



# BOATING SAFETY 4 KIDS

## SEMINAR

WRITTEN & ILLUSTRATED BY  
EVERETT SAIL AND POWER SQUADRON  
DISTRICT 16

***Boating Safety 4 Kids!***

**If you're not teaching it in your squadron,  
YOU'RE MISSING THE BOAT!**

*Come for the Boating Education . . . . Stay for the Friends<sup>SM</sup>*

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***Come for the Boating Education . . . . Stay for the Friends<sup>SM</sup>***

# **BOATING SAFETY 4 KIDS**

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# **BOATING SAFETY 4 KIDS**

## **Introduction**

### **WELCOME ABOARD!**

There's no getting around it. Boating Safety 4 Kids is a fun class to teach. You can easily adapt the curriculum to meet a variety of teaching situations and the kids have a great time doing the activities. You'll never have a more receptive audience. Kids know that boating is fun, exciting, and glamorous.

### **WHY TEACH THIS CLASS?**

*Boating Safety 4 Kids* teaches children first grade through sixth grade how to be safer on the water. The lessons teach kids how to select the right life jacket and when to wear it, how to use a throw bag, what to do in case of an accident, and the effects of hypothermia. Most children who die in boating accidents have the following things in common:

- They were NOT wearing life jackets.
- They were in a boat 16 feet or under.
- They were accompanied by someone who did not perceive him or herself as a boater.
- They think of themselves as fishermen, bird hunters, rafters or picnickers, but NOT as boaters.
- They were under the care of someone who had no formal boating training.
- They make no command or ownership decisions regarding the equipment or practices used in the craft in which they travel.

These children are old enough to take some responsibility for their own boating safety.

***But they can't take responsibility for what they don't know!*** This curriculum will teach them.

### **SO WHAT'S IN IT FOR USPS?**

Besides saving children's lives, this program addresses three needs that USPS strives to meet:

- How do we attract more members? Through our contacts with these youngsters, we can make their families aware of our squadrons and their fraternal advantages.
- Another is to involve more members in Squadron activities. Folks who are reluctant to sign up for long-term job commitments may be happy to help out at a booth, make some of the teaching aids, or help with a class on a one-time or short-term basis.
- Lastly, Boating Safety 4 Kids helps fulfill our community service requirement. Because publicity is easy to get for this class, it's a high profile way to help protect our 501 (c)(3) tax status. Photo opportunities abound. Local papers particularly enjoy the line throwing relay and hypothermia experiment as picture topics. See Appendix for photo permission form.

### **WE ALREADY HAVE *THE BOATING SAFETY 4 KIDS* COURSE – WHY IS IT NOW A SEMINAR?**

- To promote visibility and use of this program among USPS squadrons.
- Two-hour seminars provide a great introduction to our educational opportunities.
- Seminars help document volunteer hours for merit marks since *Boating Safety 4 Kids* isn't currently listed as a boating course.
- If *Boating Safety 4 Kids* is offered in conjunction with one of your ABC classes or adult seminars, it encourages family participation and eliminates the stumbling block and expense of finding a sitter.
- And because P/D/Lt/C Jane Brandenstein, SN suggested it!

## EQUIPMENT

Each lesson includes a list of needed equipment. When viewing the lists from all the lessons, the amount of equipment may seem a bit daunting. Don't despair! People will donate many of these items.

- You can find some of them in your garages or storage areas.
- Check with other squadron members and/or local yacht clubs. Who has kid-sized PFDs in good (or not so good) condition that their children or grandchildren have outgrown?
- How about a couple of fishing poles and a fish net for Uncle Louie's boating adventure? They don't need to be in perfect condition or even functional since you aren't really catching any fish!
- Yard sales represent another potential source of equipment and supplies.
- Bellingham Sail and Power Squadron (D-16) asked their members to bring in kids' PFDs in lieu of white elephant gifts at their Christmas meeting to stock their *Boating Safety 4 Kids* PFD locker.
- Or hold a fundraiser with proceeds dedicated to buying supplies and equipment.
- Remember to ask local marine stores (especially your Brunswick Dealer Partners) to donate a new PFD. And be sure to give them credit for the donations in the next issue of your newsletter!

## HISTORY

The Washington State Parks and Recreation Commission developed the initial *Boating Safety for Kids* program and manual. Chuck Hurter, SN and the late Gretchen Hurter, S of the Bellevue Sail and Power Squadron in District 16 expanded on the State's program. In 1999, they wrote the instructor manual for the Parks Commission. They based the manual on their experiences gained by teaching *Boating Safety for Kids* to over 15,000 youngsters in District 16. Cdr Linda Martin, JN of Everett Sail and Power Squadron also in District 16 illustrated the instructor manual for the Parks Commission. Everett Sail and Power Squadron field tested the program and continues to teach the course several times each year. A couple years later, the United States Power Squadrons published the *Boating Safety for Kids* manual as a youth-oriented course for use by their squadrons. Linda Martin has promoted and continues to promote *Boating Safety for Kids* at the squadron, District, and National levels of our organization. She remains the contact person on the National website youth activities page for the Boating Safety for Kids program. In District 16, Linda uses a seagull named "Pretty Fancy Dude" or PFD Seagull for short. He is an original drawing by Linda, a stuffed animal, a life-sized costume for wearing in parades, and a robot driving a Jet Ski.

While attending the National meeting in January 2014, then Cdr Annette Ferguson, AP and now Cdr Linda Martin, JN chatted with V/C Bob Brandenstein, SN and his wife, P/D/Lt/C Jane Brandenstein, SN. What better opportunity to talk with the NEO about *Boating Safety for Kids*? As they discussed the program benefits, challenges, and possibilities, Jane suggested the course be converted to a two-hour seminar. The Brandensteins attended the District 16 Change of Watch in March 2014 where Bob served as the National representative. Annette and Linda literally cornered them during happy hour. This time, Everett SEO Lt/C Joellyn Jackson, S joined in the discussion. By the time we moved into the banquet room for dinner, Linda and Joellyn had committed to converting *Boating Safety for Kids* into a two hour seminar and rename it "***Boating Safety 4 Kids.***" Some would suggest we should *BE* committed for that, but Linda and Joellyn waded into the project. Linda served as subject matter expert while Joellyn provided computer and layout skills. This instructor manual is the result.

## **BOATING SAFETY 4 KIDS**

### **How to Get Started**

1. FIRST, download a copy of the “*Boating Safety 4 Kids*” seminar---which you’ve probably already done since you’re reading this!
2. SECOND, decide as a Bridge, Executive Committee, and as a squadron that you want to reach families with young children.
3. THIRD, find someone in your squadron that loves to be around kids all the time, and likes to organize events and people. Begin assembling the teaching kit.
4. THEN, have the new chairperson, SEO, ASEO, and other interested officers meet and come together on a goal, a plan and a strategy.
5. THEN, convey this plan to the squadron, recruit teaching crew, recruit items to augment the kit. Give yourself three to four months for this process to happen. But set a date to teach the class and work towards that goal.
6. THEN, train the crew, collect the items, reserve the space, and advertise the class.
7. LASTLY, support the chairperson, the class, the kids, and their families.

### **SOME OPTIONS**

1. Teach the class during the Adult Boating class (two –three evenings).
2. Teach the class on a Saturday (all day or half day).
3. Teach the class at the public/private schools (one class 2-3 hours).
4. Teach the class at preschools (one class 1-2 hours).
5. Teach the class at Boy/Girl Scout meetings.
6. Teach the class at a rendezvous.
7. Teach the class in a separate room at a general meeting (one or two lessons).

### **BACKGROUND CHECKS**

In the state of Washington, every adult who teaches or cares for young children needs to have an Identification and Criminal History Background Check on record. Each state will have a different agency to take care of this. Check with your local law enforcement agencies and squadron or district law officers for contact information. In Washington, it is the Washington State Patrol WATCH. The website is <http://watch.wsp.wa.gov> and the phone number is 360-534-2000-2. Email is [WATCH.HELP@wsp.wa.gov](mailto:WATCH.HELP@wsp.wa.gov) They will walk you through the process the first time and from then on it is a piece of cake. One person will be designated the User and you may have a second User if you like. This service is free to non-profits and only checks the criminal records in the State of Washington.

### ***Boating Safety 4 Kids!***

**If you’re not teaching it in your squadron,  
YOU’RE MISSING THE BOAT!**

For additional help, contact Cdr Linda Martin, JN at 425-422-4721 or [PFDprettyfancydude@yahoo.com](mailto:PFDprettyfancydude@yahoo.com)

## **BOATING SAFETY 4 KIDS**

### **How to Download and Order Materials On-Line**

The seminar "*Boating Safety 4 Kids*" can be downloaded for FREE (!) from either of two places after logging on to the USPS website: 1) the Educational Department materials catalog at <http://www.usps.org/x/x.pl/x/x.cgi?eddept/cart/catalog.html> or 2) the Basic Public Education web page at <http://www.usps.org/education/b/main.htm> If you want additional materials, order the original "*Boating Safety for Kids*" kit from the on-line catalog. But finding it in the catalog requires a LOT of searching. Here's how to do it!

Log onto the National site [www.usps.org](http://www.usps.org)

Go to **Site Index**

Select **Education Dept. Home**

Using the mouse, hover over "**Order Course Materials/Exams**"

Select "**On-line catalog & shopping cart**"

It should bring up a new "page" with the Ed Dept. catalog.

In the left column, you'll see **Public Boating Courses** near the top.

Below it, you'll see two items indented from the left:

"**America's Boating Course**"

"**Miscellaneous**"

Click on **Miscellaneous**.

Second item from the bottom of the "Miscellaneous" section is

**Kid's Boating 07-73-131      Boating Safety for Kids DVD/Manual      \$14.00**

Here's the actual link to copy: <http://www.usps.org/x/x.pl/x/x.cgi?eddept/cart/catalog.html#19>

The Adventures in Boating DVD by Bill Nye is an useful enhancement to instructor and student knowledge. It may be included in the requisition by adding the DVD item number 07-73-134 on the order form.

You can order this for yourself and pay with a personal credit card or your SEO can order it and charge it to your squadron's Educational Department account.

Hope this helps. Be sure to log on first or the site may not let you get to the materials order catalog. Prices subject to change without notice.





# BOATING SAFETY 4 KIDS

## LESSON PLANS

***Boating Safety 4 Kids!***

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# BOATING SAFETY 4 KIDS

## Opening Lesson

<b>Presentation Time:</b> 4 minutes		
<b>Presentation Methods:</b> lecture and participation		
<b>Materials Required:</b>		
<ul style="list-style-type: none"> <li>Large juice can or anything with an opening suitable for a male urinal.</li> </ul>		
<b>Objective:</b>		
<ul style="list-style-type: none"> <li>Create a single working unit composed of you and the students. The quickest way is to immediately involve the youngsters in the learning process.</li> </ul>		
<b>Preparation:</b>		
<ul style="list-style-type: none"> <li>Set up room appropriately for your first lesson</li> </ul>		
<b>Instructional Purpose</b>	<b>Actions &amp; Details: Instructional Method, Examples, Questions to Ask, Teaching Aids</b>	<b>Resources &amp; Notes</b>
Goal or Objective	By the end of this lesson, kids will: 1) Know that fishing is the most dangerous water sport. 2) If you're a man, take a can.	
Introduction:	<b>SAY:</b> Hi kids, my name is _____ and I am with the _____ Sail and Power Squadron. I'd like for you to call me "_____".	Introduce the rest of the teaching crew at this time.
	<p><b>SAY:</b> "Before we get started, we'd like to find out where you are in the world of boating. How many of you like to go out in boat? How many go boating more than once a summer?</p> <p>How many of you boat during the school year?</p> <p>How many have your own life jackets?</p> <p>How many like to climb on something that floats and go down a river on it?</p> <p>Okay. Now, let's find out what kind of boating activities you like to do.</p> <p>Great! Fun, isn't it? Okay, who has another?</p>	<p>Let the kids tell what kind of boating they like to do.</p> <p>Keep going until someone says fishing.</p>
	<b>SAY:</b> Now, which one of the boating activities that you've just heard about do you think is the most dangerous?	

	<p><b>NOTE: the answer is “fishing.” Usually the kids don’t guess that first.</b></p> <p>Good guess, but there’s a worse one.</p> <p>Actually you’d think so, but not so.</p>	<p>Keep repeating this or a similar phrase until someone says “fishing.”</p>
	<p><b>SAY:</b> It is fishing, folks. That’s because those fishermen keep standing up in small boats and they won’t wear their life jackets.</p> <p><b>SAY:</b> Now I want to talk to you boys for a minute, because fisher<i>men</i> stand up in boats for two reasons and only one of them has to do with fishing.</p>	
	<p><b>SAY:</b> You know, it might seem funny to you, but the rescue divers who go down looking for the bodies of the drowned fishermen in Washington State will tell you that year after year after year about 60% of the drowned fishermen they recover are found with their flies unzipped.</p>	<p><i>Substitute the statistics for your own state.</i></p>
	<p><b>SAY:</b> So, if there’s a fisherman in your family and want that person to come home alive from his next fishing trip, you get that fisherman a big old juice can and teach him something he should have learned a long time ago!</p> <p>So ‘If you’re a man, take a can.’</p>	

# BOATING SAFETY 4 KIDS

## Life Jacket Style Show

<b>Overall Presentation Time:</b> 25 minutes		
<b>Materials Required:</b>		
<ul style="list-style-type: none"> <li>• At least 7 life jackets in a variety of kids' sizes, colors, condition (including some that are unfit for use); plus one float cushion and one inflatable pool toy.</li> <li>• 1 with pillow and safety strap FOR DEMONSTRATION</li> <li>• 1 just right</li> <li>• 1 too big for most kids</li> <li>• 1 too small</li> <li>• 1 dark or camouflage</li> <li>• 1 Inland Waters type</li> <li>• 1 severely ripped vest and bad buckle</li> <li>• Large tote in which they'll all fit.</li> <li>• Poster that reads SIZE, FIT, COLOR</li> <li>• Leader and assistant and eight students</li> </ul>		
<b>Preparation:</b>		
<ul style="list-style-type: none"> <li>• Put poster where audience can see it</li> <li>• Have container of life jackets in the front of the classroom</li> <li>• Have the life jacket with collar and safety strap in leader's hand</li> <li>• Have Assistant nearby to assist students in putting on life jackets</li> </ul>		
<b>Instructional Purpose</b>	<b>Actions &amp; Details: Instructional Method, Examples, Questions to Ask, Teaching Aids</b>	<b>Resources &amp; Notes</b>
Goal or Objective	<p>By the end of this lesson, kids will:</p> <p>1) State the four important things to look for in a life jacket:</p> <ul style="list-style-type: none"> <li>• SIZE, FIT, COLOR, AND CONDITION.</li> </ul> <p>2) Recognize the proper size, fit, color and condition of a life jacket.</p>	
Gain attention	<p><b>Do:</b> Hold up the child's life jacket with safety strap and collar in bright colors.</p> <p><b>Say:</b> I'd like to show you what to look for when shopping for a life jacket. First we want to know what SIZE to buy. The SIZE is usually inside the life jacket. This one says 14-24 inches.</p> <p><b>Ask:</b> What do you think they are measuring? (Let the children guess, you will get some very interesting answers.)</p>	

	<p><b>Answer:</b> Chest measurement</p> <p><b>Say:</b> The label also tells you that it is US Coast Guard approved.</p> <p><b>Say:</b> Say the word SIZE with me, “SIZE”, again, “SIZE”.</p> <p><b>Say:</b> Next we need to know if it is the right FIT.</p> <p><b>Ask:</b> When you go to the store to buy jeans and you take four pairs of size 8 into the dressing room, do they all FIT?</p> <p><b>Answer:</b> No</p> <p><b>Say:</b> Same with a life jacket. We will demonstrate in the Life Jacket Style Show how to tell if they FIT.</p> <p><b>Say:</b> Say the words SIZE, FIT with me, “SIZE, FIT”, again, “SIZE, FIT”.</p> <p><b>Say:</b> Now let’s look at the COLOR. The COLOR should be different than the water.</p> <p><b>Ask:</b> What would be a good COLOR?</p> <p><b>Answer:</b> Red, Yellow, Orange, and Pink.</p> <p><b>Say:</b> The purpose of the pillow collar is to keep your head out of the water. And the safety strap is for keeping the life jacket on when you are pulled out of the water. These are perfect life jackets for toddlers. The handle on the collar is a great way to keep a hold of them as well as pulling them out of the water.</p> <p><b>Do:</b> Get the kids to repeat “SIZE, FIT, and COLOR”.</p> <p><b>Do:</b> To get them to repeat the phrase note that one side of the room seems to be more vocal than the other, so ask the other side to say it again. Then see if the first side can match that for volume. Such repetitive chants fix the words in the kids’ minds, involve everyone, and get the point across without lecturing.</p>	<p>Show parts of a toddler life jacket to the kids.</p>
<p>Gain Attention &amp; Recall previous lesson</p> <p>Time: 30 sec.</p>	<p><b>Do:</b> Throw the life jackets out into different parts of the room. This startles the kids and immediately puts them on notice that this class is not going to be an ordinary ho-hum class</p> <p><b>Say:</b> Kids, if you caught a life jacket please bring it up to where my assistant is and put them on.</p>	

	<p><b>Assistant's Do:</b> Help the kids get into their life jackets.</p> <p>While fitting the life jackets on the kids, ask them to look inside for the SIZE. Make sure one life jacket is too big and one is too small. If the kids complain, say you know this and that your partner will be talking about it.</p> <p>Switch life jackets if you have to. Help those who need help, but let the kids who think they've got it right leave it that way. You will find that most youngsters do not fasten their life jackets tightly enough. They twist straps, fasten them to the wrong mate, and often haven't the faintest idea how to put on an Inland Waters-type.</p> <p>Gather the kids into a huddle and explain that your partner is going to be talking about size, fit and color. Tell them to remember those words because your partner may ask the model to say them.</p> <p>Line the kids up so that the</p> <ol style="list-style-type: none"> <li>1. Just right life jacket</li> <li>2. Too big life jacket</li> <li>3. Too small life jacket</li> <li>4. Inland Waters life jacket</li> <li>5. Camouflage life jacket</li> <li>6. Old, ripped life jacket</li> <li>7. One child without a life jacket who can swim</li> </ol> <p><b>Leader Do:</b> Call up the models one at a time and discuss the merits of each life jacket.</p> <p><b>Say:</b> What size is your life jacket?</p> <p>(I mark the size on the outside of the life jacket so that we don't have to take time to look inside for the size.)</p> <p><b>Say:</b> Now let's see if this life jacket fits.</p> <p><b>Do:</b> Test the fit of the first <b><u>Just Right Life Jacket</u></b> by having the model hook his or her thumbs on the underside of the shoulder seams and pull up on the life jacket.</p>	<p>In order to not have any inappropriate touch, be aware of how you are helping the children in putting on the life jackets.</p> <p>If helping a preschooler with the life jacket with the safety strap that goes between the legs. Say, "Now pass the strap between your legs and hand it to me."</p>
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**Do:** Have the model turn sideways while raising the shoulders of the life jacket.

**Do:** Have the class decide whether or not the life jacket has risen more than two of three inches. If it has, it doesn't fit or may be the wrong size.

**Do:** Tighten all the buckles, ties and straps of the life jacket and have the youngster test for rise again.

**Ask:** What happens if the life jacket is too loose?

(Answer: Could choke the child, obstruct vision or even come off.)

**Ask:** Is this a good fit?

(Answer: Use thumbs up or thumbs down)

**Ask:** What are the three things we look for in a life jacket?

(Answer: SIZE, FIT, COLOR)

**Do:** Bring up the **Too Big Life Jacket**. Make sure they are not wearing glasses.

**Say Nothing:** Just pull the life jacket off clear over the student's head.

**Say:** This can happen and when it does, the life jacket is floating on the water.

**Ask:** Where is the kid?

(Answer: Under the water. Demonstrate by holding the life jacket horizontal over the child's head.)

**Do:** Bring up the child with **Too Small Life Jacket**.

**Ask:** If the life jacket was too small, what would happen?

(Answer: There would not be enough buoyancy or floaty stuff to keep them on top of the water.)

**Do:** Bring up the **Inland Waters Life Jacket**.

**Say:** If you go boating with a friend, and you don't bring your own life jacket, this is the kind they will give you to wear. This is a very good life jacket, and it is inexpensive. But the good thing about it is the collar that keeps your face out of the water if you fall overboard. To check the fit on this life jacket you pull up on the "ears" (upper outside corners) to see it is going to come up more than two inches.





	<p><b>Do:</b> bring up the <u><b>Camouflage Jacket</b></u></p> <p><b>Ask:</b> Is this a good color?</p> <p><b>Answer:</b> No.</p> <p><b>Say:</b> Did you know that hunters will pay \$50 for this life jacket so they can hide from the ducks? They are also hiding from the rescuers.</p> <p><b>Do:</b> Bring up the <u><b>Old, Ripped Life Jacket</b></u></p> <p><b>Say:</b> This life jacket had some rips in it and Grandpa just fixed it with duct tape. And the belt was broken, so he tied it in a knot. Maybe Grandma sewed up the rip. Do you want your life to depend on this life jacket? I sure don't.</p> <p><b>Ask:</b> So what should we do with this life jacket?</p> <p><b>Answer:</b> (let the students answer)</p> <p><b>Say:</b> Don't throw it in the dumpster at the Marina. Some old fisherman will come by and say, "Hey, I can fix this life jacket with some duct tape and some string. It will be perfect when the grandkids go fishing with me."</p> <p><b>Say:</b> No, I want you to destroy it! Cut it up, tear it up, rip it up and <b>THEN</b> throw it away.</p> <p><b>Say:</b> All life jackets must be US Coast Guard approved. If it has a rip or tear, it is not USCG approved and cannot become approved if you try to fix it.</p> <p><b>Say:</b> The word I want you to remember for this part of the lesson is <b>CONDITION</b>. Review by having the class repeat three times</p> <p><b>SIZE, FIT, COLOR, AND CONDITION.</b></p> <p><b>Do:</b> Bring up the last model <u><b>Without a Life Jacket</b></u> making sure he can swim.</p> <p><b>Say:</b> The only time a life jacket can help you is when it is on you. It is no good if it is in the car, at home or in a cupboard on the boat.</p> <p><b>Say:</b> This child can swim.</p>	
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<p><b>Final review</b></p>	<p><b>Say:</b> If you fall off the boat and you are not wearing a life jacket, you have a 50/50/50/50 chance. Let me tell you what that means. You have a 50/50 chance of swimming 50 yards in 50 degree water.</p> <p><b>Do:</b> Demonstrate how far 50 yards is.</p> <p><b>Say:</b> Should he/she be wearing a life jacket when they are out in a boat? Actually it is the <b>Washington State Law</b> to wear a life jacket if you are 12 years old or younger in a boat that is 19 feet or shorter and moving. That's the law.</p> <p><b>Do:</b> Demonstrate how long a 19 foot boat would be.</p> <p><b>Say:</b> Now some boaters have rules. My friends have a sailboat and their rule for the kids is <u>You wear your life jacket unless you are in the <b>BED</b> or in the <b>HEAD</b>.</u> Does anyone know what the head is?</p> <p><b>Answer:</b> bathroom</p> <p><b>Say:</b> My rule was <u>if it was so rough that I had to <b>HANG ON</b>, I put my life jacket <b>ON</b>.</u> I am an adult and there are times even when I need to wear my life jacket.</p> <p><b>Say:</b> Let's give our models a big hand. (applaud)</p> <p><b>Say:</b> When you are buying a life jacket, you want to buy the right:</p> <p><b>SIZE, COLOR, FIT AND CONDITION</b></p> <p>Say it with me one more time – louder.</p> <p><b>SIZE, FIT, COLOR, AND CONDITION</b></p>	<p><i>Substitute the PFD law(s) for your state.</i></p>
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# BOATING SAFETY 4 KIDS

## It's In the Box!

<b>Presentation Time:</b> 15 minutes (1 team); 30 minutes (2 teams)		
<b>Materials Required:</b>		
<ul style="list-style-type: none"> <li>• Plastic tote large enough for 6 life jackets</li> <li>• 8 – 12 life jackets, including too big, too small, poor condition, wrong color, seat cushion, floatation toy</li> <li>• Table large enough for several life jackets</li> <li>• Masking tape to make boat shape on floor</li> <li>• 6 chairs</li> <li>• Two teams of up to 6 students each</li> <li>• Stop watch or watch with second hand for time keeper (another instructor)</li> <li>• Rescue whistle for leader</li> </ul>		
<b>Preparation:</b>		
<ul style="list-style-type: none"> <li>• Set 6 chairs in 3 rows of 2 facing the “bow” and place large tote behind the chairs at the “stern.”</li> <li>• Place masking tape around chairs and large tote in the shape of a boat leaving enough room to walk around chairs.</li> <li>• Place enough life jackets in the large tote to correspond with the number of students in the boat (include some in poor condition, some good ones, and a seat cushion).</li> <li>• Have extra good life jackets nearby on the table for “The Life Jacket Store.”</li> <li>• Have another instructor use the stop watch or watch with second hand.</li> </ul>		
<b>Instructional Purpose</b>	<b>Actions &amp; Details: Instructional Method, Examples, Questions to Ask, Teaching Aids</b>	<b>Resources &amp; Notes</b>
Goal or Objective	By the end of this lesson, kids will: 1) Recognize the importance of always wearing a life jacket whenever they're in a boat. 2) Choose a life jacket that is the right SIZE, FIT, COLOR, and CONDITION.	
Gain Attention & Recall previous lesson	We've already learned about SIZE, FIT, COLOR, and CONDITION.  Now let's go for a boat ride and practice what we've learned.	Have 6 students sit in the chairs.

<p>Provide for Practice and Feedback</p>	<p><b>TRIP #1:</b>          “You are going for a boat ride and when I blow the whistle; your boat hits a rock and sinks. You will have 30 seconds to put on a life jacket which is in the big tote, zip it, snap it, buckle it and <u>THEN</u> step out of the boat into the water.”  <b><i>Instructor blows whistle.</i></b></p>	<p>Timekeeper keeps track of time.          Timekeeper blows his whistle in 30 seconds and continues to keep time.</p>
	<p>When everyone has put on a life jacket and stepped out of the boat say, <b><i>“Time.”</i></b>          Review the life jackets they have on.  <b><i>Ask each of the students:</i></b></p> <ul style="list-style-type: none"> <li>• Is it a “good fit?”</li> <li>• If not, what’s wrong?</li> <li>• Would you like to go to “The Life Jacket Store” and pick a better one?</li> <li>• How could you use a float cushion if that’s all you had?             <ul style="list-style-type: none"> <li>○ Instructor demonstrates putting a leg through one loop and the opposite arm through the other loop with the cushion in the front (over chest).</li> </ul> </li> <li>• If a child is having trouble putting on their life jacket, what should you do?             <ul style="list-style-type: none"> <li>○ Put on your own life jacket first.</li> <li>○ Then help the other child.</li> </ul> </li> </ul>	<p>The timekeeper reports the time taken.</p> <p>Timekeeper helps students find life jacket that’s the right size, fit, color, &amp; condition in “The Life Jacket Store.”</p>

	<p><b>TRIP #2</b></p> <p>Have the same six students put his or her life jacket that is the right SIZE, FIT, COLOR AND CONDITION in the large tote.</p> <p>Say, “You are going for another boat ride and your boat is going to hit a log and sink. You will have 30 seconds to put on YOUR life jacket, which is in the big tote, zip it, snap it, buckle it and THEN step out of the boat into the water. “</p> <p><b><i>Instructor blows whistle.</i></b></p> <p>When everyone has put on a life jacket and stepped out of the boat say, <b>“Time.”</b></p> <p><b><i>Ask the students:</i></b></p> <ul style="list-style-type: none"> <li>• What made the difference in time?</li> </ul>	<p>Timekeeper reports the time taken.</p>
<p>Conclusion Including Student Responses &amp; Performance Assessment</p>	<p><b>TRIP #3</b></p> <p>The same six students leave his or her life jacket on &amp; sit in the boat.</p> <p>Say, “You are going for another boat ride and your boat is going to hit a piling and sink. You know the routine. Ready- - - -”</p> <p>(Purposely do not give them any instruction to see if they can figure out that they are wearing their life jackets and all they have to do is step out of the boat.)</p> <p><b><i>Instructor blows whistle.</i></b></p> <p>When everyone has stepped out of the boat say, <b>“Time.”</b></p> <p><b><i>Ask the students:</i></b></p> <ul style="list-style-type: none"> <li>• What made the difference in time?</li> <li>• What will you do the next time you go boating?</li> </ul>	<p>Timekeeper reports the time taken.</p>
	<p><b>OPTIONAL IF TIME ALLOWS:</b></p> <p>Repeat Trips 1, 2, &amp; 3 with second team using different life jackets in the tote. See which team can do it the fastest.</p>	



# BOATING SAFETY 4 KIDS

## Uncle Louie's Great Fishing Adventure

**Presentation Time:** 1 hour

**Presentation method:** Lecture, illustration, demonstration, participation

**Purpose:**

1) By inventing a character that falls overboard when he and a youngster are in a boat, the child learns how to help someone in the water while protecting himself at the same time.

2) Because you tell the story in great detail, you draw the kids into the scene. By the time Uncle Louie goes overboard, the kids imagine themselves to be right there in that boat.

**Materials Required:**

- Personnel: Uncle Louie, "The Kid" (may be an adult), and Leader/Narrator
- Masking or painter's tape for making boat outline on the floor
- Two chairs or benches for "seats" in the boat
- Small Styrofoam cooler
- Two fishing rods with or without reels (see Appendix page 49 for special instructions)
- Fish net
- Several "Button-nose fish" (salmon, bass, catfish, etc.) near the Leader/Narrator (see Appendix page \_\_\_ for special instructions).
- Two whistles ***attached to the life jackets.***
- Hats for Uncle Louie & "The Kid"
- Appropriate PFDs for Uncle Louie (carried and dropped in the boat) and The Kid who is wearing his/hers and therefore "dressed for the occasion."
- Throw/float cushion(s)
- Two pre-made rescue bags (1 for the boat, 1 for leader to show & explain)
- Optional: fishing vest for Uncle Louie

**Preparation & stage direction:**

- Use the same tape boat outline you used for "It's In the Box" lesson if doing all lessons in the same room. If the kids are divided into two groups, make a boat outline in each room.
- Place tape on the floor to represent the water's edge about 4 feet from the boat. Kids will sit on the floor behind the water's edge.
- Predetermine where Uncle Louie lands when he falls out of the boat and to where he'll "float" (wiggle, flounder, etc.) as the boat moves away, preferably behind the stern.
- Arrange two chairs facing each other to represent the boat.
- Place float/seat cushion, ice chest, fish net, rescue bag, and Uncle Louie's life jacket in one place at the side of the room so Uncle Louie can load them into the boat later.
- Leader is the narrator.
- Uncle Louie is wearing his fishing hat and holding the fishing pole.
- Kid has his life jacket nearby to put on before boarding the boat.
- Scatter four or five fish between the boat and the audience.


<p><b>Goal or Objective</b></p>	<p>By the end of this lesson, kids will:</p> <p>1) State the four steps of <b>“The Plan”</b> used to rescue a person:</p> <ul style="list-style-type: none"> <li>• <b>SIT</b></li> <li>• <b>THROW</b></li> <li>• <b>YELL</b></li> <li>• <b>WAVE</b></li> </ul> <p>2) Show how to throw and load a rescue bag.</p>	
<p><b>Instructional Purpose</b></p>	<p><b>Actions &amp; Details: Instructional Method, Examples, Questions to Ask, Teaching Aids</b></p>	<p><b>Resources &amp; Notes</b></p>
<p><b>Gain attention &amp; recall previous lesson</b></p> <p><b>Time: 30 sec.</b></p>	<p>What did you learn about life jackets in the “It’s In the Box lesson?”</p> <ul style="list-style-type: none"> <li>• SIZE, FIT, COLOR, AND CONDITION</li> <li>• PUT ON YOUR LIFE JACKET BEFORE YOU GET IN THE BOAT!</li> </ul>	<p>Skip this if kids are in a split class &amp; have not yet had this lesson</p>
<p><b>Practice and Feedback</b></p> <p><b>Time: 15 minutes</b></p>	<p><b>Leader:</b> Let’s say you have an Uncle Louie. This guy is a total fishing whacko. *Seafair Race Sunday he’s nowhere near Lake Washington. Uncle Louie hates those noisy boats.</p> <p><b>Ask the students:</b></p> <ul style="list-style-type: none"> <li>• <b>Where’s Uncle Louie &amp; what’s he doing?</b> (Answer: <i>fishing</i>)</li> </ul> <p>Later on in the fall, the World Series is tied 3 games each and the 7<sup>th</sup> game is on.</p> <ul style="list-style-type: none"> <li>• <b>Where’s Uncle Louie &amp; what’s he doing?</b> (Answer: <i>fishing</i>)</li> </ul> <p>Okay, Super Bowl Sunday, Uncle Louie weakens and takes a radio, but . . . . .</p> <ul style="list-style-type: none"> <li>• <b>Where’s Uncle Louie &amp; what’s he doing?</b> (Answer: <i>fishing</i>)</li> <li>• <b>How many of you know someone like that?</b> (Hands rise)</li> <li>• <b>If it weren’t Super Bowl Sunday, how many of you would be out there with him?</b> (Hands rise)</li> </ul>	<p>* Substitute a local boating event with which the students may be familiar. Seafair is Seattle’s big summer festival complete with hydro-plane boat races, pirates, parades, and the US Navy’s Blue Angels flying team.</p> <p><b>Uncle Louie:</b> stand at the side of the teaching area holding a fishing rod. (Stage left or right)</p>





	<p><b>Leader:</b> Okay. So Uncle Louie has been waiting for <u>years</u> for you to be old enough so he can start you on the <u>adult</u> business of putting fish in the family freezer.</p> <p><b>Leader:</b> No more little red rods from Toys R Us! You have a birthday and Uncle Louie comes through the door.</p> <p><b>Uncle Louie:</b> Happy Birthday, Kid.</p> <p><b>The Kid:</b> Wow! I don't believe it. I've drooled over that exact rod and reel in the catalogs for months! Thanks, Uncle Louie!</p> <p><b>Uncle Louie:</b> Look, kid. I've already fixed it with your folks and I'm going to pick you up at 4:30 next Saturday morning. We're going out to catch enough fish to feed the <u>entire</u> family because I've asked every last one of them over for your birthday barbecue Saturday night. What do you think of that?</p> <p><b>Kid:</b> The whole family, huh? <i>(Looks at audience and says as an "aside").</i> Yes! <i>(May insert a fist pump here.)</i> Lots a presents. I can deal with that!</p> <p><b>Leader:</b> So Uncle Louie picks you up. You put on your life jacket so you're "dressed for the occasion." Then you help him load the boat and he puts you and all your birthday stuff up in the front of the boat <b>(the bow)</b>. He throws his stuff in the back of the boat, <b>(the stern)</b> because he's going to run the engine. You launch the boat and off you go on your birthday fishing adventure.</p>	<p><b>Louie:</b> With one hand, push an imaginary door wide open, In the other hand, hold a rod and reel.</p> <p><b>Kid:</b> mouth falls open in surprise &amp; his eyes get big.</p> <p><b>Kid:</b> strolls to the side of the teaching area, scratching his/her head, which is tipped slightly down.</p> <p><b>Kid:</b> puts on his life jacket.</p> <p><b>Kid &amp; Uncle Louie:</b> haul down poles, net, ice chest, cushion, rescue bag &amp; Uncle Louie's life jacket &amp; put them in the boat.</p>
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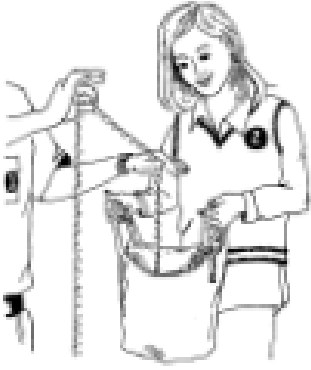
	<p><b>Kid:</b> What time is it? (<i>Looks at watch &amp; sighs</i>). Only about 8:30. This is...boooooorrring! I've caught a couple of little ones, but they aren't going to feed the mob he's asked over. And, I've already eaten my lunch!</p> <p>Man, what am I going to do at 11:30 when Uncle Louie gets out his lunch?</p> <p>Make Cocker Spaniel eyes and watch the sandwich go to his mouth? Maybe if I sit up and beg, he'll give me a bite.</p> <p>So I'm thinking that maybe this isn't the way I wanted to spend my whole birthday after all!</p> <p>But I'm stuck here in this little boat."</p> <p><b>Leader Do:</b> attach the fish to the line &amp; put your foot on the tail of the fish.</p> <p><b>Leader:</b> Suddenly Uncle Louie hooks the big one and boy! Are you busy!</p> <p><b>Leader Do:</b> Pause and then speak very rapidly.</p> <p><b>Leader:</b> You're reeling in your line as fast as you can because you know you've got to get your line out of Uncle Louie's way so it won't get tangled with his. You look at his pole and it is bent over like you've never seen it before. Uncle Louie is really working to land this fish (<i>release your foot from fish and Uncle Louie pulls the fish up high</i>). The fish leaps out of the water and you can't believe your eyes!</p> <p><b>Kid:</b> "Holy mackerel! That fish is big enough to feed the whole family by itself!"</p>	<p><b>KID:</b> Spread your knees a little. Put one elbow on knee &amp; prop your chin on your hand. Slump forward holding your fishing rod. Talking to yourself.</p> <p><b>Kid:</b> Sit up with "paws" by your shoulders &amp; imitate begging</p> <p><b>Kid:</b> returns to slumped, bored position.</p> <p><b>Kid:</b> Big sigh.</p> <p><b>Uncle Louie:</b> pull up on your rod while fish is held securely to the floor by Leader's foot.</p> <p><b>Kid:</b> stay seated, but mimics actions described by the leader. Let your eyes widen and your mouth make an "O".</p> <p><b>Uncle Louie:</b> stay seated, but mimics actions described by leader.</p> <p><b>Leader:</b> releases his foot and the fish flies in the air.</p>
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	<p><b>Leader:</b> In the meantime, the fish has had a good look at you and says “I’m not having any of <b>THIS</b> stuff” and dives under the boat. Uncle Louie has to work like crazy to keep the line out of the propeller and he’s reeling and guiding for all he’s worth. The boat is starting to move around because the fish is <b>SO STRONG</b>, but finally Uncle Louie gets it up to the side of the boat.</p> <ul style="list-style-type: none"> <li>• <b>What did Uncle Louie just do?</b> (Answer: stood up).</li> </ul> <p><b>Leader:</b> (in a sarcastic voice.)</p> <p><b>Then what does Uncle Louie do?</b> (Make a gesture indicating Uncle Louie falls overboard.) (Answer: falls overboard!)</p> <p><b>Was he dressed for the occasion?</b> (Answer: no.)</p> <p>Kids – you can’t fall half way overboard and tell the water to wait so you can put on your life jacket because you aren’t “dressed for the occasion.”</p> <p><b>Where’s Uncle Louie’s life jacket?</b> (Answer: in the boat.)</p> <p>Now <b>YOU</b> know that Uncle Louie is <b>NOT</b> a very good swimmer. He can flop around, but when it comes to doing distance in a straight line, Uncle Louie is <b>NOT</b> your guy.</p> <p>Let’s look at your position. You are in the bow of the boat and you notice that the wind, the current or the engine is taking you farther and farther away from Uncle Louie every minute.</p> <p><b>You’ve done nothing wrong. Let me repeat, you’ve done nothing wrong,</b> but here you are, up to your eyeballs in a world class, industrial strength boating accident!</p>	<p><b>Uncle Louie:</b> stand up in the boat.</p> <p><b>Uncle Louie:</b> fall overboard.</p> <p><b>Uncle Louie:</b> flops and flounders a bit in the “water.” Also scoots farther away from the boat to the predetermined position.</p>
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<p><b>Objective:</b> rehearse each step of The Plan to help kids retain them in an emergency.</p> <p><b>Making the motions reinforces each step &amp; helps kinesthetic learners remember.</b></p> <p><b>Review &amp; reinforce the first step of The Plan.</b></p>	<p><b>Who is the most important person for you to save in this boating accident?</b> <i>(Most will say nothing. One or two will say, "Uncle Louie," but some will say "yourself" or "me." After hearing that, the Uncle Louie advocates usually switch over.)</i></p> <p><b>The Kid:</b> "Me". (Remain seated.)</p> <p><b>Leader:</b> You bet. The <b>MOST</b> important person for you to save in any boating accident is <b>YOURSELF</b>. Usually, if a grown-up falls over, kids will run to the side of the boat where he fell and look to see where he is. Then what happens?</p> <p><b>Kid:</b> "They all go over."</p> <p><b>Leader:</b> You're right. We are not interested in group discounts at funeral homes. You got that?</p> <p><b>Leader:</b> Yet, you know you've got to get help to Uncle Louie. What do you do?</p> <p>(15 minutes)</p> <p style="text-align: center;"><b>SIT, THROW, YELL, AND WAVE</b></p> <p style="text-align: center;"><b>"SIT"</b></p> <p><b>Leader:</b> The first thing you do, gang may come as a surprise. But the first thing you do in any boating accident is <b>SIT</b>. <i>(Extend your arms out from the sides, palms down, wrists bent down and your index finger pointed to the ground.)</i></p> <ul style="list-style-type: none"> <li>• You sit because it is the safest thing to do.</li> <li>• You sit because if everyone else is running around, your weight helps stabilize the boat and that has to happen before you can do anything to help Uncle Louis.</li> <li>• You sit because that's what you have to do before you can carry out the rest of you plan.</li> <li>• <b>So what's the first thing you do in a boating accident?</b></li> </ul> <p><b>Answer:</b> SIT!</p>	<p><b>Kid:</b> wait until children's responses die down. Then point to yourself &amp; say "me."</p> <p><b>Kid:</b> leans over to the side slightly and raises the other leg.</p> <p><b>Kid:</b> nods.</p> <p>(Don't pause here or they'll all start telling you to get to the back of the boat and turn it around.)</p> <div style="text-align: center;">  </div> <p><b>Leader &amp; students</b> make the motion that go with the words.</p>
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<p><b>Transition</b></p>	<p><b>Leader:</b> Okay, now your next job is to get something out to Uncle Louie to hang on to since he isn't "dressed for the occasion."</p> <p style="text-align: center;"><b>"THROW"</b></p> <p><b>Leader:</b> The next step in <i>The Plan</i> is <b>THROW</b>.</p> <p>Let's throw the seat cushion. What happened? You missed! You missed because...</p> <ul style="list-style-type: none"> <li>• The boat is rocking</li> <li>• Maybe you misjudged the distance over water</li> <li>• You took good aim and threw it hard enough, but you completely forgot about the wind</li> </ul> <p>Let's look around for something else that <i>FLOATS</i></p> <p><b>Leader:</b> What else floats? (life jacket)</p> <p>As the kid goes across the boat to get Uncle Louie's life jacket, the Kid starts to stand up.</p> <p><b>Leader:</b> What's The Kid doing?</p> <p><b>Answer:</b> The Kid stood up.</p>	 <p><b>Kid:</b> Throw the cushion and purposely miss.</p>
<p><b>Transition to Rescue Bag demonstration</b></p>	<p><b>Leader:</b> Why did Uncle Louie fall out of the boat in the first place?</p> <p><b>Answer:</b> He stood up!</p> <p><b>Leader:</b> So what DO you do in a small boat?</p> <p><b>Answer: SIT</b> Leader makes "SIT" gesture.</p> <p><b>Leader:</b> If you have to move around in the boat, three parts of your marvelous body have to be touching the boat. This looks a lot like crawling.</p> <p><b>Leader:</b> Let's throw the life jacket</p> <p><b>Leader:</b> Let's throw the cooler – aim for the <i>HEAD</i></p>	 <p><b>Kid:</b> Throw the life jacket and miss.</p> <p><b>Kid:</b> Throw the cooler and miss.</p>

	<p><b>Leader:</b> The Kid found the Rescue Bag!</p> <p><b>Leader:</b> This is Mr. Second Chance!</p> <p>Hold on, Uncle Louie! I need to show the rescue bag to the kids.</p> <p>Bring a child up from the audience to demonstrate use of the rescue bag.</p>	<p><b>Kid:</b> Search around the boat, find the rescue bag, &amp; hold it up</p> <p><b>Leader:</b> uses a second pre-made rescue bag to show how it's made &amp; how to use it.</p>
<p><b>Objective:</b> The child demonstrates the correct throwing, retrieval, and re-throwing of a 40-foot rescue line tied to a nested pair of reinforced plastic grocery sacks.</p>	<p style="text-align: center;"><b>RESCUE BAG DEMONSTRATION</b></p> <p><b>Leader:</b> You can see this is a really high tech, complicated to make, and extremely expensive tool. It's made from two plastic grocery bags, masking tape around the handles, and 30 to 40 feet of old rope. The rope doesn't have to be expensive or new. You can use any old rope you have in the garage.</p> <p>The idea of a rescue bag is to give the person in the water a tow back to the boat, and a way for you to retrieve the line and throw it again if you miss.</p> <p>So let's say you missed Uncle Louie. You pull the line back in and drop it beside you in the boat. You scoop the bag ¼ full of water and you throw it again - but you <b>MUST HANG ON TO THE BITTER END!</b> <i>(Emphasize each word in this last part.)</i></p> <p>This isn't a class in boating terms, but there is one term you need to know.</p> <ul style="list-style-type: none"> <li>• You've heard of the <b>bitter end</b>?</li> <li>• He fought until the <b>bitter end</b>?</li> <li>• She argued until the <b>bitter end</b>?</li> </ul> <p>Well, kids this is the <b>bitter end</b>. The real bitter end. It's called that because it's tied onto a thing on a boat called an anchor bit.</p> <p>So remember, <b>hang on to the bitter end!</b></p> <p><b>Ask</b> for a volunteer.</p>	<p><b>Equipment:</b> 2 rescue bags.</p> <p><b>Leader:</b> hold up the bitter end.</p>

	<p><b>Ask:</b> which is your throwing arm?</p> <p><b>Leader Do:</b> Jerk <b>HARD</b> on the line near the bitter end. If line comes out of his/her hand, repeat until (s)he holds on to the line when you jerk it.</p>	<p>Place bag in the student's throwing hand with the bitter end in the other hand. Remind her or him to hold onto it tightly.</p>
<p><b>Reinforce correct arm position when throwing Rescue Bag.</b></p>	<p><b>Do:</b> Raise the student's arm so that it is pointed upwards.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• What will happen if a line is thrown this way? (<i>Answer: go up in the air and land right beside the boat.</i>)</li> </ul> <p><b>Do:</b> Swing the student's arm down below horizontal.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• What will happen if a line is thrown this way? (<i>Answer: the line would also land nearby.</i>)</li> </ul> <p><b>Do:</b> Raise the student's arm to horizontal and ask the class what position their arm should be in to throw the bag. (<i>Answer: horizontal</i>)</p> <p><b>Leader:</b> Now toss the rescue bag and hang on the <b>BITTER END</b>. Yippee! You got it to Uncle Louie; now let's learn how to reload the bag.</p> <p><b>Leader:</b> Hold the bag wide open so that we can put the line back in it.</p> <p><b>Leader Do:</b> Begin pulling the line in with the lower hand and letting it run through the circled thumb and index finger of your other hand.</p> <p>The line will fall into the bag knot-free.</p> <p>As you pull, begin to chant, "Pull and drop, pull and drop, pull and drop."</p> <p><b>Say:</b> Leave about 12 inches of the bitter end of the rope hanging out of the bag.</p> <p><b>Say:</b> Thank you for helping to show the use of the rescue bag. Let's give him or her a round of applause.</p>	<p>Return to the student's throwing hand side and cover his or her hand with yours. Slowly raise the student's throwing arm until it is horizontal.</p> 

<p><b>Review &amp; reinforce the first two steps of <i>The Plan</i>.</b></p>	<p><b>Leader Say:</b> Before we go back to <b><i>Uncle Louie and The Kid</i></b>, let's review the first two steps of The Plan.</p> <ul style="list-style-type: none"> <li>• <b>ASK:</b> What's the first thing you do in a boating accident? (<i>Answer: SIT!</i>)</li> <li>• <b>ASK:</b> What is the second thing you do? (<i>Answer: THROW!</i>)</li> </ul>	<p><b>Leader &amp; students:</b> make the motions that go with the words.</p>
	<p><b>Leader:</b> Okay, Kid. You have the rescue bag in your hand. Can you throw it to Uncle Louie?</p> <p>Hurray! Uncle Louie caught the rescue bag.</p>	<p><b>Kid:</b> Throw the rescue bag right to Uncle Louie.</p>
	<p style="text-align: center;"><b>“YELL”</b></p> <p><b>Leader:</b> Do you want to do something you're not supposed to do in a building?</p> <p>We need to get some help for Uncle Louie. We're going to YELL, but if we yelled HELP, someone might think we're <b>REALLY</b> in danger. So we're all going to yell <b>BANANA!!!</b></p> <p>Is everyone ready to yell <b>BANANA?</b></p> <ul style="list-style-type: none"> <li>• 1-2-3-BANANA!!!</li> </ul> <p>Boy that sounded pretty puny!</p> <p>Remember you <b>LIKE</b> Uncle Louie. He gives you presents <b>AND</b> takes you fishing!</p> <ul style="list-style-type: none"> <li>• Try it again: 1-2-3-BANANA!!!</li> </ul> <p><b>Leader and Kid Do:</b> BLOW THE WHISTLE (<i>see side note</i>)</p> <p><b>Leader:</b> We won!</p> <p>Your best yell can be heard across the parking lot</p> <p><b>THIS WHISTLE</b> can be heard for <b>ONE MILE</b> over water.</p> <p><b>Ask:</b> where are you going to keep the whistle? (<i>Answer: On your life jacket</i>)</p> <ul style="list-style-type: none"> <li>• You don't put it around your neck because it could choke you if it catches on something.</li> </ul> <p><b>Now</b> you're dressed for the occasion.</p> <p><b>Leader:</b> The only things you can count on to help you when you're in the water are</p> <ul style="list-style-type: none"> <li>• <b>ON YOUR BODY</b></li> <li>• <b>AND BETWEEN YOUR EARS</b></li> </ul>	<p><b>Leader and Kid:</b> have whistles attached to their life jackets.</p> <p>Leader cups hands around mouth.</p> <p><b>Kid &amp; Leader: (BLOW</b></p> <div data-bbox="1133 919 1372 1255" data-label="Image"> </div> <p><b>WHISTLE with repeated, short blows instead of yelling BANANA)</b></p> <p><b>Leader:</b> hold up whistle.</p> <p><b>Leader:</b> show how to loop whistle on a life jacket at the shoulder.</p> <p><b>Leader:</b> points to his/her life jacket &amp; head while saying the lines.</p>



<p><b>Review &amp; reinforce first three steps of <i>The Plan</i>.</b></p>	<p><b>Leader:</b> what are the first three steps of “<i>The Plan?</i>” – say &amp; do it with me:</p> <ul style="list-style-type: none"> <li>• <b>SIT</b></li> <li>• <b>THROW</b></li> <li>• <b>YELL</b></li> </ul>	<p><b>Leader &amp; students</b> make the moves that go along with the words.</p>
<p><b>Transition</b></p>	<p><b>Leader:</b> Excellent! Now you’re ready to learn the last step of “<i>The Plan</i>” which is “<i>WAVE.</i>”</p>	
<p><b>Review and reinforce “The Plan” with movement &amp; verbal repetition.</b></p>	<p style="text-align: center;"><b>“WAVE”</b></p> <p><b>Leader:</b> We need to tell rescuers where to come so we need to <b>WAVE</b> for help like this: (Give demo)</p> <p>This means “drop what you’re doing and get out here to help us RIGHT NOW!!</p> <p>Okay, everyone. Stand up &amp; put your arms out to the sides. Be sure you’re spread out enough so you don’t bump anyone. Now do <b>The Wave</b> with me.</p> <p>Good! Everybody sit back down.</p> <p>Well, it’s taken about 25 minutes to tell you how to do <b>The Plan</b>.</p> <p>But when you’re sitting in the boat, <b>The Plan</b> of</p> <ul style="list-style-type: none"> <li>• <b>SIT</b></li> <li>• <b>THROW</b></li> <li>• <b>YELL</b></li> <li>• <b>WAVE</b></li> </ul> <p>only takes seconds to do.</p> <p><b>Leader:</b> In the sitting position leader begins to throw items, putting whistle in mouth and blowing, and waving arms. You’ve done 90% of what you need to do at no risk to yourself.</p> <p>What are all four steps of <b>The Plan?</b></p> <ul style="list-style-type: none"> <li>• <b>SIT</b></li> <li>• <b>THROW</b></li> <li>• <b>YELL</b></li> <li>• <b>WAVE</b></li> </ul> <p>(10 minutes)</p>	<div style="text-align: center;">  </div> <p>Slowly &amp; repeatedly raise &amp; lower arms outstretched to each side. <i>(Source: Navigation Center for the USCG.)</i></p> <p><b>The Kid &amp; Leader:</b> make the moves that go along with the words including sitting down in the boat.</p> <p><b>Leader &amp; students</b> make the moves that go along with the words.</p>


<p><b>Objective:</b> Children will recognize proper &amp; safe practices when helping in a rescue.</p>	<p style="text-align: center;"><b>“TOW”</b></p> <p><b>Leader:</b> Now, let’s say you remembered to hang on to the bitter end and you got the bag to Uncle Louie.</p> <p>You’ve done a great job.</p> <p>What Uncle Louie wants to do is grab the line, face you and tell you what to do. You need to convince Uncle Louie to turn his back to you and put the rope over his shoulder.</p> <p>Let me tell you why:</p> <ul style="list-style-type: none"> <li>• If Uncle Louie faces you, his face will go in the water as you pull him in.</li> <li>• If the rope is over his shoulder, his face will be out of the water.</li> </ul>	<p><b>Uncle Louie</b> holds rope facing the Kid</p> <p><b>Uncle Louie</b> turns his back to the Kid, wraps the rope around his chest and over his shoulder.</p>
	<p>Now all the rules change.</p> <p><b>DANGER---When people get REALLY, REALLY COLD that’s called being hypothermic.</b> And hypothermic people’s brains shut down instinctively.</p> <p><b>Leader:</b> Uncle Louie is running on instinct. He doesn’t know your name or who you are. All he knows is that you’re in the boat – and he’s in the water. You’re warm and dry –and he’s cold and wet.</p> <p><b>DROWNING PEOPLE WILL KILL YOU</b></p> <p>You can tow Uncle Louie to shore if you do a couple of simple things.</p> <p>If Uncle Louie can follow directions:</p> <ul style="list-style-type: none"> <li>• Bring him back to the boat.</li> <li>• Slip the line under his arm around chest and under other arm.</li> <li>• Tie the line to the boat.</li> <li>• <b>NEVER TIE THE ROPE TO YOURSELF.</b></li> </ul> <p>Yes, we know this leaves Uncle Louie in the water, but it’s the safest place. Sometimes you have to make choices that you don’t like.</p> <p>(9 minutes)</p>	<p><b>Uncle Louie</b> scoots towards the Kid.</p> <p><b>Uncle Louie &amp; Kid:</b> follow the directions to get him tied to the boat.</p>



<p><b>Final summary &amp; review</b></p>	<p><b>Leader:</b> We've talked about several things in the Uncle Louie lesson.</p> <p><b>Ask:</b> what are the four steps of <i>The Plan</i>?</p> <ul style="list-style-type: none"> <li>• <b>SIT</b></li> <li>• <b>THROW</b></li> <li>• <b>YELL</b></li> <li>• <b>WAVE</b></li> </ul> <p><b>Ask:</b> in what position is your arm when you throw the Rescue Bag? (Answer: HORIZONTAL)</p> <p><b>Ask:</b> drowning people can do what? (Answer: KILL YOU!)</p>	<p><b>Leader</b> used hand motions.</p>
<p><b>Conclusion</b></p> <p>Area to the right is left blank on purpose so you may add items to fit your situation.</p>	<p>Thank you for participating in the United States Power Squadrons' <i>Boating Safety 4 Kids</i> seminar. You guys were great!</p> <p>At the end of (school, all activities, or whatever applies to your setting), you'll get a bag with the following items: (include what's appropriate for you)</p> <ul style="list-style-type: none"> <li>• A plastic bag from our boating group</li> <li>• A certificate showing you participated in Boating Safety 4 Kids</li> <li>• A letter to your parents or guardians</li> <li>• A coloring book about boating safety</li> <li>• A "Wear It" sticker</li> <li>• Rescue whistle with lanyard</li> </ul> <p><i>If partnering this seminar with a Parks and Recreation Department or a yacht club, they may have other items to include in the goody bags. Be sure to thank the other organization(s) and list those items they provided. Also offer them a chance to thank the kids.</i></p>	




# BOATING SAFETY 4 KIDS

## How to Make a Rescue Bag

<b>Presentation Time:</b> 15 – 20 minutes as a stand-alone lesson		
<b>Presentation method:</b> Lecture, demonstration, participation		
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Two grocery bags per student</li> <li>• Masking tape (may need 1 to 2 rolls)</li> <li>• 30-40 feet of old rope ¼” to ¾” in diameter per student</li> </ul>		
<b>Preparation:</b> <ul style="list-style-type: none"> <li>• Have one or two premade rescue bags for demonstration that stay in your teaching kit.</li> <li>• Provide the plastic grocery bags and tape. You may choose to provide the rope or line for the kids if you’re feeling wealthy.</li> <li>• Ask the students to either bring in a line to be used on their bag, or they can take the bag home and attach the line at home.</li> <li>• Tear off 2 pieces of tape per student, each 18 – 20 inches long and attach to the edge of a table or other object nearby.</li> </ul>		
<b>Instructional Purpose</b>	<b>Actions &amp; Details: Instructional Method, Examples, Questions to Ask, Teaching Aids</b>	<b>Resources &amp; Notes</b>
<b>Goal or Objective</b>	By the end of this lesson: Students will make or understand how to make a throw-able rescue device.	
<b>Gain Attention</b>  <b>Time: 30 sec.</b>	<b>SAY:</b> See this really high tech, complicated to make, and extremely expensive rescue bag?  We can use this rescue bag to save someone who’s fallen in the water. Now, we’re going to make our own rescue bags that we can take home.	Hold up a completed rescue bag.
	<p style="text-align: center;"><b>HOW TO MAKE A RESCUE BAG</b></p> <p><b>DO:</b> Work in teams of two students.</p> <ul style="list-style-type: none"> <li>• Place one plastic grocery bag inside the other matching the handles of both bags.</li> <li>• One holds a bag handle of the inside bag and outside bag together with both hands.</li> <li>• The second student wraps one piece of tape around the two handles.</li> <li>• Then they repeat the process with the two handles on the opposite side.</li> </ul> <p><b>SAY:</b> You don’t have to use high quality boating grade rope for the rescue bag. Any old line will do, clothesline, whatever you tie the dog up with when you go camping.</p>	

	<p><b>DO:</b> Tie one end of the rope to one handle using a square knot. Tie the other end of the rope in a figure eight knot. This is called the “bitter end”.</p> <p><b>SAY:</b> You’ve heard someone say, ‘He fought ‘til the bitter end; She argued ‘til the bitter end?’ Well, kids, this is the bitter end. It got this name because it’s tied to the hole at the top of the anchor called an anchor bit. But what it means to us is that when you get to the end of it, there’s nothing else to hang onto. So ‘Hang on to the Bitter End’.</p>	
	<p><b>DO:</b> The students switch jobs and make the second rescue bag for the second student in the same way.</p>	
	<p style="text-align: center;"><b>HOW TO LOAD THE RESCUE BAG</b></p> <p><b>SAY:</b> Now that we’ve made the bags, let’s load the rescue bags so they’re ready to throw in case someone falls in the water.</p> <p><b>DO:</b> One student holds one handle in each hand with the opening near the second child. The second child puts one hand over the bag about 2 feet above the opening. He then makes a circle with thumb and forefinger around the rope. With the other hand he grabs the rope between the bag and finger circle and pulls the rope down into the bag, chanting</p> <p><b>SAY:</b> “Pull and Drop, Pull and Drop.”</p> <p><b>DO:</b> He lets go of the rope when it reaches the top of the bag, goes up to grab the rope and pulls down again and again until the entire rope is in the bag.</p> <p>Leave about 12 inches of the bitter end of the rope hanging out of the bag.</p>	
	<p style="text-align: center;"><b>HOW TO THROW THE RESCUE BAG</b></p> <p><b>SAY:</b> Hang onto both handles of the rescue bag with your throwing hand. And hang onto the bitter end of the line with your other hand.</p> <p><b>DO:</b> Stand on throwing arm side of the student. Put your hand on their throwing hand. Raise the student’s hand straight up in the air.</p> <p><b>SAY:</b> If he lets go up here, what happens to the bag? (The bag goes straight up &amp; then comes straight down.)</p> <p><b>DO:</b> Place the student’s hand down by their leg.</p> <p><b>SAY:</b> If he lets go down here, what happens to the bag? (The bag will drop at his feet.)</p> <p><b>DO:</b> Hold the student’s hand out horizontally.</p> <p><b>SAY:</b> If he lets go here, what happens to the bag? (It goes straight to the person in the water.)</p>	<p><b>Equipment:</b></p> <p>premade rescue bag</p> <p>Look at audience</p> 

	<p><b>SAY:</b> Let's take turns throwing the rescue bag, one person at a time. Throw the bag to your partner. If you miss, pull the bag back in. As a team, load the line back in the bag as demonstrated before. Switch places and throw it again. Be sure to hang onto the bitter end of the line.</p>	
	<p><b>SAY:</b> Remember that if you practice this in the boat you don't have to put the line back in the bag. Just lay the line at your feet, fill the bag with some water to give it weight, hang on to the bitter end of the line and throw the bag again.</p>	
	<p><b>DO:</b> Demonstrate how to throw and coil the rope and invite the students to practice a couple times.</p>	
<b>Conclusion:</b>	<p><b>SAY:</b> Does everyone have their rescue bag? Take them home and be sure to put them in the boat every time you go out on the water!</p>	
<p><b>Objective:</b> Having fun while perfecting their throwing skills.</p>	<p style="text-align: center;"><b>RELAY BAG THROW (OPTIONAL)</b></p> <p>Time: 10 – 15 minutes depending on number of kids per team.</p> <p>If teaching a large number of kids at once, make multiple teams of 6 – 10 kids per team.</p> <p>This is an easy relay game.</p> <ul style="list-style-type: none"> <li>• One rescue bag per team.</li> <li>• Line the students in each team in a single file line. The first in line goes out about 20 feet from the second player and turns to look at the team. They become the one to be “rescued”.</li> <li>• The second student <b>holds the bitter end</b> and throws the bag to the first student. They are the “rescuer”.</li> <li>• The “rescued” retrieves the bag and walks up to the “rescuer” who coils the line into the bag.</li> <li>• The “rescued” goes to the end of the line and the “rescuer” goes out to be “rescued”.</li> <li>• And so on until the entire team has had a turn as “rescued” and “rescuer”.</li> </ul>	





# BOATING SAFETY 4 KIDS

## S-S-S-S-S Lesson

By Cdr Linda Martin, JN

<b>Presentation Time:</b> 5 minutes		
<b>Presentation method:</b> Lecture, demonstration, participation		
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Colorful bag for props</li> <li>• Large or Extra Large men's long sleeved shirt, the wilder the better</li> <li>• Men's hat with a bill – wild is good, too</li> <li>• Sunscreen in a tube</li> <li>• Water bottle and clear plastic cup</li> <li>• Sunglasses – bright and colorful rims</li> <li>• Black dry erase marker</li> </ul>		
<b>Preparation:</b> <ul style="list-style-type: none"> <li>• Write on the black/white board five large S's in a column</li> <li>• Call five students to come up front</li> <li>• Give each student one of the five props from the bag</li> </ul>		
<b>Instructional Purpose</b>	<b>Actions &amp; Details: Instructional Method, Examples, Questions to Ask, Teaching Aids</b>	<b>Resources &amp; Notes</b>
<b>Goal or Objective</b>	By the end of this lesson, kids will be able to: State 3-5 ways to protect themselves from the sun. <ul style="list-style-type: none"> <li>• Slip on a shirt!</li> <li>• Slap on a hat!</li> <li>• Slop on sunscreen!</li> <li>• Sip on water!</li> <li>• Slide on sunglasses!</li> </ul>	
<b>Gain Attention</b>  <b>Time: 30 sec.</b>	Let's go to a commercial break of great importance to all boaters, swimmers and beachcombers. Stay tuned for our next program about Uncle Louie and Kid's great fishing adventure. Now we pause for a word from our sponsor – THE LETTER "S"! <p><b>Say:</b> The rays of the sun can really hurt you if you are not protected from them.</p>	Have 5 students stand up front of the audience Use an "announcer's" voice.  Resume regular speaking voice.

<p><b>Time:</b> <b>4.5 minutes</b></p>	<p>(The first student is wearing the men's shirt) <b>Say:</b> the first thing we need to remember on a very sunny day is to <b>SLIP ON A SHIRT!</b></p> <p>(Second student is wearing the hat) <b>Say:</b> the next thing we need to remember is to <b>SLAP ON A HAT!</b></p> <p>(Third student is asked to apply some sunscreen) <b>Say:</b> now we need to <b>SLOP ON SUNSCREEN!</b></p> <p>(Fourth student is asked to pour water into the cup and) <b>Say:</b> <b>SIP ON WATER!</b></p> <p>(The last student is asked to put on the sunglasses) <b>Say:</b> Finally, you need to <b>SL-I-I-I-I-DE ON SUNGLASSES!</b></p>	<p>Go down the line behind each kid.</p> <p>In order to not have any inappropriate touch, be aware of how you are touching the children.</p> <p>Draw out the word SLIDE to make it sound way cool.</p>
<p><b>First Review</b></p>	<p>I want all of you to say these "S" phrases with me as I tap each student on their shoulder.</p> <ul style="list-style-type: none"> <li>• <b>SLIP ON A SHIRT!</b></li> <li>• <b>SLAP ON A HAT!</b></li> <li>• <b>SLOP ON SUNSCREEN!</b></li> <li>• <b>SIP ON WATER!</b></li> <li>• <b>SL-I-I-I-I-DE ON YOUR SUNGLASSES!</b></li> </ul>	<p>I learned in some cultures it is disrespectful to touch people on the head, but shoulders are alright.</p>
<p><b>Final Review</b></p> <p><b>Transition</b></p>	<p>OK, can you do it without my help?</p> <p>Say: Now will our students please take a bow and remove their prop so we can get to our exciting story.</p> <p>Thank you LETTER 'S'!</p> <p>And now we go to the adventures of <b>Uncle Louie and The Kid</b> on their great fishing adventure!</p>	<p>Tap each student on the shoulder without saying the phrase.</p> <p>Use "announcer" voice for this.</p>

# BOATING SAFETY 4 KIDS

## Hypothermia

**Overall Presentation Time:** 10-15 minutes

### Materials Required:


- Clear plastic 5 gallon beaker or container with a cover, if possible.
- Rolling cart for moving the filled beaker. An office chair on wheels works well, too.
- 2 gallons of ice cubes (7-10 lbs.).
- 2 – 4 bath towels for drying off kids' arms.
- 1 large thermometer for kids' use.
- Stop watch.
- Small instant immersion thermometer to check the temp as water cools.
- Step stool for children too short to get their arm to the bottom of the beaker.
- 10 or so pennies to throw in the beaker for added interest.
- Source of water to fill the beaker.


### Preparation:

- Fill the beaker about  $\frac{3}{4}$  full of water and place on rolling cart
- Add the ice, cover the beaker with the towels for both insulation and secrecy
- Roll the cart to the classroom and store it as inconspicuously as you can.
- Remove the ice when the temperature reaches 50 degrees. If the kids are watching the *Adventures in Boating* video you may want to remove the ice then because they will be concentrating on Bill Nye. If they have already seen the video then while you have the kids occupied with another part of the program the assistant can quietly remove the ice and replace the towels.
- **HYPOTHERMIA WARNING!!! Physically fragile children should not participate in this experiment. These frailties include, but are not limited to, heart and kidney patients, seizure patients, asthmatics, and children with emotional or perceptive problems whose conditions may be precipitated by being startled.**
- **ALL ADULTS PRESENT: You must review all information in this lesson about symptoms and care for hypothermia BEFORE beginning the lesson.**

Instructional Purpose	Actions & Details: Instructional Method, Examples, Questions to Ask, Teaching Aids	Resources & Notes
<b>Goal or Objective</b>	By the end of this lesson, kids will be able to: 1) state two physical changes that occur with hypothermia. <b>Answer:</b> Decreased coordination, skin color changes 2) describe the torso or gasp reflex. <b>Answer:</b> Sudden gasp that happens with immersion in cold water. Will result in inhalation or aspiration of water into the lungs if under water.	

<p><b>Gain Attention</b></p>	<p><b>Assistant:</b> roll the beaker to the front of the room, still covered with towels.</p> <p><b>Leader:</b> Say: Here comes some fun (or) Okay folks, it's dunking time!</p>	
	<p><b>Leader Do:</b> Lift off the towels and place nearby</p> <p><b>Say:</b> This water has been cooled to about the temperature of some nearby body of water.</p> <p><b>Say:</b> In Washington State rivers stay at 40-50 degrees much of the year. The same for lakes and reservoirs. Puget Sound varies from 50 degrees in the winter to about 56 in the summer. We're not talking about the water temperature at the beaches. Instead we're talking about the water temperature out where the boats are.</p> <p><b>Say:</b> You lose body heat 23 times faster in the water than they do when out in the air.</p>	
	<p><b>Assistant Do:</b> During this time, the assistant should take the stop watch and move to the back of the room, placing him/herself so that he or she can see the faces of the students and the beaker.</p> <p><b>The assistant should remain at the back of the class until this lesson is over. That way the assistant can observe the participants for signs of hypothermia or shock.</b></p>	
	<p><b>Leader Do:</b> If a physically fragile child has been identified to you, ask that child to be the temperature person.</p> <p><b>Do:</b> Hand that child the large thermometer and ask him/her to figure out the room temperature. Help from neighbors or the teacher is okay. Tell the child you'll call him/her up to the front later.</p> <p><b>Do:</b> Next, tell the youngsters chosen as volunteers to come up and put their arms in the water. Say that they will have to keep their arms in the water for only 90 seconds. Ask them if they think that is a long time. They will answer that is isn't. For added interest you can drop a few pennies into the beaker and announce that participants can go treasure diving at the end of the 90 seconds.</p>	

	<p><b>Do:</b> Ask for two volunteers. When choosing girls, pick ones with short hair or hair pulled back from their faces. Kids tend to hang their heads when cold and you can't check for the torso reflex if their faces are covered by hair. Choose at least one fair skinned youngster so you can observe complexion changes on the immersed arm in the beaker.</p>	
	<p><b>Do:</b> Place the kids on either side of the beaker, facing audience. Have them roll up the sleeve on their arm next to the beaker. Tell them to keep their eyes on the assistant. When the assistant says, "Go", they'll put their arm all the way into the beaker.</p>	
	<p><b>Assistant Say:</b> "Go." Starts watch and observes the participants for evidence of gasping.</p> <p><b>Do:</b> if one or both kids gasp, the assistant loudly announces something like, "Uh oh, you just inhaled a lung full of water". No homework tonight"</p>	
	<p><b>Leader Say:</b> Do you remember a time when someone squirted you with a hose of cold water or jumped into cold water? And you went like this (gasp) That is called a gasp or torso reflex.</p> <p>If you weren't wearing a life jacket, your lungs would fill with water.</p> <p><b>Do:</b> Take a life jacket and drape it around his/her shoulders.</p> <p><b>Say:</b> Remind the class that they have all heard kids say, "I don't need a life jacket because I can swim."</p> <p><b>State emphatically:</b>  <b>If you have a torso reflex when you're under water, you're not coming back up.</b></p>	
	<p><b>Leader Ask:</b> How do you feel with your arm in the cold water?</p> <p><b>NOTE:</b> <i>if you or the assistant see any of these symptoms, immediately remove the child's arm from the beaker. Place the child on a nearby chair. Put the person's head between their knees and hold him or her there until they feel better. Tell the class that this is how fast hypothermia strikes and no one is immune. Turn child over to the teacher and proceed with the lesson.</i></p>	<p><b>Arm and hand pain or numbness is okay.</b></p> <p><b>Tightness in the chest, dizziness, faintness or rapid heartbeat and breathing problems are not.</b></p>

	<p><b>Assistant:</b> When the time reaches 75 seconds</p> <p><b>Say:</b> At 85 seconds we'll all count up to 90 because these kids need all the help they can get. Are you ready? 85-86-87-88-89-90.</p>	
	<p><b>Do:</b> allow the kids try to pick up as many pennies in the bottom of the beaker as they can in 10 seconds.</p>	Optional
	<p><b>Leader Do:</b> Have the students remove their arms and dry them off with towels.</p> <p><b>Do:</b> Have the fair skinned student clasp your index finger and tell him/her to hang on.</p>	
	<p><b>Do:</b> Raise the arm of the fair skinned student. Note the red boundary line between the immersed part of his/her arm and the rest of it.</p> <p><b>Do:</b> Firmly grab his/her forearm just above the wrist for about 10-15 seconds and tell the class to observe what happens when you let go. Have the student squeeze your index finger so he/she won't drop that arm.</p> <p><b>Do:</b> Quickly release your hand from the reddened arm and have the class note the white fingerprints around the wrist. Point out that the cold water irritated the skin and the finger pressure further chased the blood away but that his/her circulation restores the blood flow. If he/she been further in hypothermia, the blood would not have returned.</p> <p><b>Do:</b> Retrieve the towels and send the kids back to their seats with the instruction to let their classmates feel their cold arms.</p>	
	<p><b>Leader Ask the temperature person:</b> What is the room temperature?</p> <p><b>Do:</b> Have the temperature person come up to the back of the beaker and place the thermometer in the beaker with the numbers facing the temperature person. The temperature person remains quietly, holding the thermometer while you run the second pair of volunteers through the exercise.</p>	

	<p><b>Do:</b> After the second pair is done,</p> <p><b>Ask the temperature person:</b> What is the water temperature? That's really close to the temp our lakes, rivers, and Puget Sound.</p> <p><b>Do:</b> Have the temperature person return to his/her seat.</p>	<p>Substitute a body of (cold!) water near you.</p>
<p><b>Review and Conclusion</b></p>	<p><b>OPTIONAL IF TIME ALLOWS:</b></p> <p><b>Leader:</b> Repeat the experiment as often as you wish.</p> <p><b>Leader:</b> Encourage the adults in the classroom to also experience the cold water immersion experiment. It will teach them a very important lesson also.</p> <p><b>Assistant Do:</b> Put the lid on the beaker and cover it with the towels</p> <p><b>Leader Ask:</b> Do you remember the 50/50/50/50 rule. Why this rule is true.</p> <p><b>Answer:</b> <i>Hypothermia</i></p> <p><b>Leader Ask:</b> <i>What is the H.E.L.P. position? Can you show me? Heat Escapes Less Places when you are in the H.E.L.P position.</i></p>	





## **BOATING SAFETY 4 KIDS**

### **Review Questions**

#### **LIFE JACKET STYLE SHOW / IT'S IN THE BOX**

1. SIZE: Where do you find the size? (inside the life jacket)
2. SIZE: The size is given in inches, what are you measuring? (chest)
3. FIT: How do you test the fit? (pull up on the shoulders, must be 2 inches or less)
4. FIT: If it is more than two inches, what can you do to make it fit? (tighten all the straps, ties, etc.)
5. COLOR: Should the life jacket be the same or different than the water? (different)
6. COLOR: What are some good colors? (Red, Orange, Yellow, Pink)
7. CONDITION: If a life jacket gets a rip how should you fix it? (you don't)
8. CONDITION: If you find a life jacket in bad condition, what should you do? (destroy it)
9. WHEN: When should you put your life jacket on? (before you get in the boat)

#### **UNCLE LOUIE / RESCUE BAG**

1. If someone falls overboard, who is the most important person to save? (YOU)
2. What is the first thing you do in a boating accident? (Sit)
3. What is the second thing you do in a boating accident? (Throw)
4. What is the third thing you do in a boating accident? (Yell)
5. If you blow your rescue whistle, how far away can it be heard? (1 mile)
6. What is the fourth thing you do in a boating accident? (Wave)
7. Where is your arm when you let go of the rescue bag? (Horizontal)
8. With a rescue bag, what do you hang on to? (The handles and the bitter end)

#### **S - S - S - S - S**

Can you say the FIVE things to do to protect yourself from the sun?

1. Slip on a shirt
2. Slap on a hat
3. Slop on Sunscreen
4. Sip on water
5. And Sl-i-i-i-i-de on sunglasses

#### **HYPOTHERMIA**

1. How cold is the water where you live? (Washington is 40-50 degrees)
2. How long did the children have to keep their hands in the cold water? (90 seconds)
3. What is the 50/50/50/50 rule? (You have a 50/50 chance of swimming 50 yards in 50 degree water)
4. What does H.E.L.P. stand for? (**H**eat **E**scapes **L**ess **P**laces)

For additional help, contact Cdr Linda Martin, JN at 425-422-4721 or [PFDPrettyFancyDude@yahoo.com](mailto:PFDPrettyFancyDude@yahoo.com)





# BOATING SAFETY 4 KIDS

## APPENDIX

***Boating Safety 4 Kids!***

**If you're not teaching it in your squadron,  
YOU'RE MISSING THE BOAT!**

## **BOATING SAFETY 4 KIDS**

### **How to Use These Forms**

We specifically designed these forms in Word\* format so it would be easy for each squadron to insert their own squadron name, squadron burgee, squadron contact person(s) and their contact information plus dates and locations. After all, what good is sharing all these forms if we don't make it easy for you to personalize them? The easier we make it for you, the more likely you are to implement a *Boating Safety 4 Kids* program!

We've done our best to standardize all documents in accordance with the United States Power Squadrons current branding manual. Since change is one of the few constants in life, most of the forms can be easily reformatted to comply with any future changes.

We print the Snoopy coloring book stickers on 2" X 4" Office Depot® #612-051 (comparable to Avery® 8463™ and 5163™ as well as 3M® 3200-T and 3100-T).

\*Created with Word 2007

## Button-Nose Sockeye Salmon Directions

(for the “Uncle Louie” lesson)

The next page shows the salmon pattern at about 50% normal size. Feel free to adjust the pattern to fit the size of your fabric and the type of fish in your area: button-nose trout, button-nose bass (which sounds very cool with the alliteration), button-nose catfish, etc.

### FABRIC

You can use almost any fairly sturdy fabric. Legs of old jeans stand up well to the rigors of the Uncle Louie lesson and getting carted around in a tote. Plus, *someone* in your squadron is bound to have a tired pair of jeans they can donate to the cause!

### STUFFING

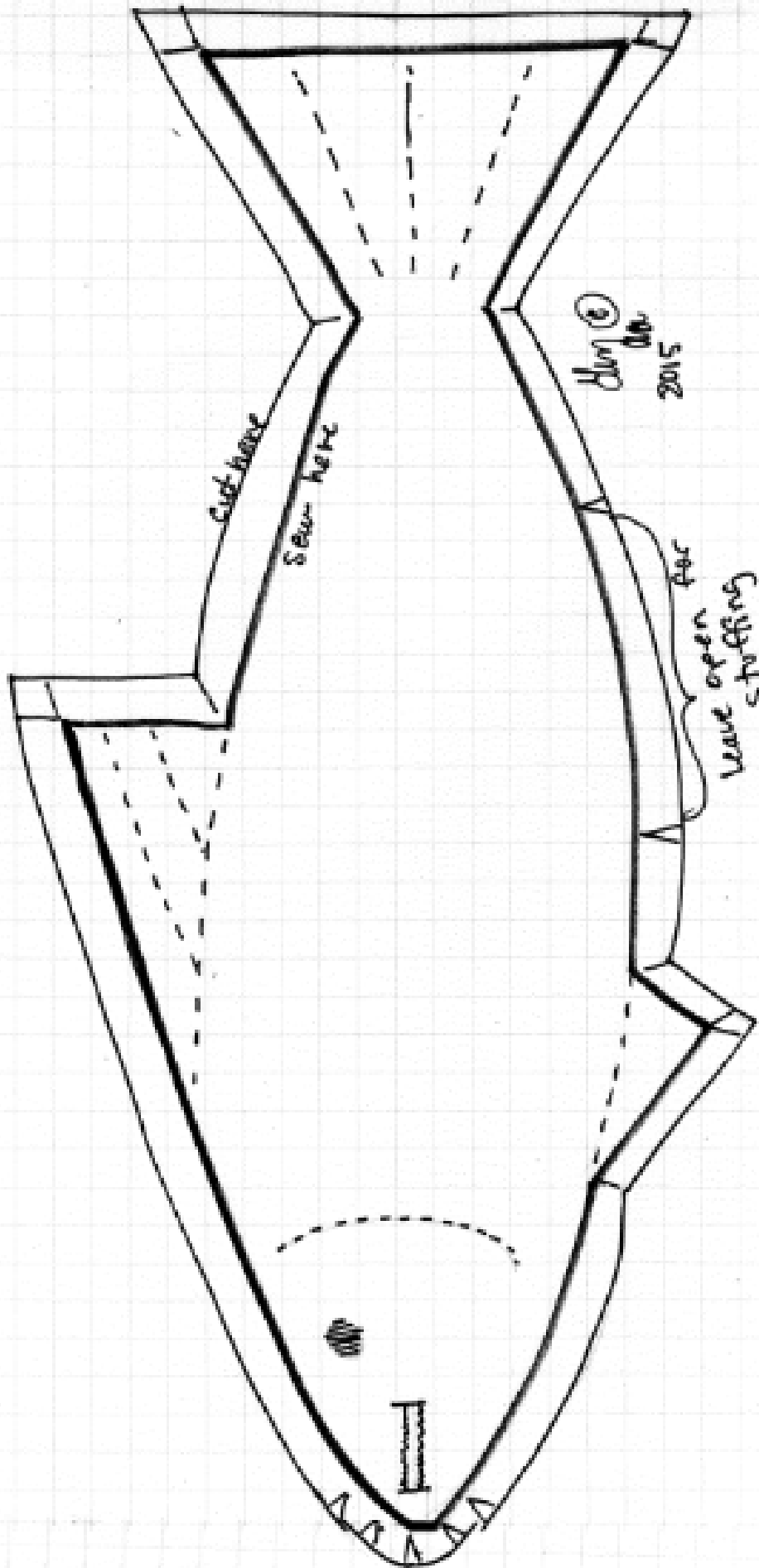
Linda used polyester stuffing that comes in bags and is used to stuff animals and pillows.

### DIRECTIONS – make four to six fish.

1. Enlarge, print or photocopy the pattern as desired.
2. Sketch in any changes you want to make to the pattern, give it your own personality.
3. Cut out the pattern and tape the two halves together.
4. Pin the pattern to two layers of fabric right sides together and cut out two fish pieces.
5. Transfer the gill, eye, jaw, tail, and buttonhole markings to the right side of both fish pieces.
6. By hand or machine, embroider the fish’s features onto the right side of each fish piece. The buttonhole and top stitching the fin and tail come later in the process.
7. Place right sides together and sew the two pieces together leaving a three or four inch opening in the belly for turning fabric right side out and inserting stuffing.
8. Clip about  $\frac{3}{4}$  of the way into the seam allowance following the marks on the pattern. Cut off the tips of the fin and tail in layers near the stitching. This will make it easier to turn the fish right side out.
9. Turn the fish right side out using a chop stick or similar tool to turn out the pointy parts of the fish.
10. Press the seams flat.
11. Fill the fish with polyester stuffing to the desired plumpness, leaving the nose of the fish stuffing-free in order to make the buttonhole.
12. Put a small amount of stuffing in the dorsal fin and tail so you can sew through them later in the process for a three dimensional effect. Make adjustments so your fish looks sleek and fast.
13. Blind stitch the opening in the belly.
14. Top stitch the dorsal fin and tail using the pattern markings as a guide.
15. Make a button hole to match the size of the button on the end of the fishing “line.”
16. Ta-dah! You now have your very own button-nose sockeye salmon – or bass or catfish or trout!
17. Repeat the process until you have four to six button-nose fish.

### FISHING POLES

Collect two used fishing poles with or without reels that are about five feet long. Use string for “lines” and large buttons for “bait.” We recommend  $\frac{3}{4}$  to 1” diameter buttons.



Dun ©  
2015

Cut here  
Sew here

Leave open for  
stuffing

enlarge 50%

**BOATING CLASS 4 KIDS – TWO HOUR TEACHING**  
**SCHEDULE AND STAFFING WORKSHEET**

**DATE & TIME**

**PLACE, ADDRESS; CITY**

<b><u>Time*</u></b>	<b><u>Event –</u></b>	<b><u>Names</u></b>	<b><u>Min.</u></b>
8:10	<b>Arrive and Set up</b>		<b>45</b>
8:55	<b>Announcements</b>		<b>5</b>
9:00	<b>Introductions – and Opening</b> Who we are. Mascot. Ask about boating and water activities.	<b>Leader:</b> _____	<b>5</b>
9:05	<b>PFD Style show</b> Demo PFD parts Dress the students Lesson	<b>Leader:</b> _____ <b>Helper:</b> _____ <b>Students (7)</b>	<b>25</b>
9:30	<b>It's In the Box --Game</b>	<b>Leader:</b> _____ <b>Helper:</b> _____ <b>Students (6)</b>	<b>20</b>
9:50	<b>S-S-S-S-S COMMERCIAL</b> Sunburn precautions, etc.	<b>Leader:</b> _____ <b>Students (5)</b>	<b>5</b>
9:55	<b>Uncle Louie Part 1</b>	<b>Narrator:</b> _____ <b>Kid:</b> _____ <b>Uncle Louie:</b> _____	<b>25</b>
10:20	Line Toss Demonstration	<b>Leader:</b> _____ <b>Students (1)</b>	<b>5</b>
10:25	<b>Uncle Louie part 2</b>	<b>Narrator:</b> _____ <b>Kid:</b> _____ <b>Uncle Louie:</b> _____	<b>15</b>
10:40	Make Rescue Bag	<b>Leader:</b> _____ <b>Helper:</b> _____ <b>All students</b>	<b>15</b>
10:55	Award certificates, color books, parent letter, in USPS bag	<b>Leader:</b> _____	
11:00	Kids dismissed		
11:10	Clean up and leave		<b>30</b>

**\*Please change times to fit your teaching schedule.**



# Boating Safety 4 Kids!

*Bring your kids, your grandkids,  
and your neighbors' kids.*

*Bring in a scout troop or group of kids.*

- Who: kids in the 1<sup>st</sup> - 6<sup>th</sup> grades*  
*What: learn how to be safe on the water*  
*How: skits, games, experiments, & fun stuff!*  
*When: date and time*  
*Cost: FREE, FREE, FREE!*  
*Where: place*  
*address and city*

*Pre-registration is required.*

*Contact name at:*  
*phone or email address*







# “BOATING SAFETY 4 KIDS”



DATE & TIME:  
LOCATION:

This course is intended for children in 1<sup>st</sup> to 6<sup>th</sup> grades. It provides kids with boating knowledge that will help prevent accidents. It also helps them save themselves if they're in an accident. **NAME Sail & Power Squadron** will be instructing this class. Our trained instructors are excited to teach the children some easy to remember skills that may save their lives or the life of someone they know.

In the “**COLD WATER EXPERIMENT**” two to six children will be chosen to place their hands and arms in 45 to 50 degree water for 90 seconds. This exercise exposes the child to risk of injury including hypothermia. It is imperative that we have the permission and a release form signed by a parent or legal guardian with knowledge of the risks involved.

**Children must be PRE- registered so we can be sure we have adequate space to teach them.** Please give, email or mail this registration form to **NAME**.

**EMAIL AND/OR ADDRESS.**

If you have any questions, feel free to call **NAME & PHONE**.

----- CUT HERE ----- REGISTRATION AND RELEASE----- CUT HERE-----

STUDENT'S NAME \_\_\_\_\_ GRADE \_\_\_\_\_

PARENTS' NAMES \_\_\_\_\_ HOME PHONE \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_

EMAIL \_\_\_\_\_ CELL PHONE \_\_\_\_\_

Does your child have:	Asthma?	Yes ___ No ___
	Heart or kidney problems?	Yes ___ No ___
	Seizures?	Yes ___ No ___
	Emotional problems?	Yes ___ No ___
	Perceptive problems?	Yes ___ No ___
	Diabetes?	Yes ___ No ___
	High blood pressure?	Yes ___ No ___

I have read and give my permission for \_\_\_\_\_ to attend the

1) “BOATING SAFETY4 KIDS CLASS” AND

2) HAVE HIS OR HER PHOTO TAKEN FOR ADVERTISING PURPOSES AND

3) MY CHILD MAY \_\_\_\_\_ OR MAY NOT \_\_\_\_\_ PARTICIPATE IN THE COLD WATER EXPERIMENT.

And I release \_\_\_\_\_ Sail and Power Squadron and its principals, agents and instructors from any liability or claim of liability resulting from injury to the student.

Parent or legal guardian (SIGNATURE) \_\_\_\_\_

In case of an emergency, where can we reach the parent or legal guardian during this class?

Location \_\_\_\_\_

ABC3 boating class \_\_\_\_\_ Phone \_\_\_\_\_ cell or home (circle one)

*Come for the Boating Education . . . . Stay for the Friends<sup>SM</sup>*



# Good Job!

---

participated in  
**Boating Safety 4 Kids**  
on (insert date)



United States Power Squadron  
[www.usps.org](http://www.usps.org)

(insert your burgee here)

(your) Sail & Power Squadron  
(insert your website here)

*Come for the Education . . . Stay for the Friends<sup>SM</sup>*



# Good Job!

---

participated in  
**Boating Safety 4 Kids**  
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United States Power Squadrons



Everett Sail and Power Squadron

**NAME Sail and Power Squadron**  
**Boating Safety 4 Kids**  
**CITY, State**

Dear Parent or Guardian,

The "Teaching Crew" of the **Boating Safety 4 Kids** program of the **NAME** Sail and Power Squadron want to thank you for having such great kids. We had a marvelous time teaching and getting to know them. We were surprised to find out that many of them have their own life jackets. That says a lot about you as parents and your boating safety priorities. It's our goal that they're safer after this class.

We taught the kids a lot of little slogans to help them remember the lessons. In time, they may forget part of the lesson. In order for you to help reinforce the lesson with your children, we have compiled a list of some of the main slogans.

1. Life jackets need to be the **RIGHT...**
  - SIZE** (read the label, either chest measurement or pounds)
  - FIT** (try it on, adjust the straps and ties, and pull up on the shoulders, no more than two fingers distance)
  - COLOR** (a color that is different from that of the water, preferably orange, yellow, red or HOT PINK)
  - CONDITION** (no holes, rips or repairs)
2. If you are in a boating accident you need to
  - SIT** (down low in the boat in order to carry out your plan),
  - THROW** (everything that floats to the victim),
  - YELL** (or whistle in order to get help), and
  - WAVE** (the international distress wave to attract attention to you and to let others know you are in trouble).
3. "**Slip-Slap-Slop-Sip-Slide**" means:
  - Slip** on a shirt
  - Slap** on a hat
  - Slop** on the sunscreen
  - Sip** on your water.
  - Slide** on your sunglasses

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4. **H.E.L.P.** means **H**eat **E**scapes **L**ess **P**laces and is the position you should get into if you fall in the water. Bring your knees up to your chest and hold them tight with your arms. This position keeps your body heat in and slows down the hypothermia process.

We teach **Boating Safety 4 Kids** one to two times each year in the **CITY** area using material from the United States Power Squadrons and the Washington State Parks and Recreation Commission. Our next kids' classes will be determined **WHEN**. If you know of some other children that may benefit from this class, please have them register by calling me at **PHONE NUMBER**. We are also available to teach this class or a shorter version to other groups.

(YOUR) State now requires a **Boater Education Card** in order to operate a power boat. To get the card, you must take and pass a boating safety class. The **NAME** Sail and Power Squadron teaches such a class and our next adult (insert # weeks) week Boating Class begins **DAY, DATE at PLACE in CITY**. You can call our instructor, **NAME**, at **PHONE NUMBER** to register and get more information about the classes. You can also register on line at [www.YOUR WEB SITE.com](http://www.YOUR WEB SITE.com)

The **NAME** Sail and Power Squadron meets the first **DAY** evening monthly (except **MONTHS**) for a potluck and program at the

**PLACE**  
**ADDRESS.**  
**CITY**

(No reservations are needed)

The squadron goes boating together one weekend each month and goes on extended cruises in the summer. We also offer a multitude of advanced classes to members and non-members. If you are interested in learning more about what the squadron does, please don't hesitate to call our Commander (or membership chair) **NAME** at **PHONE NUMBER AND EMAIL**.

Have fun and maybe we'll see you out there on the waterways.

Again, we want to say how much we appreciated teaching your children to be safer on and near the water.

Happy Boating,

*“Teacher’s signature here”*

**NAME**  
**OFFICE &**  
Boating Safety 4 Kids Chairman  
**NAME** Sail & Power Squadron  
**PHONE NUMBER or EMAIL**

P.S. Check out our website: [www.YOUR WEB SITE.com](http://www.YOUR WEB SITE.com)

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United States  
Power Squadrons

Everett Sail &  
Power Squadron

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<http://www.usps.org/everett/>  
or call Jim West at 425-778-0283

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