boat, you can also ROW closer to them. Never operate a propeller on the boat near people in the water. Lastly, DON'T GO in the water unless you are trained in water rescue. Go get help!

Let's size up our scene: can we reach the people drowning by hand? (NO) So what do we try next? (THROW) Throw ring buoy or Throwable Device PFD (Type IV) near them. It is always a good idea to tie a rope to the ring buoy or throwable device so you can use it to pull the person to safety. Today, you each get up to two chances to successfully rescue the people drowning. When it's your turn, the goal is for your ring buoy to land within the "rescue zone" - meaning, within the hula hoop or on the plastic pad around each traffic cone. Your throw does not count as a rescue if you knock the cone over because that means you hit the person and knocked them out instead of throwing it so they can reach it.

Everyone line up single file within your team. When it's your turn, try and throw the ring buoy so it lands in the rescue zone then go and then pull the ring buoy back to you using the rope. Tip: Before throwing the ring buoy stand on the end of the rope attached to it so the rope does not get out of your reach. If you were successful in rescuing the person on your first try, pass the ring buoy along to the next person. If you missed the first time, you get one additional chance to try and rescue the person. Scorekeeper, if the rescuer is able to land their ring within the rescue zone successfully within two attempts, they earn one point for their team. The team with the most successful rescues will be declared the winner.

SUGGESTED MATERIALS & EQUIPMENT

1. 4-8 chairs representing the boat
2. Different types of life jackets
3. Other boating safety equipment (ring buoys or throwable device PFDs (Type IV) with rope attached, engine cutoff device lanyard, whistle, distress flag, fire extinguisher, carbon monoxide detector, paddle, etc)
4. Additional props (sunglasses, sunscreen, bottles of water, towels, etc)
5. Water safety promotional products for prizes

Life Jacket: Get It On!

TOPIC/SUBJECT: Life Jackets & Water Safety

TITLE: Life Jacket: Get It On!

FORMAT: Campfire Program

TARGET AUDIENCE/AGE LEVEL: Early 20's

LENGTH OF PROGRAM: 20 minutes

THEME: Get it on for those who love you.

GOAL/PURPOSE:

1) The audience will understand why it is important to wear a life jacket when taking part in water related activities especially after drinking alcohol.

OBJECTIVE(S):

- 1) Participants will be able to explain 3 reasons why it is so important to wear a life jacket while drinking alcohol around water
- 2) Audience will wear life jackets while on or near the water and will encourage others to do so.

DESCRIPTION:

Explain activity: Water Safety Wheel of Fortune

We will ask a question relating to life jackets. If you know the answer, raise your hand. If you get the answer correct then you will get a chance to spin the prize wheel and select a letter or vowel that you think might be in the phrase. If what you chose is in the phrase, you get the prize. If you think you know the phrase, you have 10 seconds to solve it.

While the wheel is spinning there are discussion tips after each question. After the phrase is completed, discuss how it relates to life jackets and alcohol.

Questions to ask the audience before they spin the prize wheel:

1. How many drinks of alcohol does it take to impair your reaction time and judgment on the water?
 - a. 3
 - b. 1***
 - c. 2
 - d. 5

Explain how driving a boat can be more hazardous than driving a car because people may not know there are rules of the road for both. Also, mention how those under the influence often misjudge their swimming capability in open waters. It's not like a pool where safety is usually nearby. Many have drowned trying to swim farther than they are able.

2. If you fall into cold water to prevent death by cold water shock and eventually hypothermia you should.
 - a. Wear a life jacket
 - b. Leave on all your clothing
 - c. Leave on your shoes
 - d. All of the above***

Explain the stages that usually kill someone in cold water e.g. gasp reflex, incapacitation, hypothermia, post-rescue collapse. Also, mention how shoes and clothing can help you float in "HELP" position.

3. True or False. After drinking when you fall into the water or even while swimming underwater you can easily become confused and lose track of which way is up. True

Explain how we've all heard stories about people who were great swimmers but they drowned. If they were under the influence this is often why.

4. Research has shown that after four hours of boating you may act intoxicated without ever having taken a drink due to fatigue caused by...

- a. Long exposure to noise and vibration
- b. Sun, wind and glare
- c. All of the above***

What this means is that if you're drinking, it doubles the affects of the alcohol in reducing your response time and judgment.

5. What silent but deadly gas can kill you on or around a boat?
- a. carbon monoxide***
 - b. carbon dioxide
 - c. Flatulence

Explain how CO is lighter than water so it floats on top of the waters surface. When swimming around a boat with a faulty generator or motor running, people who inhale CO drown quickly with no warning because it has no smell.

6. For a life jacket to work properly it needs to be...
- a. easily accessible on your boat.
 - b. worn and buckled up properly.***
 - c. the same color as your boat.
 - d. throwable

Explain how you have to wear it, make sure it fits, and buckle it up for it to work.

7. What is the average amount of time it takes an adult to drown?
- a. 20 seconds
 - b. 60 seconds***
 - c. 3 minutes

Explain how children only take 20 seconds and this is why it is so important to watch them closely and teach them to swim well.

8. How much water does it take to drown?
- a. Less than 1/2 a cup***
 - b. 12 ounces
 - c. 1 gallon

Explain how it only takes enough water to cover your mouth and nose and sometimes less than 1/2 a cup to stop your lungs from functioning.

9. On U.S. Army Corps of Engineers managed lakes and rivers what is the leading cause of drownings?
- a. Alcohol
 - b. Falls overboard
 - c. Exceeding swimming abilities***
 - d. Boat crashes

Explain how most people who drown are exceeding their swimming abilities in nondesignated swimming areas. Not at a beach. The 2nd highest reason is falls overboard. We speculate that alcohol is involved more often than what is reported. Autopsies are sometimes not performed plus that is difficult information to obtain.

10. While swimming around a boat you should?
- a. Wear your life jacket
 - b. Be aware of carbon monoxide
 - c. Swim with a buddy
 - d. All of the above***

Explain how it is not only important to have a buddy swimming with you but people on the boat should be aware of where you are as well.

11. Life Jackets should be worn by?
- a. All those who don't know how to swim
 - b. Kids under the age of 13
 - c. Those who swim well
 - d. All of the above***

Explain that the law in your state only requires children up to a certain age wear a life jacket, but because of many of the reasons we've discussed i.e. alcohol, carbon monoxide, gasp reflex etc. it is a good idea for everyone including you to always wear them on or around the water.

Other questions...

Hold up a life jacket and ask what type of life jacket it is.

Hold up an inflatable life jacket and ask if it is Coast Guard approved.

Hold up a ski belt and ask the same thing.

Ask if anyone can demonstrate how to place a throwable PFD on correctly and have them demonstrate it.

Can this life jacket flip you over if you are unconscious?

Etc, etc, etc

Phrases:

“Use Some Protection”

After phrase is completed hand out sunscreen packets. What are you handing out? You never know when you might need one of these and the phrase was use some protection. Sunscreen is protection that everyone needs but that is not the most important thing you need while on or near the water especially if someone is consuming alcohol. Explain the inner ear imbalance or delayed response due to alcohol and importance of wearing a life jacket.

“Inflatable”

Wear a belt-style inflatable life jacket throughout the program and after this phrase is completed search for an inflatable life jacket to show the audience. Pull out a beach ball, arm floaties, air mattress, etc. Where is that life jacket? Does anyone know? Assisting park ranger points out that you are wearing it. Explain that yes indeed you are wearing an inflatable life jacket. Have someone volunteer to wear the inflatable life jacket and deploy it. Show both the belt- and suspender-style of inflatable life jacket.

“Wet and Wild”

Explain that while having a good time on the lake with friends which can get wet and wild you should always know your limits and if you are planning on swimming off your boat wear a life jacket and be aware of carbon monoxide.

“Size Does Matter”

Have volunteers put on life jackets that are different sizes and have the audience decide if they fit properly or not. Explain how they should fit and the importance of them fitting properly.

Conclusion: Thank everyone for participating. We hope you've learned a few reasons today why you should wear your life jacket on or around the water, even if you're a good swimmer and especially if you're partying. Remember, Life Jacket: Get It On!

SUGGESTED MATERIALS & EQUIPMENT:

Prize wheel, prizes, flip chart for phrases, unscented markers, duct tape, life jackets (all kinds including belt pack), inflatable things, sunscreen packets, questions on note cards, water safety promotional giveaway products

Life Jacket Engineering

TOPIC/SUBJECT: Science, Technology, Engineering, Math, and Water Safety

TARGET AUDIENCE/AGE LEVEL: 4th – 12th grade

TIME: 40 minutes – 1 hour; also, a great activity to do at events

THEME: Life jackets provide extra buoyancy people need to be safe in the water.

GOAL/PURPOSE: Inform participants about the importance of water safety, and teach the aspects involved in life jacket designs.

OBJECTIVE(S):

1. Understand science concepts such as: mass, volume, density, and buoyancy
2. Understand steps of engineering process (Planning, executing, evaluating, and implementing changes)
3. Understand importance of wearing life jackets

DESCRIPTION:

A. Introduction: Explain why teaching water safety is so important to the U.S. Army Corps of Engineers (USACE).

Life jackets can ensure the safety of people on or near the water because they help people float by providing extra buoyancy. As a park ranger for the USACE one of our missions is water safety.

How can people be safe on the water? Wear properly fitted life jackets!

How do life jackets keep people safe? How can something that is 10 times lighter than you help in keeping your head above water?

The answer is buoyancy. Life jackets float and provide buoyancy for people, but how? Well today you are going to learn about the science behind life jackets, then you will be challenged with the task of designing a life jacket.

B. Body: Why do objects float? Objects float because they are less dense than the fluid they are in; they are buoyant. How much water is displaced is determined by the density of the object. Density is the measure of how much mass is in an object, related to its volume (Density = Mass/Volume). Compare the density of a bowling ball to beach ball. Imagine (draw a picture) a bowling ball and a beach ball, both have the same shape and occupy the same amount of space. Although a bowling ball will sink and a beach ball will float. Therefore: Density of bowling ball > density of water and density of beach ball < density of water. A bowling ball and a beach ball may have the same volume (they are the same size or occupy the same amount of space), but the bowling ball weighs much more, and is much denser, than the beach ball. When that solid, heavy bowling ball is dropped in water, the water pushes up on it with a force equal to the weight of water it displaced. The ball weighs more than the amount of water it displaced and will sink. The beach ball, meanwhile, displaces very little water, and the air inside is much lighter than the weight of the water that was displaced. The buoyant force from below keeps the beach ball afloat. If you were to try to push the beach ball down into the water, the push back that you would feel is the buoyant force of the water at work. Objects that displace an amount of liquid equal to their weight will float because they receive that upward push from the water.

So how does a life jacket produce buoyancy? Life jackets are measured according to how much additional weight they can support. Life jackets for adults provide, at a minimum, buoyancies ranging from 15.5 pounds to 22 pounds. Since the average person in water needs about seven to 12 additional pounds of buoyancy to float, a life jacket does not have to support the entire physical weight of a human body. Instead, it supports those seven to 12 pounds, with a few pounds to spare. You could attach an item that weighs less than the minimum buoyancy provided by that life jacket, and the jacket would hold that item without sinking.

Provide the students with the resource information attached to this program outline and give them time to read over it.

Engineering Activity:

Plan life jacket design, execute design, test design, evaluate design, and make changes to design. Share important water safety tips regarding life jackets during this activity.

- Divide students into groups according to size of group. Groups of 4-5 students works well.

1. PLAN: Explain materials and how they can use them. The materials must be used to design a life jacket for the action figure. Materials cannot cover the action figure's face and cannot act as raft. Some part of the action figure itself must be able to touch the water. The life jacket must put on the action figure in 30 seconds.

- Give students 5 minutes for planning. Planning time does not include time to collect materials or build design. Provide copies of reference sheet attached to the students.
- Limit the number of buoyant materials students are allowed to use, usually 4-5 works well, allow unlimited amount of fasteners.

Did you know – An adult can drown in 60 seconds and a child in 20 seconds so if you are planning on going on, in, or near the water check your life jacket to make sure it is in good condition and fits properly.

2. EXECUTE: This is time dedicated for the groups as a team to build their life jacket and practice putting the life jacket on their action figure within the 30 second limit. During the building phase, students may share unused building materials with other teams and trade materials. Students can watch what other teams are doing and consider the aspects of different designs that might be an improvement on their plan. Put a time limit on this part of the activity. Did you know – Regarding USACE public water-related recreation fatalities 89% were not wearing a life jacket, 88% percent were male, and 47% were swimming in areas not designated for swimming. Please wear a life jacket. Life Jackets Worn...Nobody Mourns.

3. TEST: Use a transparent tub or bucket filled with water to test the life jackets. Teams must place the life jacket on the action figure within 30 seconds. Then place the action figure in the water. The student teams will test and earn points as follows. Life jacket on action figure within 30 seconds. Yes: 30 points No: 0 points Float time (amount of time the life jacket holds the action figure's head above water) 60 seconds: 70 points, 45 seconds: 45 points, 30 seconds: 30 points, 15 seconds: 15 points, Doesn't float: 0 points

Did you know – Most people drown within 10 feet of safety. Wearing a life jacket is your best defense against drowning. Make sure your life jacket fits properly and test it. Make sure it is snug, pull up on the shoulders of the life jacket. If the life jacket comes up over your chin, make it tighter or get a smaller size life jacket.

4. EVALUATE: This is a good time to further explain buoyancy before having the students make changes to their initial designs. Show how an off-shore type life jacket works. It turns a person over because it has more buoyant material in the front. Students should think about this when revamping their designs. Have each student think of a boat. Boats are massive and usually made of steel and materials that are denser than water, so how do they float? Buoyancy helps a boat float the same way that it helps any other object float. Have the students remember what was discussed earlier about density, mass, volume, and buoyancy. Buoyancy is an upward force equal to the weight of the fluid displaced by the object. That's why things float. If an object has a greater weight than the amount of water it displaces it sinks. For example, a block of solid steel and a steel ship may both be heavy, but the steel ship has a greater volume of steel (in addition to weightless air). It displaces enough water to match its own mass, so it floats. Life jackets come in many sizes, styles, and colors. Choose the right one for you and please wear it.

5. REDESIGN: Give students 5 minutes to redesign their life jackets. If time allows retest the life jackets.

6. CLEAN UP: Hand out water safety promotional products

CONCLUSION: Discuss what worked and what did not. Include more information about unique life jacket features and review additional rules of water safety. Life jackets were designed to help you float and keep you alive, so please wear a properly fitted life jacket when in, on, or near the water.

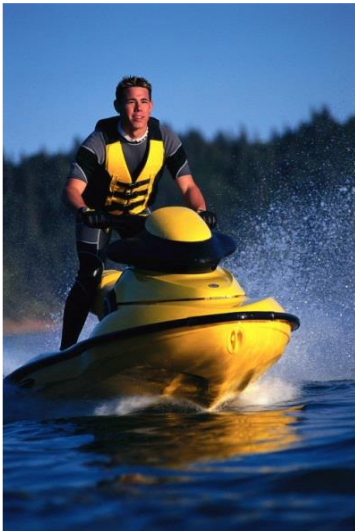
SUGGESTED MATERIALS & EQUIPMENT: recycled life jacket foam, Styrofoam, foam board, sponges, aluminum foil, balloons, corks, buoyant items, assorted fastener items: rubber bands, zip ties, string, and duct-tape, water, translucent tub or bucket for testing, action figures (that don't float on their own), tubs to organize materials, towels, off-shore type life jacket, scissors, copies of resource information and reference sheets, water safety promotional products. Optional Materials: materials to demonstrate buoyancy, poster with rules

Resource Information

History of Buoyancy:

Buoyancy is known as the Archimedes Principle. If you were to fall into the water, it's unlikely that your first thoughts would involve the ancient Greek scientist Archimedes. However, Archimedes' principle helps to explain what is happening to your submerged body. As an object is submerged in water, it moves, or displaces, water according to how much it weighs. Archimedes found that the water will push upward against the object with a force equal to the weight of water that is displaced. If an object has a greater weight than the amount of water displaced it sinks.

What is a Life Jacket?



A life jacket is a device designed to help keep a person afloat -- whether they are conscious or not.

Life jackets come in many styles. Inherently buoyant life jackets are made with material that floats such as foam and comes in a vest style or styles that are placed around your neck. Inflatable style life jackets consist of a bladder that can be inflated by triggering the release of carbon dioxide gas from a canister or can be inflated by blowing into a tube with a one-way valve to seal in the air. Inflatable life jackets come in suspender- and belt-type styles.

Most people are familiar with the story of the Titanic, which struck an iceberg a century ago -- many know there were not enough lifeboats on board to rescue all the people, but interestingly, there were enough life jackets (see example on the

right) for all the people aboard, and most everyone was wearing one. Of course, in the frigid water of the North Atlantic, the life jackets alone were not enough to save many people.



History and Inventors

The most ancient examples of "primitive life jackets" can be traced back to inflated bladders of animal skins or hollow, sealed gourds, for support when crossing deeper streams and rivers. Life jackets were not part of the equipment issued to naval sailors up to the early 19th century, for example at the Napoleonic Battle of Trafalgar. Seamen who were forced into naval service might have used such devices to jump ship and swim to freedom. It wasn't until lifesaving services were formed that personal safety of boat crews heading out in pulling boats generally in horrific sea conditions was addressed.

Purpose-designed buoyant safety devices consisting of simple blocks of wood or cork were used by Norwegian seamen. The modern life jacket is generally credited to one Captain Ward, a Royal National Lifeboat Institution inspector in the United Kingdom, who, in 1854, created a cork vest to be worn by lifeboat crews for both weather protection and buoyancy.



The rigid cork material eventually came to be supplanted by pouches containing watertight cells filled with kapok, a vegetable material. These soft cells were much more flexible and more comfortable to wear compared with devices utilizing hard cork pieces. Kapok buoyancy was used in many navies fighting in the Second World War. Foam eventually supplanted kapok for "inherently buoyant" flotation.

The Goldfish Club



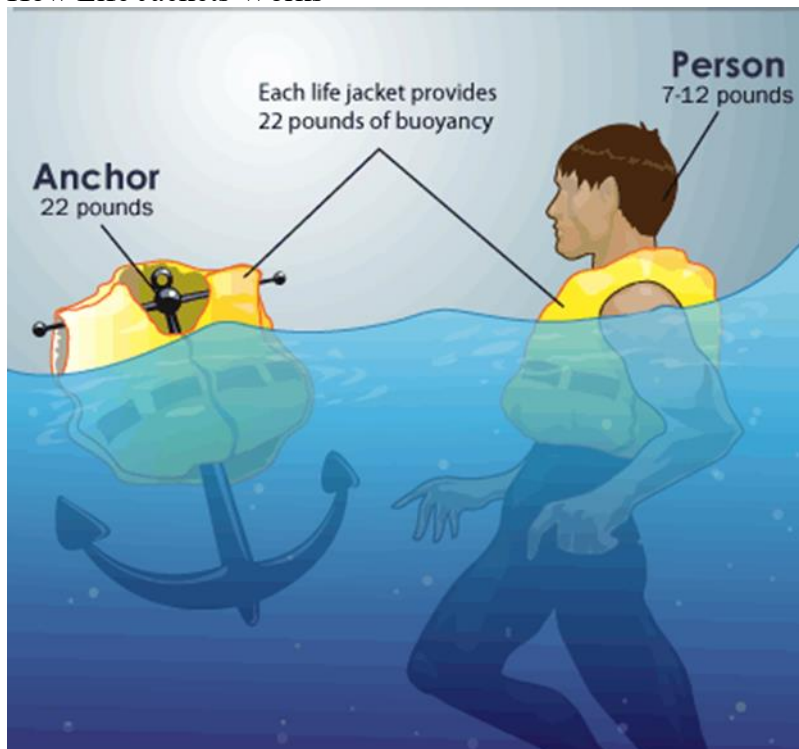
In November, 1942, During World War II, C. A. Robertson was the Chief Draftsman at the United Kingdom's PB Cow & Co., one of the world's largest manufacturers of air-sea rescue equipment. He formed "The Goldfish Club" after hearing of the experiences of airmen who had survived a "ditching" at sea. The club was reserved for airmen who owed their lives to their life jacket, or flotation device! By the end of World War II, the club had 9,000 members from all branches of the Allied Forces.

Innovation in Life Jacket Design Competition

Each year, the BoatUS Foundation sponsors the "Innovation in Life Jacket Design Competition" to encourage and solicit innovative ideas to revolutionize the design of life jackets that the majority of average boaters might wear. In the a recent challenge, the first place winner was the "See-Tee," a design from Jeff Betz of the Troy, NY based Float-Tech Inc. This isn't Betz's first life jacket innovation - his company started as the result of a graduate school project that designed the firm's first non-traditional inflatable life jacket based on a foul weather coat. The Sea-Tee is a standard shirt that many water sports enthusiasts are used to wearing - but with a twist. It has a built-in inflatable bladder similar to most inflatable life jackets. Betz is careful not to call this a life jacket however, and simply refers to it as a buoyancy aid.

A team of high school students (Josh Jankowski and Nathan Karabon of St. Thomas More High School in Milwaukee, WI, USA) won third place! Their design, which marries traditional foam flotation in a modern inflatable configuration, is a result of their school's Pathway to Engineering curriculum that is part of the national "Project Lead the Way" program. Jankowski and Karabon's interest in designing a life jacket came from learning about the competition while doing research as part of their senior research project. As the youngest participants in the competition, the duo surveyed boaters and researched designs to come up with their prototype. Jankowski and Karabon took home a \$500 prize awarded by the BoatUS Foundation. Find out more about the Innovation in Life Jacket Design Competition at <https://www.boatus.org/design/>. Plans for the next design competition are already underway!

How Life Jackets Works



Student Reference Sheet

You are a part of a team of engineers given the challenge of developing a life jacket out of everyday materials that can keep an action figure upright and its head above water. Materials cannot cover action figures face and cannot act as raft. Some part of the action figure itself must be able to touch the water. The life jacket made must be able to be put on the action figure within 30 seconds.

Research real life jacket designs and look over the materials that you have been given. Develop a plan as to how the materials provided can be used to create a life jacket for the action figure. Work together to develop a plan and draw a diagram of the life jacket your team plans to build. List the materials your team plans to use. Write any notes in the box provided.

Draw

Materials Needed

Team Notes

Life Jugs

TOPIC/SUBJECT: Life Jugs

TARGET AUDIENCE/AGE LEVEL: K – Adult

TIME: 30 minutes

THEME: Life Jugs are easy to assemble and may save someone's life if used properly.

GOAL/PURPOSE: To show the participants how to assemble Life Jugs.

OBJECTIVE(S): Participants will know how to make and use Life Jugs.

DESCRIPTION:

- A. Life Jugs are inexpensive throwable flotation devices that can save a life in a water emergency.
- B. Securely tie a jug to each end of the cord.
- C. Hold cord in center between jugs and tie to a 6-inch loop, making a handle for throwing.
- D. Place 1/2 inch of water OR 1 cup of sand in each jug to add weight for throwing.
- E. Glue tops on jugs with neoprene cement.
- F. Hang Life Jugs on pole, stand or other convenient place near a swimming area. For example, place them near backyard pools, swimming beaches, farm ponds, docks, creek swimming holes, city pools, and swimming areas at lakes. Life Jugs are easily tossed to persons in water by holding the loop in the cord.
- G. Place a sign above the Life Jugs. An example of the sign may show a person throwing the life jugs and reading, "Do Not Play With These-They May Save A Life."

SUGGESTED MATERIALS & EQUIPMENT: –Two one gallon plastic jugs, a 4 foot piece of 3/8 inch nylon cord, neoprene rubber cement, and a small quantity of water or sand

Life Ring Wooden Puzzle

TOPIC/SUBJECT: Water Safety basics

TARGET AUDIENCE/AGE LEVEL: 3rd grade to adult

TIME: 15-20 minutes

THEME: Knowing these basic water safety tips could save your life.

GOAL/PURPOSE: The participants will know the basic measures to take when around the water.

OBJECTIVE(S): Participants will be able to recall different water safety techniques that could be used to prevent a disaster.

DESCRIPTION:

- A. The life ring wooden puzzle has water safety messages painted on the top of each piece.
- B. The children can be put into pairs and each pair can have one puzzle piece.
- C. As each puzzle piece is laid in place the children can read what their piece says and discuss what it means.
- D. Here is what each puzzle piece says:
 1. **Learn how to swim.**
 2. **Don't dive into unknown waters.** There could be a shallow bottom, a rock or log that you don't see that you could hit your head on.
 3. **Learn safe rescue reaches.** Reach--use something to reach out to the drowning person, such as an oar, a towel, your pants or a belt. Be sure to brace yourself so you are not pulled into the water.
 4. **Never swim alone.** Always use the buddy system and make sure you watch your buddy while swimming.
 5. **Always wear your life jacket when boating.** If you are thrown from the boat and hit your head, you could become unconscious. You would not have time to put on your life jacket.
 6. **Call for help only when you need it.** Never pretend to be drowning.
 7. **Inflatable toys should never take the place of a life jacket.** Inflatables are plastic blow-up toys, such as air mattresses, arm floaties, beach balls, etc. They float but can easily get holes in them.

SUGGESTED MATERIALS & EQUIPMENT: A wooden puzzle shaped as a life ring in 7 pieces.

Lost on the Lake

TOPIC/SUBJECT: Life Jackets Worn...Nobody Mourns

TARGET AUDIENCE/AGE LEVEL: Adults

LENGTH OF PROGRAM: 30-45 minutes

THEME: The people that love you do not want to lose you, so when life jackets are worn nobody mourns.

GOAL/PURPOSE:

The audience will understand why it is important to wear a life jacket even if you know how to swim.

OBJECTIVE(S):

1. The audience can identify at least 3 reasons why it is vital to wear a life jacket in, on or around the water.
2. The audience will feel provoked to always wear a life jacket and encourage others to do so as well.

DESCRIPTION:

- A. **Introduction:** Name, agency, local announcements, and length of program. Tonight, we are going to watch a short 7-minute video about a family's tragic loss and a 1-minute video PSA followed by a discussion on why it's so important to wear a life jacket. How many of you here are comfortable that your swimming ability could save you if you got thrown into the middle of the lake? I hope to give you a better understanding of why it is important even for strong swimmers to wear a life jacket so your friends or family never have to suffer or mourn your loss. The people that love you don't want to lose you, so when life jackets are worn nobody mourns.
- B. **Main Body:** Show "Lost on the Lake" and a video PSA possibly "Man Overboard." If you have mostly a younger adult audience you may want to show the "Girl Overboard" PSA instead.

Discussion Points:

A little-known factor called your involuntary gasp reflex could have led to the Keese family tragedy. Most of you have probably experienced this even in the shower when the water turns suddenly cold. Even strong swimmers can drown if they fall into cold water because it causes an involuntary gasp (or torso) reflex so a life jacket is the only thing that can save your life and give you time to be rescued. Some researchers believe cold water can be anything less than normal body temperature (98.6°). It can take less than ½ cup of water in your lungs to drown.

Many people don't realize that swimming ability decreases with age and regardless of how well you swim you could have to fight for your life due to conditions such as waves, current, or exhaustion. Swimming in a lake or river is not like swimming in a pool so wearing a properly-fitted life jacket is critical. Many people drown when they attempt to retrieve an inflatable toy or even a boat drifting away because they can't swim as far as they think they can. Also, most people don't have the strength and skill to get back into a small boat when they fall overboard without wearing a life jacket.

Falls from boats are one of the primary factors of boating fatalities at U.S. Army Corps of Engineers lakes. The primary factor that people drown at Corps of Engineers lakes is because they exceed their swimming abilities. People have drown while swimming to a buoy or across a cove. To help ensure that the people you love do not lose you and you return home safely always wear a life jacket while on or near the water, even while swimming.

Interactive Audience Activities:

Ask your audience if they are attending your program with someone that they care about. If they are then ask them to look at that person and if they are not then ask them to think about someone they love. Then have them ask themselves what they would feel like if that person would happen to drown.

Mention someone you love and what you would feel like if you lost them. Let your audience know that they can help ensure that the people they care about do not drown by making them wear a life jacket.

It only takes an adult an average of 60 seconds to drown and a child 20 seconds. Ask for a volunteer (preferably an adult) to put on a life jacket that is in the typical position of one stored (buckled etc.) on a boat and time them how long it takes to put it on while you pull up on the jacket simulating the pull of the water trying to float the life jacket. Explain the challenge in advance so the volunteer understands what you're doing. After the exercise explain that it takes an average of 10 minutes for a strong swimmer to put on a life jacket after entering the water. Encourage them to try putting on a life jacket in a safe area of a pool to find out exactly how difficult it is.

Discussion Points Continued:

Alcohol was not involved in the Keese family tragedy but it is a factor in many water-related accidents and fatalities. Boaters can develop "boater's hypnosis" a condition in response to sun, wind, noise, vibration and motion which causes fatigue and slows your reaction time much like the effects of alcohol. Combining that condition with alcohol or drugs reduces your coordination, judgment and reaction time even more. Also, for those under the influence of alcohol or drugs that swim or fall underwater you can suffer from an inner ear condition that causes you to become disoriented and not know which way is up.

Explain that you have brought several styles of life jackets for your audience to look at and try on. You can ask for volunteers to try them on during your program if you have time and then let your audience know that everyone after the program can come up and try them on. You can view more short videos and learn more about life jackets and the "Life Jackets Worn...Nobody Mourns" campaign at PleaseWearIt.com. There are even free mobile game apps called "Lake Guard" and "LJ vs the Lake" that you can download and it's tons of fun.

- C. **CONCLUSION:** There are many reasons why even the strongest swimmers should always wear life jackets like gasp reflex, boater's hypnosis, and alcohol's effects on your inner ear. I hope you've learned enough about those things to know that you need to always wear a life jacket when boating or swimming. We want all our visitors to have safe enjoyable times at the lake. Remember the people that love you don't want to lose you, so when life jackets are worn nobody mourns.

SUGGESTED MATERIALS & EQUIPMENT:

1. "Lost on the Lake" video and Life Jackets Worn...Nobody Mourns PSAs are downloadable from <https://www.dvidshub.net/unit/USACE-WS>
2. Various styles of comfortable life jackets such as fishing vest with mesh shoulder and suspender and belt pack inflatables.
3. Equipment needs include projector, screen, and laptop.

Ranger Willie's Reach, Throw, Row, Don't Go

TOPIC/SUBJECT: Ranger Willie B. Safe Beach Program

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 10 - 15 minutes

THEME: If you know basic water safety principles you may be able to save someone's life.

GOAL/PURPOSE: The audience will know what to do if a person is drowning, realize the importance of being safe on or near the water, and be motivated to learn more about water safety on their own.

OBJECTIVE(S):

1. The audience will be able to identify 2 rules of water safety and the signs of a drowning victim.
2. The audience will use the reach, throw, row, don't go principle, if they need to assist someone who is in trouble in the water.
3. Audience will realize that they may be able to save someone that is drowning.

DESCRIPTION:

- A. This program is generally given at a beach.
- B. It may be a good idea to walk around the beach and surrounding area and advertise your program.
- C. Pick a central location for your program. The shorter the distance people have to walk to your program the more likely they are to come. Parents are more likely to send their kids if they can see them from where they are. Encourage adults to come, especially parents.
- D. A good thing to use to mark the location of your program is a large flag.
- E. Start your program on time. Introduce yourself and, somewhere in your introduction, state the theme.
- F. Ask the audience if they know the four signs of a drowning victim. They are head back, mouth open gasping for air, no sound, and arms moving in an up and down motion.
- G. A drowning victim cannot yell for help. Have the audience demonstrate this by having them put their heads back take a big breath of air and at the same time they are breathing in try and yell for help. It can't be done. Explain to the audience that they should never pretend to be drowning.
- H. Ask the audience what they should do if they see someone drowning. They should reach, throw, row, but don't go. Have the audience repeat it.
- I. Ask the audience what are some things that they could reach with. Then ask them what could they throw.
- J. Have items such as a reach pole, stick, rope, and shirt to show as things that they could reach with. Have items such as a beach ball, life ring, cooler, and life jacket to show as things that they could throw.
- K. Point out the rescue stations on the beach and explain to them that they should only be used for their intended purposes. Explain to them that they should not play with the life saving equipment.
- L. Explain the concept of row to the audience. Here is how you might row to a person in trouble. If there is a boat nearby take it to save the person or get the attention of a nearby boat and have them help the person. If you are an experienced swimmer you can float out on an air mattress to the person. Remember if you float out to the person do not get near the person in trouble. Get off the air mattress and extend it to them.
- M. Never go in for a drowning victim, because usually instead of one person drowning there are two people that drown. Explain if you are going to go somewhere go for help.
- N. Ask if anyone in the audience has been trained in water rescue. If so, they may be able to add an experience that they have had. Stress that only persons trained in water rescue, such as a lifeguard, should go in for a person that is drowning.
- O. Explain the importance of wearing a life jacket and swimming with a buddy. Parents should watch their children and children should watch their parents. It takes only 20 seconds for a child to drown and 60 seconds for an adult to drown.
- P. Tell the audience of some incidents that involved drowning or unsafe practices that have happened where you work.

- Q. Ask them again what the signs of a drowning victim are and what they should do if they see someone drowning. Repeat the four ways to rescue a drowning victim.
- R. Let them know if they see you again to give you the Ranger Willie B. Safe Thumbs Up Sign and you will give it back. This will let you know that they have attended one of your safety programs and that they know how to be safe around the water.

CONCLUSION

- A. State your theme one more time.
- B. Thank the audience for coming, tell them about upcoming programs, and welcome any questions that they may have.
- C. Give the audience something for attending, something like an activity book or sticker.
- D. You may consider playing some kind of game with the audience after the program. The game does not necessarily have to pertain to water safety.

SUGGESTED MATERIALS AND EQUIPMENT: Items that you can reach with; such as a reach pole, stick, rope, beach blanket, or shirt. Items that you can throw; such as beach ball, life ring, cooler, or life jacket

Rescue Bag Relay Race

TOPIC/SUBJECT: Water Rescue Skills

TARGET AUDIENCE/AGE LEVEL: 4th - 9th Grades

TIME: 10-20 minutes

THEME: If you use a rescue bag properly it can help you save someone's life.

GOAL/PURPOSE: At the conclusion of the race, the participants will know how to safely rescue a drowning person from a shoreline, a dock, or a boat.

OBJECTIVE(S):

1. Participants will be aware of safe rescue procedures that can be used from a boat, dock, or a shoreline.
2. Participants will know they should never enter the water to rescue a drowning person unless they are a certified lifeguard.

DESCRIPTION:

- A. Locate a relatively flat area that would be good for the race.
- B. Lay out a start/finish line (could use rope or throw bags) for the participants to stand at, and lay four throw bags along the rope.
- C. Remind participants that drowning is the second leading cause of accidental death for people in the United States from 0-44 years of age, and that most drowning victims knew how to swim. Inform them that a significant number of people drown within ten feet of safety.
- D. Ask them how they would rescue somebody in trouble in the water. Discuss methods of reaching or extending something out to the victim that they could grab and be pulled in to safety (water ski, tree branch, towel, fishing rod, etc.). Next you should discuss throwing something out to the victim that they could hold onto for support/flotation (throw/rescue bag, life jacket or throwable device (Type IV) personal flotation device, etc.). The third step would be to row or take a boat out to rescue the victim. Emphasize that they should never enter the water to try to rescue a drowning person, unless they are a certified lifeguard or trained in water rescue techniques.
- E. Divide the group into four teams, and have each group stand by a throw bag.
- F. Tell the students what exactly a throw bag is, and the proper methods of throwing and stuffing the bags. Demonstrate how to coil the line when using it (and not the bag) to execute a rescue. Make sure to tell them to hold onto the line when throwing the bag and not to throw the whole thing to the victim - since the purpose of the bag is to extend/throw it to the victim and pull them to safety.
- G. Have one team member (portraying a person that is drowning) from each team stand about 25-30 feet in front of their team. When told to start the first person in line should try and throw the bag within arms reach of the student in front of them, pull them to safety, stuff the rope back in the bag using the **proper method**, and then pass it to the next person on their team. The relay should continue until all team members have had a chance to participate. The team members may assist each other in stuffing the rope back in the bag.

SUGGESTED MATERIALS & EQUIPMENT: Rope/line for the starting line and 4 throw/rescue bags.

Ring Buoy Relay

TOPIC/SUBJECT: Water Rescue Skills

TARGET AUDIENCE/AGE LEVEL: 6th grade to adult

TIME: 10-20 minutes

THEME: You can rescue a drowning victim if you know how to properly throw a ring buoy.

GOAL/PURPOSE: To demonstrate the use of a ring buoy or throwable type Personal Flotation Device (PFD).

OBJECTIVE(S):

1. Participants will know how to properly throw a ring buoy.

DESCRIPTION:

- A. The object of the game is to throw a ring buoy to someone portraying a person that is drowning and pull that person back to safety.
- B. Stretch out a rope that is approximately 15 feet long on the ground. Then place the ring buoys approximately 10 feet away from the rope.
- C. Divide the children into two teams.
- D. Then divide the two teams in half. You will have 4 groups: 2 groups will portray people that are drowning and the other 2 groups will be “rescuers.” Have each rescuer group line up behind a ring buoy. The other 2 groups should line up behind the rope facing the rescuer groups.
- E. At the sound of “GO,” the first rescuer in line will throw the ring buoy to the drowning teammate. The first team to rescue all of their teammates wins.
- F. Then have the groups switch sides, so everyone will have a chance to throw the ring buoy.
- G. If this is done as a beach program you may want to explore ways to involve younger kids in this activity (that cannot throw large ring buoys) i.e. cheerleaders

SUGGESTED MATERIALS & EQUIPMENT: Two ring buoys with 25-30 feet of rope attached to them, and another rope that is approximately 15 feet long

Rip Yourself Out of Danger

TOPIC/SUBJECT: Rip Currents and Water Safety

TARGET AUDIENCE/AGE LEVEL: 3rd Grade – Adult

TIME: Approximately 30-40 minutes

THEME: Rip currents: How to protect yourself and others!

GOAL/PURPOSE: To educate students to be aware of, identify, and predict the dangers of rip currents.

OBJECTIVE(S):

Students will be able to:

1. Explain how rip currents form.
2. Identify a rip current.
3. Simulate how to exit a rip current.
4. Explain how to prevent exposure to a rip current and what to do when others are in a rip current.

DESCRIPTION:

A. Introduction: This lesson will teach students about the importance of identifying a rip current and knowing how to safely maneuver one in the event of an emergency.

B. Dangers of Rip Current: Why are rip currents so dangerous?

- a. Rip currents account for 80% of ocean and Great Lakes beach rescues and can be deadly.
- b. Despite popular belief, a rip current will not pull you under the water, it will pull you away from the shore.
- c. Swimmers who are unaware of how to properly exit a rip current can easily exhaust themselves by swimming against the flow of the rip current.

C. Rip Current Formation

- a. A rip current is a powerful, narrow channel of fast-moving water that are prevalent near beaches with breaking waves. Particularly along the East, Gulf, and West Coasts of the U.S. and along the Great Lakes. Rip currents are strongest and fastest near the surface of the water. Rip currents are caused by these four things:
 - i. Wind
 - ii. Topography (sand bar, reef)
 - iii. Breaking waves
 - iv. Feeder current
- b. A rip current forms when wind and breaking waves push surface water toward the land. This excess water will then flow back to the open water because it is the route of least resistance for the water. Areas with certain types of topography, such as sandbars or reefs, allows the water to flow more easily, creating a rip current. Currents can extend up to 1,000 feet in length, reach 100 feet in width and can move up to 8mph, faster than an Olympic swimmer! Water that has been pushed up near the beach flows along the shore towards the outgoing rip are known as “feeder currents.” The feeder current is what powers a rip current. This feeder current takes debris from shore and draws it back into the lake. Rip currents typically flow straight back to the lake/sea between the two breaking waves.

Rip Current information can be found at <https://www.nationalgeographic.org/encyclopedia/rip-current/>

Assessment:

- i) Students will recite the four causes of a rip current.
- ii) Students will explain how a rip current occurs, why it's caused, and what it does.

D. Identifying A Rip Current

- a. A rip current has three main parts:
 - i. Breaking waves
 - ii. Feeder Current
 - iii. Rip Current
- b. The breaking waves are caused by a direct waves facing the shore, a topographic difference in the shore, or weather conditions.
- c. Rip currents have some unique characteristics that make them easy to identify from the shore. Rip currents often look similar to a road or river running straight out to the sea. The following visual characteristics can help identify a rip current (Sea Grant, 2019):
 - i. A channel of choppy water
 - ii. Different colored water from sediment
 - iii. A break in wave pattern
 - iv. Objects moving away from shore (such as plants or foam)

Rip Current identification information can be found at <https://www.weather.gov/safety/ripcurrent-education>

Assessment:

- i) Students will describe the four ways a rip current is formed.
- ii) Students will explain what a rip current looks like.

E. How To Exit A Rip Current

- a. A rip current can be exited by the following:
 - i. Remain calm and do not start immediately swimming to shore.
 - ii. Do not swim against the current.
 - iii. If you know the direction of flow swim perpendicular to the rip currents flow.
 - iv. If you do not know the direction of flow, float on your back until the rip current is over. Then swim to shore at an angle. There is a definite limit to how far a swimmer will be taken out to sea by the flow of a rip current.
 - v. Remember the 3 F'S:
 1. Flip
 2. Float
 3. Follow
 - vi. If you feel the rip current is too strong for any of the above methods, face the shore and draw attention to yourself by yelling or waving.
- b. Now that we have learned how rip currents are formed and how to identify them, lets' do an activity to help us learn how to exit a rip current if we ever find ourselves in one.

Activity

Round 1:

- i. Select one person to be the "swimmer" and select one person to be the "lifeguard." Give the "swimmer" a life jacket to wear, and a lifeguard a whistle to identify them apart from the other students.
- ii. All other students will pick areas facing the swimmer to become the "shoreline." They will put their arms out to show clearly where the rip current is.
- iii. When the swimmer and the lifeguard are ready, they will start "swimming" in the "water."
- iv. The students that have become the shoreline will start to pull apart, forming the rip current "opening."
- v. The lifeguard will instruct the swimmer how to navigate through the shoreline to exit the rip current.

- vi. The swimmer will exit the rip current effectively with the help of the lifeguard.
- vii. Discuss what happened.

Round 2:

- i. Select another person to be the “swimmer” and the “lifeguard.” Give the “swimmer” a life jacket to wear, and a lifeguard a whistle to identify them apart from the other students.
- ii. All other students will pick areas facing the swimmer to become the “shoreline.” They will put their arms out to show clearly where the rip current is.
- iii. When the swimmer and the lifeguard are ready, they will start “swimming” in the “water.”
- iv. This time, the students that are a part of the shoreline, will create multiple rip currents for the swimmer to navigate. They will also make ocean sounds that will make it harder to communicate with the swimmer.
- v. The lifeguard will instruct the swimmer how to navigate through the shoreline to exit the rip current.
- vi. Allow the “swimmer” to navigate out of the rip current.
- vii. Discuss what happened.

Assessment:

- i) Students will demonstrate how to properly exit a rip current.
- ii) Students will recite the three F’s.
- iii) Students will discuss the challenges rip currents can cause for swimmers.

F. How To Be Safe With Rip Currents

- a. Prevent exposure
 - i. Check beach hazard flags to ensure that the beach is safe for swimming
 - ii. If there is a lifeguard present, check in with them to ask what the current conditions are.
 - iii. Do not swim in adverse weather conditions (great wind, water strength, beach hazard flags, etc.)
 - iv. Identify if you see a rip current. Tell others where it is located.
 - v. Avoid the area of where the rip current is.
 - vi. If you are caught in a rip current, be sure to follow the above safety procedures.

What do beach flags mean safety sign can be found at <https://www.safetysign.com/blog/what-do-beach-flags-mean/>

b. What To Do When Others Have Gotten Caught In A Rip Current

- i. Do not swim after them.
- ii. Tell someone on shore to call 911.
- iii. Yell out to them and tell them to remain calm and practice the three F’s (Flip, float, follow).
- iv. If they have floated out of the current, tell them to swim parallel to the shore to safely return to shore.
- v. Throw them something that floats.

Assessment:

- i. Students will discuss what to do to prevent exposure to a rip current.
- ii. Students will explain what to do when others have gotten caught in a rip current.

G. Conclusion:

Recap the following

- a. Explain how rip currents form.
- b. How to identify a rip current.
- c. Explain how to prevent exposure to a rip current and what to do when others are in a rip currents

SUGGESTED MATERIALS & EQUIPMENT:

1. 1 copy of each figure (1 & 2) mounted for handheld display.
2. Life Jackets and 1 whistle.
3. Taught outside, if possible, to be remembered outside.

RESOURCES:

1. Break the Grip of the Rip. 2014. Weather.GOV. Retrieved from <https://training.weather.gov/BreaktheGripoftheRip/player.html>
2. Rip Current Education. 2019. Weather.GOV. Retrieved from <https://www.weather.gov/safety/ripcurrent-education>
3. Rip Currents. October 1st, 2019. Scijinks. Retrieved from <https://scijinks.gov/rip-currents/>
4. Coastal Communities: Rip Currents. 2009. Sea Grant. Retrieved from http://www.seagrant.umn.edu/coastal_communities/rip

Safe Swimming and the Life Jacket Song

TOPIC/SUBJECT: Safe swimming and life jacket wear

TARGET AUDIENCE/AGE LEVEL: K-3rd

TIME: 15-20 minutes

THEME: There are four basic water safety swimming points that will keep you safe.

GOAL/PURPOSE: Teach young children the Four Basic Water Safety Swimming Points through repetition.

OBJECTIVE(S):

1. The audience will learn and be able to recite the Four Water Safety Swimming Points
2. The audience will learn and sing a song about the importance of wearing a life jacket.
3. Introduce the Water Safety "Goodie Bag" full of age appropriate goodies to remind them to be safe when in and around the water.

DESCRIPTION:

A. **Introduction:** Introduce yourself, who you work for, what you do, and why you are here today.

B. **Questions:** Ask the students the below series of questions:

- a. "By a show of hands, how many of you have been on a boat on a large body of water such as a lake?" A few hands pop up.
 - i. "Okay, good! Keep your hands up."
- b. How many of you have access to a back yard swimming pool or regularly go to (name the local public water park)?"
- c. "How many of you live within walking distance of a river, lake or stream?" More hands.
- d. "How many of you have a bathtub in your house?" As hands are raised and kids giggle, their attention is brought to the fact that every person is around water and needs to be safe.
- e. "Do you know that it only takes enough water to cover your mouth and nose to cause you to drown?"
 - i. Today I am going to share Four Water Safety Swimming Points with you on how to keep yourself safe when in and around the water."

C. **The Four Points of Swimming:**

- a. Learn to swim and learn to swim well;
- b. Swim with a buddy.
- c. Wear your life jacket that is;
- d. Coast Guard approved.

The first two points are presented with questions, descriptions and short stories. The last two points involve more audience participation and show-and-tell.

D. **Learn to swim and learn to swim well:** Ask questions like: "Are you finished once you learn how to swim?" "Never stop learning to swim; continue to learn to swim as you grow." "When I say, 'Learn to swim and', you follow with 'learn to swim well!'"

E. **Swim with a Buddy:** Questions may include: "Do you ever swim alone?" "No, you always want to swim with a buddy." "While you are young, your buddy needs to be a competent adult who can recognize danger and get you to safety." "When I say 'Swim with a', you say 'buddy'." Then repeat point one followed by point two and continue repeating and building onto the points.

F. **Wear your life jacket:** For the demonstration of the third point: "Wear your life jacket", volunteers are needed. One volunteer is encouraged to be their teacher and the students enjoy choosing which teacher that will be. The final two need to be students, typically one boy and one girl if in a mixed group. Each volunteer stands in front of the class with the teacher wearing an inflatable tube or animal, the second a pair of inflatable arm bands, and the third a life jacket. The child is handed the life jacket with no instructions. That way if it is miss-sized or left unbuckled, this can be used as an instructional teaching point as the ranger properly fits the life jacket. If you are in a setting where a volunteer can actually go into the pool with the inflatable ring that really gives the students an awesome visual of how these are not life saving devices. However, the program works just as well on dry land.

Student volunteers demonstrate what is and is not a proper life saving device-one that they would trust their life with as they receive instructions by the ranger on how to properly fit a life jacket or if/when an arm floatie is safe. Questions that can be asked as you move from volunteer to volunteer include: "Did it float? Can it pop, or slide off?" "Would you trust your life to it?" "No, this is a toy, it is not a life saving device." When working with young children, it is apparent that these youngsters are often given arm floaties instead of a life jacket as many will reply that they trust their life to the arm floatie. To help the students process this, we will share that, "Often times parents will use floaties as an assist--to give you confidence--when learning to swim, but they should never be worn without adult supervision." Then reiterate that the adult supervision is the second point of having a buddy and show them the warning instructions printed on the arm device.

The adult sized life jacket is used to demonstrate that a jacket that does not fit will not be a life saving device. Proper fit and how to choose a life jacket is then demonstrated.

- G. **Choosing a Coast Guard Approved Life Jacket:** To keep it simple, the process is related to choosing a shirt in the store and how the tag is referenced for proper size and fit. Then students are shown the tag on the life vest and informed that the agency the Coast Guard has approved those type devices as a life saving device if properly fitted and kept in good care.
- H. **Review:** After the Four Water Safety Swimming Points are discussed, demonstrated and repeated several times by the group, the class is asked if they know how many persons on have drowned on (your lake). Then ask how many they think were wearing a life jacket. Explain to them that most or all were not wearing their life jacket but could still be alive today if they had worn one. Remind the students that one of the best ways to remember what they have just learned is to take it back to school or home and share with someone they love. Not only will it help them remember what they learned, but it may also help save someone else's life. Repeat the Four Water Safety Swimming Points as a group one final time before moving onto learning the "The Life Jacket Song".
- I. **Conclusion:** Teach the life jacket song! Sing the song several times getting a little faster, and faster with the final result to sing it as fast as they can. If you can try to make it a competition between two groups or classes to who can sing the song the best and fastest.

"The Life Jacket Song"(Sung to the tune of 10 Little Indians)
Buckle up, zip it up, wear your life jacket
Buckle up, zip it up, wear your life jacket
Buckle up, zip it up, wear your life jacket
And swim safe the whole day long.

SUGGESTED MATERIAL & EQUIPMENT:

1. Inflatable arm band "floaties"
2. Inflatable beach toy such as a waist ring (preferably with an animal or something age appropriate, colorful, and fun)
3. Children size U.S. Coast Guard approved life jacket(s)
4. Adult size U.S. Coast Guard approved life jacket
5. Goodie bags or water safety handouts

Safety Concentration

TOPIC/SUBJECT: General Boating/Water Safety

TARGET AUDIENCE/AGE LEVEL: K - 4th grade

TIME: 30 minutes

THEME: If you concentrate on safety while on or near the water it could save your life.

GOAL/PURPOSE: Participants will learn more about boating/water safety.

OBJECTIVE(S): Participants will be able to identify at least five boating or water safety tips.

DESCRIPTION:

- A. This is played just like the game Concentration. The objective of the game is to remember where matches are located and then obtain the most matched items from the game board. This game is designed for younger groups and no prior knowledge is required to play. Team size depends on the overall group size or it can be played with individuals too. Three to four individuals are the most you would want on a team.
- B. There are 36 panels on the game board and each panel card has a number on it. On the opposite side of the card there are two of each graphic symbol or text item. As a team uncovers graphics or phrases on the game board they can be interpreted. Topics interpreted should be geared to the age group playing. For example, learn to swim or swim with a buddy for younger audiences.
- C. The first team chooses a pair of numbers. Their symbols are uncovered temporarily so everyone has a chance to note the graphic and location mentally. Then they are covered and the next team chooses a pair of numbers. If their first number uncovers a symbol they have seen before they choose its number to make a match. All matches are worth 10 points and the symbol is removed from the board. The team that makes a match wins the right to choose again until they fail to match.
- D. The game board is constructed of a 4' X 6' sheet of 1/2" plywood cut into (2) 4' X 3' pieces and rejoined with a piano hinge. The board is covered with a fabric that will hold Velcro backed items. There are 36 squares on a 6" X6" grid to hold 36 cards. These cards can be laminated and then Velcro added to both sides or made out of 1/2" plywood pieces. If plywood cards are used you need to place hooks in each section and include eyebolts attached on the top of each piece so they can hang from the hooks on the game board. The hook version can cause problems in transport. One side of each piece is numbered (from 1 to 36). A total of 18 graphic or text card pairs are needed.
- E. This game board can be adapted to many other games that use categories such as matching animals with tracks or habitats, etc.

SUGGESTED MATERIAL & EQUIPMENT: Game board, a total of 18 duplicate graphic/text cards to make a total of 36 cards.

Safety First and Always

TOPIC/SUBJECT: Life Jackets and Boating Safety

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 20-30 minutes

THEME: Life jackets come in many different sizes, types and colors. Choose the one that is right for you and wear it.

GOAL/PURPOSE: The participants and audience will understand why it is important to wear a life jacket when taking part in water related activities.

OBJECTIVE(S):

1. The audience will be able to identify the different types of life jackets, and why they should fit properly.
2. The audience will be aware that life jackets are required for certain activities (fishing, recreational boating, personal watercraft, water skiing, wakeboarding, paddling, hunting in cold weather, etc).
3. Participants will be motivated to wear their life jacket.

DESCRIPTION:

A. Set up 4-8 chairs (depending upon the size of your imaginary boat and the amount of volunteers you wish to involve). Place different type of life jackets in a pile. A good assortment of life jackets to use might include a large life jacket, a small child's life jacket, a ripped life jacket, inflatable life jacket, vest type life jackets for fisherman, paddlers, wakeboarders, etc, and a float coat. Also, bring along other boating safety equipment such as a throw cushion with rope attached, engine cutoff device lanyard, whistle, distress flag, fire extinguisher, carbon monoxide detector, paddle, etc.

B. Select enough volunteers to be boat passengers, and have them select a life jacket that they think will fit them, put it on properly, and sit in the "boat." You can pass out additional props such as sunglasses, sunscreen, bottles of water, towels, etc. to the boat passengers.

C. Now as their captain you are wearing a life jacket and you tell them you want to do an inspection of all their life jackets before you leave the dock. Check everyone's life jacket to make sure it fits properly and if it doesn't correct it or replace it with one that does. While doing the inspections talk about the different styles of life jackets, why they should fit properly, and the importance of wearing and inspecting them. You can also demonstrate how easy it is for a life jacket to come off by having a volunteer put on a life jacket that is too big and pulling it up pass their chin and over their head.

D. If time allows after you have inspected everyone's life jacket show them the other boating safety equipment you have on board and explain briefly what it is be used for.

E. Now you are ready to take off from the dock. In order to involve additional members of the audience, ask them to give everyone a great big send off by cheering, clapping, and waving to them.

F. Remember to repeat the program theme that is mentioned above or parts of it throughout the program. You can also include information such as the majority of people who drown were not wearing a life jacket even though one was available and it takes the average child 20 seconds and an average adult 60 seconds to drown. Include the "Life Jackets Worn...Nobody Mourns" slogan and let them know that they can learn more at PleaseWearIt.com. Provide all the volunteers involved with a prize. Adults can be given Life Jackets Worn...Nobody Mourns promotional products and kids can be given Bobber the Water Safety Dog promotional products.

SUGGESTED MATERIAL & EQUIPMENT: 4-8 chairs representing the boat, different types of life jackets, other boating safety equipment (throw cushion with rope attached, engine cutoff device lanyard, whistle, distress flag, fire extinguisher, carbon monoxide detector, paddle, etc), additional props (sunglasses, sunscreen, bottles of water, towels, etc), water safety promotional products for prizes

Safety Relay

TOPIC/SUBJECT: Water Safety Relay

TARGET AUDIENCE/AGE LEVEL: Elementary School Students

TIME: 45 minutes

THEME: While having fun around the water you must remember to play it safe.

GOAL/PURPOSE: Playing around water is fun but safety has to be taken seriously.

OBJECTIVE(S): Children will be able to identify how to respond in the event of a person drowning or needing help in the water.

DESCRIPTION:

- A. Begin the activity by telling children about the things that can be done to save some one in the water. Show them the reach poles and life rings that are already at the beach and the way they are used. Also show them other items that could be used, such as a cooler, beach ball, etc. (NOTE: Always stress that reach poles and life rings are not toys to be played with).
- B. Set up an obstacle course. At each station there is an activity related to water safety that must be completed before you can proceed to the next station.
- C. *Station One:* Participants must put on a life jacket properly using the proper size, (Already have a variety of life jackets in a pile).
- D. *Station Two:* Set up traffic cone about 10 feet away from a life ring. The participant must throw the ring around the cone to proceed. (NOTE: You can help the smaller children at this station.)
- E. *Station Three:* Mark an area out, about a four-foot circle. (NOTE: A large hula hoop works well). Have participants try to throw a throw bag, ball, small cooler, or anything else that floats, inside the marked area.
- F. After the participants have been through the stations they must go back to the starting line and take off their life jacket then tag the next person in line. This activity can be set up to run two teams through at a time. The team that makes it through first wins. The winners are given prizes such as stickers or food coupons. All participants receive the U.S. Army Corps of Engineers Water Safety Coloring Book.

SUGGESTED MATERIALS & EQUIPMENT: Traffic cones, life rings, an assortment of life jackets of all sizes, a throw bag, things to throw that floats, something to mark out an area such as a hula hoop, and prizes

Safety Trivial Pursuit

TOPIC/SUBJECT: General Boating/Water Safety

TARGET AUDIENCE/AGE LEVEL: 6th grade - Adult

TIME: 1 hour

THEME: You should know basic boating and water safety principles, because your life could depend on it.

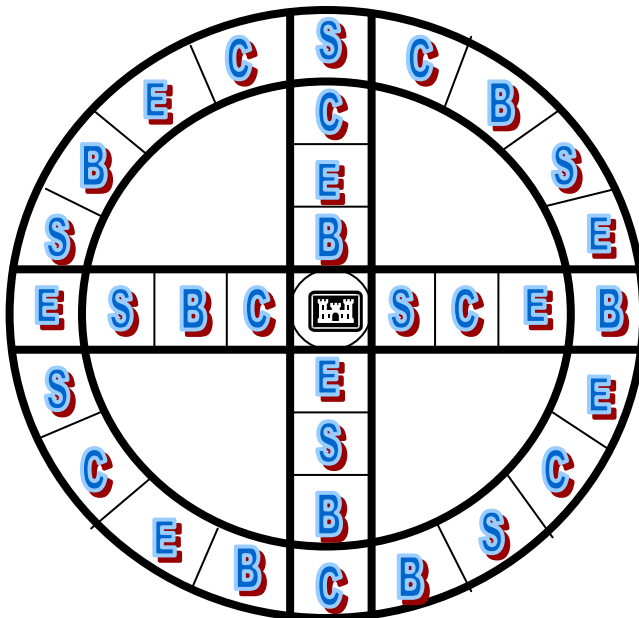
GOAL/PURPOSE: Participants will learn more about boating/water safety.

OBJECTIVE(S): Participants will be able to identify at least five boating or water safety tips.

DESCRIPTION:

- A. If your audience is not familiar with anything about boating or water safety you may want to begin with a short (10 minute) audio-visual presentation or demonstration reviewing the basics. Another possibility is to make sure that they have a chance to see one of these shows in advance i.e. Safe Passage (30 minutes) at <https://www.youtube.com/watch?v=pB4IkVfM-7w>, Bobber the Water Safety Dog Cartoons at www.Bobber.info, etc.
- B. This game is played like "Trivial Pursuit". The objective of the game is to move around the board, answering questions in four different categories; boating, swimming, emergencies, and miscellaneous. By answering questions correctly at designated spaces on the board, teams receive people (colored thumbtacks) coinciding with the color of the category. Teams continue as long as they answer questions correctly. The winning team is the first to pick up all four "people" (which represent the four categories) and return to the center of the board and answer a question from a category chosen by the rest of the group.
- C. A 4'X4' game board is used. It needs to be a rigid material (plywood, etc) so it can stand upright for the audience to view. Velcro on a felt background can be used to keep the tokens in place.
- D. The group is divided into four teams with each being assigned a different name or color. Each team chooses a different colored boat as a token. Each team should designate a spokesperson to relay the answers to the "game show host".
- E. Questions are limited to only the imagination. It is recommended to have a list of 15-20 questions for each category. The four categories: B = Boating, C = Chance, S = Swimming, & E =Emergency.

SUGGESTED MATERIAL & EQUIPMENT: Game board, Colored boat tokens one for each team, 4 different colored people tokens times the number of teams, questions, video or slide show (optional)



Sink Fast

TOPIC/SUBJECT: Boating safety

TARGET AUDIENCE: 3rd Grade – Adult

TIME: 15-20 minutes

THEME: You must wear your life jacket while participating in water recreation activities in order for it to save your life.

GOAL/PURPOSE: Participants will realize that a life jacket is useless, unless it is worn.

OBJECTIVE(S):

1. Participants will be able to identify a U.S. Coast Guard approved, proper fitting, and good/serviceable condition life jacket.
2. Participants will be motivated to wear their life jacket.

DESCRIPTION:

- A. Set up 4-8 chairs (depending upon the size of your imaginary boat and the amount of volunteers you wish to involve). Place a different type and size life jacket and flotation aid under each chair. A good assortment might include a large life jacket, a small child's life jacket, a ripped life jacket, a ski belt, a life jacket in a plastic wrapper, water wings, or other types of water toys, and nothing at all under one chair.
- B. Select enough volunteers to be boat passengers, and have them sit in the "boat." Remember to have a small person sit where the large life jacket is, and the opposite at the small life jacket chair. You can pass out additional props such as sunglasses, cooler, etc. to the boat passengers.
- C. In order to involve the additional members of the audience, you can select three groups of volunteers to:
 1. Represent the wind. The volunteers will surround the boat and make sounds associated with wind and water.
 2. Represent an unseen obstruction (rock, tree stump, etc.). The volunteers will rush out and say "kaboom," indicating that the boat hit something and is sinking.
 3. Represent the water. Armed with spray bottles, they will rush out and spray the boating passengers when cued to do so.
- D. After all of the volunteers are in place, begin your narration of their boat excursion. Their excursion quickly goes from a fun day on the lake to a frightening experience. They are speeding across the lake, as they have been all day. Other boaters are rather upset with them because they came close to their boats, causing various problems (swamped canoe, etc.). At one point the boat operator, who is showing off to his/her friends, goes real close to some swimmers, spraying them with the boat wake. But the skipper is not watching where he/she is going and hits a tree stump. The boat quickly takes on water, and begins to sink. Passengers (volunteers) rush to put their life jackets on (allow about 30 seconds), before the boat sinks. Have the volunteers remain seated when they are putting their life jackets on so as to better simulate being in the water.
- E. At the conclusion of the "boating excursion," ask the audience if they see anything wrong with the boaters and their life jackets. Discuss the problems and how they can be corrected. Do their life jackets fit correctly, are they in good condition, and are they actually considered life jackets? Stress that improper fitting life jackets, ripped life jackets, and life jackets that are left in the wrapper can be deadly.

- F. You can possibly tie in statistics from your lake, community, or state that relate to fatalities or injuries that occurred because of failure to use life jackets. The majority of people who drown were not wearing a life jacket even though one was available. Also, it takes the average child 20 seconds and an average adult 60 seconds to drown.

SUGGESTED MATERIAL & EQUIPMENT: 4-8 chairs representing the boat, life jackets (large, small, ripped, and still in the wrapper), ski belt, water wings or inner tube, variety of props for “boating passengers” (sunglasses, sun tan lotion, fishing gear, etc.), and spray containers.

Sink or Float

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 10 – 40 minutes depending on size of audience and venue

THEME: Please wear your life jacket because your life and the lives of those you care about may depend on it.

GOAL/PURPOSE: The audience will understand the importance of wearing a life jacket.

OBJECTIVE(S):

1. The audience will be able to choose the correct size of life jacket and wear it properly.
2. The audience will be provoked to always wear a life jacket when on, in, or near the water and will encourage others to do so too.

DESCRIPTION:

- A. **Introduction:** Your name, agency, local announcements, and length of program. I would like to start by showing you something that you may or may not believe unless you see it. This orange is peeled and this one is not. I'm going to put them both in this boat along with the peeling. (Have a small aquarium filled with water with a plastic toy boat floating on the water.) They are out boating having a good time then for some reason something happens and they fall overboard. (Rock the toy boat until the two oranges fall overboard.) As you can see the orange that is not peeled and the peeling from the peeled orange is floating and the orange that is peeled sank to the bottom. Think of the peeling of the oranges as if they were life jackets and you or someone you care about are the oranges. You will float if you wear a life jacket. You can sink if you don't wear one, so please wear a life jacket because your life or the life of someone you care about might depend on it.
- B. **Body:** Ask the audience: What kind of activities do you like to do around the water? After they have had time to answer the question explain to them that there is a life jacket for every activity that they like to do. Show the different types and sizes of life jackets. (Show vest type for skiing, fishing, and paddling, inflatable suspender- and belt-style life jackets, and adult and kid sizes.) Ask for volunteers from the audience to put the life jackets on. After everyone has the life jackets on then ask them what kind of activities they think they could do in the life jacket they are wearing. Add additional information about the life jackets and activities as needed. (Give everyone that volunteered a water safety promotional product.)
- C. **Conclusion:** Show the Life Jackets Worn...Nobody Mourns 30 seconds Swimming Challenge PSA. (This PSA can be downloaded from the campaign materials on www.PleaseWearIt.com) Explain that manual inflatable belt-style life jackets are ideal for swimming in open water like a lake or pond because they don't restrict your movement and can be used if you need them. Even strong swimmers can drown and generally your swimming ability decreases with age, so please wear a life jacket because your life might depend on it.

Thank everyone for attending your program. Let them know if they have any questions or would like to take a closer look at the life jackets you have they can at the end of the program. Also, if they would like to have a water safety promotional product you will give that to them if they come and get it from you, but before they go show them one more PSA.

Show the Life Jackets Worn...Nobody Mourns 60 seconds Man Overboard PSA. (This PSA can be downloaded from the campaign materials on www.PleaseWearIt.com) Generally no explanation is needed after showing this high emotional PSA, so saying something brief like this will do. Don't leave those you care about on their own. Please wear a life jacket for those who love you.

SUGGESTED MATERIALS and EQUIPMENT:

1. Oranges (peeled and unpeeled)
2. Small aquarium, water to fill the aquarium
3. Plastic toy boat
4. Different styles and sizes of life jackets (vest type for skiing, fishing, and paddling, inflatable suspender- and belt-style life jackets, and adult and kid sizes)
5. Water safety promotional products
6. Life Jackets Worn...Nobody Mourns Swimming Challenge and Man Overboard PSAs and a way to show them.

RESOURCE MATERIALS:

Oranges float/sink demonstration video by Park Ranger Brian Westfall:

<https://www.youtube.com/watch?v=5ptuA5AWMg0&t=6s>

Life Jackets Worn...Nobody Mourns Campaign Materials on www.PleaseWearIt.com

Water Safety Bingo

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: Elementary School

TIME: 20-30 minutes

THEME: Knowing basic boating safety principles could save your life.

GOAL/PURPOSE: Participants will learn about water safety equipment.

OBJECTIVE(S): Participants will be able to recognize water safety equipment and know how it is used.

DESCRIPTION:

- A. Pass out bingo cards and game markers to students.
- B. The instructor should select from the stack of picture cards (which correspond to the pictures on the students' bingo cards) and hold it up for the students to see. Students may cover that picture on their bingo card with a game marker. The instructor should then discuss the water safety practice pertaining to the picture from the discussion notes below.
- C. Continue until a student attains a 'Bingo.' Have students remove game markers and start over until all the picture cards have been used.
- D. To conclude and review students, play a final round of 'Black-out Bingo,' calling on students to discuss the picture cards as they are drawn.
- E. Pass out water safety decals to all students.

PICTURE CARD DISCUSSION:

1 LADY HOLDING ONTO CAPSIZED BOAT - Emphasize that if a boat they are in would capsize, they should stay with the boat rather than trying to swim to shore. Distances are hard to judge on the water and one can easily become exhausted before reaching what looked like a close shore. Most boats have built in flotation that allows the boat to continue floating after swamping or capsizing and it is much easier for rescuers to spot a boat in trouble rather than an individual.

2 DIVER FLAG - If you spot this red and white flag while on the lake, it means that a scuba diver is beneath the water surface in that area. To protect the diver from serious injury, make sure the boat you are in stays at least 100 feet away from the flag.

3 PERSONAL FLOTATION DEVICE or LIFE JACKET- Remind students that more than half of the people who drown didn't intend to ever be in the water, so it's very important to always wear a life jacket when in a boat or near the water. You never know when an accident may happen.

4. OAR - Oars can be a lifesaver in more ways than one. Discuss the importance of carrying oars on all boats in case the boat motor should stall when out on the lake. Ask the group if they can think of another use for oars. Remind them that oars can be used as a lifesaving device in case someone is drowning. The oar can be held out to the drowning person to help pull the individual to safety.

5. BOATS KEEP OUT BUOY - Buoys on the lake have the same purpose as traffic signs on land. They let a boater know when to slow down, hazardous areas to steer clear of, or areas in which they're not allowed. While on the lake, you might spot Boats Keep Out Buoys around the swimming beach areas. For the swimmer's safety, boats must stay on the outside of these buoy markers.

6. FIRE EXTINGUISHER - Explain that a fire extinguisher is an important piece of safety equipment to have on a boat. A fire can happen at anytime so extinguishers should be on board, properly charged and the correct type for fires which may occur on a boat. Encourage students to learn how to operate a fire extinguisher.
7. WATER SKIER IN WATER - The popular sport of waterskiing can be dangerous if the following safety practices aren't followed. Safe waterskiing requires at least three people which include the skier, the boat operator, and an observer who is at least 12 years of age. The boat operators should stay a reasonable distance from swimmers, fishermen, and shoreline areas. The observer should constantly keep an eye on the skier. If you fall while skiing, hold the tip of one of your skis up to allow other boats to see you easily.
8. STORM CLOUD - Always check the weather forecast before heading out in a boat and check local updates often while on the lake. Watch for signs of changing weather. Storms can come up suddenly causing danger from high winds, hail, and lightning. If you see storm clouds gathering (especially in the West), head toward shore quickly. Don't wait until the storm actually begins to seek shelter!
9. OVERLOADED BOAT - Explain that an overloaded boat is a dangerous boat because it loses buoyancy and stability, causing it to capsize easily. Students can check the capacity plate of boats they are in to determine load limits.
10. ALCOHOL - Emphasize to students that alcohol and water sports should not be mixed. Alcohol slows reaction time and is involved in more than half of the serious boating accidents. It is also a major factor in many drownings.
11. HELP POSITION - Remind students to assume this body position if they would accidentally fall into cold water. This position conserves body heat and delays the effects of hypothermia.
12. BEACH BALL - Review the various items that can be thrown in the water to help someone float. (Examples include a beach ball, cooler, inner tube). Re-emphasize the rule of reach, throw, row, but don't go !
13. FLOATING LOG - Students should keep a lookout for floating logs or other hazards and inform the driver of the boat if they see any hazards. This is especially true in areas of a lake where timber has been left for fish habitat. These areas should be approached at a slow speed.
14. SMALL CRAFT WARNING FLAG - If students are at a lake and see a red flag being flown at the tower, it means that a small craft advisory is in effect and boats should stay off the main lake. However, it is the boaters responsibility to recognize wind conditions or incoming storms which might make boating hazardous.
15. BOAT - Remind students that when in a boat they should ask the boat driver to show them the basics of operating the boat in case of an emergency. Especially note where the on/off switch is located in case someone falls overboard and you need to stop.
16. UNDERWATER STUMP - Emphasize to the students to always check the water before they dive in for tree stumps, rocks, or other underwater hazards. Water that was deep enough to safely dive into a week ago may now be too shallow due to a lower lake level.

SUGGESTED MATERIALS & EQUIPMENT: Bingo Cards, Picture Cards, game markers, and water safety decals.

Water Safety Crime Scene Investigation (CSI)

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: Adults/High school/Junior high students

TIME: 45-60 min

THEM: Knowing how to be safe in, on, and around the water can save your life.

GOAL/PURPOSE: Emphasize the importance of being safe in, on, and around the water. Introduce students to different ways to be safe around water and have them understand the threats that come with recreating on the water.

OBJECTIVE(S): Participants will be able to identify ways to be safe around the water including always wearing a life jacket and using an engine cutoff device.

DESCRIPTION:

A. Setup: Arrange CSI kits around the room. Leave a good amount of space between the kits. Each scene should be labeled with the scene number so participants know which scene they are at and will be able to remember the scenes during discussion. Have Waves of Hope posters/stories set up, but not visible to the audience.

B. Introduction:

- i. State your name, position with the U.S. Army Corps of Engineers, and basic responsibilities.
- ii. Introduce CSI: Ask participants what they think the acronym CSI (Crime Scene Investigation) means. Describe how CSI typically works for law enforcement and explain that they will be investigating a series of water-related accidents.
- iii. Do not tell the group that these are true stories. Revealing they are true at the end adds to the experience. Do let them know that for each scene there are three things we know to be true:
 - There was an accident.
 - The accident was water-related.
 - The accident could have been prevented.

C. Activity:

- i. Divide participants into groups with 6 people maximum in each group.
- ii. Groups will rotate through 5 scenes and will have 2-3 minutes to determine what occurred at each one.
- iii. Explain that they will not have much time per scene so they need to stay on task for the entire activity.
- iv. Remind participants that at the end of the activity they will come together as a group to discuss what happened.
- v. Direct each group to start at a specific scene (scenes 1-5). Groups will move in numerical order to each of the other scenes (group at scene 4 will go to scene 5, group at scene 5 will move to scene 1, and so on). Each groups will go to each scene. Use a whistle or other noisemaking device to alert groups on when to rotate.
- vi. Interact with teams while at a scene. Ask questions such as:
 - Do you know what all of these items are? (many have not seen an engine cutoff device before and may not know what it is or does)
 - What do you think happened?
 - How do you know that happened?
- vii. Encourage group discussion, but refrain from giving the exact answer.

- viii. Once all groups have rotated through the 5 scenes instruct the participants to come together for the discussion portion of the activity.

D. Discussion

- i. Ask for a volunteer from one group to explain a scene. You may need to remind them of what clues were included in the scenes to spark their memory.
- ii. After their explanation, ask other groups if they had any different scenarios or ideas.
- iii. At the end of each scene explanation/discussion, inform the participants of the true story behind the scene using the Waves of Hope story.
- iv. Ask group what could have been done to prevent the accident.
- v. Repeat for each scene.

DI. Conclusion

- i. Ask participants what they learned from today's activity?
- ii. Answer any questions the group may have.
- iii. Reiterate that all of these stories are real and these accidents could have been prevented.

DII. Water Safety CSI Answer Key/Takeaways

1. Scene #1: Alex
Never drink while operating a boat or vessel. Be aware of your surroundings. There are no roads or lanes out on open water. Boat operators are free to go at any speed and any direction they please.
2. Scene #2: Bob & Phyllis
Have all your safety equipment double, triple checked before heading out on the water. Explain what an engine cutoff device is and its purpose. ALL vessel operators need to wear an engine cutoff device.
3. Scene #3: Brian & Nathan
Check local weather conditions before going out on the water. Be prepared. Always have enough life jackets on board for every person on board and WEAR IT! Putting a life jacket on once you are in the water is extremely difficult. Have your life jacket on before you actually need it.
Scene #4: Wyatt
Always watch young children in or near the water. Children should always wear a life jacket when by any type of water. Waves can easily knock a child over causing them to inhale water. It only takes 30 seconds for a child to drown.
4. Scene #5: Hunter
Expect the unexpected. Hunter had all of his equipment checked, his life jacket on, and used his engine cutoff device. His preparation saved his life.

SUGGESTED MATERIALS & EQUIPMENT:

Plastic containers for each scene

Scene number sheet

Waves of Hope stories/posters/videos can be found at <https://wavesofhopeboating.org/Whistle>

Water Safety CSI Kits (at least 5, more depending on the size of the group)

Scene #1 (Alex) – Mannequin leg, “alcohol” can, toy speed boat, toy Jet Ski

Scene #2 (Bob & Phyllis) – Engine cutoff device, fishing guide/advertisement, anniversary card

Scene #3 (Brian & Nathan) – Life jacket boating law, weather forecast, kids fishing pole

Scene #4 (Wyatt) – Sand toys, 30 seconds marked on a stopwatch, American flag

Scene #5 (Hunter) – Inflatable life jacket, boat safety check form, college fishing logo

Water Safety Old Maid

TOPIC/SUBJECT: Tips for Water Safety

TARGET AUDIENCE/AGE LEVEL: 4-12 years of age

THEME: To make sure you don't get hurt, you need to play it safe around water

GOAL/PURPOSE: Participants will realize the importance of safety while recreating in or near water.

OBJECTIVE(S): Participants will be able to name reasons why it is important to be safe when in or near water, such as wearing a life jacket, learning to swim, never swimming alone.

DESCRIPTION:

- A. The game is played like Old Maid. The objective is to obtain pairs, finishing first without possessing the Old Maid / "Unsafe Guys."
- B. The ideal group size would be 7 players, although a few more or less can be accommodated. If several more players are anticipated, break into groups for more than one game at a time using multiple decks of cards.
- C. The game begins as one player deals one deck of cards to each player in his or her group until the cards are gone. This happens simultaneously, as all groups begin play. After dealing is complete, players lay down pairs. Then the first player picks a card from the deck of the player to his or her right-hand side, hoping to pick a card which he has a match to and especially not the "Unsafe Guys" card. The game ends when players are out of cards. The player who finishes first is the winner. The player who ends with the "Unsafe Guys" card is not the winner.
- D. After each round of play, talk with the group about what is on the cards giving safety tips. Another option is to have each player display a pair and tell why what is on the card is safe (or unsafe for the "Unsafe Guys").

SUGGESTED MATERIALS & EQUIPMENT: Water safety cards, one "Unsafe" card per deck, and a flat surface to play the game.

Water Safety Slogan Game

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: 5th Grade - 8th Grade

TIME: 30 minutes

THEME: It is easy to know the basics of Water Safety.

GOAL/PURPOSE: To show the participants that learning about water safety can be FUN!

OBJECTIVE(S): To have the participants create water safety slogans and then to create a Water Safety Poster from the slogan.

DESCRIPTION:

- A. Locate an outdoor, wide, flat, open area.
- B. Have laminated 11" x 17" sheets of paper with words on them that can be used to create water safety slogans. One word on each sheet.
- C. Have the children create their own water safety slogan using the words provided.
- D. These are some possible slogans that might be used as examples:
 - Swim with a Buddy.
 - Wear your life jacket.
 - Swim in designated areas only.
 - Alcohol and water don't mix.
 - Learn to swim.
 - Think Before You Sink.
 - Never Dive Into Unknown Water.
 - Reach, Throw, Row, Don't Go
- E. Participants are judged on creativity, thoughtfulness, clarity of message, and other categories. Appropriate age groupings must be used when judging the slogans.
- F. Each participant receives a certificate or prize.

SUGGESTED MATERIALS & EQUIPMENT: Laminated sheets of 11"x 17" paper with appropriate water safety words on them.

Wear It Right

TOPIC/SUBJECT: Life Jackets

TARGET AUDIENCE/AGE LEVEL: Elementary students

TIME: 10-15 minutes

THEME: Life jackets are of no use unless you wear it and it fits you properly.

GOAL/PURPOSE: Participants will be able to explain why it is important for a life jacket to fit them personally.

OBJECTIVE(S): The audience will wear a life jacket properly.

DESCRIPTION:

- A. Choose a willing participant from the audience (you will have to accurately assess the weight of your volunteer in order to correctly size the life jacket).
- B. Intentionally have the volunteer try on over or undersized life jacket. Every time that the volunteer tries on a different life jacket ask the audience if it fits properly.
- C. After eliminating obvious choices (i.e. too small, too large), have the volunteer pick out a life jacket that fits them properly.
- D. Ask the audience to tell not show the volunteer how to put on the life jacket. Typical responses may be “put it over his or her head” or “wrap the strap around his or her waist.” Following the audience’s verbal instructions might lead to some pretty laughable situations, particularly with younger students.
- E. After the volunteer has properly put on a life jacket explain why it fits properly. You can ask the volunteer to check the life jacket to see if the poundage limits are correct for them.
- F. Explain to the kids how they can have an adult help them check their life jacket to see if it fits them properly by performing a float test. Tell them that the next time that they go to the beach or pool to wear their life jacket and go with an adult into a shallow area, sit down, and pick up their feet off the ground. If they float with their head out of the water then their life jacket fits them properly. If their chin is in the water they should get their life jacket replaced.

PROGRAM NOTE: To increase effectiveness the entire program should be highly participatory. Involve the audience by allowing them to “blurt” out how they would put the life jacket on.

SUGGESTED MATERIALS & EQUIPMENT: An assortment of life jackets in different sizes and styles.

Wheel of Water Safety

TOPIC/SUBJECT: Water Safety Basics

TARGET AUDIENCE/AGE LEVEL: 4th -6th grades

TIME: 45-50 minutes

THEME: You should play it safe while on or near the water, your life could depend on it.

GOAL/PURPOSE: The children will learn that they can save a life and protect themselves if they remember a few precautions and rescue techniques.

OBJECTIVE(S): Children will :

1. Wear their life jacket and encourage others to do so.
2. Know how to save someone in an emergency - Reach/Throw/Row/Don't Go
3. Practice basic water safety tips while on or near the water.

DESCRIPTION:

A. This program is fast paced fun and full of life-saving facts. It is designed for a school auditorium or gymnasium, but it can be adapted so it could be used as a campground program.

B. When you introduce yourself (4-5 minutes), share a few facts, and ask a few questions about water safety. This program can even more fun when done with a mascot but it is not necessary. For example, Bobber the Water Safety Dog, Buddy the Beaver, or Corkey the Water Safety Boat can act as co-host and comedic relief. Bobber and Buddy are people in costume who acts as a water safety mascot. Corkey is a remote control boat that talks, plays music, moves, etc

C. The concept of this game is a combination of "Wheel of Fortune" and "Family Feud." Divide the audience into 3 teams (by class or grade level). The teachers will be the representatives of each team and will come up and spin the wheel to determine how many points the group will receive if they correctly answer the question. The group can receive 10-100 points, lose a turn, or get an extra spin depending on where the wheel stops. The group is asked a question. They can huddle together to come up with an answer. The game goes for three & four rounds with prizes awarded for 1st, 2nd, and 3rd place. Sample questions are below.

D. At the end of the program, after the prizes have been given restate the major points of the program. All students should receive comparable prizes.

EASY

1. The most important water safety item to have and wear is...
 - A. Inner Tube
 - B. Life Jacket ***
 - C. Sun Hat
2. Life Jackets work best if..
 - A. you put them on after you fall in the water
 - B. you make sure they fit before you go in the water ***
 - C. they are loose fitting
3. When you go boating at (project name), you don't need a life jacket...
 - A. if you took swimming lessons
 - B. if you are with your parents
 - C. Everyone needs a life jacket ***

MEDIUM

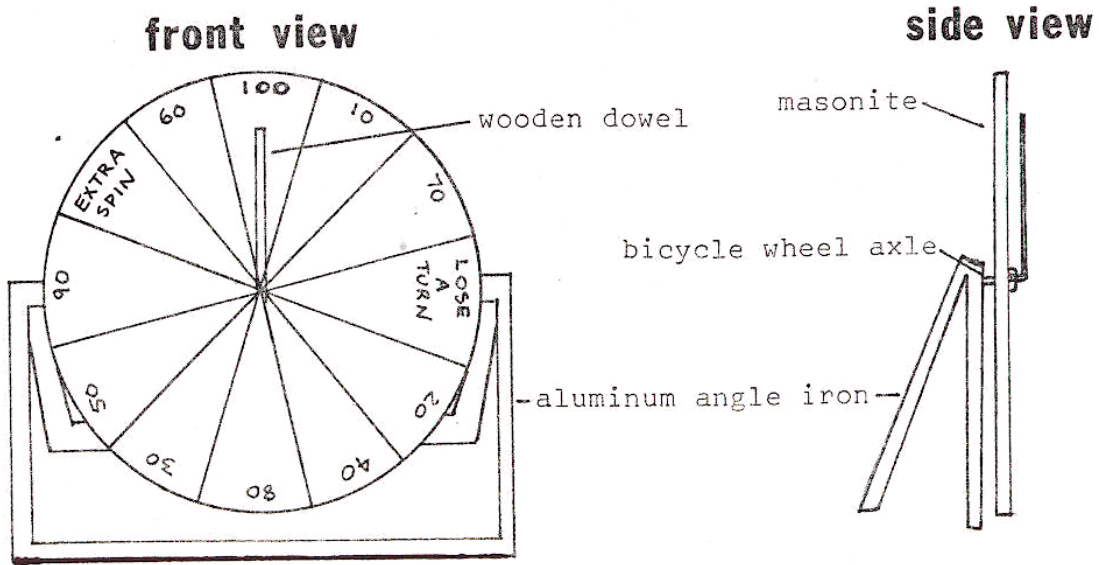
4. The number one cause of drowning at lakes and rivers is ...
 - A. swimming during a storm
 - B. floods
 - C. exceeding your swimming abilities and not wearing a life jacket ***

5. If you can't swim, it's wise to...
 - A. take swimming lessons ***
 - B. swim alone
 - C. use a rubber raft to keep you afloat

6. If your boat turns over, you should...
 - A. swim for shore
 - B. stay with your boat and wait for help ***
 - C. take swimming lessons

7. If you see someone in trouble in the water, what should you do?
 - A. Reach, Throw, Row, Don't Go ***
 - B. Don't worry, they're probably just kidding
 - C. Tell them to put on a life jacket

SUGGESTED MATERIALS AND EQUIPMENT: Wooden Wheel, Score Board, Question Cards



WINTER SAFETY QUIZ GAME

TOPIC/SUBJECT: Ice safety program

TARGET AUDIENCE/AGE LEVEL: Grades 2nd – 5th

LENGTH OF PROGRAM: 15 – 20 minutes.

THEME: Winter activities require special attention to potential hazards near frozen lakes, ponds and rivers.

GOAL/PURPOSE: The goal of this program is to raise awareness of basic winter ice safety.

OBJECTIVE(S): Following this quiz game, students should be able to:

1. Know safe thickness for walking, snowmobiling, vehicles.
2. Know to dress in layers for best protection against exposure to winter weather.
3. Stay safe by getting help when someone falls through the ice.

DESCRIPTION:

Introduction:

A set of questions is created and printed onto large print cards, with answers. A display board is beneficial in order to keep items and visual display safe during transportation and use. This quiz game is run by calling up a volunteer from each class who then will roll the dice and pick a question to be answered by his classmates. Repeat this process until each class has a turn. If time allows, it is possible to have a round where the student will ask their own teacher a question. Classes often become competitive and this seems to help focus their attention on the basic safety points.

Main Body:

Leader: Welcome to our “lightning round” of the Winter Safety Quiz Game. Each class will send up a volunteer to read a question to his/her own class. This will repeat until each class has a chance. If time allows we will do 2 rounds- the 2nd round the student will read the question for his/her own teacher to answer. The class will serve as a “lifeline” that can provide an answer if necessary. Let’s get started. First Class, who will be first? Come on down! What is your name and whose class will you read for? Ok Tracy, you are reading for Mrs. Sweeney’s class- roll the dice and pick a question. (Repeat process until entire group and if time allows, teachers have participated)

WINTER SAFETY QUIZ GAME QUESTIONS

1. HOW DEEP DOES ICE NEED TO BE FOR SOMEONE TO WALK ON IT SAFELY?

Ans.: 4 inches, but this can depend on weather, conditions of the body of water, and how old the ice is.

2. AT WHAT TEMPERATURE DOES WATER FREEZE?

Ans.: 32 degrees F.

3. T/F? IF YOU FALL THROUGH THE ICE YOU SHOULD TAKE YOUR EXTRA CLOTHES OFF.

Ans.: No, any added insulation will help keep you warmer.

4. T/F SNOW COVERED ICE IS SAFER. Ans.: False, ice thickness is the key factor not snow cover.

5. WHAT ARE 2 SIGNS OF HYPOTHERMIA? Ans.: Confusion or unconsciousness.

6. T/F WHEN A DOG FALLS THROUGH ICE YOU SHOULD RUSH TO RESCUE THEM.

Ans.: False, call 911-stay safe.

7. WHAT CAUSES FROSTBITTEN SKIN TO TURN COLORS?

Ans.: Circulation is cut off to extremities and discoloration may occur.

8. SHOULD YOU DRESS FOR THE WATER TEMPERATURE OR AIR TEMPERATURE?

Ans.: Water Temperature

9. HOW THICK MUST ICE BE FOR ICE TRUCKERS TO DRIVE ON IT?

Ans.: 24 inches.

10. HOW THICK DOES ICE NEED TO BE FOR A SNOWMOBILE TO DRIVE OVER IT?

Ans.: 5 inches.

11. T/F ICE ON A RIVER IS SAFER THAN LAKE OR POND ICE DUE TO WATER CURRENTS.

Ans.: False, currents and water level fluctuation can make river and lake ice dangerous due to changes in air space under ice.

12. T/F WHEN SOMEONE FALLS THROUGH THE ICE YOU NEED TO CALL 911.

Ans.: True.

13. NAME THE TOOL ICE FISHERMAN USE TO DRILL ICE HOLES.

Ans.: Auger.

14. T/F ICE CONDITIONS ARE SAFE FOR THE SEASON ONCE ICE FREEZES SOLID.

Ans.: No, ice thickness needs to be checked regularly by adults.

15. NAME 2 FUN ACTIVITIES KIDS DO ON ICE.

Ans.: Skating, hockey.

16. T/F DRESSING IN LAYERS OUTSIDE WILL KEEP YOU WARMER.

Ans.: True.

CONCLUSION:

Leader: What an awesome “lightning round” of the Winter Safety Quiz Game”.

You have learned how to be safe during your winter activities. Have a great winter and we will see you out at the lake. Thank you for your attention. Be Safe!

SUGGESTED MATERIALS & EQUIPMENT: Display board of winter activities and possible hazards (can have pockets to hold questions), Dice, Water Safety Handouts and Posters, Well written questions-age appropriate

SOURCE OF ICE THICKNESS INFORMATION: Minnesota Department of Natural Resources

<https://www.dnr.state.mn.us/safety/ice/index.html>

Winter Water Safety

TOPIC/SUBJECT: Winter Water Safety

TARGET AUDIENCE/AGE LEVEL: K-4th

TIME: 30-45 minutes

THEME: Knowing the risks and dangers of ice could save your life.

Learning to swim can save your life.

GOAL/PURPOSE: Children will know the potential risks associated with winter activities that take place on or near a frozen body of water.

OBJECTIVE(S):

1. Students will know safe ice thickness for walking, fishing, snowmobiles and vehicles.
2. Dress in layers to prevent overexposure to weather conditions.
3. Stay safe by getting help if someone falls through the ice.

DESCRIPTION:

A. Setup/Introduction: Program should be held in a large room such as a cafeteria or gymnasium. A group of under 100 is most ideal. 2 tables are set up with an ice bath, towels and display boards. The ice bath consists of a plastic tub filled with ice and water. To begin with ask an adult (principal/teacher/leader) to place their hand into the ice bath for approximately 1 minute, describing the feeling after the full minute. Then have 5 students put their hand in for one minute as well and ask them to describe the feeling and how it is affecting them. Have them sit back down and begin the program. (At the end of the program, allow any students that would like to, to come up and put their hands in the ice bath.)

B. Main Program:

3 Sections (Ice Depth, Hazards, Emergency Scenario Skits)

C. Ice Depth: Leader will ask entire group questions, students raise hands and leader will pick one to answer and then add brief follow up statement after correct answer is given.

Leader: What outdoor winter activities do you like?

Students reply: Sliding, Hockey, Snowboarding, Ice Fishing.

Leader: We will find out what ice thickness is safe for your favorite activity and how that is determined.

First, how thick must ice be for you to safely walk on it?

(students will raise hands with many answers)

Correct answer: 4 inches. This must be determined to be safe every day as winter weather fluctuates.

Leader: How thick must ice be for safe snowmobiling?

(students will raise hands with many answers)

Correct answer: 5 inches. The conditions must be checked before snowmobiling.

Leader: How thick must ice be to safely drive a car or small truck on it?

(students will raise hands with many answers)

Correct answer: 8-12 inches. Beware of conditions and stay away from areas where cars are driving on ice. This will weaken the ice and increase risk.

Leader: How thick should ice be for a medium truck to drive on it?

(students will raise hands with many answers)

Correct answer: 12-15 inches. Trucks are a favorite for visitors to recreational areas.

Leader: Has anyone ever seen the "Ice Truckers" TV show and know how thick ice must be for them to drive safely?

(students will raise hands with many answers)

Correct answer: 24 inches. This is a very risky activity that we would caution against.

Thank you for answering these questions, you will now know how to stay safe near ice.

D. Hazards: Leader will share information about what to do when falling through ice and a short session (age appropriate) on frostbite and hypothermia. A photo display is available for further information.

Leader: If you are out on a frozen pond, lake or river and fall through the ice what is going to be most important until you are rescued?

(students will offer many answers)

Leader: It will be important to remain calm, and keep your arms and head up out of the water. This will help prevent drowning if you are waiting awhile and may become tired or unconscious. (Ask students to hold up their arms for a few minutes, shoulder high as if immersed in ice water. Their arms become very tired and it helps to see who is paying attention).

Leader: One risk that may be faced when overexposed could be frostbite. Can anyone tell me what frostbite is?

(Students may offer answers that are helpful)

Leader: Frostbite occurs when cold temperatures reduce circulation in hands, feet or other exposed skin. This can cause numbness or discoloration. Often, this will require medical care.

Leader; Another risk if not properly dressed outdoors is hypothermia. Has anyone ever heard of this problem?

(Students will offer many answers)

Leader: Hypothermia is the result of the body's core temperature going down. It can cause one to be drowsy, shiver, or even become unconscious. Medical attention is needed at once.

E. Emergency Scenario Skits: Choose one or more skits to reinforce points already focused upon. Skits take about 5 - 10 minutes each depending upon age of students, and unpredictable factors. Typically 1 or 2 skits are done with 3 student volunteers and 1 adult volunteer. Leader chooses the volunteers and assigns role, narrates as students act out skit.

Skit #1 "Loose Dog"

Leader chooses 2 students to be out walking their dog, (played by 3rd student). Students walk dog around room on leash (they hold hands to simulate this) dog gets loose and runs off, falling through hole in ice (student runs to towel on floor and sits down, begins to bark with the paws up). 1st student runs after dog and also falls in (sits on towel with hands up out of water). 2nd student views scene, thinking about the danger, runs off to call 911 (student runs over to doorway and pretends to call 911).

Leader encourages entire group to hold their arms up again like the student in the ice hole. Luckily, the student returns with a rescue squad (played by teacher or volunteer) who safely rescues student from hole with throw-rope, as the dog has climbed out and run home. Students are wrapped up in blankets and skit ends.

Leader: Thank you for helping with this skit. It is important to remember because every year kids drown during similar scenes. Beware of putting yourselves in danger.

Skit #2 "Ice Fishing With Uncle Bob"

Leader chooses 3 student volunteers, 1 adult to go ice fishing with Uncle Bob. Often, a small student is chosen to be Uncle Bob because we say that he weighs 400 lbs. and the kids will laugh.

Leader narrates: Uncle Bob (1st student) has decided to spend Sunday morning teaching his nephews (2nd and 3rd student) how to ice fish. It is pretty cold out and his 2 nephews are watching him catch huge fish. As he reels them in, he has them come close to help pull the fish through the ice and there is a huge crack! Uncle Bob and one nephew fall through the ice. Since Uncle Bob weighs 400 lbs., he tosses his truck keys to his other nephew and tells him to crawl away from the hole and call for help. There is a cell phone in the truck and he calls for help. (Student stays safely back until help comes). Meanwhile, Uncle Bob and his nephew are holding their hands up out of the water to stay safer while waiting. The fire department arrives (teacher-volunteer) with their rescue sled and other equipment and free Uncle Bob and his nephew from the ice hole. The rescuers take care of the group and they are all fine.

Leader: Thank you for helping with this skit. Beware of how much pressure is put on a small area of ice. Everyone stand up and notice that all your weight is centered on the area where your feet are. That is why it can be safer to crawl away from a hole in the ice.

Skit #3 “Dave Snowmobiling”

Leader chooses 3 student and 1 adult volunteers.

Leader narrates: The 1st student is recruited to be Dave driving a snowmobile over a field. The 2nd student is riding with Dave. The 3rd student, a cousin, is waiting for a turn to have a ride. The “ground” begins to rumble and a giant hole opens up and the snowmobile, Dave and his son fall into an ice hole-the field was a pond. The two in the ice are so surprised! The cousin waiting for a ride calls 911 on his cell. About 15 minutes later, after Dave and his son fell through the ice, a rescue squad (teacher-volunteer) arrives with equipment to rescue Dave and his son, providing first aid to ward off hypothermia. The two are pulled from the ice and warmed up in the rescue vehicle with blankets and cocoa. They will all be fine.

Leader: Thank you for helping with this skit. This year there was a news story of a family snowmobiling and 3 did not survive a similar accident. A grandfather, daughter and granddaughter were lost. Beware of where you are at all times.

- D. Conclusion:** Leader: There is always a risk when near frozen lakes, ponds or rivers. Beware of the risks. Remember adults need to check ice depths regularly. As with any emergency, if you fall through the ice-remain calm and hold your arms and head up out of the water. If you are near someone who has fallen through the ice, keep yourself safe and call 911.

Suggested Materials and Equipment:

1. Ice Bath (Plastic tub, ice, water, small towels)
2. Life jacket
3. Throw-rope
4. Photos of frostbite/hypothermia
5. Water safety handouts
6. 2 tables
7. 2 chairs
8. large towel (simulates hole in the ice)

SKITS AND SCRIPTS

The Adventures of Sandy and Sally

TOPIC/SUBJECT: Water Safety Puppet Show

TARGET AUDIENCE/AGE LEVEL: 3 years and up

TIME: 15 minutes

THEME: Don't forget to play it safe while you are having fun at the beach.

GOAL/PURPOSE: To teach the importance of following rules and being safe.

OBJECTIVE(S): To inform the audience of the rules and safety habits when swimming or near water.

DESCRIPTION: Script

Sandy - Hi, my name is Sandy.

Sally - And I'm Sally.

Sandy - We're here to talk to you about water safety.

Sally - Yeah, and cool ways to enjoy your summer.

Sandy - And how to do it safely.

Sally - One of the best ways to keep cool is to go swimming. There's nothing like having the beach all to yourself, just swimming the day away and...

Sandy - Wait a minute, you don't go to the beach and swim alone?

Sally - Yeah, I do it all the time.

Sandy - Didn't you know that it could be dangerous and you could drown?

Sally - How's that?

Sandy - If you get into trouble in the water who would help? No one, and that can lead to a serious injury or even death.

Sally - I never thought of it that way, so do you think you can go with me to the beach?

Sandy - Sure, let's go, but first let's get life jackets to wear.

Sally - Oh, I don't need a life jacket. I can swim like a fish.

Sandy - Whenever you are around the water it's always best to wear a life jacket.

Sally - But I don't like them and they leave me with a bad tan line.

Sandy - Life jackets can be fun, whenever you get tired they can keep you afloat and they're also good to help us learn to swim.

Sally - Well okay, I guess I'll borrow my brother's life jacket, he won't mind.

Sandy - You can't wear that, look at it, it has holes in it and water will weigh it down when your swimming.

Sally - You're right. It's not safe to wear a worn out life jacket. I'll get Dad's jacket - it's new and I'll have plenty of room to move around in it.

Sandy - It's a good life jacket, but it's too big! You will slip right out of it, you need one that's not too big or too small, but one that fits you.

Sally - Okay, Okay, I'll get one for my size.

Sandy - That's better. Another thing to remember is to follow all safety rules of the beach.

Sally - What kind of rules?

Sandy - Like no food or glass bottles should be brought on to the beach.

Sally - You mean I can't eat when I go to the lake?

Sandy - You can eat but only in grassy areas so the beach doesn't become trashy and smelly from dropped food and wrappers.

Sally - What about drinks, can't I have a Pepsi or Kool-Aid?

Sandy - Sure, but only if they are in plastic or aluminum containers. Glass bottles can break causing serious injury to those who might step on the glass.

Sally - I see, it's best to keep the beach clean for everyone to enjoy.

Sandy - Yes, that's it! So everyone can have a good time and a safe beach to play on.

Sally - Okay, last one to the buoys is a rotten egg!

Sandy - Wait a minute, those buoys are not for playing on. They are there to keep swimmers in the swimming area where it's been cleaned from debris like sharp rocks and tree limbs, and to let boaters know not to come near the area. That's where you'll see no boat buoys floating outside the swimming area.

Sally - I guess it's wise for swimmers not to go past the buoy, because it's very dangerous.

Sandy - That's right. You can get hurt by a boat or sharp objects so stay in the swimming area.

Sally - I now understand how important it is to follow the rules to play it safe in and out of the water.

Sandy - Great! I hope all the boys and girls remember to be safe around the water.

Sally - Yeah, and to always take a buddy along when going to the lake.

Sandy - Let's Go! Have a safe and enjoyable summer.

SUGGESTED MATERIALS & EQUIPMENT: Two puppets, a box or puppet stand to stand behind, and life jackets (different sizes to show which one is the right one to wear).

Commander Seamoor of the Intergalactic Water Safety Patrol

Ranger: Hello girls and boys. Thank you for inviting me to your school. My name is Ranger _____ . I am a Park Ranger with the U.S. Army Corps of Engineers. I work at _____. How many of you have ever visited Lake _____? Great! My job as a Park Ranger is to help people and also I make sure that all the rules are followed. I want people to be safe when they visit Lake _____ so they won't get hurt or won't hurt anyone else. I had an experience this past summer that I don't know whether I should share it with you or not because some people say I was dreaming. But I don't think I was. You tell me what you think.

It all began one clear night when Ranger Smith and I were out patrolling. We had just finished locking the gates at the South Sandusky Beach when all of a sudden we saw a fiery ball come streaking across the sky. We looked up just in time to see it splash into the middle of Lake _____. We hurried to the marina, put on our life jackets and crawled into the patrol boat so we could get a closer look. I expected to see a helicopter or an airplane wreck. But, there it was – here comes the weird part – instead of an airplane it was a tiny space ship. As we got closer the door suddenly SPRANG open and out jumped a funny little creature. He looked kind of like a little purple dragon with horns on his head, and webbed feet and hands. Then he spoke to me. I was shocked. But he was really nice. I would like for you to meet him ---

Seamoor: Hi Boys and girls.

Ranger: Boys and girls I would like for you to meet Commander Seamoor of the Intergalactic Water Safety Patrol. He comes to us from the planet Floatalong.

Seamoor: Hi Boys and Girls. I am so glad to be here.

Ranger: Commander Seamoor's planet is located far away, near the little dipper. What I found interesting is that his planet is completely covered in water. Planet FloatALong has no dry land? Wow! Commander, I'll bet that it is dangerous for the people to live there.

Seamoor: There are some simple rules about being safe around water that my people learn when they are just babies. It is my job as a member of the IWSP to go to other planets and make sure that everyone else knows these rules too, so they can be WATER WISE like we are.

Ranger: That is too cool Commander Seamoor. He says that he goes to other planets and teaches people to be safe around the water. That is a very important job. Have you come to help us understand how to be Water Wise?

Seamoor: Yes I have. I have some great stories to share with you from around the galaxy. But I will need some help. Can you select a helper?

(Ranger chooses 1 students from the audience to help)

Ranger: On this board we have pictures of the planets that Commander Seamoor has been to. He would like to share one story from each planet to test our knowledge of water safety. Please pick a planet from the board. (Child picks one planet from the display board and hands it to the Ranger. Ranger turns it over and on the back is a water safety story.) I will read the story and it will be your job to see if you can match up the water safety rule that the alien broke. The reason he/she got into trouble.

Planet Sinkor – Glurp lives on Planet Sinkor. She never learned to swim. She was afraid of water. Her favorite food is called the choco reed. The problem is that the Choco reed only grows near rivers, lakes and oceans. One day when she was picking ChocoReed she fell into the water. She got water in her nose and mouth and couldn't yell for help. She was very lucky a grownup saw her struggling and threw her a rope.

Glurp didn't understand the most important water safety rule. Can you find which rule would help her out and put it near her on the board. (**Parent or Adult watch**)

Planet Gulp a Lot – Gandor lives on the planet Gulp-a-lot. He is very independent and likes to do everything **ALONE**. He plays alone, he skates alone, he even swims alone. One day Gandor went swimming alone and failed to come back home when he was supposed to. The people in his village searched for days and finally found Gandor holding on to a floating log in the middle of the lake. What important safety rule would have helped Gandor stay safe in the water? (**Never Swim Alone**)

Planet Divon – Squeegie (**Look Before You Leap**)

Planet Vulcon – Flo (**Only Swim in Safe Area**)

Ranger: Does it look like we have all the safety rules right? (go over the rules again briefly as you check) What do you think Commander? Looks like we are on the right track to learning how to be Water Wise aren't we.

Seamoor: That's right. Great job, kids.

Ranger: Hey, What's this? (picking up the pretend ray gun)

Seamoor: Put that down. **THAT IS NOT A TOY!** It's a particle disintegrator.

Ranger: Sorry, Commander, but you have some really cool gadgets here. What's this you're wearing? Is this some kind of space age shirt or something?

Seamoor: This is my device for displacing the atomic structure of hydrogen and oxygen molecules resulting in a centrifugal lifting force proportional to my body weight.

Ranger: Wow! That is pretty impressive. It looks very similar to what we have here on Earth. But here on Earth we call them Life Jackets. Some people call them PFDs, Personal Flotation Device. It keeps us floating when we are in the water.

Seamoor: We learn early in our life that we must wear these when we are near the water. I like that term PFD. Can I use that term when I visit the next planet?

Ranger: Sure. Anything to help the Intergalactic Water Safety Patrol. We say – Wear it- It Floats – You don't!

Seamoor: May I see some examples of the PFDs you have on EARTH?

Ranger: Ok. But I will need some help on this one. Lets get some helpers to try these on. Seamoor the reason that we call it a PFD is because it is a **PERSONAL** Flotation Device. It is made just for the person wearing it. That means that it must fit right or it isn't considered a PFD. Let me show you.

Activity: Pick 4 kids to help. Hand each student one life jacket and tell them to put it on. Make sure to select jacket that is too big, one that is too small and one that is just right. One is not a life jacket at all. Need to select you students so that you have a student big enough to wear the big one and small enough to wear the small one so you can switch them at the end and everyone be correct. Point out that the blow up toys might keep you floating for a little while but they can't be trusted to save your life. What if they lose all the air in them? You may find yourself in big trouble. The throw cushion is to be hugged for life. Do not put it on your back or your face will go straight into the water.

Ranger: We try to make sure that everyone who needs a life jacket has one available. We loan life jackets out free of charge to anyone who wants to borrow one for a day. All they have to do is come by the Visitor Center and pick it up. When they are done boating they just bring it back. There really isn't any reason for a kid to be on the lake without a life jacket on. Besides, here in _____, it is the law that anyone under the age of 13 has to be wearing a life jacket anytime that they are in a boat.

Ranger: Commander Seamoor. I know that the Intergalactic Water Safety Patrol teaches water safety throughout the universe, but don't you also help rescue people who have accidents around the water, too?

Seamoor: We sure do. That's our specialty.

Ranger: Is there anything you can teach us about that?

Seamoor: Of course, this is very important. Never pretend you are drowning – even if you think it is funny.

Ranger: Even if you are just clowning around and playing in the water?

Seamoor: That's right. It is never a funny joke.

Ranger: I think I understand. If you are always playing like you are drowning others won't be able to tell if you really **are** in trouble in the water will they?

Seamoor: That's right and it could be very bad.

Ranger: Yes, it could be. I learned in Ranger training how to recognize a drowning person. Many times you won't think a person is in trouble, they just slip below the water and disappear. But sometimes a drowning person will have a very distressed look on their face, have their head thrown back and be thrashing around in the water and they won't be yelling for help like you see on TV. This is because they probably have swallowed some water and it is blocking their airway. What do you recommend if someone is really drowning Seamoor.

Seamoor: I remember REACH, THROW, ROW and GO for Help.

Ranger: I think that is a really catchy saying. **Reach Throw Row and Go** for help! Let's go over that again. **Reach, Throw, Row and Go for help.** I'll bet we can get some of the kids to help us see how that works. Pick out 6 students.

Activity: Form two teams of three kids each. Have the first person stand in the circle. They may not move from that circle until their task has been accomplished. The others must stand back so the first person can do their task. They are to work as a team to save all the aliens. The first team that saves the alien wins! We are going to teach you what the saying REACH, THROW, ROW, and GO means by having you save the aliens using these methods.

First person: must save the five drowning aliens by reaching with some type of reach item and bringing them in. They may reach with any of the reach items seen on the stage and may bring them in, in any manner they can. Getting them to the shore is their goal. Once they get the five aliens to shore they move on to the next person.

Second person: Will have to throw the life ring to the drowning aliens. (Cones) Your goal is to get the life ring over the top of the drowning alien where they can hang on to it and you can pull them to shore. You may move on to the next person as soon as you put the life ring over the top of the cone one time or you may hit the alien (cone) 5 times with the life ring.

Third person: Must row out to the alien on the boat (skateboard) load them onto the boat (skate board) and row back to the shore with them. As soon as they return to shore the next person may go.

Forth person: Must GO for Help. The first team to save all their aliens and report the trouble to the Ranger wins.

Ranger: In real life you could go to any adult or if a cell phone or pay phone is available it is important to call 911 to get help on the way. When you call you should make sure you know where you are, stay calm and tell them exactly what is going on. Help will be on the way. Would you ever go out after another person that is drowning? Only if you are a trained Life Guard. If you aren't trained – Don't Go. Go for help instead.

Pick a winner to the activity. Give all volunteer a sticker.

Ranger: Commander you know I am feeling pretty good about these kids knowledge of water safety now. I can see that staying safe in the water is simple if you follow the rules.

Seamoor: That's my message for the people of the galaxy.

Ranger: Speaking of the people of the galaxy, I guess you're anxious to be on your way to visit other planets.

Seamoor: I really should be going. You have been a great group of Earthlings and you learn really fast.

Ranger: We'll miss you Commander Seamoor. Will you be back soon?

Seamoor: I'm never far away.

Ranger: WE will be watching for you Seamoor. I know that when I see a star twinkle in the night sky that you have just landed on another planet and will be teaching them how to be Water Wise too. See you later Commander Seamoor. And kids I will be watching for you at Lake _____. I hope that you come to visit us and will be using what you have learned today when you are around the water. Thanks so much for listening to my story. But, tell me – do you believe that it really happened or do **you** think I was dreaming? Oh well, I'd better get back to work now. Remember, ALWAYS BE WATER WISE! See you at Lake _____!

Detective Seamoor and the Case of the Missing Life Jacket

Ranger: My name is Ranger _____. I am a Park Ranger for the U.S. Army Corps of Engineers at _____. How many of you have ever been to Lake _____? How many of you like to go swimming or fishing? Great! An important part of a park ranger's job is to help people be safe around the water. That's what I would like to talk about today. Let me get a few things out of my water safety box before I begin. This is very curious. There is something missing from my box – I wonder what could have been there? What is this? A very soggy piece of paper. I'll bet it's a clue. Let me see what it says. (trying to unfold the wet paper, but can't seem to make any sense of the writing) Well, it looks like before we can begin talking about water safety we have a mystery to solve. What is missing from my water safety equipment box? I think this is a case for the greatest detective in the world - Detective Seamoor! He is a super duper crime fighter – he has seen all the CSI shows at least twice. What do you think? Shall we call Detective Seamoor out to help us solve this mystery?

Audience: YAAAAA

Ranger: Ok at the count of three I need everyone to call out Detective Seamoor's name. One, two, three. Detective Seamoor!

Seamoor: Hi boys and girls. Detective Seamoor is on the case. How may I be of assistance to you?

Ranger: Seamoor. Something is missing from my Water Safety Box. I can't teach water safety to these kids if my equipment is missing. We need your help in finding out what is missing.

Seamoor: Yes.

Ranger: I know that something was taken out of the box because there is an empty space.

Seamoor: Yes. Yes

Ranger: They left a note, but it got wet and I can't read it.

Seamoor: Yes. Yes. Yes.

Ranger: Is all you can say is YES, Seamoor?

Seamoor: Nooo. I mean this is terrible Ranger _____. We have a real mystery here. Did you get FINGERPRINTS? IDENTIFY SUSPECTS? PUT OUT AN APB? CALL THE PRESIDENT?

Ranger: Whoa Seamoor. Slow down. We don't even know what's missing yet, but I know it's important because anything that is used to save your life has to be important. You have to have the right equipment to be safe around the water.

Seamoor: Does it take a lot of equipment to be safe around the water?

Ranger: Not much. Good equipment and proper knowledge of water safety is what you need to keep you safe. By the way - Do you kids know the important rules of water safety?

Seamoor: Let's go over them just in case there is someone here that doesn't know the rules of water safety.

Activity: 6 volunteers -

A PVC stand listing on one side location of sites such as showerhouse, telephone, shelter, etc. and on the reverse side is listed the water safety rules. This stand will be located to the side of the stage. Each water safety rule has its own card. Each card is taken off the stand one at a time and handed to a volunteer. The ranger will approach each of the volunteers and ask them to turn over their card to reveal the water safety rule. As a rule is revealed the ranger is to discuss the water safety rule with the crowd.

Seamoor: Hey, we still have a crime to solve here. I see a clue here. Do you see it kids? It is as clear as the nose on my face. Let's move one Ranger.

Ranger: Where is the best place to find water safety equipment Seamoor?

Seamoor: Grandma's house.

Ranger: Grandma's house? Nobody's grandma keeps water safety equipment at her house.

Seamoor: They do if your grandma is a sea serpent and lives in the water. My Grandma always keeps safety equipment handy.

Ranger: I see what you mean Seamoor. Your Grandma must be a very smart Sea Serpent, but humans usually keep their safety equipment near the water on boats and at beaches.

Seamoor: I love the beach. But when I stay out in the sun too long my skin turns blue and hurts. Does that every happen to you?

Ranger: No Seamoor. I use sunscreen to keep my skin from getting RED. So should you Seamoor. It is very dangerous to go out for long periods of time without your skin being protected from the sun. Everyone needs to protect your skin from the sun while you are at the beach. There are also some other things you should do to keep yourself safe at the beach. Let's talk about some of them.

Beach safety activity:

2 Volunteers

Call up two volunteers and ask them if they can find one item that they could use to stay safe at the beach. They might pick from any of the items on the stage: reach pole, cooler, life ring, beach towel, As the volunteers pick an item the Ranger will discuss how this item can help you stay safe on the beach. This is the time to discuss Reach, Throw, Row and Go For Help.

Seamoor: That was great but what about our mystery. Have you guessed what might be missing from your water safety equipment box yet? I know, Ranger. I have this mystery figured out. It is really very elementary my dear Ranger.

Ranger: Tell us Detective Seamoor. Tell us what it is that is missing from my water safety box.

Seamoor: It is a PFD Ranger _____. It is a PFD that is missing from your box.

Ranger: A PFD? What is a PFD? Do you kids know what Detective Seamoor is talking about? Help us out Seamoor. What is a PFD?

Seamoor: A PFD is a Personal Flotation Device. A LIFE JACKET of course.

Ranger: Yes, Seamoor you are right! It must be a life jacket. I carry all different sizes of life jackets in my bag. Sometimes I go to water emergencies and life jackets are handy to have around. Not everyone wears a

life jacket and sometimes they get into trouble in the water. I carry several different sizes in my water safety box so I can help out if a big person or a small person or an in between person gets into trouble in the water. Let's check this out to see if it really is a life jacket that is missing from the box. I need 4 helpers to help me to figure out which life jacket is missing.

Life Jacket Activity:

4 volunteers from the audience

Life Jackets help people float and keep their head above water so they can breath. But not all life jackets are PFD's? Let me show you how it works. Give each person one of the following items – inflatable toy, kid's life jacket, adult jacket, throwable cushion. Give the life jacket that is big to the very smallest person. Give the smallest life jacket to the largest person. Begin by explaining that PFD means PERSONAL FLOTATION DEVICE. That means that it is just for you. Explain how the large life jacket would not be a PFD for a tiny person because it is too big and they might just fall out and drown. They would need a smaller jacket that fits them snugly. The small life jacket would not be good for the large person because it can not fit around and be secured properly. The inflatable toy is not considered a PFD because it is made of plastic and full of air and not coast guard approved. Everyone needs to make sure that they get a wearable life jacket that is coast guard approved and fits them before they leave the shore. If you go out in a boat and suddenly have an accident – it is too late to think about getting your life jacket on then. It would be like seeing that you are going to be in a car accident and then deciding that you would put your seat belt on. There is simply not enough time to get it done. The last person has a throwable device. It is Coast Guard approved and is designed to be thrown to a drowning victim, but not designed to be worn. If you are a victim in the water and someone throws the cushion to you – catch it and hold it close to your chest, do not put it on your back like a back pack. That will make your face go down into the water. Instead, hold it to your chest and wrap your arms around the cushion. Lock your fingers together in front of you. This will not help for very long if the water is so cold that your hands go numb and you might not be able to hold on to the cushion. That is why it is very important that you wear you life jacket any time you get on the water.

Seamoor: Life Jackets are great. I always wear one when I'm around the water.

Ranger: Good for you Seamoor.

(Seamoor moves away from the Ranger and acts uninterested in the Ranger and what he/she has to say)
Changing the subject ...

Seamoor: This school is great. I like the teachers here. I bet they are great teachers. They wouldn't get mad at me like my teachers do.

Ranger: Why do your teachers get mad at you Seamoor?

Seamoor: Sometimes I bring my homework to school wet.

Ranger: How does your homework get wet?

Seamoor: I live in the water. It happens a lot.

Ranger: Wait a minute Seamoor. Does your homework by any chance look anything like this? (holds up the wet letter from the box) and don't I recognize that life jacket you have on?

Seamoor: Uh oh.

Ranger: Look closely Seamoor. Do you recognize this handwriting?

Seamoor: Do I have the right to remain silent?

Ranger: No Seamoor. Talk to me.

Seamoor: I wanted to take a boat ride but didn't have a life jacket.

Ranger: OK

Seamoor: I saw your water safety box with a life jacket that was just right for me.

Ranger: OK

Seamoor: I was just going to borrow the life jacket for a few minutes and bring it right back but I forgot. I must have dropped my homework near the bag as I was leaving.

Ranger: OK

Seamoor: Is all you can say is OK?

Ranger: No. I mean, I'm glad you wore a life jacket when you were on your boat Seamoor. Being safe is a very important thing. I am glad that you told me about borrowing it. But Seamoor, you know you should always ask permission before you borrow something that doesn't belong to you and remember that if you use water safety equipment you must always put it back just in case there is an emergency and someone else needs to use it. No harm done this time Seamoor. Well, it looks like that solves the mystery of the missing life jacket, doesn't it Detective Seamoor?

Seamoor: I know. I'm sorry. It won't happen again. Are we still friends?

Ranger: Sure Seamoor. We'll always be friends. (To audience) We want to be your friends too. That's why we are here to ask you to always be safe around the water. We want you to be safe so you can enjoy swimming and boating for a long, long time. Don't we Seamoor?

Seamoor: Yes we do.

Ranger: Now that we have solved this mystery maybe we should be moving on. Thank you very much for allowing us to talk to you about water safety. We would like to invite you come to Lake _____ to swim and boat some day. But no matter where you are be sure to remember the rules of water safety wher you are around the water. Have a great day boys and girls. Tell the boys and girls goodbye Detective Seamoor.

Seamoor: Goodbye boys and girls. Stay safe.

King Seamoor and the Knights of Water Safety

Principal will do this intro:

Once upon a time there lived a magnificent king named Seamoor. This king traveled the lands in search of loyal, courageous subjects. To aid in his journey King Seamoor called upon the Ranger of the Lakes. Together King Seamoor and the Ranger of the Lake will find subjects who pledge to honor and uphold the duties of being a Knight of Water Safety. Let's welcome King Seamoor and the Ranger of the lake to our school.

King Seamoor: Thank You! Thank You!

Ranger: "We would like to say Thank You for having us here today. (point to Seamoor) This is King Seamoor and I am Ranger of the Lakes. We have come here today to find subjects loyal and courageous enough to become Knights of Water Safety. How many of you would like to become a Knight of Water Safety?"

King Seamoor: I must warn you that with becoming a Knight of Water Safety come many responsibilities and being a knight isn't an easy job is it Ranger.

Ranger: It sure isn't. First you must prove that you are worthy by passing some tests.

King Seamoor: What do these tests consists of?

Ranger: Well to become a Knight of Water Safety, you must have the knowledge and skills of how to be safe in and around the water. A lot of subjects "think" they know how to be safe, but we want to make sure they actually "do" know how to be safe.

King Seamoor: That is a good point. Sometimes what people say is different from what they actually do.

Ranger: That's right. We have even had some knights who pledged to be safe but when they were around their friends they were anything but safe.

King Seamoor: It doesn't look good when a Knight of Water Safety doesn't practice safety around the water.

Ranger: That's another reason we've come here today. These subjects look like people who know a lot about water safety and know how to practice it. (turn to audience) How many of you practice safety in and around the water?

King Seamoor: I can already tell we've made a good choice in coming here to look for subjects to dub Knights of Water Safety.

Ranger: King Seamoor why don't we get on with the tests. Who would like to try their hand at the first test?

Activity 1: (you will need 5 volunteers)

This is a test of knowledge. You will need **5 volunteers** for this activity. The audience will also be involved. In this activity, you will test the audience on their knowledge of the rules of water safety. You will read a scenario and it will be up to the helpers to decide which water safety rule goes with the scenario. After reading a scenario, a helper will pull a sword from the stone and with the help of the audience decide if the message on the sword goes with the scenario. The audience will help by agreeing or disagreeing with the rule the helper chooses.

Scenarios:

- You come upon a peasant standing next to a river. The peasant says he was just getting ready to jump in the water to go swimming and asks if you would like to join him. You walk over to the ledge and as you look below you notice some large rocks in the water. You quickly stop the peasant from jumping because he was just about to break which rule of water safety? (Look before you Leap)
- You are out for a walk and you come upon a child swimming alone in a pond. The child seems to be safe, but you know that one rule of water safety is to what? (Always swim with a buddy, Never swim alone)
- You overhear some fellow friends talking about going swimming near a waterfall. You have heard stories about how dangerous this can be. As a good friend you need to remind you buddies which rule of water safety? (Swim in designated areas)
- The King has called on you to take the princess to the swimming hole. This will be the first time the princess has been around water. Since you always follow the rules of water safety, you know that it is very important for the princess to first learn to do what before playing in the water. (Learn to Swim)
- The young oaf wants to go swimming and his parents can't go right now. His 6 year old friend says it will be ok if he goes along instead. What rule of water safety would they be breaking?

King Seamoor: Well Ranger, it looks like everyone has successfully passed the first test.

Ranger: The tests do get a little more difficult as we go, but I'm sure these subjects can handle it. They already seem to know a lot about water safety.

King Seamoor: They sure do. Why I would dub them all knights right now if I could.

Ranger: Let's not get ahead of ourselves now King Seamoor. Remember it is very important that we make sure these subjects really do know and understand all the rules of water safety. And even more importantly, that they know how to practice them. Now that we know the 5 rules of water safety, let's look at some equipment you can use in the water to make yourself even safer.

King Seamoor: Let's pick 4 volunteers to help us.

Activity 2: (you will need 4 volunteer)

This activity involves the students learning how to recognize someone who is in trouble and the signs that indicate someone who is at risk of putting themselves in harms way.

The ranger will hand out jackets to two of the volunteers, a floatie to one and a cushion to the other.

The 1st volunteer will put on a life jacket that is too small.

- Student will have to identify that if a life jacket is too small then it will not keep you afloat.

The 2nd volunteer will put on a life jacket that fits but that is not properly buckled or has a broken strap.

- Student will have to identify that if a life jacket is not properly buckled or is not in good working order and that it will not properly work and therefore won't provide the most protection for you.

The 3rd volunteer will put on a round floaty.

- Student will have to identify that a round floaty is made of air and it can pop. What does the life jacket have in it? Foam. Foam will allow the jacket to stay afloat and will not deflate.

The 4th volunteer will be handed a cushion and asked how he would use it to save his life? The correct answer is to hold it to his chest and grasp his arms around it like the hug of life.

- After activity give each of the volunteer their choice of either a tattoo or an iron on transfer. After everyone has returned to their seat briefly talk about how to be safe.
- Always WEAR a properly fitting life jacket. Just having it close won't do any good if you get thrown from the boat or if you fall in the water and your jacket is still on the shore.

- Know how to use your safety equipment – don't let improperly worn equipment put you in harms way.
- Never rely on a toy to save your life. Use it to have fun, but make sure you have your safety equipment too.
- Have your **own** life jacket or your Personal Flotation Device. Don't try to borrow your mom or dad's jacket.

Ranger: We are nearing the end of our journey but I feel that we need to do one more test to assure that these students know how to use the knowledge that they have learned.

King Seamoor: Yes, that is very important.

Ranger: If a person sees someone that they believe is drowning what would they do next to try to help save that person?

King Seamoor: One thing for sure is they would never swim out to save the person in trouble unless they were a trained lifeguard.

Ranger: That's right King Seamoor. If you are not a trained lifeguard a person should never swim out to save a drowning victim. If you did the drowning person might just pull you under too. Then there would be two people in trouble instead of just one. So what should they do King Seamoor?

Seamoor: There is a saying that helps me to remember what to do. It is REACH, THROW, ROW and GO FOR HELP!

Ranger: That's great! Lets do a test to see how well these subjects understand this concept.

Activity 3: (select 3 volunteers)

This activity is to help students understand the importance of the slogan "Reach, Throw, Row and Go for Help". Students will practice each of the steps involved in order to learn how to help someone in need.

Each of the students will have a task to complete. If the first task is not successful the second student must try the second task. If the second task is not successful then the third task must be attempted. If all fails the students must all GO FOR HELP!

-The ranger will describe the classic symptoms of a drowning victim. Head back, mouth open, distressed look on his/her face and thrashing of the arms.

- Ranger will ask if the audience believes that a drowning victim will be continually yelling for help? The answer is no – drowning victims typically have water in their throat and sometimes their lungs and find it difficult to do anything but gurgle.

Reach: Student #1 will use jousting pole to attempt to reach the targets. Student must get all 4 of the targets within 15 seconds in order to complete this task. If the task is not completed the next student tries their hand at their task.

Throw: Student will throw a life ring at a wizard hat (cone). The students must ring the cone at least one time or hit the cone 3 times in order to complete task. The student gets 5 tries to complete the task.

Row: Student will "row" in the wagon boat and retrieve the chalice. The students has a total of 30 seconds to complete this task. If this task is not completed all volunteers must race over and GO FOR HELP!

Go for help: The last obstacle is to go for help. After completing the above obstacles, the students will run to the Go For Help sign. This will complete their test.

Ranger: These subjects have done a great job at saving the drowning subject that I believe I shall give each a new name.

- From now on you (the reach person) shall be know of as **Sir/madam Reach-so-well**, *the-saver-of-non-swimmers*
- The throw person shall be known of as “**Sir/madam Throwsstraight**,” *throwing-to-those-in-need-of-help*
- The row volunteer will be “**SirMadam Rowsfar**,” *the-saver-of-the-sunk* and
- The person who goes for help will be **Sir/madam Seaker-of-help**, *the-caller-of-help to save those in need*

Ranger: King Seamoor, I think these subjects are certainly ready to become Knights of Water Safety. Don't you.

King Seamoor: I do agree!

Ranger: It's been tough work but I believe that all of these subjects have definitely proven that they have the strength and courage to uphold the title of a Knight of Water Safety. However, with becoming a knight there is a CODE of Chivalry” one must swear to.

King Seamoor: What is a CODE Ranger?

Ranger: This code lays out the duties and actions that a Knight must promise to uphold and honor. These are the rules that the knights will live by.

King Seamoor: The code of Chivalry sounds like it is a very important part of knighthood.

Ranger: That it is King Seamoor. So who here would like to take this pledge before we must go? Alright, if everyone wants to take the pledge we shall all take it together.

Now if you all would raise your right hand and repeat these very important words after me.

**I shall pledge to honor and uphold the title of a Knight of Water Safety all the days of my life.
I shall pledge to never put myself in danger when trying to save another person's life.
I shall pledge to practice and respect all the rules of water safety.**

Let's quickly go over these rules again. (restate rules of water safety)

- ***Learn to Swim**
- ***Never Swim Alone/Always swim with a buddy**
- ***Swim in Designated Areas**
- ***Look Before you Leap**
- ***Always have an adult watch you**

King Seamoor: Well Ranger I think our day has been a good one. And we now have more Knights of Water Safety to help us spread the word about staying safe around the water.

Ranger: Yes, King Seamoor this has been a very bright group. They really know their water safety rules. They will make very good Knights. I look forward to seeing them practicing their water safety rules next time they visit Lake _____ or any other body of water.

King Seamoor: Ranger of the Lakes, I believe our work here is done. We have successfully found subjects whom we can count on to uphold the title of a Knight of Water Safety.

Ranger: We probably should be on our way. There are still many lands we must search to find subjects worthy enough to uphold the title of a Knight of Water Safety. Thank you again for letting us be here today and remember to always practice safety in and around the water.

THE LAND BEFORE WATER SAFETY

CHARACTERS - Park Ranger and Seamoor Safety

Park Ranger: My name is _____. I am a park ranger for the U.S. Army Corps of Engineers at _____. I am also a wannabe paleontologist. A paleontologist is a person who hunts for clues about the past. I dig around in the dirt and rocks looking for fossils and bones of dinosaurs so we can learn what life was like on earth millions of years ago. Digging for fossils is hard work, but I have an assistant that helps me out and I brought him with me today. My assistant's name is Seamoor Safety. Seamoor would you please come out and meet our friends.

Seamoor: Hello boys and girls.

Park Ranger: Seamoor, I was just about to share our exciting news with the boys and girls.

Seamoor: Cool, I am glad that I made it in time to share the news.

Park Ranger: While Seamoor and I were looking for interesting bones and fossils we made an amazing discovery. We found dinosaurs that no one ever knew existed before. Show them what you did when we made our discovery Seamoor. *Seamoor spins around and runs siren.*

Seamoor: I was really excited and had a good reason to be. Let me tell you about these amazing dinosaurs that we found. These dinosaurs all lived near the water. We studied their bones and figured out what they looked like and how they behaved. It was a lot of hard work.

Park Ranger: Yes, it was hard work Seamoor but it was worth it. *Pick up a rock.* This is a fossil of the toe bone of a Sinkosor. This is what we believe the Sinkosor looked like. *Hold up a picture of the Sinkosor.* Sinkosor was a very strange animal. It lived in the water, but it couldn't swim. The Sinkosor was ok as long as it stayed in shallow water, but if it accidentally tripped or stepped in a deep hole it wasn't able to help itself.

Seamoor: The Sinkosor didn't do very well did it Ranger _____?

Park Ranger: No Seamoor, it didn't do very well at all. Sinkosor became extinct because it never learned to swim. This should teach us all a very valuable lesson. Seamoor, what is one way to be safe and survive in and around the water?

Seamoor: Learn to swim. Kids let's say that together. Learn to swim.

Park Ranger: That's right. Learn to swim. Take lessons from an instructor or have an adult teach you how to swim. Don't be a Sinkosor. Learn to swim. The Sinkosor probably would have been ok if someone was watching to make sure it was safe. Like one of its parents or another adult who could have helped when it got into trouble.

Seamoor: You mean someone like Buddysaurus Rex.

Park Ranger: That's right, a Buddysaurus Rex would have been a good choice. The Buddysaurus Rex was a very interesting dinosaur. This is a picture of what we think that the Buddysaurus Rex looked like. *Show picture.* It had two long necks and two heads and it was a water safety superstar.

Seamoor: Superstar is right. A very important water safety rule is never swim alone. Always swim with a buddy. Buddysaurus Rex never went anywhere without its buddy. It never swam alone.

Park Ranger: Seamoor, why would anybody ever swim alone?

Seamoor: I don't know Ranger _____ because even good swimmers can sometimes get into a situation where they need help. Whenever you swim make sure an adult is watching you in case you need help. Unlike the Buddysaurus Rex we don't have two heads so we should never swim alone. Always swim with a buddy.

Park Ranger: That's right, Seamoor. Kids we should never swim without a what? (Pause for an answer) A buddy that is right. Seamoor, it sounds like the Buddysaurus Rex did everything right.

Seamoor: Well not exactly, one day it made a very big mistake. One thing that we think that this dinosaur liked to do is swim near a volcano. One day while the Buddysaurus Rex was swimming near the volcano it exploded. Fire and rocks went everywhere and Buddysaurus Rex was never seen again.

Park Ranger: It didn't have to happen that way. Buddysaurus Rex could have chosen a safer place to swim. You should always choose a safe spot to swim and never swim near a dam, in swift water, or in an area where there are a lot of boats.

Seamoor: There are plenty of places that are safe to swim in. Pools and public beaches are generally the safest place to swim and they are a couple of places that are referred to as designated swimming areas. To be safe always swim in a designated area.

Park Ranger: Our last discovery was very interesting. Remember how we found it Seamoor?

Seamoor: What do you mean we found it? As I recall it we were searching along a jungle river when we came to a cave entrance covered with all kinds of plants and other stuff. I went in first to check out the cave, because Ranger _____ was too scared to enter the cave. It was very dark and I could hardly see a thing. Then all of a sudden I heard this terrifying sound. I was getting really scared but I stood my ground and soon realized it was bats. It seemed like millions of them flying over my head. Since I couldn't see anything and had encountered enough bats for a lifetime I decided to head back to the cave entrance. I was almost to the entrance when I rolled over something and got stuck. I yelled for Ranger _____ to come and help me. (She or He) pushed me off of whatever I was stuck on. We decided to pick it up and take it outside with us. Ranger _____ why don't you tell them what I was stuck on.

Park Ranger: It was a tooth of a Leapadactyl, which was a flying dinosaur. Its wings were huge. It would hunt for food by flying real close to the water. When it saw a plump tasty fish swim by it would plunge into the water after it. It appears that the Leapadactyl was not the smartest dinosaur that ever existed because at times it would not look before it leaped into the water.

Seamoor: You are right Ranger _____, I don't think that the Leapadactyl was very smart because this is what happened to it. One day Leapadactyl was very hungry and it saw a fish in the water that looked really good. It swooped down from the sky and plunged into the water after the fish, but it was not a fish it was a log. The Leapadactyl landed head first on the log.

Park Ranger: That sounds terrible. I bet the Leapadactyl never made that mistake again.

Seamoor: Oh Ranger _____, the damage was terrible. The Leapadactyl never recovered from the plunge. Sometimes water looks deeper than it really is. Logs, rocks, and other things are right below the surface and we can't see them. That is a good reason why we should never dive into unknown water. You should play it safe and look before you leap. Kids repeat after me. Look before you leap.

Park Ranger: Seamoor and I have studied these dinosaurs for a long time and we have learned a lot from them. The main thing that we have learned is that you should always play it safe in and around the water.

Seamoor: These dinosaurs might have still been with us if they had only realized some simple water safety rules; learn to swim, swim with a buddy, swim in designated areas, and don't dive – look before you leap. Kids lets repeat those rules together. Learn to swim, swim with a buddy, swim in designated areas, and don't dive – look before you leap.

Park Ranger: Seamoor and I would like to thank you because we have had a lot of fun sharing with you what we have learned about the past. These dinosaurs no longer roam the earth, but that doesn't mean that they still don't have something to share.

Park Ranger and Seamoor together: If you don't play it safe in and around the water you might become extinct.

SERGEANT SEAMOR OF THE CORPS OF DISCOVERY

Captain Lewis: Good day boys and girls. Thank you for inviting us to your school. My name is Captain Meriwether Lewis and this is my good friend Sergeant Seamoor. At the request of our great President Thomas Jefferson my partner Captain Clark and I are beginning a journey on this boat, called a keelboat, to explore new lands in the western part of America. We hope to find a way to travel by boat from St. Louis to the Pacific Ocean. We are calling ourselves the Corps of Discovery. Have you heard of our famous journey? The President asked us to stop in _____ and recruit more members for our team of explorers.

Seamoor: President Jefferson is really a nice man isn't he Captain.

Captain Lewis: He is a nice man Seamoor. And he has a great vision for this country. He wants us to claim the lands we explore as new territory for the United States.

Seamoor: I can't wait to get started sir. Where is Captain Clark?

Captain Lewis: Captain Clark is in town buying supplies for the journey.

Seamoor: What kind of supplies do we need sir?

Captain Lewis: We need clothing and medicine and food. We may be gone for a long time Sgt. We need to plan well and **know before we go** all the problems we may face on our journey.

Seamoor: Please sir. May we bring along plenty of my favorite food?

Captain Lewis: What is your favorite food my friend?

Seamoor: Squid sir.

Captain Lewis: Squid?

Seamoor: That's right sir. I love it. Barbecued, broiled, fried, baked, or shishkabobed!

Captain Lewis: I'm sorry Sgt. We can't pack squid in with our supplies, but when we get to the Pacific Ocean you can have all the squid you want. If we pack everyone's favorite food our boat will become overloaded and will likely sink.

Seamoor: What will we eat Captain Lewis?

Captain Lewis: Food is important for our survival. To be safe we have to know what to take before we go. Our boat will carry a small amount of food but we will have to hunt for food along the way to keep from starving when our food supplies run out. Bear, buffalo, and antelope meat should keep us strong and healthy. We need hunters to keep our team supplied with fresh meat.

Seamoor: Let's choose our hunters now Captain Lewis.

Captain Lewis: Right you are my friend. I'll bet we have some fine hunters right here in the Kindergarten or first grade. Who would like to volunteer to be a part of our Corps of Discovery team?

DO HUNTING ACTIVITY

Captain Lewis: Great job everyone.

Seamoor: They were so good. Let's take them all with us.

Captain Lewis: Excellent idea Sgt. I would also like to present each member with a special medal that I have brought along. This medal is called the peace medal and I will only give it to only the most important people I meet along the journey. (Pass out the medals to all the hunters.)

Seamoor: Before we go, I need to know. Will we have to fight any sea serpents on our way to the Pacific Ocean?

Captain Lewis: Sea serpents? Surely you don't believe in purple animals with long tails and horns on their heads?

Seamoor: I've heard stories Captain.

Captain Lewis: Sgt, please close your ears. I have some information that's just for the kids.

Lewis to kids: Seamoor thinks he's human. He doesn't know he's really a sea serpent. Can you help me keep the secret? OK Sgt. You can listen now. Don't worry. Sea serpents aren't real. If they were real, I'm sure sea serpents would be friendly.

Seamoor: That's a relief. When will Captain Clark be back?

Captain Lewis: He'll be back soon, Sgt. He is out buying supplies for our trip and recruiting more men. It will take a good team, with special skills to make it all the way to the Pacific and back.

Seamoor: What kind of skills, captain?

Captain Lewis: We will need gunsmiths, carpenters, tailors, and so on. Each man will have to pull his own weight and be part of the team at all times, if we are to be successful.

Seamoor: What kind of team do you think we will make Captain?

Captain Lewis: I think these soldiers will make a great team, once we have taught them a few things.

Seamoor: Like what, Captain?

Captain Lewis: Well, for example, we need to teach them to work together like Buddies. Say, we have only one man on deck and he falls over board. If he doesn't have a "Buddy" to trust, there would be no one to save him. If these men work together, everyone will be safer.

Seamoor: What else do they have to learn to work as a team?

Captain Lewis: They have to learn to trust us Sgt. Seamoor. They need to know that we will watch out for them and help to keep them safe. It would be like these students going swimming without an adult watching them. They would never do that without someone there to keep them safe.

Seamoor: I think we should recruit some new soldiers and see what kind of team they will be.

Captain Lewis: That is a wonderful idea. Lets have 4 soldiers come up here and show what they are made of.

Exercise

Have the students try to move the two boards to walk to the end of the Keelboat. Stress how they have to work as a team to get the job done.

Seamoor: They did great captain. Much better than the soldiers did at the Falls of the Ohio. Remember when we got into a bit of trouble when we met Captain Clark in Louisville. That was a terrible experience. Let's tell the kids about it.

Captain Lewis: Of course Sgt. A few days ago we were floating peacefully on the Ohio River. It was a beautiful sunny day. Some of the men were fishing off the side of the boat. Off in the distance I began to hear a low roaring sound.

Seamoor: I thought it was thunder sir.

Captain Lewis: It was certainly a curious sound. The farther we moved down the river, the louder the sound. The river was flowing faster too. I looked ahead and saw a great cloud of mist rising from the river. All of a sudden I realized what was happening. We were about to see the Great Falls of the Ohio River.

Seamoor: We were about to go over the Great Falls of the Ohio River.

Captain Lewis: Yes indeed. I called all the men on deck and everybody began rowing as hard as they could to get us to shore, but the river was stronger than we were.

Seamoor: Our boat went right over the falls.

Captain Lewis: The boat plunged over and began rocking right and then left. Whitewater began washing over the deck of the boat as we bounced off one rock and then another. The men hung on for dear life. Poor Private Gibson was immediately washed off the boat and into the river. We watched as his head bobbed up and down in the water but we didn't know what to do to help him. We thought he would drown. Then Private LaBeche jumped into the river to help Gibson. He was immediately sucked under the water and he was drowning too.

Seamoor: He wasn't much help was HE?

Captain Lewis: No. That was a mistake for him to jump in like that. Those men were lucky to have survived.

Seamoor: We were all lucky.

Captain Lewis: We had a little damage to the boat and lost some supplies in the river. I believe when we get on the Missouri River we may come across more falls and rapids and other dangers that may harm us. We need a good crew of boatmen that can help us stay safe on the water.

Seamoor: Let's choose a crew!

WATER SAFETY

Captain Lewis: First of all my friends, we don't want to make the same mistake in the future that we made at the Falls of the Ohio. What could we have done better?

Seamoor: We have to know before we go what problems we may have on the river.

Captain Lewis: That's right Sgt. We should have had a plan for encountering problems like waterfalls or men falling overboard.

Seamoor: My father had a saying about how to help someone who is in trouble in the water.

Captain Lewis: What is the saying Sgt.

Seamoor: It goes **Reach Row Throw and Don't Go.**

Captain Lewis: Interesting. We could have used that knowledge to help Gibson and LaBeche when they fell in the River. We could have reached or thrown something out to them in the river and pulled them back on the boat. We could also have launched our canoe and rowed out to them and pulled them to safety. But what is the Don't go part Seamoor?

Seamoor: Ah yes. **Don't Go.** LaBeche never should have jumped in that water to save Gibson. He nearly drowned himself.

Captain Clark: And if he had gotten close too Gibson, Gibson probably would have panicked and pulled him under. Never swim close to a drowning person or you may become a victim too.

Seamoor: What could LaBeche have done to help Gibson?

Captain Lewis: I think that's where Reach Row and Throw come in. LaBeche was standing right by this pile of equipment here on deck. Pick something out he could have used to help Gibson by reaching, rowing, or throwing.

Pole: The pole is actually a tool we use to push the boat along against the river current. We put men on both sides of the boat to move upstream, but LaBeche could have reached out with the pole and let Gibson grab on. Let's try a man overboard drill using the pole.

Row: This paddle is actually a tool we use to move the boat in deeper water. We also use paddles on our smaller canoes. Someone could safely help a drowning person by paddling close to them and pulling them to safety onto a boat. Lets try a man overboard drill.

Throw: We use this rope to pull the boat over sandbars and through shallow water. We call it cordelling the boat. However you are right, this rope can be thrown so a drowning person can grab ahold and be pulled to safety. Lets try a man overboard drill.

Barrel: Someone chose the barrel. Actually that's an excellent choice. We use barrels to store our supplies. These barrels float. Anything that floats can be thrown to a drowning person to help them keep their head above the surface of the water.

These tools are all excellent for helping a drowning person but someone has to be at the right place at the right time to help a person in trouble.

Seamoor: What do you mean Captain?

Captain Lewis: In order to be safe around the water we have to use the buddy system. No one is allowed to be alone around the water. You must always work in pairs in case one of you gets in trouble and needs help. (explain how to recognize a drowning person)

Seamoor: I'll be your buddy Captain.

Captain Lewis: And I'll be your buddy Sgt. I think we are ready to begin our expedition.

Seamoor: Pacific Ocean. Here we come!

Captain Lewis: Right you are. I think we are well prepared now and we have a fine team. Teamwork will get us to the Pacific Ocean Captain. That's right. Teamwork and good planning, that's the best way to be safe and successful.

And now girls and boys I would like to introduce another valuable member of our Army team. Ranger

Ranger: Hello. My name is _____ and I'm a park ranger with the US Army Corps of Engineers at _____. The Lewis and Clark expedition taught us some valuable lessons. If I were going on a water voyage today I would be sure to include one very important piece of equipment. Can anyone guess what that equipment would be? It is called a PFD. IN 1804 they didn't have life jackets. They had to work as a team to stay safe. Can you remember how they might have worked as a team to get someone, who might be in trouble, out of the water if they fell in. There were 4 ways you can save a person who is in the water. Do you remember the 4 ways? REACH, THROW, ROW, AND DON'T GO.

This is why you **never go around the water alone**. You always need someone to help you out if you get into trouble. Lewis and Clark had a team of 37 members on the expedition. It took the whole team to get the job done.

I would like to thank you all for inviting us to your school to talk about the Lewis and Clark voyage and water safety. Remember that you can all be real heroes, just like Lewis and Clark, by doing everything the safe way. Thank you.

Background info:

Keelboats were generally built in Pittsburgh, Pennsylvania and it was here that Meriwether Lewis commissioned the boat used by the Corps of Discovery. The keelboat used by the Corps was sketched by Clark in his journal. It was 55 feet long and 8 feet wide, with a 3- to 4-foot draft. For propulsion it had a 32-foot sailing mast, 22 oars, a rudder, and a tiller for steering. Protection against hostile encounters were a swivel cannon on the bow and two smaller guns called blunderbusses. The boat included a cabin and lockers for storage that also served as walkways for poling, and had a total carrying capacity of 12 to 14 tons.

Proceeding into what is now Montana – farther west than any white men had ever gone on the Missouri – they are astounded by the wildlife: herds of buffalo numbering up to 10,000, and other game “so plenty and tame,” John Ordway writes, “that some of the party clubbed them out of their way.” (The men are eating 9 pounds of buffalo meat a day.)

(They travel in big keelboat (55 long, 8 feet wide, capable of carrying 10 tons of supplies) and two smaller boats called pirogues. Proceeding up Missouri River involves sailing, rowing, using setting poles, and sometimes wading along the bank to pull the boats with cordelling ropes. 14 miles is a good day's progress.)

SEAMOR THE BUCCANEER

Captain Jack: Hello kids. My name is Captain Jack. Thanks for inviting me to your school. I'm pretty famous around these parts. Have ye heard of me? No. Have ye heard of the pirates of the Big Muddy? Well I be part of that crew. We used to be a bad lot, sneakin' and theiven' and always doin' things that wasn't safe. People feared my crew and tried to stay away from us because of the way we acted, but we've changed our ways. You might say we're a right friendly bunch now. We try to help everybody and do everything the safe way. We owe our new attitude to our little shipmate, Seamoor. He showed us that the best way to stay alive is to do everything the safe way. Seamoor, come in here and meet these kids.

Seamoor enters.

Seamoor: Ahoy mateys.

Captain Jack: Hi Seamoor. You usually play a bit of music for me when you arrive. Do you have a song to sing today?

Seamoor: Sure thing Captain. (Seamoor plays a part of a safety song)

Captain Jack: Great song matey. Boys and girls you may notice my shipmate looks a little strange. Well, he's a sea serpent. Some people think sea serpents are sort of mischievous. Actually, Seamoor is a good friend and a jolly fine fellow. He's an expert on how to be safe in and around the water. That's why he's my favorite shipmate. In fact, he saved the life of my first mate Black Dog. Ain't that right Seamoor?

Seamoor: I was lucky. When Black Dog got in trouble, I knew what to do to save him. I don't like to brag, but sea serpents aren't just cute, we're smart too.

Captain Jack: It happened like this kids. We was all on our ship and Black Dog was scrubbin' the decks. Well, he's a show off you know, and he was dancin' around the deck on his good leg and everybody was a laughin'. Before you know it, he stepped on a bar of soap, slipped, and quicker than a wink he was over the side of the ship and into the water. We looked into the water and Black Dog was flappin' his arms and bobbin his head. He looked like he was really enjoyin' himself.

Seamoor: That's the way a person looks when they're drowning Captain Jack. He was trying to keep his head above the water and get a breath of air.

Captain Jack: Well how was I to know he was in trouble. He didn't even yell for help or anything.

Seamoor: Drowning people can't yell Captain. They have water in their mouth and throat. They usually don't make any noise at all.

Captain Jack: It's a good thing you threw one of them there things to Black Dog or he woulda been a goner.

Seamoor: That thing is called a life ring. And it is made to throw to someone that is in trouble in the water.

Captain Jack: I remember also how you stopped me from jumpin' in the water to save him, we woulda both been in trouble then. He woulda pulled me under, too. Shiver me timbers! I hate to think about what might have happened if you hadn't stopped me Seamoor.

Seamoor: I think we need to show our friends some other things they can do to save a person who is in trouble in the water.

Captain Jack: The first thing you can do is wear something that Seamoor has on, when you are near the water. Do you kids know what that might be kids?

Seamoor: That's right. It is a life jacket or some people call it a PFD. Do you know why they call it a PFD Captain?

Captain Jack: I reckon that it is because it is your own. It's your Personal Flotation Device. I'll show you what I mean. (Captain Jack asks for a volunteer and tries different life jackets on the volunteer until he finds the one that fits just right. As he goes through the different sized jackets try the toy parrot too. And point out that it is not a lifesaving device, but a toy after you find the life jacket that fits just right Capt Jack might want to put on a jacket himself and say that he always wears a life jacket when he is sailing now. Captain Jack would wear the jacket for the rest of the program) Seamoor, Once I heard of a way to remember how to save a person who is drowning. It was a rhyme or something, but I can't seem to remember it right now. Can you help me to remember that little rhyme.

Seamoor: Sure Captain Jack. You mean **REACH, THROW, ROW, and GO!** Captain?

Captain Jack: Aye, that's it. Let's go through that again a bit slower so the little buccaneers can understand it.

ACTIVITY: Ask for 3 volunteers from the audience.

Captain Jack: Now lets see. What was the first thing that Seamoor said? **Reach.** What would we have around here that would be good to reach to a drowning person so as they could grab ahold of it and you could pull them in to safety? (Guide them to the paddle and have them reach to the cutout silhouette of the drowning person or they can reach to Captain Jack.

The next volunteer is asked if they could find anything that they think might float that they could throw to a drowning victim. We have already seen that we can throw a life ring to someone and they can grab it, how about something else? (guide them to the rope with floating ball on it)

Discuss that if you are in a boat you can row up next to the drowning victim and then REACH with the paddle or oar to allow the victim to grab ahold and pull them to the boat.

The last volunteer is instructed to GO! Don't go in the water after the victim, but go for help!! Go to the closest telephone, go get a cell phone and phone 911, go for someone that would be able to lend you a hand! But never, ever go in the water after the drowning victim. They will surely pull you under with them. Then there will be two drowning victims instead of one.

(Thank the volunteers and give them an eye patch or button as a thank you. Have them be seated)

Seamoor: Everybody needs to know what to do if one of their friends gets into trouble in the water. You never know when someone might need your help. And never act like you are in trouble when you really aren't.

Captain Jack: Aye. You should always be prepared to help a shipmate in trouble.

Seamoor: You know Captain we haven't talked about your favorite subject yet.

Captain Jack: Aye matey. It's time to talk about my favorite subject: gold, jewels and great fabulous wealth. Every pirate loves treasure. I've hunted it all me life. I've searched from Tora Bora to Pango Pango for wealth. I've had some great adventures while hunting treasure. Did I tell you about the time I fought headhunters on Skull Island while looking for treasure?

Seamoor: That's a great story Captain, but...

Captain Jack: Did I tell you about the time Captain Blackbeard had me in chains for stealing his treasure and I escaped from his ship and I rode a WHALE all the way to Hawaii?

Seamoor: That's a great story too Captain, but...

Captain Jack: I tell you shipmate, hunting treasure is exciting. You know Seamoor, I've found my fair share of treasure. I wasn't so good at hunting treasure until I learned the secret from the best treasure hunter of all, CAPTAIN BLOOD himself. The trick to finding treasure is to follow the pirate's code. Learning the code was my most exciting adventure.

Seamoor: Tell us about it, Captain.

Captain Jack: We was sailing down by the equator. Things were going reeeeeeeal smooth. One day ol' Black Dog yells out "Ahoy Captain. Strange cloud approaching fast." Well I looked to the West and sure enough. A strange black cloud was coming toward us fast. And coming down from that cloud was a great whirling spout.

Seamoor: A whirling spout! What was it Captain?

Captain Jack It was a great and terrible typhoon, shipmate. A waterspout that was twice as big around as our ship. The spout descended on us. The ship and men were all sucked up into the cloud and spun round and round at a horrible rate. Soon enough the great black cloud spit us out onto the surface of the DEAD SEA. We were in bad shape. Men were clinging to anything that would float. I was desperately tired and knew that I couldn't swim much longer. Then I spied a beautiful barrel floating toward me on a wave. I grabbed ahold of that barrel and hung on for dear life. That floating barrel kept my head above water and it saved my life. When we was all rescued I kept that barrel because it was sure a lucky thing to have.

Seamoor: Wow. You're lucky to be alive, Captain.

Captain Jack: Aye Matey. Tired and thirsty I removed the top from that old barrel and found something very interesting inside. It was a bunch of notes written by Captain Blood himself. It was Captain Blood's PIRATE CODE and I want to share it with you right now.

PIRATE'S CODE ACTIVITY: Ask for 5 volunteers. Allow one volunteer to reach into the barrel and get a note out. Have that student unroll the note and read it to the audience. Captain Jack explains briefly what each part of the code means. One by one the volunteers read the notes and hold the paper up in front of them for the audience to see.

Captain Jack: Now that we understand the Pirate's Code let's get down to business and open the treasure chest. If we're luck there will be enough treasure in the chest that we will all be able to take some of ol Captain Blood's treasure home with us. But wait! We don't have a key! How will be open the chest without a key? Where do you think the key is? Look! (turning over the lid to the "barrel") what is this? It appears to be a clue. Maybe it will tell us where Captain Blood has hidden the key to the treasure chest. Let's read it. The clue on the top of the lid says:

"The Letters are written in blood you see, put them together to find the key."

Captain Jack: Now that we have found the key. (Go over to the treasure chest and start to uncover the chest. A note is written and attached to the front of the treasure chest. The note is covered up by a cargo net so no one can see it until you move the net) Look Kids another note from Captain Blood. Let's see what it says this time: **“One treasure within this chest, is much more precious than all the rest”**

Wow what do you think that means? What could be the most precious treasure? Gold and Jewels? Rubies and Sapphires?

(Captain Jack opens the treasure chest full of gold and jewels. On the lid in large letters is the word “LIFE”. Captain Jack removes the sign and holds it up to the crowd.)

What does this say boys and girls. I think this is what Captain Blood was trying to tell us was the most important treasure in the world. Well Seamoor my friend, now that I think about it. Captain Blood is right. There really isn't anything more precious than LIFE.

Seamoor: That's why you should always remember the Pirate's Code. In honor of Captain Blood lets go over the pirates code one more time.

Everyone yells it out!

What is “P” for? **Always have a Parent or adult watch you near the water**

Only Swim in a designated area

Learn to Swim

Look before you leap

Swim with a BuddY

Captain Jack: The pirate's code is great so try to remember it if you are near the water. Now boys and girls Seamoor is in need of a little shut-eye and I have to go to the galley. I hope to see you next time my travels bring me this way. Well it's time for me to raise anchor and be off for now. Farewell friends and keep your head above the water and your life jackets tightly buckled.

(Seamoor is sleeping and Captain Jack goes to the back of the set. The Ranger who has been operating Seamoor comes out and says:)

Ranger: Hello everybody. My name is Park Ranger _____ with the U.S. Army Corps of Engineers and I am from _____. I hope you enjoyed our program “Seamoor the Buccaneer” today. Captain Jack and Seamoor will be traveling all over _____ telling kids about how to be safe around the water during the next month. I hope you enjoyed seeing Seamoor and Captain Jack. We would like for you to do your part by helping us spread the word about how to be safe around the water. To do that remember always remember to follow the Pirate's Code. Tell you parents and friends about what you have learned today and tell them to follow the code, too. We want everyone to be safe when they are in or around the water so you can all come to Lake _____ and visit us. And always remember the message of Captain Blood. Your **LIFE** is the most important treasure of all. See you again. Bye for now~!

End of program.

The Story of Ranger Willie B. Safe

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 10 - 15 minutes

THEME: Members of Ranger Willie B. Safe's Safety Team make safe choices while around the water.

GOAL/PURPOSE: Participants will realize the importance of being safe on or around the water.

OBJECTIVE(S): Participants will be able to name at least 3 water safety principles and associate the "thumbs up" sign with safety.

DESCRIPTION:

- A. Have a cassette player with the "The Story of Willie B. Safe" song ready to play.
- B. Hand out a copy of "The Story of Willie B. Safe" song to everyone in the audience. First have everyone listen to the song without singing. Encourage audience participation in singing the song the second time it is played.
- C. Before playing the song the second time ask for volunteers to come up to the front of the audience to act out the song. The number of volunteers can vary.
- D. Distribute the props to the volunteers and explain to them what they will need to do.
 - Five volunteers can hold one of the different cue cards. The remaining cards can be distributed throughout the audience. When the volunteers holding the cards hear the phrase that is on their card they should hold it up for everyone to see.
 - One volunteer can blow up and hold two balloons. The volunteer should not tie the balloons. They let go of the balloons on the "don't depend on inflatable toys" phrase.
 - The volunteer that wears the life jacket models it during the "PFD" section of the song.
 - If you use a wheelchair, have one volunteer sit in it and another one push it towards the audience during the "Never Dive" section of the song. The volunteer could also wear a neck brace during this section of the song.
 - The volunteer that wears the big sunglasses starts looking around at the audience during "those watching are sure to see" phrase of the song.
 - A volunteer can hold the minnow bucket and they toss it somewhere near the audience during "something nearby that floats will do" phrase of the song.
 - During the "hold out a paddle and pull them to you" phrase of the song, the volunteer holding the boat oar reaches it out to someone.
 - Everybody hugs one another during the "Lots More Hugs" section of the song.
- E. When the song is over, let everyone know that they are now a part of Ranger Willie's Safety Team. Encourage everyone to give you a thumbs up for safety. Explain to the audience that if they ever see you again to give you a thumbs up and then you will know that they are part of Ranger Willie's Safety Team. Also, encourage them to give other people a thumbs up for safety when they see them being safe.

SUGGESTED MATERIALS & EQUIPMENT:

The Story of Willie B. Safe song sheets, "You Can't Keep a Good Life Jacket Down!" cassette – "The Story of Willie B. Safe" song

- | | | | |
|-----------------|-------------------------|--------------|------------------------|
| - minnow bucket | -balloons | -boat oar | -neck brace (optional) |
| - life jacket | -large sunglasses | -tape player | |
| - microphone | - wheelchair (optional) | | |

3 of each: Learn to Swim, PFD, Never Dive, Swim with a Buddy, and Lots More Hugs signs

Sweet Tea and a PDF (Seamoor Safety Program)

Ranger: Good morning. My name is Ranger _____. I'm a park ranger for the U.S. Army Corps of Engineers. Thank you for inviting me to your school. And I would like to invite you to visit me at Lake _____. How many of you have been to Lake _____? Well we have lots of fun things to do at the lake: swimming, boating, fishing, picnicking, hiking trails, playgrounds, and campgrounds. Helping people stay safe at Lake _____ is a big part of my job. Especially staying safe around the water. I brought a helper with me today from the lake. We want to talk a little about water safety. I'll bring my friend out now. Hey Uncle Si-moor. Come out and meet these kids.

Seamoor: Hi everybody. Hey it feels fine to be here.

Ranger: You're certainly looking good. I understand you just got back from a family reunion in Louisiana. How did that go?

Seamoor: Oh it was a fine trip. When your're in Louisiana sippin on a glass of sweet tea and the sun is shining hey you know it's not gonna be a bad day.

Ranger: Was your family all well?

Seamoor: Everybody was good except my brother Billy.

Ranger: What's wrong with Billy?

Seamoor: Hey he had a little diving accident at the redneck water park.

Ranger: You showed me pictures of that redneck water park. The water looked pretty muddy and that rope swing tied onto that tree hanging over the water looked dangerous.

Seamoor: That's where he got hurt. Swung on that rope, let go and dove head first into the water like a duck pouncing on a june bug.

Ranger: Wow. That can cause a serious head neck or back injury. With muddy water like that you can't see if you are diving onto something that will injure you. What did Billy land on?

Seamoor: He hit a stump head first. He saw stars for a while, then he was OK.

Ranger: I hope he at least learned a lesson to never dive head first. The only place you can safely do that is at a swimming pool where the water is clear enough to see what's below you.

Seamoor: Hey it's a good thing there was some adults there watchin Billy. They ran down there like their tennis shoes were on fire and caught him up out of the water. Those tennis shoes sure did get hot.

Ranger: If Billy had been alone with no one to help that could have been real bad. You should never swim alone Uncle Si-moor. If you start to struggle in the water there is no one there to help you. Swimming with an adult is the safest. Adults usually know what to do in case of emergency. It's not only unsafe to swim alone it's also not that much fun.

Seamoor: That's it Jack.

Ranger: I think it's important to know how to recognize when someone needs help in the water.

Seamoor: Hey I would just yell for help.

Ranger: That doesn't work Uncle Si-moor.

Seamoor: Hey you gotta be more specific.

Ranger: In what we call an emergency or a drowning situation a person can't speak or yell because they are choking on the water. A drowning person is usually silent, they have their head tilted back trying to get air. Sometimes it looks like they are just playing but really they need help right away.

Seamoor: I saw Billy act that way. His head come up, then hey he was gone.

Ranger: How would you help a drowning victim Uncle Si-moor?

Seamoor: Hey take the initiative, go on the offense.

Ranger: Be careful about that Uncle Si-moor. You shouldn't get near enough to a drowning person that they can grab a hold of you. They can pull your head under, you can get a mouthful of water, then you will be drowning too. We have a saying you should remember to help a drowning person.

Seamoor: Let er rip.

Do demo of how a drowning victim looks.

Ranger: We say reach, throw, row, and go for help. Go is the most important thing to remember. Get an adult to help or call 911. Go get help. Don't try to be a hero and do this alone. You can also reach toward the person with something they can grab onto and then pull them to safety.

Seamoor: Hey could I reach out with a snake?

Ranger: Are you serious Uncle Si-moor?

Seamoor: I say find me a good snake and I'll find a hundred good uses for him.

Ranger: I'm thinking more about some of these things we brought. Let's demonstrate.

Seamoor: Let er rip.

Ranger: If you can't reach the drowning person maybe you can throw something that will help them keep their head above the water.

Seamoor: Is it time for the snake yet?

Ranger: No Uncle Si-moor. I'm talking about something that floats. Let's demonstrate.

Do Reach, Throw, Row and Go for Help demo

Seamoor: Hey now we're cooking with peanut oil.

Ranger: That was good. Let's talk about a piece of equipment you should always wear around the water. It will keep you afloat and keep your head above the water.

Do life jacket demo

Seamoor: That's what I'm talking about Jack.

Ranger: Getting any good ideas Uncle Si-moor?

Seamoor: From now on I never leave home without three things : a glass of tea, a life jacket, and a buddy to swim with.

Ranger: By the way Uncle Si-moor. Do you know how to swim?

Seamoor: I'm the complete definition of the word swim.

Ranger: I thought so. You can never truly be safe until you know how to swim. I'm glad you learned Uncle Si-moor. How many of you know how to swim? Think about taking lessons. Thanks for all your help Uncle Si-moor.

Seamoor: Hey when you're on you're on. And today I'm on.

Ranger: Thanks for sharing your experience with Billy and his accident.

Seamoor: You know me ranger. All of my stories are 95% truthful.

Ranger: I appreciate that Uncle Si-moor. Kids come and visit us at Lake _____. Bye now.

A VOTE for Seamoor is a VOTE for Safety!

Ranger: Hello girls and boys. My name is _____. I'm a park ranger with the U.S. Army Corps of Engineers. I'm excited to be here today because I have brought along a very special guest I want you to meet. He's from right here in _____ and has recently agreed to be the peoples' choice for the next President of the United States. He is a member of the Homewater Safety Team and his name is Seamoor the Water Safety Sea Serpent. I'd like for everyone to give Candidate Seamoor a warm welcome.

Seamoor: Hello everybody.

Ranger: Hello Seamoor. We know you must be very busy right now. Thank you for taking the time to come and visit with us today.

Seamoor: I love visiting with my friends at _____ School.

Ranger: And we love you. Candidate Seamoor I would like to ask you a few questions about your campaign plans so the girls and boys understand why you are running for President.

Seamoor: Sure, I have nothing to hide.

Ranger: Great. Candidate Seamoor, why have you decided to run for the office of President of the United States of America?

Seamoor: First Ranger _____, I am not running. I have weak ankles so I'll be walking or swimming for President.

Ranger: OK. You have weak ankles so you won't be running. You'll be walking or swimming for President. Anything else?

Seamoor: Yes. I don't want the office. I have my own office. I just want to be President.

Ranger: But Seamoor, the President always moves into the Oval Office located on Pennsylvania Avenue in Washington D.C. It goes with the job.

Seamoor: I'll keep that in mind.

Ranger: Next question Candidate Seamoor. What political party do you represent?

Seamoor: Oh that's easy. I'm with the POOL PARTY. I just love water slides and diving boards and cooking hamburgers.

Ranger: No Seamoor. I'm talking about the POLITICAL PARTY. You've seen all the candidate's signs. Some are democrats and they are represented by a picture of a mule and the republicans use the elephant as their symbol. Which one is your party?

Seamoor: Interesting! I've never thought about having a party with mules and elephants before. No, not a good idea, I might get stepped on.

Ranger: Right you're pretty small. You might get stepped on by an elephant or a mule.

Seamoor: I think I'll stick with the POOL PARTY and we are represented by a Life Jacket.

Ranger: So, the Pool Party is represented by one of these (holds up a Life Jacket). Great idea, Seamoor. Do you wear one of these when you are campaigning?

Seamoor: Oh sure. I wear one any time I am around the water.

Ranger: Good choice. Let's talk about that.

Life Jacket Demonstration. (4 volunteers):

Presenter selects four volunteers from the audience. A volunteer that is large in stature and one that is small in stature should be selected as well as two other volunteers. One volunteer is handed a blow up toy and one a throwable device (Type IV). The large person should be handed the small life jacket and the small person should receive the large life jacket. The presenter should begin by discussing how a life jacket is sometimes called a "PFD" and that stands for "personal" "flotation" "device." The word Personal means something that is yours. Flotation is something that floats on the water. You then describe to the students that what makes a life jacket float is that it has a special foam inside. All of the life jackets that you are seeing today have that special foam inside that makes them float. Ask the students if they think that all of these volunteers have on a life jacket. Then go down the row and describe how each of the life jackets is or is not a "Personal" flotation device. If it is too small it won't provide the flotation that is necessary to keep the victim floating for an extended period of time and if the jacket is too big it might fall off or the person might slip out of the jacket. After describing how important it is to have a life jacket that fits move on to the cushion. Describe to the kids how they should never put the straps around their neck and that they will stay afloat if they hug it to their front side. Many kids will try to wear the cushion straps like a backpack. This is a good opportunity to show them that if they are wearing it on their back and fall in the water that the cushion will come to the surface and push their face into the water. Wear it on their front side and hug it like a teddy bear. When you get to the blow up toy ask the students what was inside the life jackets (foam) then ask them what is inside the floatie (air.) What will happen if the air comes out of the floatie? It will not hold you up any longer. What would happen if you got a hole in the life jacket foam? It would still hold you up. Tell the students that they should remember that floaties and things with air in them like a raft or tube has air in them and that they shouldn't depend on them to keep them safe.

Ranger: That was great. That's some very important information to understand. Now Candidate Seamoor, Let's talk about what you want to accomplish when you're elected President.

Seamoor: You know Ranger _____ I'm really worried about that.

Ranger: What are you worried about Seamoor?

Seamoor: I don't want to be electrified. I'll bet that hurts.

Ranger: No Seamoor. Not electrified. Elected. Elected. That means when people vote for you and you become President. Everything will be fine. Let's move on. What is the first big CHANGE you want to make after you are elected and you move to the White House?

Seamoor: Good question Ranger _____. I've thought very carefully about that.

Ranger: If you are running for President you must make some changes. What changes will you make?

Seamoor: Ranger _____. The thing I intend to change first is that there will be NO MORE DROWNINGS!

Ranger: That's a great idea, but that will be a VERY hard thing to do. How do you intend to not have any more drownings?

Seamoor: I intend to teach all the kids how to stay safe around the water and how to recognize a person if they are drowning. The kids will teach the big people how to stay safe around the water and voila no more drownings!

Ranger: Well Seamoor, does the POOL PARTY encourage everyone to obey the 6 rules of water safety?

Seamoor: Of course. Every member of the POOL PARTY observes the water safety rules at all times when they are around the water. Let's talk about them.

Ranger: OK

Water Safety Rules Activity. 6 volunteers:

Rules of Water Safety include: 1. Wear a Life Jacket when around the water; 2. Learn to Swim; 3. Swim with a buddy; 4. Have an Adult watch you Swim; 5. Never Dive Head first in unknown water; 6. Swim only in a designated swim area.

Ranger: Great. If everyone follows these rules they will stay safe around the water. As you know Seamoor we have just elected a new President, so you're in for a LONG campaign. It will be 4 long years of campaigning. Do you think you are up for the task?

Seamoor: That's OK. I like campaigning.

Ranger: What do you like best about campaigning?

Seamoor: S'mores! And I like sitting around the campaign fire roasting marshmallows, singing songs and telling stories.

Ranger: Seamoor I think you are talking about CAMPING. I didn't say camping, I said campaigning. That means going around and telling the people what you stand for and what you intend to do for them when you become president. OK. Do you have any special plans for the ceremony when they swear you in as our next President?

Seamoor: First of all Ranger, there will be no swearing! I think we'll just have a bunch of people over to swim at the White House pool.

Ranger: The White House pool is a good choice and I'm confident that you will make sure everyone observes the water safety rules and that everyone is prepared for any water safety emergencies.

Seamoor: Oh yes, I plan to show every guest how to be safe around the water and how to help if someone is drowning.

Ranger: That sounds great! We could start by showing these students how to be safe around the water and how to recognize a person that is drowning if you'd like.

Rescue Techniques Exercise (2 volunteers):

Begin this demo by asking the students if they know what a drowning person looks like. Ask them how many believe that a drowning person will always yell for help like you see in the movies. Point out to them that drowning is almost always silent. A drowning person usually can't yell for help because they have water in their mouth and throat and can't yell. They typically have their head thrown back and are grasping at the top of the water. Tell the students that if they see someone that exhibits this action that they should consider this person in trouble in the water and they should help. To help we remember three words "REACH , THROW AND GO!" Remind the students that we never "go" out to try to save a drowning victim. If they are not trained in lifesaving techniques they too might become a victim if they go out after a drowning person. Instruct the students to find something in the area they can reach to the drowning victim. Familiar items that would typically be found at a beach should be available for them to choose. Items could include a reach pole, a beach towel, a stick, a swim noodle, etc. All of these items could be used to Reach to a drowning victim and still keep distance between them and the victim. Next they should be told to "THROW" something that floats to the victim. If you have a life ring that could be thrown. If they don't have a life ring they should find something else that floats to throw or push out to the drowning victim. Students should learn that common things such as a cooler or a half empty plastic jug with a lid on it will float and could be used as a life saving device. Remind them that cooler has that special foam in it that makes it float. They could even use a floatie to save someone's life. Even though it is considered a toy if they are in trouble in the water they should remember to use ANYTHING that floats to try to help the victim. And finally – GO – for help! Get someone to help! Call 911! Get a Park Ranger, an adult, anyone that might be able to help save the drowning person.

Seamoor: I think it is very important that we teach everyone what to do in case of an emergency.

Ranger: I understand I think that is a great idea Seamoor. I think it is time to let the students go back to class now. Is there anything that you would like to tell the kids before we leave?

Seamoor: A Vote for Seamoor is a Vote for Safety. I plan to "CUT ALL DROWNINGS AND INCREASE KID'S FUN." If we do this I know that we will have a great time around the water. Thank you very much for being such a great audience Boys and Girls and don't forget to be safe around the water.

Ranger: I think you really are the People's choice and I think you're just what our country needs candidate Seamoor, don't you kids? You have our Vote Seamoor. Good luck in your campaigning and we'll be watching for the POOL PARTY symbol every time we are around the water.

Seamoor Safety School Programming Lessons Learned

1. Plan for no more than 30 minutes setup and 30 minutes take down time – If presenting programs in gymnasiums at small schools they are typically used for both PE classes and recess play, especially if the weather is bad. The least amount of inconvenience to the teachers the more they are willing to allow you to speak to their class.
2. If planning several programs for one month, be aware of “state testing” schedules. Most teachers prefer not to have programming around the start of state testing. They prefer to wait until after state testing is over.
3. Program length should be no more than 45 minutes total and 30 minutes is better. This seems to fit well into one class period and is not so long that the students get bored with the subject.
4. Have a backup plan if the robot does not work - mechanical equipment tends break down at the most inopportune times. But the show must go on. Most of our scripts can be done either with a single Ranger or two Rangers. The Ranger that was to be the voice of Seamoor sometimes can help out on stage. They should know the program script as well and be able to step in, in the event the robot doesn't make the call at show time.
5. Keep it light and fun. Water safety is a life lesson. If it is fun the kids have a better chance of remembering what they have heard.
6. Most schools have a PA system that they are glad to let you use. This saves several minutes of setup time and cuts down on items that have to be transported to your program.
7. Remember when planning your program and your props that you have a very limited amount of space. Unless you have a box trailer, everything including the robot will have to be transported in the vehicle you have available. Plan accordingly. Make the best use of your space. Hint: Storage bins can be used as props and carrying cases; pop up display frames make great backdrop screens and are easy to set up and take down and are compact to transport.
8. A programs can be repeated every 5-6 years. So, if storage space allows, save your props and recycle the others into your next year's program.

PROPS:

Simple is good.

The majority of the props that we use are everyday items that the ISOP dept staff has made to look like something else. If you have an artist or a very crafty person on staff you have a definite advantage.

Our props range from a make shift cannon made from a cardboard sono tube (like they use to pour a round pillar of concrete) mounted on a two wheel dolly using a black balloon as a cannon ball, to inexpensive items that we have ordered from a novelty shop such as a fake dinosaur tooth.

Some of the other props that we have crafted include: a dinosaur head made with paper mache', molten rocks made from spray foam insulation and painted to look like cinders, a large wooden “rock” made to hold the king's swords, a child's wagon became a boat with little effort, a dinosaur egg was made from a large plastic Easter yard ornament which we painted and spackled to look like it had a cracked shell and a tripod became a rocket ship.

The BACKDROP:

The backdrop gives the program a little interest and also provides an area to hide some items that are not used during the program i.e. Seamoor cart, Seamoor drape, carrying boxes, etc.

For our backdrop we use a 10 ft popup display frame (minus the carpet strips.) It is lightweight, yet sturdy, folds up quickly, and takes up a minimal amount of space in the vehicle.

If you want to use the carpet strips as your backdrop you can Velcro items to it. If you choose to make a painted backdrop, I can suggest using rubber backed drapery lining material (JoAnn Fabric sells rubber backed “Rain No Stain” \$4.99/yd.) The nice thing about using this material is that it can be painted with acrylic paints, does not get stiff, and stays pliable enough to be folded or rolled for easy storage and transport.

To use material for your backdrop sew pockets on the corners so it fits snugly on the popup display frame (pockets similar to the corners of a bed sheet.) They will slip over the ends of your frame and stay nice and snug. You may have to add some ties to the sides to keep it from flapping. Be sure that when you are measuring for the amount of material needed that you allow for the concave or convex angle of the frame. This takes additional material than a straight frame does.

We have our backdrops painted by the local High School art class or art teacher. They are usually very willing to do a backdrop for a small donation to the art club fund. Our local high school and grade school are in close proximity and the older students love to come to the program to see how their artwork is being used. This gives them a sense of ownership it also exposes them to the water safety message when they come to watch.

The “HIDEOUT”

No more looking for a place to hide when you are operating the controls to Seamoor. Our hideout is a part of the back drop of the program. This allows for the operator to be a part of the program and is not stuck in a closet, under the bleachers, or behind a door where the kids can see him/her.

We purchased an inexpensive 10' x 10' pop up tent from the local Wal Mart (the cost was less than \$80.00 and cheaper in the off season.) Surrounded by a painted canvas that matches the backdrop, it serves as the perfect “hideout” for the Seamoor operator.

How to create the hideout: With a little work the cross beams of the tent can be removed allowing you to pop the frame up without having to spread it the total 10' width. You will need the full 10' height, but will only need approximately 5' x 5' inside dimensions - just enough for an operator sitting in a chair. Sew two widths of 60" material, the length that you will need to go all the way around the outside of the frame, together. Hold the material up and mark where the outside frame corners are located. Add Velcro to these locations on both the frame and the material. This will be secure enough to hold the material onto the frame during the program. Prior to having the canvas painted, have the Seamoor operator sit inside the “hideout” in a chair which is the same height as the chair that they will sit in when operating during the program. Mark the location and cut some small “windows.” We then cover the “window” holes with several layers of black nylon screen wire. It can easily be sewn on with a standard sewing machine and allows the operator to see out, but the audience cannot see in. Sewing is best done prior to having the canvas painted. But be sure to cover the window screen when the canvas is being painted. Otherwise you will fill the screen with paint and the operator will not be able to see out. The canvas can then be painted. Incorporate some type of dark area (knothole in wood or a dark window if it is a building) into your canvas painting where the windows are located. This will make the window area less noticeable.

Be sure when you are marking the location of the windows that you locate the area where the two pieces of canvas come together to the back of the hideout away from the audience. You will enter and exit the hideout prior to the and after the program through this opening. This way if you need to get out of the hideout during the program you can do so discreetly (forgot batteries in suitcase outside the hideout, left script on chair outside the hideout, etc.) and not disrupt the program or give up your location to the audience. Once you get the “canvas” sewn you can repaint it several times to work with new program scripts year after year.

Water Safety with Ranger Willie B. Safe

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 15 - 20 minutes (beach program using 1 - 2 skits)

30 - 45 minutes (campground program using 3 - 4 skits)

THEME: Many people die every year because they do not follow basic water safety principles.

GOAL/PURPOSE: The audience will realize the importance of being safe on or near the water and be motivated to learn more about water safety on their own.

OBJECTIVE(S):

1. Audience will be able to identify 1 or 2 rules of water safety and will associate the thumbs up sign with being safe.
2. The audience will wear their life jackets and will encourage others to wear theirs.
3. Audience will respect the water and will not take the importance of being safe around it for granted.

DESCRIPTION:

- A. Set up the skits so that they are visible to the entire audience.
- B. It is ideal to choose volunteers for the skits before your program starts. This keeps your program moving along smoothly without interruptions. If this is not possible, take a few minutes during the program to get volunteers.
- C. Remember the volunteers should be willing to participate. Explain to them briefly what they are going to be doing.
- D. Explain to the volunteers what their parts in the skits will be. Let them know that they act out their part according to what you say during the program.
- E. The skits involve the volunteers being in unsafe situations on or near the water.

SKITS:

Fishing from the shore / Reach, Throw, Row, Don't Go

Kid on an inflatable raft / Swim with a buddy

Alcohol and boating can be a deadly combination

Be Dam careful (or It Can Suck the Life Out of You) Hotdoggers stay home

Life jacket fashion show / Life Jackets: They Float. You Don't.

- A. Skits are attached and can be changed to fit your needs or different skits can be used.
- B. Have music playing while the audience is entering to set the mood. Preferably music pertaining to water safety.
- C. Welcome everyone to your program, introduce yourself, and explain your program briefly. Try and state the theme somewhere in the introduction.
- D. Ask for a volunteer to be your assistant. Pick a willing volunteer, preferably from the age of 10 -12 years old. The volunteer will be Park Ranger Willie B. Safe. Provide a ranger hat and life jacket for Ranger Willie.
- E. You and Ranger Willie interact throughout the program. You ask Ranger Willie if the participants in the skits will be safe. You may need to provoke Ranger Willie using questions to encourage the correct response.
- F. Don't embarrass or humiliate your volunteers in front of everyone. Remember you need them, so make them feel comfortable.
- G. After it has been explained why the participants in the skit were not safe and what should be done to be safe, tell Ranger Willie that he/she was right and give them a "thumbs up for safety".
- H. Have the audience give a "thumbs up for safety". This should be done after each skit and at the end of the program.

- I. Explain to the audience that if they ever see you again they should give you a Thumbs Up For Safety. They can also give the thumbs up sign to other people that they see being safe. This will help your audience recall your program and remember to be safe.
- J. Thank your volunteers for assisting you and give them something for helping.
- K. Wrap up your program with a strong conclusion. Repeat the theme one more time. Thank everyone for coming.
- L. Have handouts for the audience and encourage them to take them.
- M. Tell the audience about upcoming programs or have flyers available on them.
- N. Let the audience know that they may ask questions, concerning the program, your agency or project at the end of the program.

SUGGESTED MATERIALS & EQUIPMENT:

Skit materials are included with the scripts

Water safety music	Sound system and microphone	Handouts and flyers
Prizes for volunteers	Ranger hat and life jacket for Ranger Willie	

FISHING FROM SHORE / REACH, THROW, ROW, DON'T GO SKIT

Items Needed: Fishing pole, Long stick or something to reach with, Cooler or something to throw that floats, Two volunteers, preferably adults

One volunteer will be a fisherman acting like they are fishing from shore. Give them a fishing pole for a prop. The other volunteer will be a passerby that may need to help the fisherman.

The fisherman slips into the water and can't save himself. The passerby thinks about jumping in to save the fisherman, but is encouraged by the audience not to do so. The passerby then finds a long stick to try and reach the fisherman, but the fisherman is just out of reach. The passerby notices a cooler that belongs to the fisherman. The passerby empties the cooler and places the lid back on it. Then the passerby throws the cooler out to the fisherman. The fisherman reaches for the cooler and uses it to float on. The fisherman floats close to the shore and is saved.

Explain reach, throw, row, don't go and why you should wear a life jacket near the water even if you don't intend to get into the water. Remember to interact with Ranger Willie and give he/she the thumbs up sign. Have the audience also give the thumbs up for safety sign.

KID ON AN INFLATABLE RAFT / SWIM WITH A BUDDY SKIT

Items Needed: Inflatable raft

3 or 4 volunteers portraying the following:
 one child that will be on the raft, one swimmer, one or two parents

The kid is floating several feet from shore and it looks as though no one is paying any attention to the child. The raft hits a stick in the water and starts to leak. The kid panics and falls into the water. The kid does not know how to swim and the depth of the water is over their head. They try to yell, but no words come out. The kid starts waving and thrashing their arms in all different directions. The kid goes under the water. Wait 5 seconds. But luckily a person swimming nearby noticed the kid go under the water. The swimmer pulls the kid out of the water. The kid's parents are enjoying lunch several feet away and wonder what all of the commotion is about. They realize it is their kid being carried out of the water. In a panic they run to see if their kid is ok. Luckily the kid is alive.

Explain that a child can drown in only 20 seconds, swim with a buddy, and don't rely on inflatable toys.

ALCOHOL AND BOATING CAN BE A DEADLY COMBINATION SKIT

Items needed: Two volunteers as boaters, mock boat cooler

Two boaters are enjoying a beautiful day on the lake. While enjoying the lake they are also enjoying something else, alcohol. They are boating along with nothing to worry about. The alcohol is effecting their vision, coordination, judgement, and balance. As the day goes on the boaters start getting a little careless; yelling, standing up, horsing around, and making their boat go faster and faster. The boaters do not realize that they are headed straight for a bridge. When they do realize it the driver tries to swerve, but it's too late and they hit the bridge with such force that it throws them both out of the boat. Ask Ranger Willie and the audience if they think the boaters survived.

Explain that more than 50% of all boating accidents involve alcohol, know when to say when - drink in moderation and the best thing to do is leave the alcohol on shore.

BE DAM CAREFUL or IT CAN SUCK THE LIFE OUT OF YOU SKIT

Items Needed: Mock boat "Dam" sign No boat buoy (optional)
Fishing pole Life jacket One volunteer fishing from boat

The boater is having no luck fishing, but they have heard that there are a lot of fish near the dam. They decide to check it out. Their fishing luck increases the closer they get to the dam, but they notice a lot of fish right up next to the dam. The boater notices the no boat buoys, but pays no attention to them because the water looks calm. The fisherman is right about the fish and catches a nice one that is a fighter. The fight continues and is nearly over when the fisherman decides to stand up. They lose their balance and fall overboard, but they are safe because they are wearing their life jacket. But wait, the fisherman is pulled under the water and cannot be seen. Ask Ranger Willie where the fisherman went.

Explain to the audience that they should stay clear of a dam's intake and outtake, because they can suck the life out of you. Interact with Ranger Willie to explain the undertow near dams and why it is important to obey warning signs and buoys.

LIFE JACKET FASHION SHOW SKIT

Items needed: Five different types of life jackets Five volunteers

Have the volunteers come up and each one gets a different type of life jacket to model. One at a time have each volunteer show off their life jacket. Describe each life jacket as it is being modeled. With a little audience encouragement the volunteers will usually strut their stuff. After the fifth volunteer is done explain why it is important to wear a life jacket on or near the water. They float, you don't, and an unconscious person can't swim or try to save themselves. Explain state laws throughout the show.

HOTDOGGERS STAY HOME / PWC OPERATION SKIT

Items needed: One volunteer as PWC operator Life jacket

Look, there is a person who is enjoying this nice day riding their Personal Watercraft (PWC). Looks like they are being pretty safe by wearing their life jacket. The PWC operator notices a boat making a big wake and has heard that it can be dangerous to jump wakes, but there are not a lot of boats around and wonders how dangerous could it really be anyway. They jump the wake and don't see any danger in it and it is really fun. The boat throws a huge wake that can't be resisted. The PWC operator notices that they can probably get the biggest jump the closer they get to the boat and decide to challenge it. They take off anticipating the jump. They do not realize that there is a boat approaching on the other side of the wake. They are in mid-air before they notice the oncoming boat and by then it is too late to do anything about it. Luckily the oncoming boat sees the Jet Ski and turns before they collide. Ask Ranger Willie what the PWC operator could have done differently to avoid that close call.

Explain that a PWC should be operated safely and hotdoggers should stay home. Explain that not all PWC operators are hotdoggers and that the operators that are not being courteous should stay home before they ruin the sport for everyone.

Why Ducks Don't Drown

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: Elementary School

TIME: Varies

THEME: Ducks do not drown, and people shouldn't either.

GOAL/PURPOSE: To teach the audience how to identify and rescue a drowning victim as well as how hypothermia can kill.

OBJECTIVE(S): The audience will be able to identify a drowning victim and the reach, throw, row, don't go rescue techniques. Also they will realize that hypothermia can kill us.

DESCRIPTION:

As written below this is a lecture-type program. To increase the ability of the listener to retain this knowledge it is recommended to incorporate various interpretive techniques such as interactive activities into this presentation.

Begin by asking students how many have visited lakes, ponds, or swimming pools. During this course we will focus on water safety pertaining to lakes, but the information can carry over to most water activities.

Ducks don't drown, but unfortunately people do! Approximately 8000 persons drown each year in the United States. Drowning is the second leading cause of death in the U.S. for persons from 4 to 44, exceeded only by motor vehicle accidents.

Can you think of ways that ducks are specially adapted for the water so they don't drown? Can you also think of some reasons why people do drown? Man is an animal that is in or near the water mainly for recreation. The most basic reason people drown is that they are unable to stay afloat for some reason. This might be caused by a variety of factors which include; an inability to swim, knocked unconscious in an accident, have been drinking, loss of body coordination in cold water, or sudden panic. Ducks on the other hand are specially suited to their water habitat and possess various adaptations that allow their survival there.

Let's look at some of a ducks water survival adaptations:

The most basic adaptation necessary is the ability to stay afloat without constantly using energy to swim. Many ducks have accomplished this by having hollow bones that add buoyancy. A duck's thick coat has hundreds of feathers that interlock, trapping air in-between and thus also increasing their buoyancy. Of course, the webbing between ducks toes allow swimming with reduced effort.

Have any of the students visited a lake or pond in the winter? If so, they might have seen ducks sitting in near freezing water, often surrounded by ice covering most of the lake's surface. How can a duck survive in this cold water? A ducks thick coat of feathers with its trapped air spaces conserves body heat and provides good insulation. Ducks also constantly oil their feathers from an oil gland beneath their tail that makes their feathers waterproof. A thick layer of fat beneath the skin adds additional insulation. In freezing temperatures, the blood flow to ducks feet is basically shut off. This prevents the blood circulating through the ducks feet from rapidly cooling the rest of the body.

Can you imagine having your feet in a lake in December? BRRR!!! We're definitely not adapted like a duck. However, man has common sense, special tools such as life jackets and the ability to reason. So although we're not specially adapted to life in the water, most drownings could be prevented. Remember, Ducks Don't Drown...People Shouldn't Either.

We talked about a ducks adaption such as hollow bones that allow it to float without a conscious effort. Because we aren't adapted to float, we tire easily if we're in the water for a long period and we can't stay afloat if we develop severe cramps, lose body coordination, or panic. This is why its important to wear our life jackets which act like the air spaces in a ducks body and allow us to float without effort.

It is required by law to have a life jacket of the proper size for every person on board a boat. However, it isn't required that persons wear them. Do you think you should wear them? What are some reasons you can think of why people should actually wear their life jacket, rather than just having it on the boat?

As with seat belts, many people do not like to wear life jackets because they view it as an inconvenience. They feel it restricts their movement or interferes with getting a tan. However, the inconveniences are far outweighed by the potential for saving your life.

In boating accidents, 8 out of every 10 people that drown weren't wearing a life jacket even though one was available on the boat. In addition, if a person cannot swim and is struggling to stay afloat they will usually drown within 60 seconds.

Ask students to describe what they think a drowning person would look like. Victims generally do NOT cry out. They are too busy trying to breathe. Toward the end, most lapse into involuntary motions; pushing down on the water, arms outstretched, bobbing to the surface, mouth open but making no sound, head tipped back for maximum air intake. Also, near-drowning persons may not be able to see. To be saved, they must be touched by a rescue device.

If you see someone in trouble, it's natural to want to swim to him or her, but DON'T! If the person you are trying to rescue panics, both of you may be in trouble. (Especially if you aren't trained in life saving). When it comes to rescuing someone from the water, the rule is to "Reach or Throw, but Don't Go!

Drownings occur as often in spring and fall as in the summer. Most victims that were boating never intended to go into the water. A sudden fall overboard or a boat capsizing finds the boater suddenly in the water.

Can someone define hypothermia? Hypothermia is the loss of body heat, in this case to the water. If you are suddenly in cold water from a boat accident, don't try to swim to shore. Swimming will increase the rate of heat loss from your body and you will fatigue quickly in cold water. If possible hang onto or get into your overturned boat. Again, it's important that you are wearing your life jacket when the accident occurs. Like the ducks thick feathers, it will help insulate and hold in your body heat. Keep your head above water and if there is more than one person, huddle to share heat. Unlike a duck that can slow circulation to its exposed legs, we must try to reduce the body surface area exposed directly to the cold water. If you are alone, draw your knees to your chest and clamp your arms to your sides. This can reduce heat loss up to 60 percent.

Likewise, when swimming, the effects of cold water can be dangerous. Don't dive or jump into cold water. When cold water covers your body all of a sudden it can cause you to gasp, inhaling water whether you mean to or not and fill your lungs with water.

Even champion swimmers have drowned in cold water. In cold water, the body losses heat faster than it can produce it. The first sign is shivering, then severe cramps and poor muscle control. Fatigue can be so severe you may find you can't move your arms or legs. If you're in water over your head, you will probably drown. In cold water, swim near shore, stay in shallow water and get out if you feel chilled. Better yet, wait for the water to warm up!!

SPECIAL EVENTS

Chalk on the Walk

TOPIC/SUBJECT: Water Safety Sidewalk Chalk Contest

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 30 minutes

THEME: Water Safety is important to communicate to others, especially through art and pictures.

GOAL/PURPOSE: Participants will understand knowing water safety can be fun.

OBJECTIVE(S):

1. To create water safety sidewalk chalk art that reminds the participants of the importance of water safety.

DESCRIPTION:

- A. Registered visitors were provided all materials and supplies and tasked with creating a water-safety themed piece of sidewalk chalk-art. Prizes can be awarded to entries that best promoted water safety awareness.
- B. Locate an enclosed paved area or use campground pads. Or Section off entry spaces or “cells” and number them. 3x3 foot spaces work well for competition artists. Smaller 2x2 foot spaces are good for children under 5 to use as exhibition space.
- C. Set-up a registration table. Someone must be available at this table throughout the event to register artists, answer questions, manage supplies, distribute and accept voting ballots, etc.
- D. Place banners or draw directions on pavement in the area directing visitors to the registration table
- E. For inspiration, put up several of the large colored water safety posters around the area. These posters are available through water safety products.
- F. Before participants begin creating their sidewalk chalk art, take 10 minutes to go through water safety tips and messages to give participants some ideas and inspiration.
- G. Sidewalk chalk art can be judged on creativity, message, or other categories.
- H. Each participant of the contest should receive a certificate/water safety giveaways.

SUGGESTED MATERIALS & EQUIPMENT:

1. Chalk. The quality of the artwork requires a high-pigment chalk. Children’s “chalk buckets” are not advised as the pigmentation and colors are very poor (excluding the Crayola brand noted below). The following brands were recommended, based on their experience with similar events:
 - a. Crayola Sidewalk Chalk
 - b. Colorations Stubby Chalk
2. Brushes & water. Cheap brushes are recommended to use water when spreading and blending colors evenly.
3. Forms: volunteer agreements, registration form, judging ballots
4. Pens
5. Camera
6. Water coolers & cups (for drinking water and art supplies)
7. Measuring wheel or tape measure to mark off drawing spaces
8. Reference materials: water safety posters, coloring books, clip art, etc. for artists to gain inspiration from.
9. Promotional materials: flyers, banners, etc.
10. Water safety bags for all child participants
11. Prizes

More information available on the NRM Gateway at:

<https://corpslakes.erdc.dren.mil/employees/watersafety/toolbox.cfm?Step=2&Cat=Special%20Events%20and%20Activities&District=All&Id=916>

Glow Swim

TOPIC/SUBJECT: Water Safety

TARGET AUDIENCE/AGE LEVEL: All Ages

TIME: 60 minutes

THEME: Wearing a life jacket can be fun and can save your life!

GOAL/PURPOSE: Participants will understand the importance of wearing a life jacket.

OBJECTIVE(S):

1. Get visitors who do not normally wear a life jacket use to wearing one
2. Promote confidence in choosing to wear a life jacket more often.

DESCRIPTION

- A. An afterhours “Glow Swim” requires participants to wear an illuminated life jacket. Designate a beach that the swim can take place and during a specific time (ex: 2100-2200 hours). Like daytime swimming; no lifeguards are on duty and swimming was “at your own risk.” Rangers should check swimmers in and out of the water to ensure all participants are accounted for. An adult must accompany any child wishing to participate.
- B. Invite partners such as fire, police, and ambulance for visitors to tour their equipment and help educate participants about drowning emergencies and how they can be prevented by wearing a life jacket. Many fire departments can also provide emergency spotlights during the Glow Swim.
- C. Can also provide an Illumination Station where participants can decorate their life jackets with glow sticks. A face painting station and patio dance party featuring professional DJ sound and lighting are also good ways to keep visitors involved. These activities combined to create a casual party atmosphere that encouraged participation, but also delivered the water safety message effectively. It should be noted that this event would not have succeeded without the help from partners.

SUGGESTED MATERIALS & EQUIPMENT:

1. Life Jackets to loan out. Objective is to get people to wear life jackets, but need to have loaners on hand.
2. Glow sticks to decorate life jackets with
3. Water safety giveaways
4. Registration table

More information available on the NRM Gateway at:

<https://corpslakes.erdc.dren.mil/employees/watersafety/toolbox.cfm?Step=2&Cat=Special%20Events%20and%20Activities&District=All&Id=988>

Water Safety Poster Coloring Contest

TOPIC/SUBJECT: Water Safety Poster Coloring Contest

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 30 minutes

THEME: Water Safety is important to communicate to others, especially through posters.

GOAL/PURPOSE: Participants will understand knowing water safety can be fun.

OBJECTIVE(S): To create a water safety poster that reminds the participants of the importance of water safety.

DESCRIPTION:

- A. Locate an enclosed area, or outside (but in the shade and protected from wind), set up several tables in the shape of a horseshoe.
- B. For inspiration, put up several of the large colored water safety posters around this work (coloring) area. These posters are available through water safety products.
- C. Before the children begin creating their own posters, use about 10 minutes to go through water safety material that is suitable for giving the children several messages and ideas.
- D. Tell the children to try to have a sub-theme, although the overall theme is Water Safety. Possible sub-themes are:
 - Don't Drown Your Dreams
 - Life Jacket...Your Vest Friend
 - Water Safety is Our Concern - Please Make It Yours
 - When You Boat - Be Prepared to Float
 - Water Safety - Be Aware - Be Alive
 - Water Safety is a Family Affair
 - Wear A Life Jacket - Your Friend for Life
 - Water - Live to Enjoy It
 - Water - Respect It or Regret It
 - The Corps Wants You - To Be Water Safe
 - Life Jacket - Are you putting me on?
 - Drownings Don't Just Happen -- Think Water Safety
 - Children, Don't Take Your Eyes Off Of Them
 - Invest in Life - Wear a Life Jacket
 - Learn How to Swim - The Life You Save Could Be Yours
 - Reach or Throw - Don't Go
- E. Posters are judged on creativity, clearness of message, suitable message, or other categories.
- F. Try to find a place to display the posters.
- G. Each participant of the contest should receive a certificate.

SUGGESTED MATERIALS & EQUIPMENT: Crayons, markers, and other material children can draw with (paints, and stamps work too!). Paper or half-size poster board is also needed.

Water Safety Festival

TOPIC/SUBJECT: Water Safety Festival

TARGET AUDIENCE/AGE LEVEL: All ages

TIME: 6-8 hours

THEME: When taking part in water-based activities, one should always practice water safety.

GOAL/PURPOSE: To increase the visitor's knowledge of water safety, in turn, decreasing the number of accidents, injuries, and fatalities on the lake.

OBJECTIVE(S): Visitors will know water safety skills that they can use when recreating on/or in the water.

DESCRIPTION:

- A. Establish a date, time, and location of the event.
- B. Develop a list of topics/activities that you would like represented at the festival.
- C. Check area for various resources that could be used for the event. This could be boat dealers, water ski clubs, B.A.S.S. Master organizations, local, state, and federal agencies, personal watercraft organizations, etc. Establish a point of contact for these organizations and agencies, and keep them informed of the proceedings.
- D. Create a letter or festival newsletter that could be periodically sent to participants. Various articles applying to the event as well as water safety topics could be included in this newsletter. Perhaps participants would be interested in contributing an article to the newsletter.
- E. Establish a Water Safety Festival Committee, and assign members of the committee certain tasks so as to decrease your work load. For those lakes that have a Water Safety Council, this would be an excellent place to start. This committee should include a representative from each participating agency or organization (if possible). Involve the participants!
- F. Schedule dates for organizational meetings prior to the Water Safety Festival. These meetings will offer an opportunity for participants to discuss displays and presentation ideas, and to brainstorm on other possible persons or organizations that might be interested in becoming involved in the festival. Other topics discussed at these meetings include display set up and take down, scheduling of events for the day of, advertising and policies.
- G. Schedule a show on the event at a local television station. This show could be 1/2-1 hour in length. Encourage participating organizations to send a representative to take part in this show. Interviews on local radio stations and television news broadcasts is also a good source of passing the word.
- H. Develop posters advertising the event, and arrange printing the same.
- I. Arrange to have a sound system for the day of the event.
- J. Establish and mark land and water presentation areas.
- K. Volunteers could be used to assist in set-up, traffic control, and at displays. The Coast Guard Auxiliary could also provide assistance. Some local Coast Guard Auxiliary units provides safety patrols for the perimeter of the water demonstration area.

L. Arrange for a local radio station to do remote broadcasts from the festival (most radio stations will do this free of charge).

M. Plan/Develop a Corps display for the festival.

SUGGESTED MATERIALS & EQUIPMENT: Corps display, buoys to mark the water demonstration area, some type of dock for participants to use, picnic tables (or other kinds) for displays, banners advertising the festival, and directional signs.

NOTE: If you wish to develop a Water Safety Festival, it is recommended to start small, and work your way up - it's a learning experience. The events/displays need to be entertaining as well as educational in order to attract and keep visitors interested. Also, avoid "down time" between presentations to keep the audience interested.

Water Safety Messages for Shoppers

TOPIC: Water Safety

TARGET AUDIENCE/AUDIENCE: 3rd - 6th graders (decorate bags), Adults (use bags)

THEME: Everyone should be made aware of general water safety principles.

GOAL: Students will learn basic water safety principles, will practice them, and encourage others to do so also.

OBJECTIVE(S):

1. Students and shoppers will be able to recall one water safety principle.
2. Students will have fun decorating the bags and shoppers will enjoy receiving the bags.

ACTIVITY PLAN:

- A. Contact grocery stores that use large paper bags. See if the manager will let you “borrow” enough bags so that each student (Grades 3rd –6th) in the local school can decorate one. At least one side of the bags needs to be blank. Grocery stores usually get bags in bundles of 500.
- B. Explain the program to the manager. Let them know what the students are going to do with the bags and explain the goal of the program. Explain that you would like the bags distributed during National Safe Boating Week and that the bags will be returned a couple of days before it starts.
- C. National Safe Boating Week is around the third week in May.
- D. Contact the principals at the elementary schools to see if they would like their students to participate in this program. Explain the program to them. Let them know that you will drop off and pick up the bags at the schools.
- E. Each student gets one bag to decorate. They decorate their bag with pictures and messages pertaining to water safety.
- F. The bags can be decorated with colored pencils, markers, or paint. Items can also be glued on to the bags as long as the bag lies flat when it is finished.
- G. Students can put their school name and their name (first name only) on the bags.
- H. Teachers should encourage the students to be creative.
- I. If the teacher would like for the students to decorate more than one bag they can do so as long as there is enough bags for everyone.
- J. Here are some things that you might want to provide the teachers.
 - 1) A water safety reference packet that includes instructions on how the students should decorate the bags, posters, brochures, stickers, etc.
 - 2) Program or Assembly on water safety
 - 3) Videos and activities on water safety
 - 4) Inform them of water safety websites that they can visit such as www.Bobber.info, www.PleaseWearIt.com, and www.safetyboatingcouncil.org
- K. Give the schools a month to decorate the bags.
- L. Pick up the bags from the stores and take them to the schools. After the students are done decorating the bags pick them up from the schools and return them to the schools a couple of days before National Safe Boating Week starts.
- M. Inspect the bags before you take them back to the stores. Make sure the water safety message is appropriate and that the student’s full name is not on the bag.
- N. Send a thank you letter to the schools and stores that participated in the program.
- O. This is a fun and inexpensive way to spread the water safety message.

SUGGESTED MATERIALS & EQUIPMENT:

Large paper grocery bags supplied by grocery stores

Decorating materials provided by the schools

Water safety brochures, posters, and other information

Water Safety Olympics

TOPIC/SUBJECT: Beach Safety Tips

TARGET AUDIENCE/AGE LEVEL: Ages 6-12

TIME: 1 hour

THEME: Champions wear their life jackets.

GOAL/PURPOSE: To encourage children to play it safe around the water.

OBJECTIVE(S): Children and parents will be able to properly fit a life jacket, learn not to jump or dive into lakes because of unknown depth, and the importance of learning to swim well.

DESCRIPTION:

This water safety activity uses the spirit of Olympic competition to reinforce the water safety messages that USACE Park Rangers work hard to spread to each and every one of the visitors to our lakes. The following 5 events were included in the Water Safety Olympics. Medals were awards to first, second, and third place finishers.

1. **Olympic Shotput** – aim for water safety and throw a ball into the Olympic ring.
(Reach, Throw Row, Don't Go)
2. **Gold Metal Discus** – hit a pole with a “life ring” and “rescue” a swimmer in trouble!
(Reach, Throw Row, Don't Go)
3. **Time Trials Swim** – practice swimming to the inner buoy & back while wearing a life jacket!
(Know Your Limits)
4. **Swim Slalom** – Navigate through the buoys & learn to swim well. **Remember to wear it!**
5. **Long Jump** – never jump or dive into lake water ... **you can't see hazards lurking below**

SUGGESTED MATERIALS & EQUIPMENT:

1. Rope and stakes to barricade off beach area
2. Shotput: fun noodles for floating targets and balls for throwing
3. Discus: 3 staggered flag poles (each worth different points) mounted in concrete, either life rings or frisbees to throw towards poles
4. Time trials: life jackets and stopwatch
5. Swim Slalom: floating marker buoys, stopwatch, and life jackets
6. Long jump: Traffic Cones, a broom handle to mark distances, and a measuring tape.

Optional: Make Olympic rings out of fun noodles to place in front of event area

Step stools or crates to create winner podiums. Ribbon and button maker to make custom medals.

DIGITAL MEDIA

Tips for Creating Effective Public Service Announcements (PSAs) To Increase Life Jacket Wear

In 2014 and 2018, The Corps Foundation, in partnership with the U.S. Army Corps of Engineers National Water Safety Program, conducted seven different focus groups with a total of 61 men, between the ages of 20 and 60, who didn't wear life jackets most of the time, unless they thought they had to for some reason. These men were asked 10 questions about life jackets, shown 10 water safety video PSAs, and discussed what it would take to change their behavior and get them to wear a life jacket. Their feedback produced the following results which were instrumental in the development of PSAs used in promoting the Life Jackets Worn...Nobody Mourns campaign.

Likes

Realistic
Testimonial-true
Some Humor
Statistics-proof
Emotional/Heartwarming
Positive

Dislikes

Bad acting
Spokespersons
Corny, Cheesy
Law Enforcement
Sexy distracts
Negative

To begin to summarize the likes and dislikes in this list, the men in the focus groups preferred PSAs that were realistic. Testimonials from their peers about actual experiences were more likely to influence their behavior. They did not like spokespersons, especially celebrities, because they believed these people were just being paid to say something whether they believed it or not. Law enforcement officials and even park rangers telling them what to do didn't have any impact on them. Any type of "talking head" PSA they were shown did not have any impact on the thoughts or behaviors of these men and they tended to tune out anyone coming across like they were directing them to do something.

Men in the focus groups appreciated a little humor in a PSA, but it didn't have any impact on changing their behavior. They perceived themselves to be smarter than people demonstrating obviously risky behavior, so they didn't really connect with that type of message. They especially didn't like PSAs that were corny or cheesy. Any PSA with bad acting was another thing that annoyed focus group participants. One of the PSAs shown to focus groups had strong sexual connotations with a woman wearing a bikini in an embrace with a man talking about using safe protection with some sexy music in the background. The "safe protection" they were referring to was life jackets, but several of the men watching said their minds went somewhere else and they didn't even realize it was a PSA encouraging people to wear life jackets. Several thought it was a condom commercial which proved that sexy was a distraction to getting the intended message.

Some men were interested in water-related fatality facts and statistics. They asked questions about statistics and were surprised by the U.S. Army Corps of Engineers (USACE) water-related fatality statistics that show an average of 88% were men and 89% were not wearing a life jacket, since statistics started being tracked in 1998. They were also surprised to hear things like most people who drown were known swimmers. The highest cause of drowning (47%) on USACE-managed waters is related to swimming in areas not designated for swimming. For example, most people drown swimming around boats, off-shore of recreation areas, and beyond beach buoy boundaries. The second highest cause of drowning is falls at 19% and that includes falls from boats, docks, or shoreline. Another interesting fact is that most drownings happen on calm, sunny days. The focus group men didn't perceive calm water as a hazard, but several did express some fear associated with deep water.

Many men thought that alcohol or drug impairments led to most drownings, but statistics do not prove that, primarily because this information is not available for various reasons. According to USACE statistics, alcohol is only confirmed in 18% of public fatalities reported since 1998. The U.S. Coast Guard (USCG) reports that alcohol use is the leading known contributing factor in fatal boating accidents, where the primary cause is

known. However, in the past five years (2015-2019) USCG listed alcohol as a leading factor for only an average of 18% of deaths. Also, the USCG reports that when length of a vessel was known, eight out of every ten boaters who drowned were using vessels less than 21 feet in length.

There was considerable discussion about whether positive messages where someone survived a water-related incident or negative messages where someone died were more appealing to men. The consensus was that a positive message had more impact on them. They said they see so many gruesome images in video games, television, and movies that they're immune to being affected by it. They perceived the negative images as this isn't going to happen to me because "I'm smarter than that."

Simply passing on knowledge and information to adults about why they should wear a life jacket rarely changes behavior. An effective PSA targeting adults needs to connect to them individually in some way so they can relate to it. Videos with children have considerable impact on adults who have children and videos with dogs have a similar affect. Heartwarming videos can create emotional connections with men and can make them want to wear a life jacket, even if they haven't usually done that in the past.

By far the types of PSAs that had the most impact on men in the focus groups were the ones that generated some type of emotional or heartwarming appeal. The [Man Overboard PSA](https://www.dvidshub.net/video/429289/man-overboard-psa) (<https://www.dvidshub.net/video/429289/man-overboard-psa>) was created based on this concept. A similar PSA to this one that was shown during the focus groups changed the minds of several men who claimed there was nothing we could do or say in a PSA that would make them wear a life jacket.

In addition to what was learned from men in focus groups, world-renowned educator, interpretive specialist, and risk communication expert Sam Ham contacted the developers of the Life Jackets Worn...Nobody Mourns campaign to compliment them and explain how they're successfully using various psychological methods that can effectively change behavior. There's a psychological model called Protection Motivation Theory (PMT) in risk communication that is based on the cognitive effects of fear appeals. Dr. R.W. Rogers first proposed PMT in 1975. Rogers saw fear as a thought process or assessment that leads to a behavior change. Forty years of research into PMT has proven that people have to perceive some degree of threat or vulnerability in order to be motivated to protect themselves. Therefore, adults may need to feel a little vulnerable to the threat of drowning to be motivated to wear a life jacket. There has to be a balance in motivating someone to protect themselves and not just scaring them away by evoking too much fear.

Another psychological explanation for how people may change their behavior is social norms. Norms are unwritten, but understood, rules of society or cultural behavior. An example of a personal norm changing a behavior is a guy who doesn't wear a life jacket for himself, but he does wear it because of being influenced by a loved one. An example of a social norm is where the more people see others wearing life jackets designed for whatever water-related recreational activity they enjoy then they will be more likely to wear life jackets too.

This is just a summary of some methods, along with focus group feedback, that can help you create more effective PSAs that can help change life jacket wear behavior in adults.

Virtual Programming Tips

- To catch and keep your audience's attention your program should:
 - be easy to follow
 - connect to what matters to an audience
 - be mentally pleasing to process
- Program should still be designed for the specific audience and should follow an interpretive program outline.
- Dress for success. Even though the program isn't in person still make sure to wear your proper uniform.
- Use props! Props are great to use during a virtual program. Make sure to bring items close to the camera so your audience can see it.
- PREPARE & PRACTICE
- Program Length:
 - Taped for future viewing - 10 minutes or less
 - Interactive Program with Live Audience - 45-60 minutes
 - Leave time for questions
 - If possible, have a buddy to help you track the chat box and questions

*Many of the programs in this guide can easily be modified as a virtual program.

General Video Tips

1. Your phone camera will work for videos/live programs
2. Make sure to shoot landscape for videos
3. Lighting – Don't have light directly behind you. Natural light is the best.
4. Location – Whether inside or outside, have an interesting background, but don't make it too distracting.
5. Frame your shot – Shot should frame your shoulders and above. Don't be too close or too far away from the camera. The audience wants to see you!
6. Camera should be at eye level.
7. Audio – speak loudly and be close to the camera. Try to be in a quiet environment (little to no background noise)
8. Use a microphone – Most earbuds, headphones, EarPods have a microphone built in!
9. Edit – If doing a taped video, trim off the beginning portion of the video (right before you start speaking) and the very end (right after you are done speaking).

Educational Videos

“Safe Passage”

Topics: Swimming, Boating, Personal Watercraft, and Dam Safety

Target Age K-6

Time: Classroom Version: 38 minutes, Program Version: 33 minutes

Description:

While visiting their grandparent’s cabin on the lake, Jason and Holly discover a marooned boat containing a mysterious compass that takes them on a magical adventure. In order to get a safe passage home, they must learn the rules of water safety and learn to work together as a team. The video is comprised of four scenarios pertaining to water safety, one on each topic.

YouTube: <https://www.youtube.com/watch?v=pB4IkVfM-7w>

K-6 curriculum is available at <https://usace.contentdm.oclc.org/utills/getfile/collection/p16021coll11/id/4935>

An activity book that goes along with this video is available from the USACE National Water Safety Program.

“The Young and the Reckless”

Topics: Boating and Water Safety

Target Age: Junior and Senior High School

Time: 21 minutes

Description:

Driving a boat versus driving a car...the ‘competition’. When the driver’s education teacher from Lewis and Clark High School announces his latest class assignment, a more surprising challenge emerges between Ashley and Russell, two of his students. Ashley is certain her dance routine approach is a sure winner; Russell uses his personal video camera to capture interesting demonstrations and interviews. Both share some important water safety facts along the way towards winning the class vote.

YouTube: https://www.youtube.com/watch?v=87Yng_LeCj8

Teacher Lesson Plan is available at <https://usace.contentdm.oclc.org/utills/getfile/collection/p16021coll11/id/4932>

“Wear it Right”

Topics: 5 key steps to wearing the right live jacket

Target Age: Adults

Time: 15 minutes

Description: Life jackets save lives! Learn the five important points of choosing and fitting a life jacket. Learn why it’s important to know the water, know your limits and wear a life jacket. A brochure and a poster accompany this production.

YouTube: <https://www.youtube.com/watch?v=Rauknuvge9U>

Source:

The above productions are on one DVD called “Water Safety for the Ages” and it available from the U.S. Army Corps of Engineers National Water Safety Program.

“Inflatable Life Jackets: Everything You Need to Know”

Topic: Inflatable Life Jackets

Target Age: Ages 16 and older

Time: 9 minutes

Description:

Everyone who owns or would like to own an inflatable life jacket needs to watch this 9-minute video to learn all about care and maintenance of them. Proper care and maintenance will help ensure that your inflatable life jacket works when you need it.

YouTube: <https://www.youtube.com/watch?v=g5eniRI0mXM>

DVIDS: <https://www.dvidshub.net/video/714787/inflatable-life-jackets-everything-you-need-know-9-min>

Source:

U.S. Army Corps of Engineers National Water Safety Program and Corps of Engineers Natural Resources Education Foundation (The Corps Foundation)

“Locking Through: Know Before You Go”

Topic: Locking Through Recreational Vessels

Target Age: Adults

Time: 13 minutes

Description:

This 13-minute video gives tips on how recreational boats should properly lock through.

YouTube: https://www.youtube.com/watch?v=GC6d_YAJ9zg

DVIDS: <https://www.dvidshub.net/video/418229/locking-through-know-before-you-go>

Source:

U.S. Army Corps of Engineers National Water Safety Program

Websites and Social Media Resources

USACE National Water Safety Program Websites

https://www.usace.army.mil/Missions/Civil-Works/Recreation/National-Water-Safety_Program/
(www.PleaseWearIt.com redirects to this website.)

Available on this website are water safety tips in English and Spanish, news releases and stories, great information under Tools, educational resources, links to partner websites, and Life Jackets Worn...Nobody Mourns campaign resources including PSAs, resource guide, posters, and banner, billboard, vinyl tailgate wrap, and publication ad artwork.

Bobber the Water Safety Dog website: www.Bobber.info

This website has great resources that can be used to promote water safety to kids including cartoons in English and Spanish, coloring and activity sheets, art gallery, and photo gallery.

USACE National Water Safety Program YouTube Channel:

www.youtube.com/user/USACEwatersafety

DVIDS Unit: www.dvidshub.net/unit/USACE-WS

You can download video and audio PSAs on DVIDS after you register and login.

NRM Gateway Water Safety Section:

<https://corpslakes.erd.c.dren.mil/employees/watersafety/water.cfm>

On the Gateway you can find water safety resources including policy and procedures, National Water Safety Program summary, graphics library, good enough to share items, public recreation fatality statistics, photo library, intern training materials, and information about Bobber the Water Safety Dog and Seamoor Safety.

USACE National Water Safety Program Social Media Pages

www.facebook.com/PleaseWearIt

www.Twitter.com/PleaseWearIt

www.Instagram.com/PleaseWearIt

These social media pages are a library of great water safety posts. You are encouraged to share the posts or pull images from the posts to create your own posts.

Public Service Announcements (PSAs)

All of these PSAs can be downloaded on the USACE National Water Safety Program's website under campaign materials. More PSAs will be added to this website after they are developed.

https://www.usace.army.mil/Missions/Civil-Works/Recreation/Water-Safety/National-Water-Safety-Program/Campaign_Materials/ (www.PleaseWearIt.com redirects to this website.)

Audio PSAs

Duck Hunting (10 seconds)

<https://www.dvidshub.net/audio/51153/duck-hunting-audio-psa-10-seconds>

Duck Hunting (20 seconds)

<https://www.dvidshub.net/audio/51156/duck-hunting-audio-psa-20-seconds>

Fisherman PSA

https://www.youtube.com/watch?v=aRF5xx-zd_8

<https://www.dvidshub.net/audio/42451/fisherman-audio-psa-30-sec>

Friends PSA

<https://www.youtube.com/watch?v=g3-Hj8e6pRM>

<https://www.dvidshub.net/audio/42444/friends-audio-psa-30-sec>

Grandpa Overboard PSA

<https://www.youtube.com/watch?v=FJ97LMLPinc>

<https://www.dvidshub.net/audio/42443/grandpa-overboard-audio-psa-60-sec>

Ice Fishing (15 seconds)

<https://www.dvidshub.net/audio/51158/ice-fishing-audio-psa-15-seconds>

Spanish Audio PSAs

¡Aprenda a Nadar! (Learn to Swim)

<https://www.dvidshub.net/audio/48778/spanish-audio-psa-learn-swim>

¡Beber Alcohol Puede Ser Mortal! (Drinking Alcohol Can Be Deadly)

<https://www.dvidshub.net/audio/48777/spanish-audio-psa-drinking-alcohol-can-deadly>

¡Vigile a Sus Niños! (Watch Your Children)

<https://www.dvidshub.net/audio/48781/spanish-audio-psa-watch-your-children>

Video PSAs

Carbon Monoxide: The Silent Killer (60 seconds)

<https://www.youtube.com/watch?v=8CsEupJ9VEo>

<https://www.dvidshub.net/video/735634/carbon-monoxide-silent-killer-60-sec>

Carbon Monoxide: The Silent Killer (30 seconds)

<https://www.youtube.com/watch?v=PHblE2-z4us>

<https://www.dvidshub.net/video/735628/carbon-monoxide-silent-killer-30-sec>

Cell Phone Rescue (30 seconds)

<https://www.youtube.com/watch?v=iBWmvLNPlv8>

<https://www.dvidshub.net/video/548926/cell-phone-rescue-30-seconds>

Cell Phone Rescue (15 seconds)

<https://www.youtube.com/watch?v=eBvunHhyh1k>

<https://www.dvidshub.net/video/548909/cell-phone-rescue-15-seconds>

Close Calls (15 seconds)

<https://www.youtube.com/watch?v=0uJ7MTyc48o>

<https://www.dvidshub.net/video/548943/close-calls-15-seconds>

Daddy's Girl (60 seconds)

<https://www.dvidshub.net/video/785252/daddys-girl-60-sec-psa>

Doggone Shame (15 seconds)

<https://www.youtube.com/watch?v=B0uuTeO2tgE>

<https://www.dvidshub.net/video/548963/dog-gone-shame-15-seconds>

Don't Forget Your Life Jacket (60 seconds)

<https://www.dvidshub.net/video/785239/dont-forget-your-life-jacket-60-sec-psa>

Don't Forget Your Life Jacket (30 seconds)

<https://www.dvidshub.net/video/785232/dont-forget-your-life-jacket-30-sec-psa>

Drowning in 60 seconds (60 seconds)

<https://www.youtube.com/watch?v=eRL0UCm70sY>

<https://www.dvidshub.net/video/429295/drowning-60-seconds-psa>

Family Traditions (60 seconds)

<https://www.youtube.com/watch?v=jekdoNRhxTc>

<https://www.dvidshub.net/video/773260/family-traditions>

Girl Overboard (30 seconds)

<https://www.youtube.com/watch?v=W1Qi7JC90sk>

<https://www.dvidshub.net/video/429292/girl-overboard-psa>

Hey Fella (30 seconds)

<https://www.dvidshub.net/video/785229/hey-fella-30-sec-psa>

Life Jacket Debate (30 seconds)

<https://www.youtube.com/watch?v=I6f786Dj7rw>

<https://www.dvidshub.net/video/429286/life-jacket-debate-psa>

Life Jackets Worn...Nobody Mourns Campaign PSA (30 seconds)

<https://www.youtube.com/watch?v=asw4aZh5K9Y>

<https://www.dvidshub.net/video/633097/life-jackets-wornnobody-mourns-campaign-psa-30-seconds>

Life Jackets Worn...Nobody Mourns Campaign Video (90 seconds)

<https://www.dvidshub.net/video/634442/life-jackets-wornnobody-mourns-campaign-video-90-seconds>

LJ Song (60 seconds)

https://www.youtube.com/watch?v=iKPEfE_rKAc

<https://www.dvidshub.net/video/549017/lj-song-60-seconds>

LJ Song (30 seconds)

<https://www.youtube.com/watch?v=gGabV16TQag>

<https://www.dvidshub.net/video/548996/lj-song-30-seconds>

LJ Song (15 seconds)

<https://www.youtube.com/watch?v=dBul-C11D8Y>

<https://www.dvidshub.net/video/548977/lj-life-jacket-song-15-seconds>

Lost on the Lake (7 minutes)

<https://www.youtube.com/watch?v=eBhrMdGoZ3g>

<https://www.dvidshub.net/video/451450/updated-lost-lake>

Lost on the Lake (60 seconds)

<https://www.youtube.com/watch?v=HmO7tsSL3mQ>

<https://www.dvidshub.net/video/451453/updated-lost-lake-1-min-psa>

Lost on the Lake (30 seconds)

https://www.youtube.com/watch?v=8RysC68xU_8

<https://www.dvidshub.net/video/451455/updated-lost-lake-30-sec-psa>

Man Overboard (60 seconds)

<https://www.youtube.com/watch?v=pnUyIQSKCgw>

<https://www.dvidshub.net/video/429289/man-overboard-psa>

Man Overboard (30 seconds)

<https://www.youtube.com/watch?v=rVd5QB0R6rI>

<https://www.dvidshub.net/video/548968/man-overboard-30-seconds>

Man Overboard (15 seconds)

<https://www.youtube.com/watch?v=bo5asZmlfqQ>

<https://www.dvidshub.net/video/548966/man-overboard-15-seconds>

Only a Nightmare (60 seconds)

<https://www.dvidshub.net/video/785245/only-nightmare-60-sec-psa>

Preparation: It is What Separates the Men from the Boys (30 seconds)

<https://www.youtube.com/watch?v=PcAxSm8qpWM>

<https://www.dvidshub.net/video/773253/preparation-separates-men-boys>

Retrieval Done Right, Knot Wrong (60 seconds)

<https://www.youtube.com/watch?v=E8YNY3LbhW0>

<https://www.dvidshub.net/video/735658/retrieval-done-right-knot-wrong-60-sec>

Retrieval Done Right, Knot Wrong (30 seconds)

<https://www.youtube.com/watch?v=Dt511Saj0dU>

<https://www.dvidshub.net/video/735652/retrieval-done-right-knot-wrong-30-sec>

Safety Looks Good on Everyone (30 seconds)

<https://www.dvidshub.net/video/785237/safety-looks-good-everyone-30-sec-psa>

Someone at Home is Waiting for You (45 seconds)

<https://www.youtube.com/watch?v=EJmUUlq6yB4>

<https://www.dvidshub.net/video/751462/someone-home-waiting-you-45-sec-psa>

Swim Challenge (30 seconds)

<https://www.youtube.com/watch?v=3-hZW9r2xrk>

<https://www.dvidshub.net/video/549053/swimmingchallenge-30-seconds>

Swim Challenge (15 seconds)

<https://www.youtube.com/watch?v=JkYJY4QiV88>

<https://www.dvidshub.net/video/549025/swimming-challenge-15-seconds>

Game Apps

Lake Guard and LJ vs the Lake Mobile Game Apps are both available as free downloads on Apple App Store and Google Play App Store and are ad free. These mobile games are highly competitive and designed to test player's reflexes and gaming skills. In both games you are tasked with taking care of lakes that have been overrun with unprepared boaters. Have some fun and see if you can become the ultimate lake protector and along the way you might learn something about boating safety that could save your life or the life of someone you care about. These game apps were developed through a partnership between the USACE National Water Safety Program and the Corps of Engineers Natural Resources Education Foundation (The Corps Foundation).



<https://apps.apple.com/us/app/lj-vs-the-lake/id1358396624>

<https://apps.apple.com/us/app/lake-guard/id1026379987>



<https://play.google.com/store/apps/details?id=com.armycorps.lakeguard&hl>