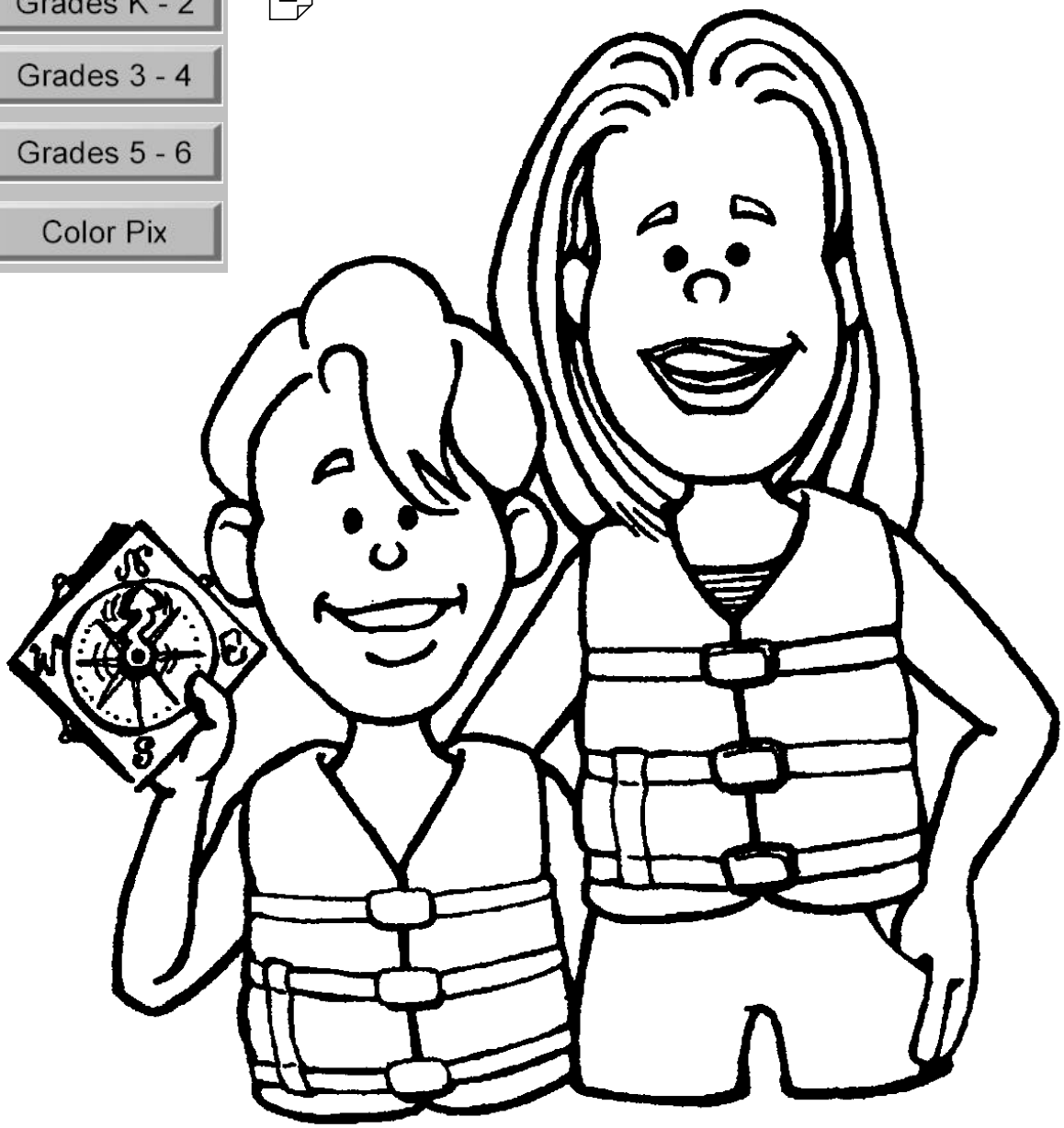
Grades K - 2

Grades 3 - 4

Grades 5 - 6

Color Pix



Safe Passage

Water Safety Education Program
U.S. Army Corps of Engineers

Text by Judy Sprankle
Layout and Illustration by Kathleen Fosbinder Bullock

My *Safe Passage* Portfolio

Name: _____

http://watersafety.usace.army.mil/safepsg

Teacher Evaluation Form

Please help us improve our *Safe Passage* water safety curriculum by completing this evaluation form and returning it via the mail, fax or submit it online using the CD-ROM. Rate items of a scale of 1 (low) to 5 (high). Your specific comments can provide valuable suggestions for future changes.

Grade Level: School Name:	
Video	
Video was shown in its entirety during one class period	Yes No
Video was shown in segments on the same day with pauses for classroom interaction	Yes No
Video was shown in segments on different days	Yes No
Video Contains information relevant to the lives of my students	Yes No
Video presents information in a logical order	Yes No
Video provides good information for classroom discussions	Yes No
Student's interest in the video was ...	1 2 3 4 5
Comments: _____ _____ _____	
Curriculum Guide - Format & Creativity	
Material in the teacher's guide is arranged in a convenient, easy to find sequence	1 2 3 4 5
Teacher instructions are clear and easy to follow	1 2 3 4 5
The lesson plans provide useful suggestions for application of the material	1 2 3 4 5
The materials are easy to read and use	1 2 3 4 5
The Safe Passage theme was easy for students to remember	1 2 3 4 5
The activity sheets are visually appealing	1 2 3 4 5
The activity sheets are easy for students to follow	1 2 3 4 5
Comments: _____ _____	

Curriculum Guide -- Content	
Water safety is an important subject to cover in school.	1 2 3 4 5
The activities were appropriate for my class.	1 2 3 4 5
A good variety of activities were offered.	1 2 3 4 5
The material in the teacher's guide extends the information found in the video.	1 2 3 4 5
Rules for water safety were posted in our classroom.	Yes No
The curriculum provided answers to most student questions.	
In the classroom, the curriculum was linked to other subjects being studied.	1 2 3 4 5
Overall, student interest in water safety is ...	1 2 3 4 5
Comments:	

Student Acceptance	
Students are able to complete the activities	
Students actively participate in the discussions.	
Students find water safety an appropriate subject for school.	
Students understand how the written curriculum relates to the video.	
Because of past experiences, most students can relate to the water safety message.	
Students shared their learning with their families.	
Comments:	

To the Instructor

Thank you for choosing the *Safe Passage* curriculum, developed by the U.S. Army Corps of Engineers, to introduce your students to the world of water and the many benefits and risks associated with this natural resource that covers nearly three-quarters of our world.

Water is essential to Corps of Engineers programs such as hydropower production, navigation, irrigation, and providing recreational opportunities. The Corps today is the leading provider of water-based recreation, managing more than 4,000 recreation areas nationwide. Corps facilities host over 300 million visitors each year who are attracted to the lakes and waterways which serve as the backdrop for a variety of activities. Whatever their recreational preference – fishing, boating, swimming, water skiing, diving, picnicking, or simply sightseeing – most of our visitors come prepared for being in, on, or around the water. We find, however, that each year a large number of water-related fatalities occur which involve folks who never even intended to be in the water. It's a sad fact, according to the National Safety Council (NSC), that drowning continues to be the second leading cause of accidental death (after auto accidents) for ages 1 – 44, with nearly 8,000 people losing their lives in our nation's waters each year.

The *Safe Passage* video and accompanying literature is well suited for a weeklong unit on water and water safety. The video is broken into four modules; swimming, boating, dams (along with rivers and canals), and water rescue. Each section is approximately 15 minutes long. Choose materials from this package to incorporate reading, writing, science, and art activities to complete in class or for students to take home. This package includes several extension activities, such as writing a public service radio announcement, which may be used to complete the week.

We encourage you to examine the interactive materials that accompany the *Safe Passage* CD-ROM and the water safety web site at http://watersafety.usace.army.mil. You'll find full-color photos, animations, puzzles, and self-directed learning activities.

Please take the time to send us your comments on the *Safe Passage* curriculum by filling in the enclosed forms or my taking the online survey on the *Safe Passage* CD-ROM. We look forward to hearing from you and your students

Topher's Rules for Safe Swimming

1. Learn to swim.
2. Always swim with a buddy.
3. Swim in a designated area and make sure an adult watches you.
4. Wear a life jacket if you can't swim or if you are just learning to swim.
5. An air mattress or swim ring does not take the place of a life jacket.
6. Don't swim in cold water.
7. Never dive or jump into unknown waters.
8. No drugs or alcohol.
9. Obey all "No Swimming" and other warning signs.
10. Never swim in a canal.

Scully's Tips for Boating Safety

1. Know your boat – each boat has its own purpose. Make sure you use your boat correctly.
2. Always wear a life jacket while riding on a boat.
3. Make sure a responsible adult is operating the boat.
4. Don't go in the boat if the operator has been drinking alcohol.
5. Ride a PWC only with an experienced adult driver.
6. Don't stand in a small boat.
7. Don't sit on the gunwale or bow of a moving boat.
8. Know your state's laws governing boating and fishing.

Wanda's Rules Around Dams, Rivers, and Canals

1. Never boat just above or just below a dam. Don't go past buoys, signs, ropes or lights that warn of a dam. Don't boat or paddle near a low level dam.
2. Stay away from canals – currents and undertows hide beneath the surface.
3. Remember that rivers can have strong currents and hidden dangers beneath the surface. Some rivers have waterfalls where the water drops hundreds of feet.
4. Watch out for rapids or whitewater.

5. Watch out for fallen trees and broken limbs in a river.
6. Remember that cold water can cause hypothermia.

Sam's Guidelines for Water Rescue

1. REACH: Hold on to the dock or your boat and reach your hand, a boat oar, a fishing pole, or whatever you have nearby to the person in the water.
2. THROW: If you can't reach far enough, toss things that float for the person to grab.
3. ROW: If you're in a boat, use the oars to move the boat closer to the person in the water, or call out to a nearby boat for help. Don't use the boat's motor close to a person in the water, the propeller could injure them.
4. DON'T GO: Don't go into the water unless you are trained. Yell for help.
5. Practice a rescue. Learn first aid for hypothermia and cardiopulmonary resuscitation (CPR).

Swimming

Suggested Application of This Material

- Show student the swim section of the video (10:30 minutes).
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Topher discussing with Holly and Jason.
- Refer to your "Topher's Rules for Safe Swimming" poster.
- Return to the *Safe Passage* video for the end of the swimming module (2:30 minutes).

"Let Topher Be Your Guide"

- Ask students to read the text and fill in the missing words. Emphasize the use of initial letter clues and context to help determine unknown words. All vocabulary words are used only once.

Buoyancy

- Begin with a class discussion on what buoyancy means, what causes some objects to float and others to sink, and what keeps people from sinking
- With a partner or as a class, have students conduct the experiments described on their activity sheet
- Read "Why do Humans Float?" as a group activity

"Helping Jason and Holly to be Safe Swimmers"

- Distribute either the illustrated or blank version of the activity booklet.
- Cut the pages in half horizontally, fold and staple.
- Students may refer to the "Topher's Rules" poster to get ideas and complete the sentence blanks.

RECOMMENDED K-2 GRADE LEVELS

Contents

- "Topher's Rules for Safe Swimming" poster
- "Let Topher be Your Guide" cloze activity sheet
- "What is Buoyancy?" science activity sheet
- "Why Do Humans Float?" study sheet
- "Helping Jason and Holly be Safe Swimmers" art activity booklet

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- Objects that students can test for buoyancy such as a paper clip, a pencil, an empty plastic bottle with cap, Styrofoam, a coin, an empty 35mm film canister
- A large bowl or pail for water
- Sand or similar item to fill film canister

Topher's Rules for Safe Swimming

1. Learn to swim.
2. Always swim with a buddy.
3. Swim in a designated area and make sure an adult watches you.
4. Wear a life jacket if you can't swim or if you are just learning to swim.
5. An air mattress or swim ring does not take the place of a life jacket.
6. Don't swim in cold water.
7. Never dive or jump into unknown waters.
8. No drugs or alcohol.
9. Obey all "No Swimming" and other warning signs.
10. Never swim in a canal.

Let Topher Be Your Guide

You will probably never find a magic compass that zooms you to a beach like Jason and Holly did, but you still need to know the rules for water safety to get home alive and healthy after a day at the lake. If you met Topher at your beach, he might ask you how much YOU know about safe swimming. Show Topher what you know by filling in the blanks as you read. (f you need help, use the words at the end of the story.)

Yo! Dudes and Dudettes!

Going to a lake or a river is a great way to cool off, but there are m_____ dangers in and near the water. Each year, thousands of children are h_____ because they don't use the rules for safety near the water. Be smart, like your pal Topher, and learn the rules for w_____ s_____.

The first rule of water safety is to learn to s_____. If you don't know how to swim, ask your family to get you some swimming lessons.

Swimming is a great sport. It can build muscles, but the most important thing is that it can s_____ your life.

The next rule is don't ever go swimming without a b_____.

Your buddy may save your life if an a_____ happens.

(More)

The third rule for safe swimming is to swim in a roped area where boats aren't allowed. Whenever you go into the water, be sure a grown-up is watching you. If you don't know how to swim, you need to stay in s_____ water and wear a l_____ j_____ !

Never, ever jump or dive into d_____ water. You could hurt your h_____ or feet if you hit a tree stump, a rock, or broken glass hidden below the surface. Sometimes divers are hurt or k_____. You should w_____ into the water before jumping in.

By now I bet it seems like grown-ups want to take all the f_____ out of going to the beach! But rules are cool because they help keep us s_____. Here are three more rules I want you to remember:

1. "Always obey w_____ signs. If it says 'No Swimming' or 'Keep Out' don't get in the water!
2. Don't swim at n_____.
3. Don't swim when you see l_____ or hear th_____. Get out of the water during a storm!

Stay cool and stay safe. *Safe Passage*, little dudes!

Vocabulary: Use this list to help you fill in the blanks. Use each word once.

accident	head	lightning	save	wade
buddy	hurt	many	shallow	warning
dark	killed	night	swim	water safety
fun	life jacket	safe	thunder	

What is Buoyancy?

Conduct the Following Experiment

First, predict which of the objects listed below will float. Next, place the objects one at a time in a large bowl or pail filled with water. Watch what happens. Record what you see on the chart below.

Observation Chart *(Fill in one Arrow)*	***Predict*** *Float*	*Sink*	***What Actually Happens?*** *It Floats*	*It Sinks*
1. Large metal paper clip				
2. A pencil				
3. A small, empty glass or plastic bottle with cap				
4. A piece of Styrofoam				
5. An empty plastic 35mm film canister				
6. A 35mm film canister filled with sand				

Find some other objects and place them in the water. Below, tell which ones float and which ones sink.

_____

_____

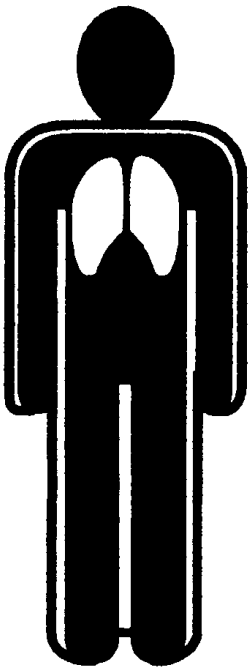
_____

Now try this and discuss what happens:

Push the empty bottle under water. What happens? What happens when you fill the bottle halfway with water, cap it, and put it back in the bowl or pail? What happens when you completely fill the bottle with water, cap it, and put it back in the bowl or pail? Why do you think some objects sink while others float?

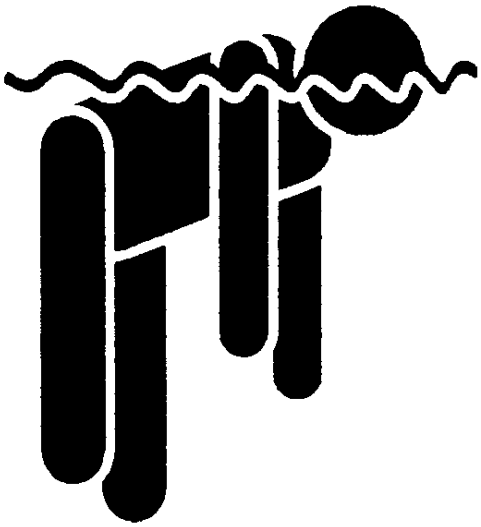
Why Do Humans Float?

Birds and animals like ducks, geese, otters, and beavers swim and float naturally in the water. People have to learn to swim, but we can float in the water. To “float” means to stay up at the top of the water without sinking to the bottom. The water holds up or buoys our bodies.



People are buoyant because they have air in their lungs. We also have a layer of fat on our bodies. Because the air in our lungs and the fat on our bodies are lighter than the same amount of water, we float.

When you are in the water and get tired of swimming, you can float. When you take a swimming course, you are taught survival floating.

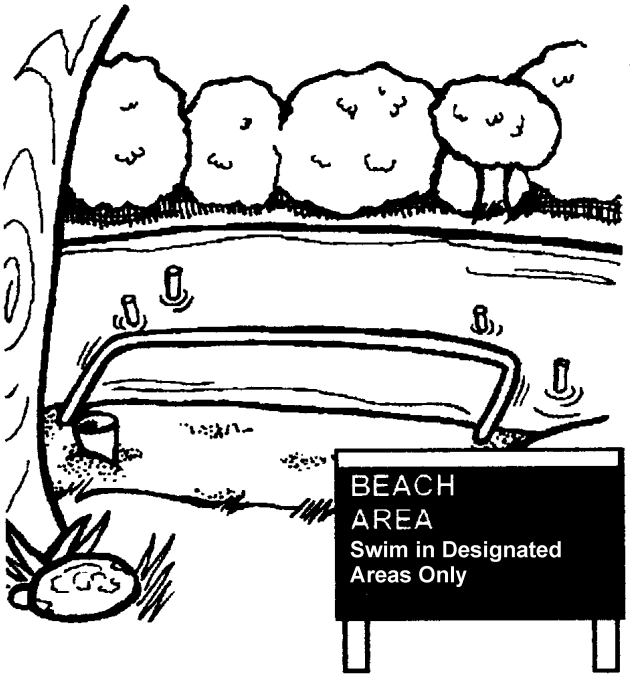


People can float on their backs, but our natural floating position is almost vertical, with the face down. To breathe, you have to lift your face out of the water.

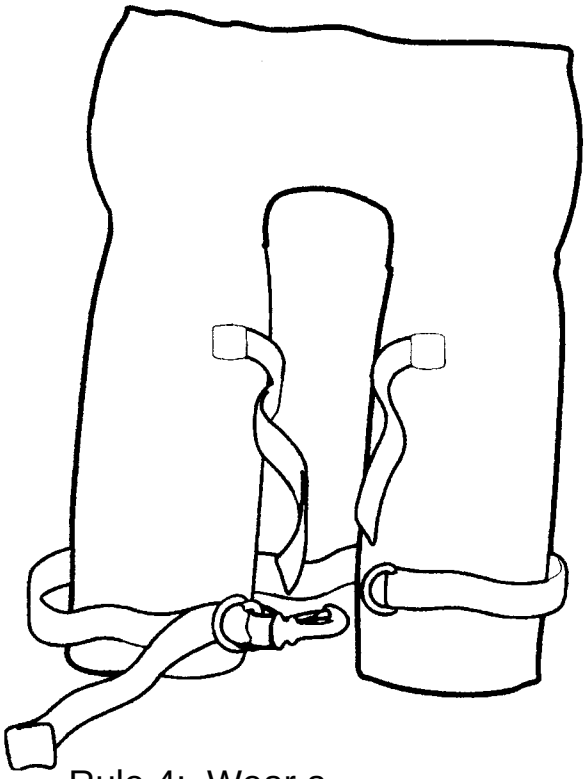
Objects that are heavier than water will sink to the bottom. Things like Styrofoam coolers and kickboards, inner tubes, and life jackets float because they have a lot of air in them. Air is lighter than water so things filled with air float on the water. Things that float can be used to help save people who are drowning.

Rule 7: Don't _____
into dark water.

Helping Jason & Holly To be Safe Swimmers



Rule 3: Swim in a
_____ area.



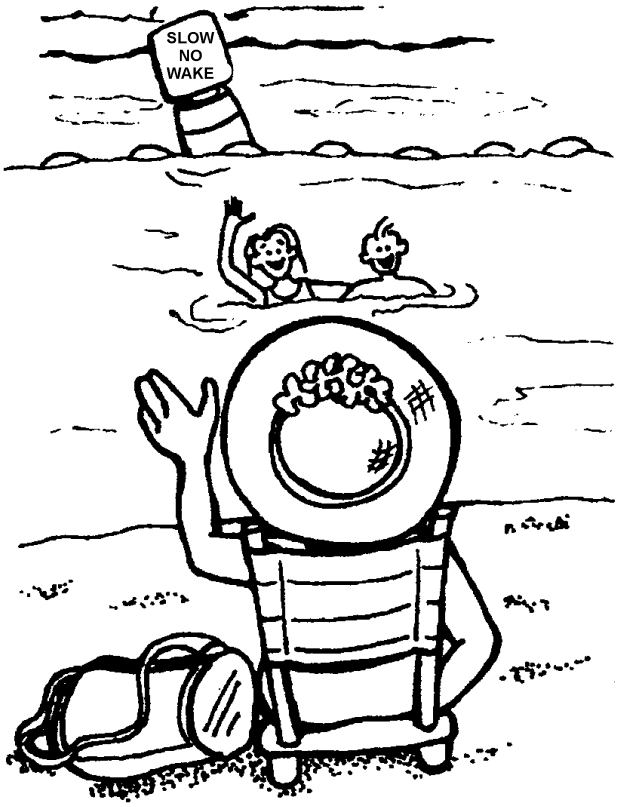
Rule 4: Wear a _____
jacket if you can't swim.

Rule 1: Learn to

_____ .

Rule 6: Obey “No Swimming”

_____ .



Rule 5: Make sure an _____ watches while you swim.

Rule 2: Always swim with a

_____ .

Helping Jason & Holly To be Safe Swimmers

Rule 7: Don't _____ into dark water.

Rule 3: Swim in a _____ area.

Rule 4: Wear a _____ jacket if you can't swim.

Rule 1: Learn to
_____ .

Rule 6: Obey “No Swimming”
_____ .

Rule 5: Make sure an _____
watches while you swim.

Rule 2: Always swim with a
_____ .

Safe Passage

Use this letter to tell your family something that you learned about water safety. Start a conversation by reading your letter at the dinner table.

Dear _____ ,

In school we are learning about water safety. Today we studied

_____ and I learned that

_____

_____

_____

_____

It is important to know about _____

because _____

_____

Let's remember this next time we _____

_____ .

Signed:

_____

Rivers & Dams

Suggested Application of This Material

- Show student the dams section of the video (6:15 minutes).
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Wanda discussing with Holly and Jason.
- Refer to your "Wanda's Rules Around Dams, Rivers & Canals" poster.
- Return to the *Safe Passage* video for the end of the module (one minute).

"Water's Long Journey"

- After viewing the video segment, read Follow the Water from Book to Ocean by Arthur Dorros or Follow the River by Lydia Dabcovich to the class.
- Discuss how water safety rules apply to different scenes in the books.
- Following the reading, ask students to work alone or with a partner to complete the "Water's Long Journey to the Ocean" activity sheet.
- Lay the two pages horizontally and tape or glue them together.
- They may cut out the vocabulary words and paste them on the drawing or write each word in the appropriate section of the drawing.

RECOMMENDED K-2 GRADE LEVELS

Contents

- "Wanda's Rules Around Dams, Rivers & Canals" poster
- "Water's Long Journey" activity sheet

Materials

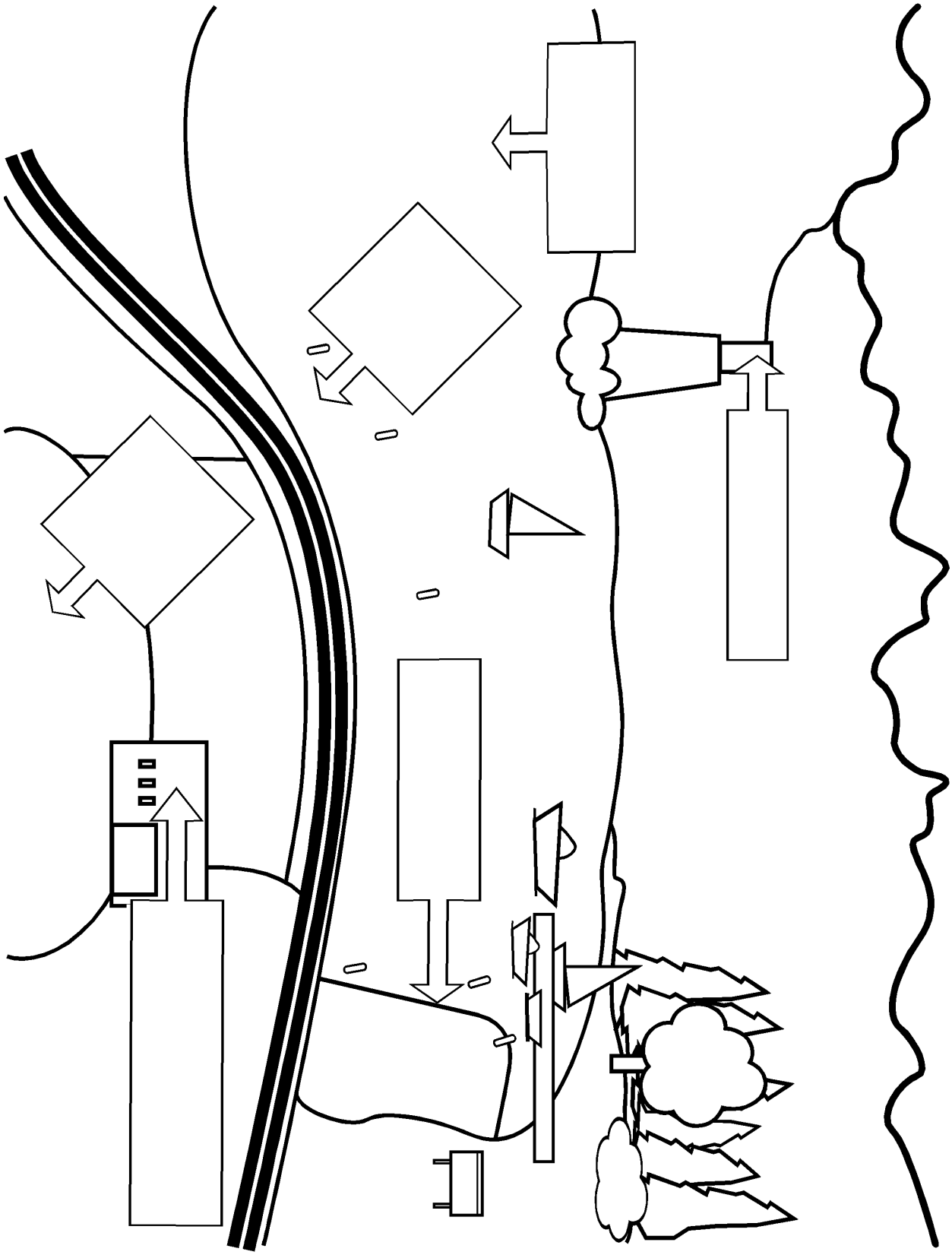
- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- Follow the Water from Brook to Ocean by Arthur Dorros, or
- Follow the River by Lydia Dabcovich

Wanda's Rules Around Dams, Rivers & Canals

1. Never boat just above or just below a dam. Do not go past buoys, signs, ropes or lights that warn of a dam. Don't boat or paddle near a low level dam.
2. Stay away from canals – currents and undertows hide beneath the surface.
3. Remember that rivers can have strong currents and hidden dangers. Some rivers have waterfalls; the water drops hundreds of feet.
4. Watch out for rapids or whitewater.

5. Watch out for fallen trees and broken limbs in a river.
6. Be extra careful around cold rivers and streams. Cold water can cause hypothermia.

Color the Path
of the River



RAIN

SNOW

BROOK

STREAM

MEANDERS

RIVER

CANAL

KEEP
AWAY FROM
CANALS

IRRIGATION

RESERVOIR
OR LAKE

RECREATION
AREA

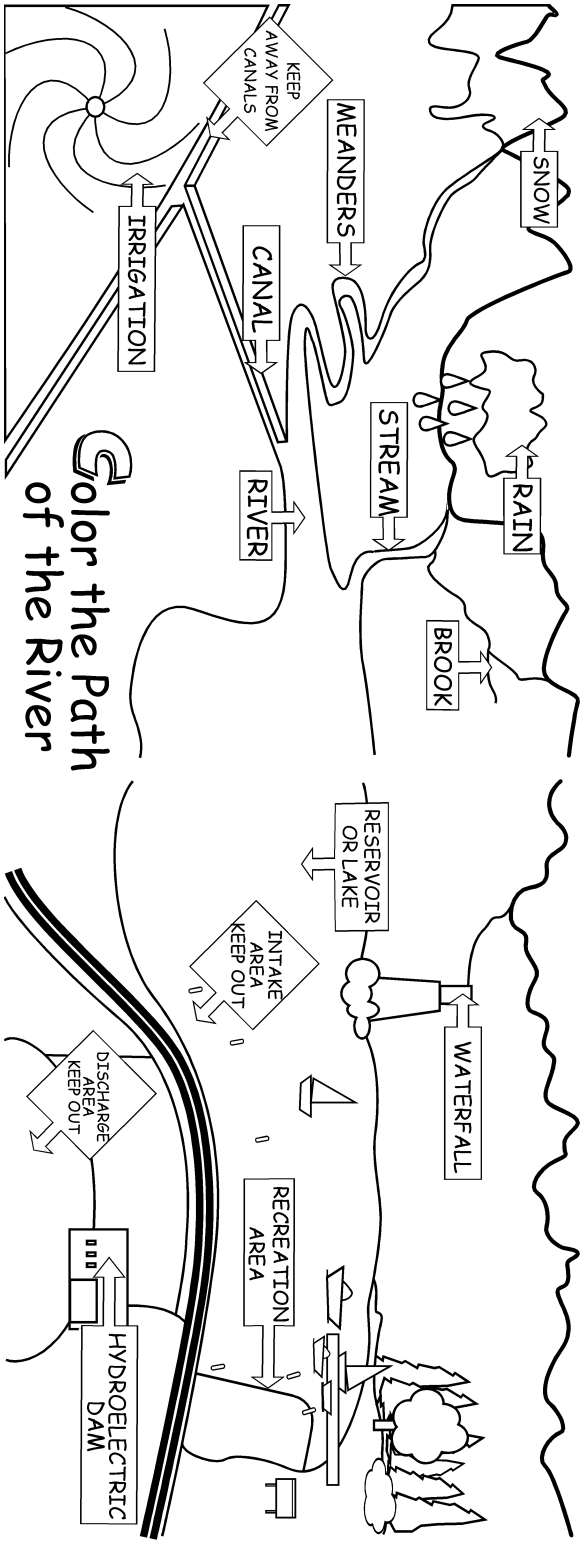
WATERFALL

HYDROELECTRIC
DAM

INTAKE
AREA
KEEP OUT

DISCHARGE
AREA
KEEP OUT

Answer Key


SNOW
RAIN
BROOK
STREAM
MEANDERS
CANAL
RIVER
KEEP AWAY FROM CANALS
IRRIGATION
Color the Path of the River
WATERFALL
RESERVOIR OR LAKE
INTAKE AREA KEEP OUT
RECREATION AREA
DISCHARGE AREA KEEP OUT
HYDROELECTRIC DAM

Boating & Fishing

Suggested Application of This Material

- Show student the boating section of the video (six minutes.
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Scully discussing with Holly and Jason.
- Refer to your "Scully's Tips for Boating Safety" poster.
- Return to the *Safe Passage* video for the end of the boating module (two minutes).

"Wear Your PFD" Pictures

- Make color prints of the colorpx.pdf file to share with the class. These can be used in an opaque projector, printed as overhead transparencies, or duplicated as black and white handouts.
- Have students identify what types of boats they have seen and where. They can add their own pictures from home to a display.
- Ask the class to find examples of safe boating in the pictures

Design Your Own PFD

- Students may color and draw designs on each of the four types illustrated.
- Points for discussion:
  1. When should you put on your PFD?
     (Before you get into a boat)
  2. Why are most PFDs orange?
     (Best visibility)
  3. Why is it important that PFDs fit?
     (A PFD must be comfortably snug and sized correctly for the wearer's weight in order to work)
  4. What is a safe way to test your PFD?
     (In a swimming pool)

Make a Match

- Students complete the sentences by filling in a missing word from the word list.
- Students may color the pages, if they wish.

RECOMMENDED K-2 GRADE LEVELS

Contents

- Background information on drownings and boating accidents
- "Scully's Tips for Boating Safety" poster
- Full color pictures of boats and boating activities
- "Design Your Own PFD" art activity
- "Make a Match" reading and matching worksheet

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- Color prints of boats and boating activities (found in the colorpx.pdf file)
- (Optional) opaque projector or overhead transparency projector

Background Information for Instructors

Each year in the United States there are about 6,000 boating accidents resulting in over 1,000 deaths and several thousand injuries. Most of these happen on small inland bodies of water in good weather – usually because of capsizing or falling overboard.

Your local Corps of Engineers project or district public affairs office can provide information on statistics for your area, along with information on local laws regarding life jackets, boating, and fishing.

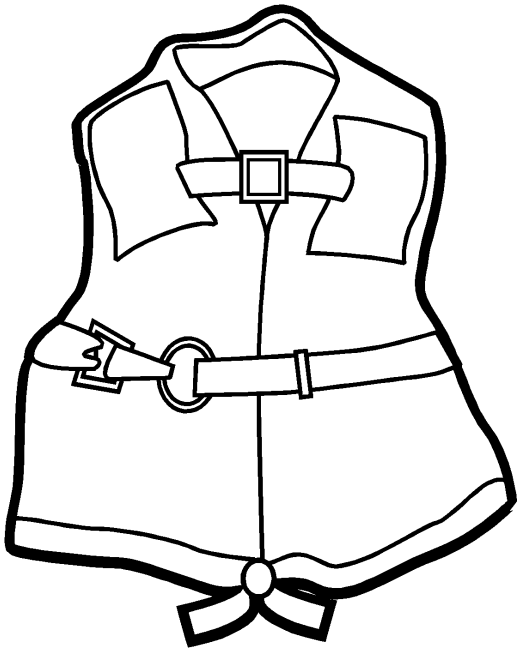
A few facts about types of boats:

- Canoes and kayaks are made of aluminum, fiberglass, wood or keulai. They have no motors. You must use paddles or oars with these boats. They are unstable, but they can navigate in rough or turbulent water.
- Inflatables are made of tough, neoprene-coated fabrics that are resistant to tears or punctures. Very buoyant and stable, they have several air chambers so they can still float if one chamber is punctured. These are also powered manually be paddles or oars.
- Sailboats come in many different sizes though most are small. Some are used for racing. They have a mast and one or more sails. Large sailboats have auxiliary power and can cruise anywhere in the world.
- Sailboards are a cross between surfboards and sailboats. The operator stands on the board and controls the craft by using his or her hands to move the sail to catch the wind.
- Personal watercraft are small boats powered by an inboard engine and a jet pump mechanism. They can operate in shallow water and can carry one, two or three riders. Some are ridden in a sitting position, others while kneeling or standing. They can speed up quickly and are made to allow the rider(s) to fall safely overboard and then reboard.
  (On the *Safe Passage* video Holly pulls the cut-off lanyard attached to her life jacket to stop the PWC.)
- Utility boats are made of aluminum, have outboard motors, and are often used for fishing.
- Runabouts are pleasure craft made of fiberglass or aluminum. They have outboard engines, some are used for water skiing, some for cruising at high speeds, and others, like bass boats, for fishing.
- Cruisers are large boats (between 18 and 60 feet.) They may be equipped for extended stays on the water with a kitchen (galley) and a lavatory (head).

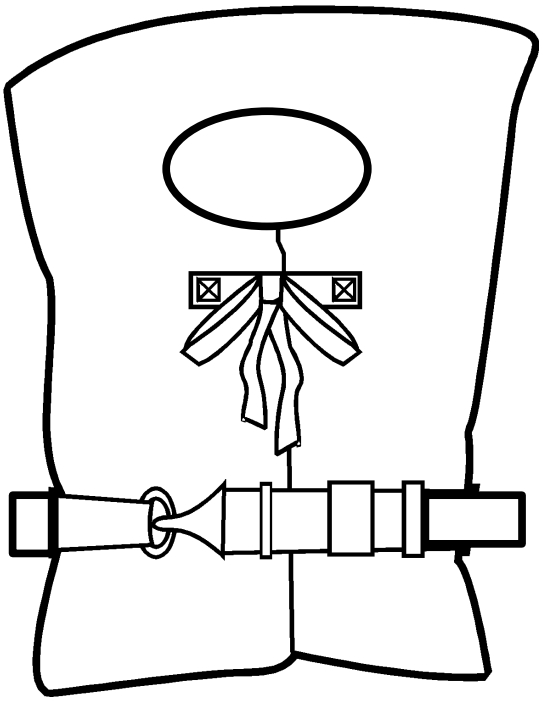
Scully's Tips for Boating Safety

1. Know your boat – each boat has its own purpose. Use your boat correctly.
2. Always wear a life jacket while riding on a boat.
3. Make sure an adult is operating the boat.
4. Don't go on the boat if the operator has been drinking alcohol.
5. Ride a PWC only with an experienced adult driver.
6. Don't stand in a small boat.
7. Don't sit on the gunwale or bow of a moving boat.
8. Know your state's laws governing boating and fishing.
9. Return to shore or dock when a storm comes up.
10. Don't boat near a dam.

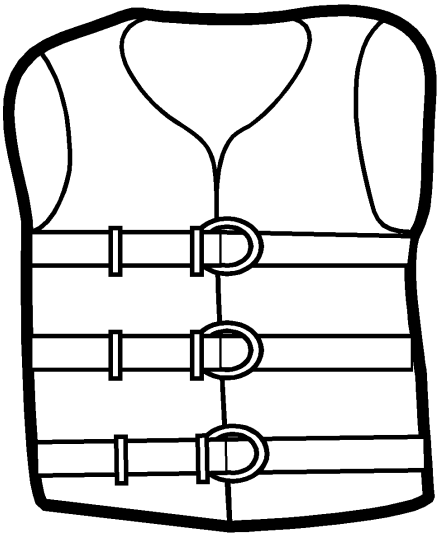
Design Your Own Personal Flotation Device



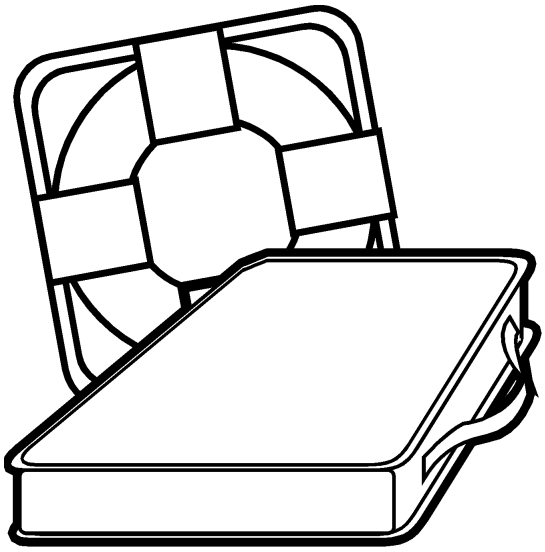
Type I (Off-Shore Life Jacket)
Best flotation for open, rough, or remote waters. Turns most unconscious wearers face up in the water.



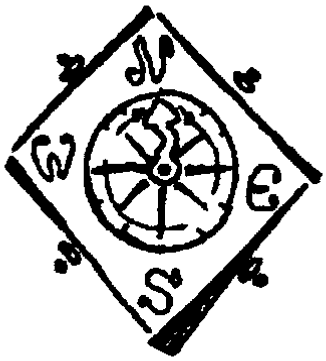
Type II (Near-Shore Buoyant Vest)
Good for calm, inland waters. Turns most unconscious wearers face up in the water.



Type III (Flotation Aid) Good flotation for calm inland waters. Generally the most comfortable to wear, gives most freedom of movement. Not for rough water, wearer may have to tilt head back to stay above water.

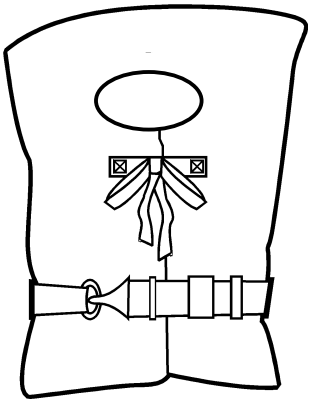


Type IV (Throwable Device) Good backup for wearable life jackets, some can be used as seat cushions. Not suitable for non-swimmers.



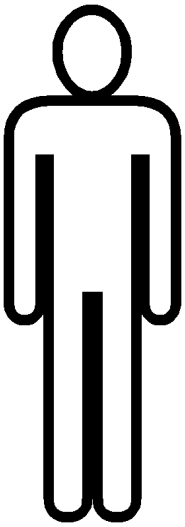
Make a Match

Finish the sentences below by choosing the correct word. Use the pictures to help you. Write one letter of the word on each line.



1. Always wear a _____ _____ _____ _____

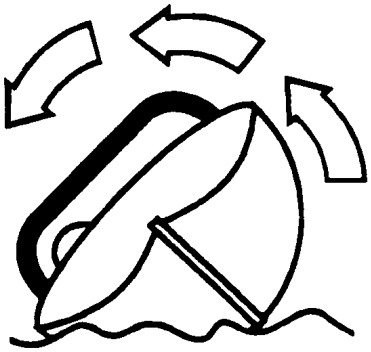
   _____ _____ _____ _____ _____ _____ .



2. Don't

   _____ _____ _____ _____ _____

   in a small boat.



3. A boat can

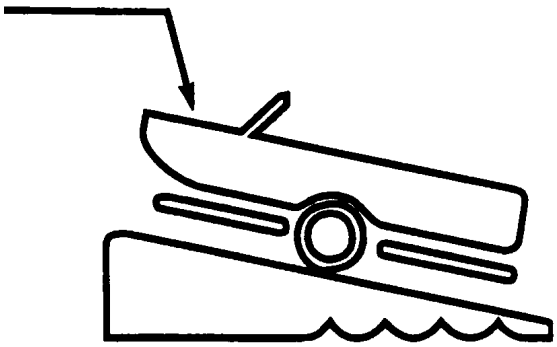
   _____ _____ _____ _____ _____ _____ _____

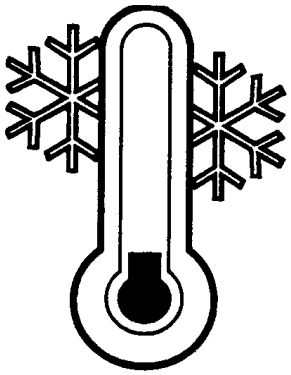
   in the water.

4. Riding on the

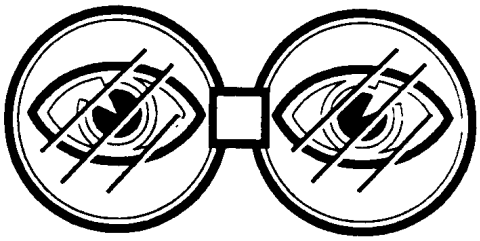
   _____ _____ _____

   of a boat is dangerous.

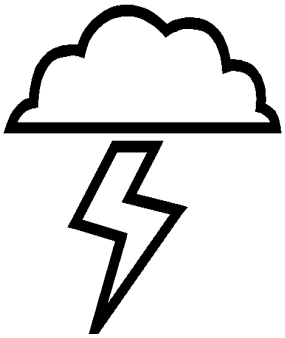




5. You can get hypothermia if the water is too _____ _____ _____ _____ .

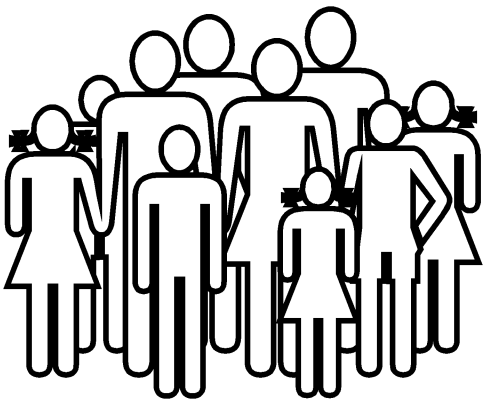


6. Every boat needs someone to be the _____ _____ _____ _____ _____ _____ _____ .



7. Watch out for bad _____ _____ _____ _____ _____ _____ _____ .

8. Don't put too many _____ _____ _____ _____ _____ _____ in your boat.



WORD LIST

weather cold capsize life jacket

stand lookout bow

Boating & Fishing

Games

Materials

Great Life Jacket Race

- Two Type II PFD vests
- Ropes or other items for two finish lines

Life Jacket "Style Show"

- Variety of sizes and styles of PFDs including throwable Type IV seat cushions

Sink Fast Demonstration

- One life jacket
- One life jacket in poor condition
- One ski belt
- One boat cushion
- Four chairs

Version II

- Sunglasses, beach ball, fishing poles, spray bottles with water
- Four to eight chairs

Captain Alcohol

- Four wrist weights
- Goggles
- Ear muffs
- Funny hat & large gloves (the more outlandish the better)
- Swim flippers
- Type II PFD

Great Life Jacket Relay Race

- Divide the class into two teams and establish finish lines with the rope.
- Place a life jacket at the foot of the first person in each relay team line.
- When you say "Go", have the first person put on the life jacket correctly.
- The jacketed person now runs across the opposite finish line and returns to their team.
- They must then remove the jacket and give it to the next person in line.
- Repeat the activity until *each person* in each group has run the race.
- The team that changed jackets the most is the winner.

Life Jacket "Style Show"

- Display PFDs in a central area, allow students to try on different types and sizes. Select students to act as models for the class (students may have brought their own PFD to model.)
- To add a little fun, you may wish to provide background music and a "catwalk" for the show.
- Students may write descriptive commentary to read as the model walks

Sink Fast Demonstration

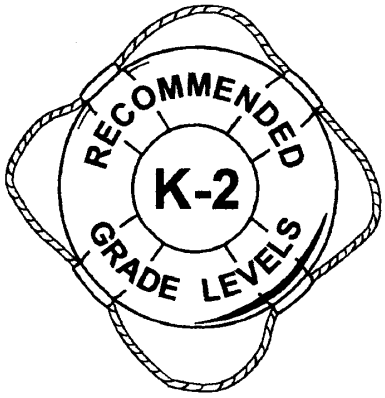
- Set four chairs in a row at the front of the classroom to represent seating inside a boat. Choose four students to be boat passengers and sit in the boat.
- Place a life jacket, ski belt, or boat cushion under each seat (this is where most people store PFDs when boating)
- To make the demonstration more realistic, turn the life jackets inside out and have the straps tangled.
- At your signal, the "boat" starts to sink and the students should try to see how quickly they can correctly put on their jacket.
- At the end of 60 seconds, determine which students were able to correctly put on their PFD and which ones were lost.

Optional Sink Fast Demonstration (best suited to a summer camp or recreational setting)

- Set out four to eight chairs to represent seating inside a boat.
- Choose students to be boat passengers.
- Pass out props such as sunglasses, beach balls, fishing poles, etc.
- Choose three groups of participants to represent water (armed with spray bottles,) wind (to surround boaters with cheek-induced turbulence,) and a boating obstruction, such as a large rock, pier, or other submerged obstacle (they will rush out and very loudly proclaim "KABOOM" to signal that the boat has struck something and is sinking fast).
- Place PFDs under each seat, mismatched for the occupant and tangled up.
- Begin the pleasure boat cruise with a running narrative such as: "Suddenly and without warning, the boaters experience a violent storm. High winds (queue the wind people) cause waves to crash over the bow (now the water people). Just when things couldn't get worse …"
  At the KABOOM signal, passengers race for their life jackets.

Captain Alcohol

- Select a volunteer and invite him or her to the front of the group. Explain that you are going to let him/her demonstrate how to correctly put on a life jacket – but first he/she is going to "have a few cans of beer."
- Explain that alcohol **slows the reflexes**. Fasten weights to the wrists and ankles of the volunteer.
- Alcohol also produces **tunnel vision**. Add a scuba mask or goggles to demonstrate.
- **Lack of balance** is demonstrated by the addition of swim fins.
- Alcohol use also causes **loss of dexterity**, which is demonstrated by adding mittens or gloves to the volunteer's costume.
- Finally, alcohol **affects judgement and produces loss of reason**. Demonstrate this by placing the ridiculous hat on the person's head. (Keep this out of sight of the victim for extra humor.)
- The volunteer now has 20 seconds to properly put on the life jacket or drown.



Contents

- "Sam's Guidelines for Water Rescue" poster
- "What Do You Do…" activity sheet
- "Find a Float" role-playing activity (described at right)

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- As many of the following as possible: length of rope, beach towel, water jug, plastic soda jug, cooler or ice-chest with detachable lid, blanket, fishing pole, empty tackle box, inner tube, paddle, boat oar, other items commonly found at a beach or picnic setting

Rescue

Suggested Application of this Material

- Show students the rescue section of the video (4:30 minutes.
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Sam discussing with Holly and Jason.
- Refer to your "Sam's Guidelines for Water Rescue" poster.
- Return to the *Safe Passage* video for the end of the swimming module (3:15 minutes).

What Do You Do When Someone Can't Get Out of the Water?

- Students color and cut out the four squares from the first page and paste them in correct order on the second page.
- Review the sequence of a rescue and discuss each rule. Have students remember that following these rules helps to keep them from getting into trouble while trying to help someone else.
- Before taking any steps in a rescue, you must be wearing a life jacket and secured so that you don't get pulled into the water.
- Practicing a rescue helps prevent or minimize panic when something does go wrong.

Find a Float: Non-swimming Rescue Techniques

- Collect materials from list at left ahead of time
- Set up a make-believe picnic or beach setting with various objects that would commonly be found in the setting. Spread out beach towels or blankets and make it as real as possible. You can set up this scene in the classroom our outdoors.
- Mark off a line to simulate the water or shoreline. This line is not to be crossed by anyone under any circumstances.
- Explain to the students that many drowning victims were within a few feet of help. If the potential rescuers had known what to do, many of these drowning victims could have been rescued. A life can be saved by simply throwing the victim

something to float on or by extending something from shore and pulling the victim to safety. This kind of rescue can be made using common items found at a beach or picnic setting.

Situation #1
Explain to the students that there is a victim drowning just two or three feet beyond the water line. Without crossing the imaginary water line, ask volunteers to demonstrate what they would use from the beach or picnic setting to rescue the victim from shore. As volunteers use the items found at the scene, remove those items and have another student demonstrate a rescue technique. (Challenge the students to find an object that will reach to the victim first – see if they remember to brace themselves or put on a life jacket.)

Situation #2
This time the victim is five to ten feet away. If you have the space, you may want to see which unbreakable items your students could throw that far (rope, jug, inner tubes, etc.) Explain how to throw an object to one side of the victim in the water so as to avoid hitting them. A rope should be thrown underhand just beyond the victim.

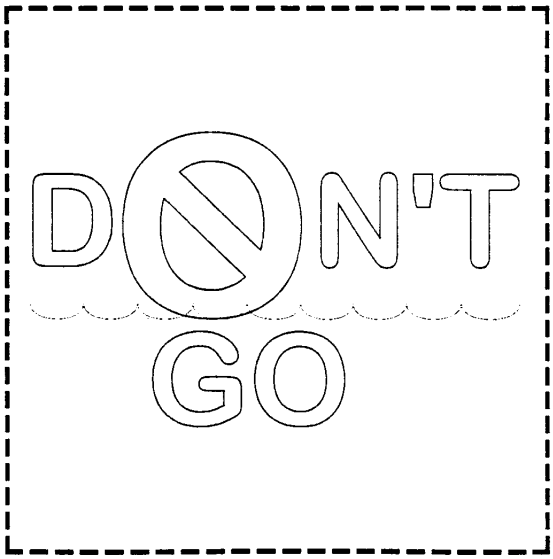
- After each simulation has been played out, discuss the different rescue techniques demonstrated. Point out which ones might have been better than others. Explain how leaving a small amount of liquid in a water jug or a plastic soda bottle gives these items some needed weight and makes them easier to toss accurately.
- Review the pictures in the colorpx.pdf file. Are there people in the pictures who might soon need to be rescued? How would you do it?
- Why is it important not to GO?

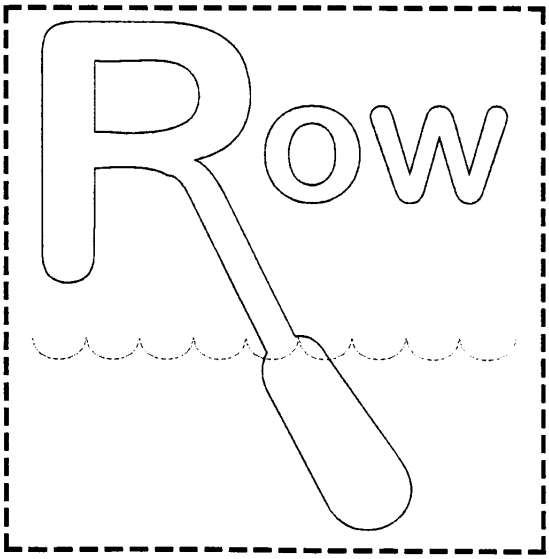
Sam's Guidelines for Water Rescue

1. REACH: Hold on to the dock or your boat and reach your hand, a boat oar, a fishing pole, or whatever you have nearby, to the person
2. THROW: If you can't reach far enough, toss things that float for the person to grab
3. ROW: If you're in a boat, use the oars to move the boat closer to the person in the water, or call out to a nearby boat for help. Don't use the boat's motor close to a person in the water, they could be injured by the propeller
4. DON'T GO: Don't go into the water unless you are trained. Call out for help
5. Learn first aid for drowning and hypothermia.
6. Never pretend to be in trouble in the water
7. Be prepared – practice a rescue

What do you do when someone can't get out of the water?

Color and cut the pictures from this page and glue them in the right order on the next page.





What do you do when someone can't get out of the water?

If you solved the riddle of the compass, you will know the exactly what to do in case of an emergency. Sam says …

Alphabet Book

Suggested Application of This Material

Duplicate and assemble the booklets or have your students fold and staple them

Assembly steps:

1. There are eight single-sided master pages. They are numbered in the center at the bottom of the page
2. Copy page two to the back of page one and repeat the process for the remaining pages. If you have a copier that will make two-sided copies, put the pages into the machine in the correct order and set the copier to the proper setting so that the copies are two-sided
3. You will only need half as many copies of the last set of two pages and there will be one blank page on the inside front cover
4. Cut the copies in half horizontally on the dashed line and alphabetize the pages
5. Fold the pages on the dotted line and staple
6. Ask students to fill in the missing word individually, with a partner, or as a class activity. They may then illustrate the ideas and color the pages

Answer Key

A	Afloat
B	Boat
C	Cushion
D	Dive
E	Emergency
F	Fishing
G	Gusty
H	Hypothermia
I	International
J	Jacket
K	Keep
L	Life (Jacket)
M	Murky
N	No (Swimming)
O	Obey
P	P F D (Personal Flotation Device)
Q	Quit
R	Reach
S	Swim
T	Think
U	Undertow
V	Vacant
W	Water
X	eXtra
Y	Yell
Z	Zapped

RECOMMENDED K-2 GRADE LEVELS

Contents

- Master copy of alphabet book to duplicate and assemble

Materials

- Long arm stapler
- Crayons
- Scissors or paper cutter

The ABC's Of Water Safety

By_____

Z

Get away from the water in a storm or you could get z_____ by lightning.

X

Be __x_____ careful around cold water.

A

Learn how to stay a_____ in the water.

Y

Y_____ for help when someone is in danger.

B

Don't swim near a b_____ .

W

Check the w_____ for shallow areas and hidden objects.

V

A v_____ beach is no place to play alone.

C

Carry a floating seat c_____ in your boat.

T

Th _____ before entering the water.

E

Dial 9-1-1 in an e_____. Stay calm. Say where you are, tell what happened.

D

Don’t d_____ head-first into the water.

U

The swift water of an u_____ can carry you away. Stay out!

F

Don’t go f_____ alone.

S

Learn to s_____ and always s_____ with a buddy.

R

To rescue someone in the water, r_____, throw, row but don't go.

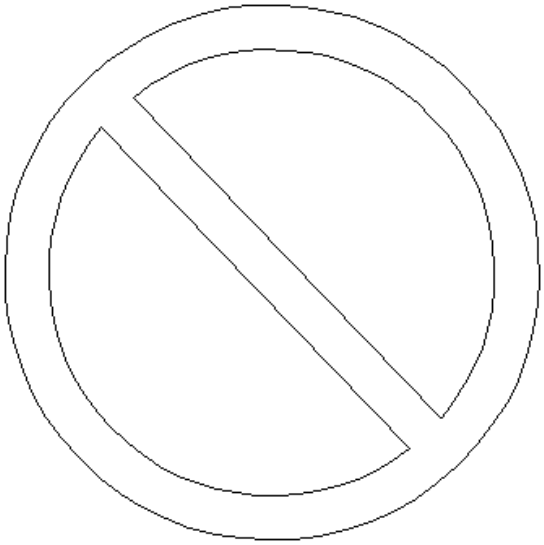
G

Don't boat when it's g_____ or windy.

P

Wear a P ___ ___ (a life jacket) for swimming or boating.

I



You don't have to be able to read English to know that this i_____ sign means NO.

H

Cold water can cause h_____ and your body will lose heat fast.

Q

Q_____ swimming and boating when you see a storm.

J

Wear a life j_____ in the water, on a dock, or in a boat.

O

O_____ signs that say “No Swimming” or “Keep Out”.

L

Wear a l_____ jacket on a dock or in a boat.

M

Swimming or diving in m_____ water can be dangerous.

L

Wear a l_____ jacket on a dock or in a boat.

M

Swimming or diving in m_____ water can be dangerous.

L

Wear a l_____ jacket on a dock or in a boat.

M

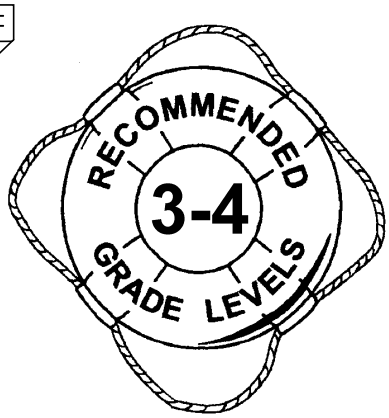
Swimming or diving in m_____ water can be dangerous.

L

Wear a l_____ jacket on a dock or in a boat.

M

Swimming or diving in m_____ water can be dangerous.



Contents

- KWLS activity sheet
- Video Review
- "Topher's Rules for Safe Swimming" poster
- "Let Topher Be Your Guide" cloze worksheets (two reading levels)
- Swimming acrostic
- "What is Buoyancy?" science activity
- "Why Do Humans Float?"

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- Objects that students can test for buoyancy such as a paper clip, a pencil, an empty plastic bottle with cap, Styrofoam, a coin, an empty 35mm film canister
- A large bowl or pail for water
- Sand or similar item to fill film canister

Swimming

Suggested Application of This Material

- Have students fill out the top half of the "What Makes Me a Safe Swimmer" sheet.
- Show student the swim section of the video (10:30 minutes).
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Topher discussing with Holly and Jason.
- Refer to your "Topher's Rules for Safe Swimming" poster.
- Return to the *Safe Passage* video for the end of the swimming module (2:30 minutes).
- Students complete the bottom half of the KWLS activity sheet.

Video Review

- Use the Review activity sheet between video segments as a review and predict exercise or after the completion of the swimming module. Students may offer rules and guidelines of their own.

"Let Topher Be Your Guide"

- Ask students to read the text and fill in the missing words. Emphasize the use of initial letter clues and context to help determine unknown words. All vocabulary words are used only once.

Buoyancy

- Begin with a class discussion on what buoyancy means, what causes some objects to float and others to sink, and what keeps people from sinking.
- With a partner or as a class, have students conduct the experiments described on their activity sheet.
- Read "Why do Humans Float?" as a group activity.

What Makes Me a Safe Swimmer?

What I Already Know	What I Want to Know

What I Learned	What I Still Need to Know

Video Review: Swim Module

In the video, Topher is trying to help Jason and Holly get home. They have to solve the riddle of the compass for safe swimming. You can help by recalling the safe swimming rules mentioned in the video. Write these rules in the first column. In the second column, list other rules that you think all swimmers need to know.

Topher's Rules "Where Water Meets Sand"	Other Rules That All Safe Swimmers Should Know
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Topher's Rules for Safe Swimming

1. Learn to swim.
2. Always swim with a buddy.
3. Swim in a designated area and make sure an adult watches you.
4. Wear a life jacket if you can't swim or if you are just learning to swim.
5. An air mattress or swim ring does not take the place of a life jacket.
6. Don't swim in cold water.
7. Never dive or jump into unknown waters.
8. No drugs or alcohol.
9. Obey all "No Swimming" and other warning signs.
10. Never swim in a canal.

Let Topher Be Your Guide

You will probably never find a magic compass that zooms you to a beach like Jason and Holly did, but you still need to know the rules for water safety to get home alive and healthy after a day at the lake. If you met Topher at your beach, he might ask you how much YOU know about safe swimming. Show Topher what you know by filling in the blanks as you read. (f you need help, use the words at the end of the story.)

Yo! Dudes and Dudettes!

Going to a lake or a river is a great way to cool off, but there are m_____ dangers in and near the water. Each year, thousands of children are h_____ because they don't use the rules for safety near the water. Be smart, like your pal Topher, and learn the rules for w_____ s_____.

The first rule of water safety is to learn to s_____. If you don't know how to swim, ask your family to get you some swimming lessons.

Swimming is a great sport. It can build muscles, but the most important thing is that it can s_____ your life.

The next rule is don't ever go swimming without a b_____.

Your buddy may save your life if an a_____ happens.

(More)

The third rule for safe swimming is to swim in a roped area where boats aren't allowed. Whenever you go into the water, be sure a grown-up is watching you. If you don't know how to swim, you need to stay in s_____ water and wear a l_____ j_____ !

Never, ever jump or dive into d_____ water. You could hurt your h_____ or feet if you hit a tree stump, a rock, or broken glass hidden below the surface. Sometimes divers are hurt or k_____. You should w_____ into the water before jumping in.

By now I bet it seems like grown-ups want to take all the f_____ out of going to the beach! But rules are cool because they help keep us s_____. Here are three more rules I want you to remember:

1. Always obey w_____signs. If it says "No Swimming" or "Keep Out" don't get in the water!
2. Don't swim at n_____.
3. Don't swim when you see l_____ or hear th_____. Get out of the water during a storm!

Stay cool and stay safe. *Safe Passage*, little dudes!

Vocabulary: Use this list to help you fill in the blanks. Use each word once.

accident	head	lightning	save	wade
buddy	hurt	many	shallow	warning
dark	killed	night	swim	water safety
fun	life jacket	safe	thunder	

Let Topher Be Your Guide

You will probably never find a magic compass that zooms you to a beach like Jason and Holly did, but you still need to know the rule for water safety to get home alive and healthy after a day at the lake. If you met Topher at your beach, he might ask you much YOU know about safe swimming. Tell Topher what you know by filling in the blanks as you read. (If you need help, use the words at the end of the story.)

Yo! Dudes and Dudettes!

When It's hot, going to the lake or a river is a great way to cool off and get fit. But there are m_____ dangers in and near the water. What can you do to be safe? Did you know that most accidents happen q _____ and without warning? Each year many grown-ups and children are h_____ because they don't know or don't use the rules "where water meets sand". Be a smart swimmer, like your pal Topher, and learn the r_____ .

What is the first rule of water safety? Learn to s_____! If you don't know how to swim, ask your folks to enroll you in a certified swim p_____.

I learned to swim because it's a great s_____. It's a good way to b_____ muscles. But the most important thing is that it can s_____ your life.

Now listen up, dudes and dudettes. Don't ever go swimming without a b_____ . The buddy system is one w_____ s_____ rule you will need all your life. Your buddy can save your life if an a_____ happens.

So, where can you swim safely? That's right, in a d_____ area. These areas are r_____ off to keep out boaters. **(More)**

Whenever you go in the water, be sure a grown-up is watching you. If you can't swim or if you are just learning to swim, you need to stay in sh_____ water and wear a l_____ j_____ !

Never dive or jump into dark or m_____ water. You could hurt your h_____ . Always look before you leap! There may be tree stumps, rocks, or other hidden objects on the b_____. Sometimes divers are hurt or k_____. Even if you jump in feet first, it is hard to tell how deep the water is and there could be slippery rocks, silty bottoms, drop-offs, weed tangles, even broken g_____ . Take Topher's advice and w_____ into the water first.

With so many rules about swimming, I bet it seems like grown-ups want to take all the f_____ out of going to the beach! But, hey, rules help keep us all s_____ , and the rules are for kids of all ages.

Well, I have just a few more safety tips to share with you before I go:

Always obey w_____ signs. If it says "No Swimming" or "Keep Out" don't go in the water!

Don't swim in the d_____.

Don't swim when you see l_____ or hear th_____ . Get out of the water during a storm!

Excellent work, dudes and dudettes! *Safe Passage!*

Vocabulary: Use each word once

accident	fun	life jacket	roped	swim
bottom	glass	lightning	rules	thunder
buddy	head	many	safe	wade
build	hurt	murky	save	warning
dark	jump	program	shallow	water safety
designated	killed	quickly	sport	

Swimming Acrostic

Choose one phrase below and create an acrostic which includes the safe swimming rules and tips you have learned. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

S _____
W _____
I _____
M _____

S _____
A _____
F _____
E _____
L _____
Y _____

L _____
E _____
A _____
R _____
N _____

T _____
O _____

S _____
W _____
I _____
M _____

What is Buoyancy?

Conduct a classroom experiment then use your data to draw conclusions. First, use your knowledge and experience to answer these questions.

A. Answer these questions

1. Why do some items float and others sink?_____

   _____

2. What kinds of creatures are naturally adapted to floating? _____

   _____

3. Why? _____

   _____

4. Describe how you float in the water. _____

   _____

5. What keeps you from sinking? _____

   _____

6. Why is it important to relax while floating? _____

   _____

B. Conduct an Experiment

Collect a large metal paper clip, a pencil, a small, empty glass or plastic bottle with cap, a piece of Styrofoam, a coin, an empty plastic 35mm film canister and another filled with sand, a large bowl or pail, and water.

Fill the bowl or pail with water. Write down your predictions and observations on the checklist below. Before placing any object in the water, predict if it will sink by placing a check in column 2. Observe the item as it is placed in water. In column 3, describe whether the object actually sank or floated.

Prediction/Observation Checklist:

Item	Buoyant? Yes	No	Describe What Happens

C. Use Your Data to Answer the Following Questions:

Which objects float? _____

_____

_____

_____

_____

Why? _____

_____

_____

_____

Which objects sink? _____

_____

_____

_____

_____

Why? _____

_____

_____

_____

D. Now Try This:

Push the empty bottle under water. What happens?_____

_____

_____

_____

What happens if you fill the bottle halfway with water, cap it, and put it back in the bowl or pail? _____

_____

_____

What conclusions can you draw?_____

_____

_____

_____

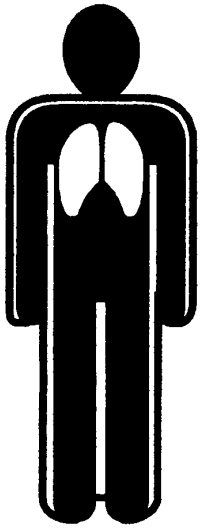
_____

_____

_____

Why Do Humans Float?

Even though swimming is not a natural human activity, people are buoyant in the water. This means that water holds up your body, or buoys it.

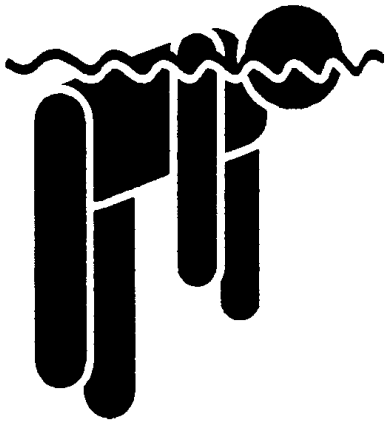


The human body is naturally buoyant because of the air in our lungs and the body's layer of fat. Both air and fat are lighter than an equal amount of water so they help the body to stay afloat. When you are in the water and get tired of swimming, you can float. Even if you don't know how to swim, you can float in the water.

You can learn to float on your back, but at rest in the water your body floats almost vertically with your face and head just beneath the surface. Survival floating is a technique that allows a swimmer to use this natural position for "drownproofing." This method was developed by Fred F. Lanoue, former professor of physical education and head swimming coach at Georgia Institute of Technology.

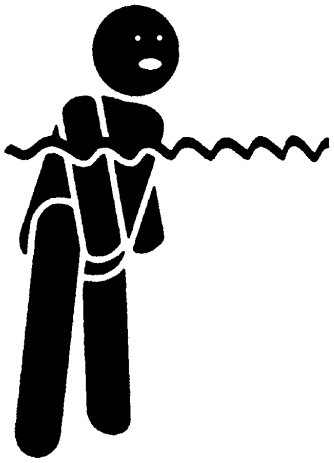
There are four steps to drownproofing.

1: Relaxing is the most important part of drownproofing. Take a deep breath, hold it, and let your arms and legs dangle freely in the water. The back of your head should be about even with the surface and your face beneath the surface of the water. In this position, your body will float while resting. Do not try to keep your whole head above the water. This wastes energy and will make you tired.



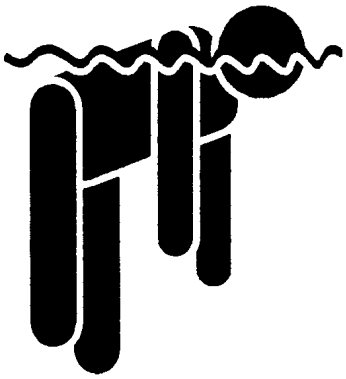
2: After a few seconds of resting, slowly raise your arms while at the same time separating your legs in a scissors-type kick (one foot forward and one foot back). Raise your head high enough to get your mouth out of the water. Exhale through your mouth and nose.

3: As your head and body become vertical, slowly press arms down and bring legs back together. With your head well above the surface, take a big slow breath of air through your mouth, nose, or both, and hold it. Keep your eyes open so you don't lose your bearings.



4: Again relax your body and let it slide into its natural floating position, with arms and legs dangling. The water will raise your arms into position for the next push.

Learning how to get air while floating in the water is an important survival skill. So is learning to relax and float. When you take a swim course, you will learn about survival floating.



Remember, the human body can float because it has air. Likewise, objects such as Styrofoam coolers, kickboards, inner tubes, and life jackets float because they have a lot of air in them. Air is always lighter than an equal amount of water, so these objects will float on top of the water. Objects that float can be used in an emergency to prevent a drowning. However, if you do not know how to swim, always wear a life jacket when you are near the water. Everyone should wear a PFD on a dock or in a boat.

Answer Key

Video Review

1. Learn to swim
2. Always swim with a buddy
3. Swim in a safe designated area and make sure an adult watches you
4. Wear a life jacket if you can't swim or are just learning to swim
5. A swim ring or air mattress does not take the place of a life jacket
6. Never dive or jump into unknown waters
7. Don't swim in cold water (avoid hypothermia)
8. Obey all "No Swimming" and other warning signs
9. No drugs or alcohol
10. Never swim in a canal

Let Topher Be Your Guide
(version one)

1. many
2. hurt
3. water safety
4. swim
5. save
6. buddy
7. accident
8. shallow
9. life jacket
10. dark
11. head
12. killed
13. wade
14. fun
15. safe
16. warning
17. night
18. lightning
19. thunder

Let Topher Be Your Guide
(version two)

1. many
2. quickly
3. hurt
4. rules
5. swim
6. program
7. sport
8. build
9. save
10. buddy
11. water safety
12. accident
13. designated
14. roped
15. shallow
16. life jacket
17. murky
18. head
19. bottom
20. killed
21. jump
22. glass
23. wade
24. fun
25. safe
26. warning
27. dark
28. lightning
29. thunder

Contents

- Video Review
- "Wanda's Rules Around Dams, Rivers & Canals" poster
- Rivers & Dams acrostic
- "Locating a Dam Near You" activity guide
- "Canals – Completely Off Limits!" worksheet

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper

Rivers & Dams

Suggested Application of This Material

- Show student the dams section of the video (6:15 minutes).
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Wanda discussing with Holly and Jason.
- Refer to your "Wanda's Rules Around Dams, Rivers & Canals" poster.
- Return to the *Safe Passage* video for the end of the module (one minute).

Video Review

- The review form may be used between video sections as a review and predict activity or after the close of the dams & rivers section. Students may suggest rules and guidelines of their own.

Acrostic

- An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence.
- Students may work individually or with a partner to fill in the suggested message or they may choose their own.

Locating a Dam Near You

- Information for this activity may be gathered from a field trip, library research, the internet (http://watersafety.usace.army.mil) or from the Safe Passage CD-ROM. There are many interesting sites devoted to locks and dams, check for current links.

Dangers Near Rivers, Streams & Dams

- Cut, fold, and paste pages together to reveal vocabulary words for rivers, streams, and dams.

Canals: Completely Off Limits!

- A multiple choice worksheet that familiarizes students with the purposes and dangers of irrigation canals.

Video Review: Swim Module

In the *Safe Passage* video, Wanda is trying to help Jason and Holly get home. They have to solve the riddle of the compass for safety near dams and rivers. You can help by recalling the safety rules mentioned in the video. Write these rules in the first column. In the second column, list other rules that you should follow.

Wanda's Rules Around Dams, Rivers & Canals	Other Rules That Everyone Should Follow
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Wanda's Rules Around Dams, Rivers & Canals

1. Never boat just above or just below a dam. Do not go past buoys, signs, ropes or lights that warn of a dam. Don't boat or paddle near a low level dam.
2. Stay away from canals – currents and undertows hide beneath the surface.
3. Remember that rivers can have strong currents and hidden dangers. Some rivers have waterfalls; the water drops hundreds of feet.
4. Watch out for rapids or whitewater.

5. Watch out for fallen trees and broken limbs in a river.
6. Be extra careful around cold rivers and streams. Cold water can cause hypothermia.

Swimming Acrostic

Choose one phrase below and create an acrostic which includes the safe swimming rules and tips you have learned. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

S _____
W _____
I _____
M _____

S _____
A _____
F _____
E _____
L _____
Y _____

L _____
E _____
A _____
R _____
N _____

T _____
O _____

S _____
W _____
I _____
M _____

Swimming Acrostic

Choose one phrase below and create an acrostic which includes the safe swimming rules and tips you have learned. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

R _____
I _____
V _____
E _____
R _____
S _____

A _____
R _____
E _____

S _____
W _____
I _____
F _____
T _____

D _____
A _____
M _____
S _____

H _____
A _____
V _____
E _____

D _____
A _____
N _____
G _____
E _____
R _____
S _____

Locating a Dam Near You

In the United States, there are many types of dams built on rivers and streams. They serve a variety of purposes. There is probably a dam close to your community. Work with a partner or in a small group to describe this water barrier. Use a map to help you locate and correctly spell the names and places.

1. Name the dam closest to your school. _____

2. Is it on a river or a stream? _____

3. What type of dam is it (low- or high-head, earthen, concrete, etc.)? _____

4. What is the name of the reservoir behind the dam? _____

5. Do people go there for recreation? Describe activities there. _____

   _____

   _____

6. What is the dam's main purpose? What other services does it provide? (Dams are built for flood control, irrigation, power generation, municipal and industrial water supply, navigation, recreation, as well as fish and wildlife management.)

   _____

   _____

   _____

   _____

7. Who built this dam? _____

8. Does it have a lock for navigation? _____ If it does, what kind of vessels use the lock? _____

_____

9. Have you ever passed through a lock on a boat? _____ If so, describe your experience. _____

_____

10. Have you visited this dam? _____

11. What did you see? _____

_____

12. What are the dangers near this dam? _____

_____

_____

13. What water safety advice would you give Holly and Jason if they were going to visit this dam? _____

_____

14. Did you meet someone who worked at the dam, the lock, or the powerhouse? _____

_____

15. Did you locate information on dams on the internet? _____

_____

If you'd like to see pictures of dams, locks, canals, and other water projects, visit the U.S. Army Corps of Engineers website at http://watersafety.usace.army.mil.

Directions: Cut along dotted lines on the next page and fold flaps up. Color the sheets different colors, if you like. Paste or staple the next page on top of this page allowing words to show through the windows.

CURRENT

UNDERTOW

STREAM

CANAL

BUOY

FLOOD GATES

RIVER

RESERVOIR

DAM

Dangers Near Rivers, Streams and Dams

See if you know the term that fits the definitions below, then lift the flap to see if you are right

Moving water that can carry you downstream

A current that can suck you under water

Not wide, but it is fast moving and powerful. The rapids bubble and roar

Never swim in theses. The current is swift, the sides are slippery, and the water is deep

Going past this floating barrier means entering a danger zone

These open to release water causing downstream rivers, streams, and creeks to fill quickly

Deep and wide, it may have swift current and very cold water

A large man-made lake for water storage -- fun for boating, fishing, and swimming

Holds back water – Intakes above, churning water below

Canals: Completely Off Limits!

Complete the sentences with a phrase from the first column that seems to fit.

1. Concrete sides help prevent _____ in a canal.
2. _____ to safety in a canal because of the motion of the water (current).
3. _____ allow workers to clean and repair a canal.
4. _____ does not move; no current, waves, or ripples.
5. _____ is not permitted in a canal.
6. _____ a canal is an unattended area not designated for recreation.
7. _____ is faster in the center of the canal.
8. _____ is just another way to say “Keep Out,” “No Fishing,” or “No Swimming”.
9. Farmers depend on the water in a canal to _____ .
10. _____ may be the source of water for a canal.
11. _____ looks very slow-running, but the undercurrent may be fast.
12. An _____ is a public corporation that manages a water source.
13. Dry canals may suddenly be filled _____ .
14. _____ on the sides of a concrete canal and make it slippery.
15. An _____ in a canal may be junk, like broken glass, metal, or garbage at the bottom.
16. _____ is a waterway dug across the land and used to carry water.
17. If someone falls or slips into a canal, get help fast. _____ !
18. _____ forbidden in a canal.
19. _____ of some canals are very muddy and can cave in.
20. _____ beneath the surface is called an undercurrent.

A. Calm water
B. without warning
C. A current
D. A canal
E. A river or lake
F. Water flowing
G. Swimming is
H. Rungs on the side
I. erosion
J. Dirt sides
K. Moss can grow
L. The canal water
M. It’s hard to swim
N. irrigation district
O. Call 9-1-1
P. irrigate crops
Q. Fishing is
R. unseen danger
S. “No Trespassing”
T. Remember that

Answers
1-I
2-M
3-H
4-A
5-Q
6-T
7-C
8-S
9-P
10-E
11-L
12-N
13-B
14-K
15-R
16-D
17-O
18-G
19-J
20-F.

Correct answers
18 – 20 Safe Passage!
12 – 17 Good Job!
9 – 11 You’re in Danger!

Contents

- Background information on drownings and boating accidents
- Video Review
- "Scully's Tips for Boating Safety" poster
- Full color pictures of boats and boating activities
- "Design Your Own PFD" art activity
- Webbing for Writing exercise
- Boating Acrostic

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- Color prints of boats and boating activities (found in the colorpx.pdf file)
- (Optional) opaque projector or overhead transparency projector

Boating & Fishing

Suggested Application of This Material

- Show student the boating section of the video (six minutes). When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Scully discussing with Holly and Jason.
- Refer to your "Scully's Tips for Boating Safety" poster.
- Return to the *Safe Passage* video for the end of the boating module (two minutes).

"Wear Your PFD" Pictures

- Make color prints of the colorpx.pdf file to share with the class. These can be used in an opaque projector, printed as overhead transparencies, or duplicated as black and white handouts.
- Have students identify what types of boats they have seen and where. They can add their own pictures from home to a display.
- Ask the class to find examples of safe boating in the pictures

Design Your Own PFD

- Students may color and draw designs on each of the four types illustrated.
- Points for discussion:
  1. When should you put on your PFD? (Before you get into a boat)
  2. Why are most PFDs orange? (Best visibility)
  3. Why is it important that PFDs fit? (A PFD must be comfortably snug and sized correctly for the wearer's weight in order to work)
  4. What is a safe way to test your PFD? (In a swimming pool)

Webbing for Writing

- Use the worksheet for prewriting. Students work individually or with a partner to answer questions.
- Conduct a class discussion, then provide time for drafting and revising.
- Ask students to complete a final draft for publication after they have revised, checked, corrected, and rewritten their first rough draft.

Background Information for Instructors

Each year in the United States there are about 6,000 boating accidents resulting in over 1,000 deaths and several thousand injuries. Most of these happen on small inland bodies of water in good weather – usually because of capsizing or falling overboard. 80% of all drowning victims were not wearing a life jacket.

Drinking while operating a boat is dangerous. Alcohol affects a person's balance, judgement, and reaction time. More than 50% of all boating fatalities involve alcohol.

Cold water can cause hypothermia. If you fall into cold water, do not discard clothing, it will help trap heat. A life jacket can help insulate against heat loss.

Boaters must carry devices that allow them to signal others on the water. Bells and whistles are used in poor visibility, like fog. Boaters also need visual distress signals, like flares, electric distress lights, and orange distress flags.

Children up to five years of age should wear a life jacket on beaches, on docks, and in boats. Children between the ages of 6 and 11 should wear a life vest on docks, boats, inner tubes, and riverbanks. Teenagers and adults should wear a life jacket on boats or when using inner tubes. Of course, anyone who cannot swim should wear a life jacket when recreating on or near water.

The U.S. Coast Guard requires boaters to provide a life jacket for each passenger, no matter the length of the boat. Boats 16 feet and over must also have a throwable flotation device like a ring or a seat cushion. Your local Corps of Engineers project or district public affairs office can provide information on statistics for your area, along with information on local laws regarding life jackets, boating, and fishing.

A few facts about types of boats

- Canoes and kayaks are made of aluminum, fiberglass, wood or keulai. They have no motors. You must use paddles or oars with these boats. They are unstable, but they can navigate in rough or turbulent water.
- Inflatables are made of tough, neoprene-coated fabrics that are resistant to tears or punctures. Very buoyant and stable, they have several air chambers so they can still float if one chamber is punctured. These are also powered manually be paddles or oars.
- Sailboats come in many different sizes though most are small. Some are used for racing. They have a mast and one or more sails. Large sailboats have auxiliary power and can cruise anywhere in the world.
- Sailboards are a cross between surfboards and sailboats. The operator stands on the board and controls the craft by using his or her hands to move the sail to catch the wind.
- Personal watercraft (PWC) are small boats powered by an inboard engine and a jet pump mechanism. They can operate in shallow water and can carry one, two or three riders. Some are ridden in a sitting position, others while kneeling or standing. They can speed up quickly and are made to allow the rider(s) to fall safely overboard and then reboard.

  (On the *Safe Passage* video Holly pulls the cut-off lanyard attached to her life jacket to stop the PWC.)
- Utility boats are made of aluminum, have outboard motors, and are often used for fishing.
- Runabouts are pleasure craft made of fiberglass or aluminum. They have outboard engines, some are used for water skiing, some for cruising at high speeds, and others, like bass boats, for fishing.
- Cruisers are large boats (between 18 and 60 feet.) They may be equipped for extended stays on the water with a kitchen (galley) and a lavatory (head).

Video Review: Boating & Fishing

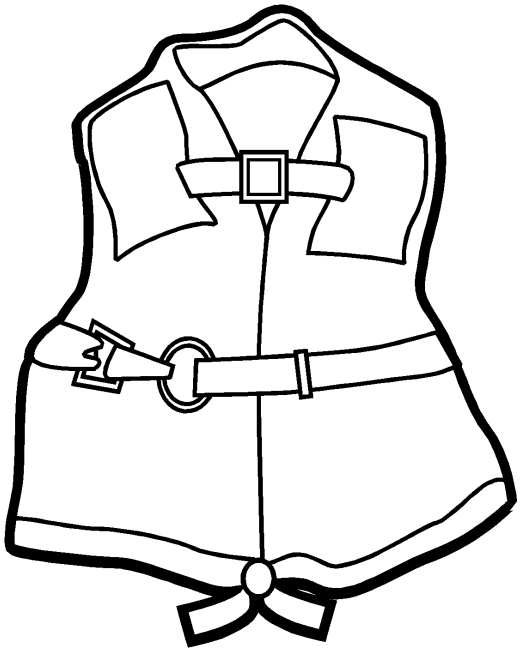
In the *Safe Passage* video, Scully is trying to help Jason and Holly get home. They have to solve the riddle of the compass for boating safety. You can help by recalling the safety rules mentioned in the video. Write these rules in the first column. In the second column, list other rules that you should follow.

Scully's Tips for Safe Boating	Other Rules That Everyone Should Follow
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

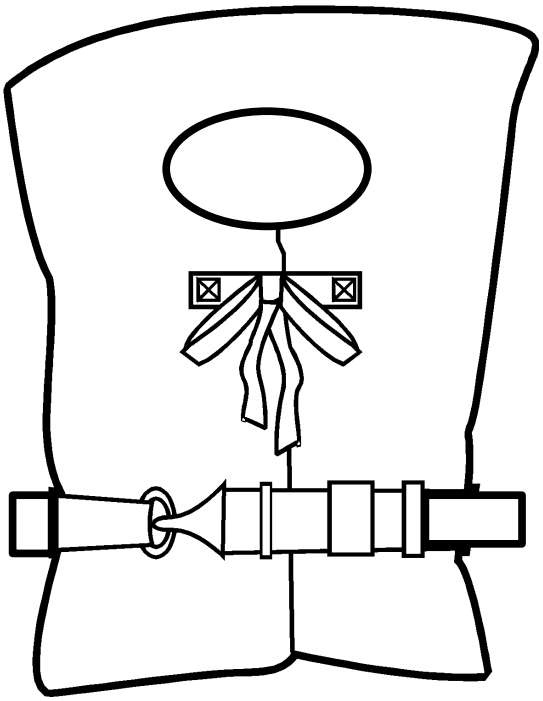
Scully's Tips for Boating Safety

1. Know your boat – each boat has its own purpose. Use your boat correctly.
2. Always wear a life jacket while riding on a boat.
3. Make sure an adult is operating the boat.
4. Don't go on the boat if the operator has been drinking alcohol.
5. Ride a PWC only with an experienced adult driver.
6. Don't stand in a small boat.
7. Don't sit on the gunwale or bow of a moving boat.
8. Know your state's laws governing boating and fishing.
9. Return to shore or dock when a storm comes up.
10. Don't boat near a dam.

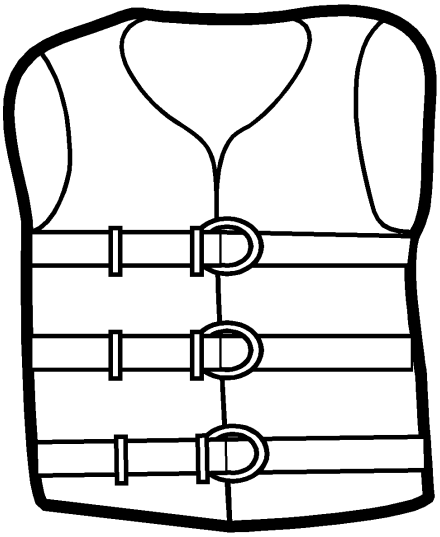
Design Your Own Personal Flotation Device



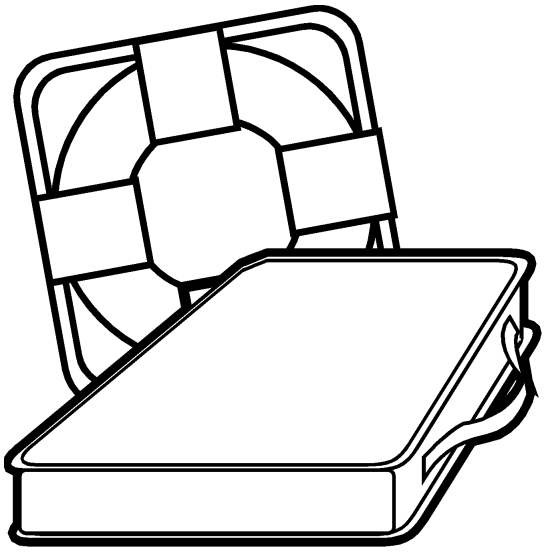
Type I (Off-Shore Life Jacket)
Best flotation for open, rough, or remote waters. Turns most unconscious wearers face up in the water.



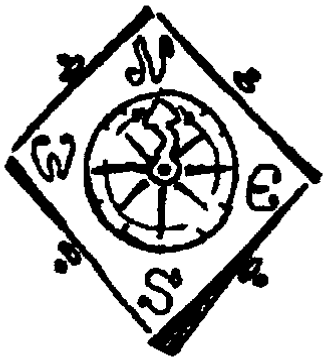
Type II (Near-Shore Buoyant Vest)
Good for calm, inland waters. Turns most unconscious wearers face up in the water.



Type III (Flotation Aid) Good flotation for calm inland waters. Generally the most comfortable to wear, gives most freedom of movement. Not for rough water, wearer may have to tilt head back to stay above water.

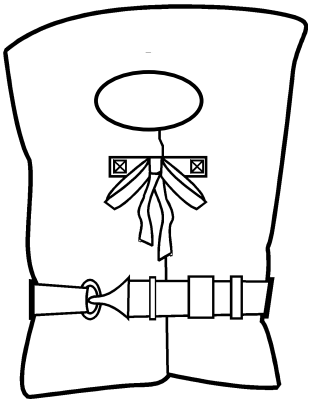


Type IV (Throwable Device) Good backup for wearable life jackets, some can be used as seat cushions. Not suitable for non-swimmers.



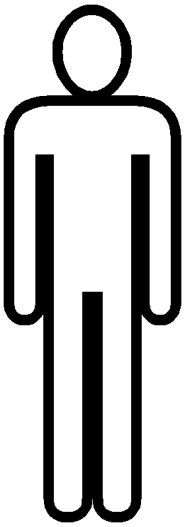
Make a Match

Finish the sentences below by choosing the correct word. Use the pictures to help you. Write one letter of the word on each line.



1. Always wear a ____ ____ ____ ____

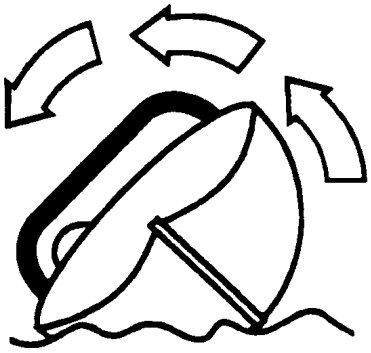
   ____ ____ ____ ____ ____ ____ .



2. Don't

   ____ ____ ____ ____ ____

   in a small boat.



3. A boat can

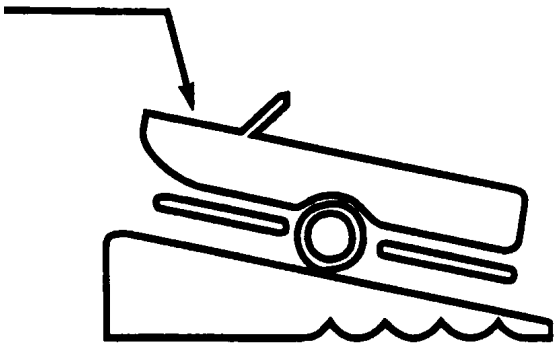
   ____ ____ ____ ____ ____ _____

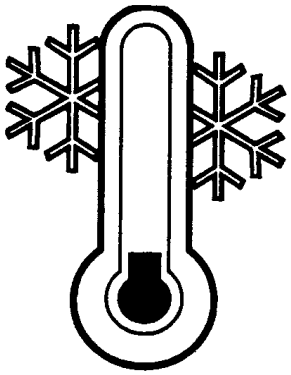
   in the water.

4. Riding on the

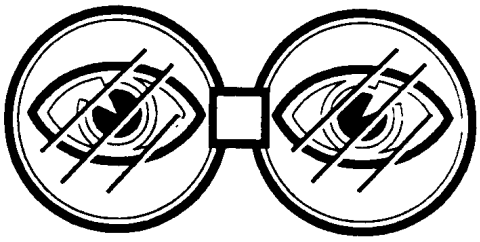
   ____ ____ ____

   of a boat is dangerous.

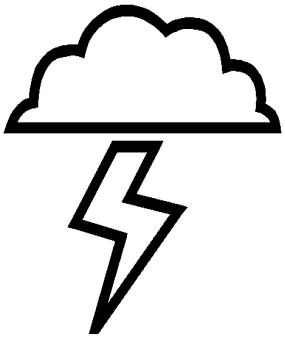




5. You can get hypothermia if the water is too _____ _____ _____ _____ .

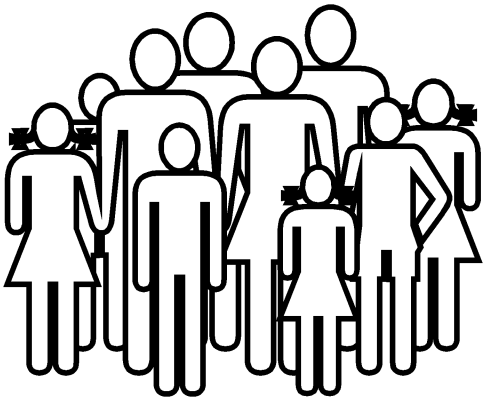


6. Every boat needs someone to be the _____ _____ _____ _____ _____ _____ _____ .



7. Watch out for bad _____ _____ _____ _____ _____ _____ _____ .

8. Don't put too many _____ _____ _____ _____ _____ _____ in your boat.



WORD LIST

weather cold capsize life jacket

stand lookout bow

Webbing for Writing

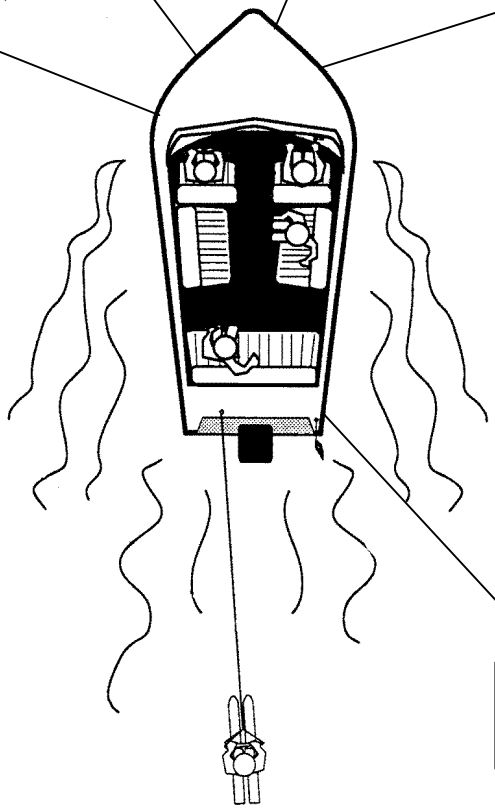
In the *Safe Passage* video, Jason and Holly have to solve the riddle of the compass for safe boating. To complete the web below, use the information mentioned in the video plus ideas that you think of by yourself or in a group. Your ideas will help you write a short story about safe boating.

Boats in which you have ridden:

Ways to have fun in a boat:

Scully's tips for safe boating:

Dangers of boating:



Boats mentioned in the video:

Safe Boating Story
Rough Draft

Purpose: The purpose of this story is to describe a boating incident that you may have experienced or to make up a story about boating. For example, you might write about spending your family vacation on a boat, or what might happen on your boat in a storm. Use your prewriting web to include ideas and safety tips about leaving the dock and returning safely.
Audience: Your classmates, your teacher, and your family.

A Safe Boating Story

by _____

Boating Acrostic

Choose one phrase below and create an acrostic which includes the rules and tips you have learned about boating safety. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

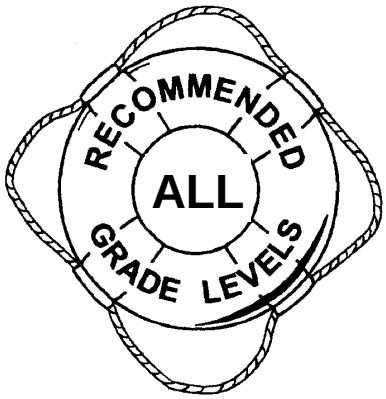
B _____
O _____
A _____
T _____

S _____
M _____
A _____
R _____
T _____

P _____
F _____
D _____
S _____

O _____
N _____

B _____
O _____
A _____
T _____
S _____



Materials

Great Life Jacket Race

- Two Type II PFD vests
- Ropes or other items for two finish lines

Life Jacket "Style Show"

- Variety of sizes and styles of PFDs including throwable Type IV seat cushions

Sink Fast Demonstration

- One life jacket
- One life jacket in poor condition
- One ski belt
- One boat cushion
- Four chairs

Version II

- Sunglasses, beach ball, fishing poles, spray bottles with water
- Four to eight chairs

Captain Alcohol

- Four wrist weights
- Goggles
- Ear muffs
- Funny hat & large gloves (the more outlandish the better)
- Swim flippers
- Type II PFD

Boating & Fishing

Games

Great Life Jacket Relay Race

- Divide the class into two teams and establish finish lines with the rope.
- Place a life jacket at the foot of the first person in each relay team line.
- When you say "Go", have the first person put on the life jacket correctly.
- The jacketed person now runs across the opposite finish line and returns to their team.
- They must then remove the jacket and give it to the next person in line.
- Repeat the activity until *each person* in each group has run the race.
- The team that changed jackets the most is the winner.

Life Jacket "Style Show"

- Display PFDs in a central area, allow students to try on different types and sizes. Select students to act as models for the class (students may have brought their own PFD to model.)
- To add a little fun, you may wish to provide background music and a "catwalk" for the show.
- Students may write descriptive commentary to read as the model walks

Sink Fast Demonstration

- Set four chairs in a row at the front of the classroom to represent seating inside a boat. Choose four students to be boat passengers and sit in the boat.
- Place a life jacket, ski belt, or boat cushion under each seat (this is where most people store PFDs when boating)
- To make the demonstration more realistic, turn the life jackets inside out and have the straps tangled.
- At your signal, the "boat" starts to sink and the students should try to see how quickly they can correctly put on their jacket.
- At the end of 60 seconds, determine which students were able to correctly put on their PFD and which ones were lost.

Optional Sink Fast Demonstration (best suited to a summer camp or recreational setting)

- Set out four to eight chairs to represent seating inside a boat.
- Choose students to be boat passengers.
- Pass out props such as sunglasses, beach balls, fishing poles, etc.
- Choose three groups of participants to represent water (armed with spray bottles,) wind (to surround boaters with cheek-induced turbulence,) and a boating obstruction, such as a large rock, pier, or other submerged obstacle (they will rush out and very loudly proclaim "KABOOM" to signal that the boat has struck something and is sinking fast).
- Place PFDs under each seat, mismatched for the occupant and tangled up.
- Begin the pleasure boat cruise with a running narrative such as: "Suddenly and without warning, the boaters experience a violent storm. High winds (queue the wind people) cause waves to crash over the bow (now the water people). Just when things couldn't get worse …"
  At the KABOOM signal, passengers race for their life jackets.

Captain Alcohol

- Select a volunteer and invite him or her to the front of the group. Explain that you are going to let him/her demonstrate how to correctly put on a life jacket – but first he/she is going to "have a few cans of beer."
- Explain that alcohol **slows the reflexes**. Fasten weights to the wrists and ankles of the volunteer.
- Alcohol also produces **tunnel vision**. Add a scuba mask or goggles to demonstrate.
- **Lack of balance** is demonstrated by the addition of swim fins.
- Alcohol use also causes **loss of dexterity**, which is demonstrated by adding mittens or gloves to the volunteer's costume.
- Finally, alcohol **affects judgement and produces loss of reason**. Demonstrate this by placing the ridiculous hat on the person's head. (Keep this out of sight of the victim for extra humor.)
- The volunteer now has 20 seconds to properly put on the life jacket or drown.

Contents

- "Sam's Guidelines for Water Rescue" poster
- Review & Consider
- "Find a Float" role-playing activity (described at right)
- "More Scenes for Practicing Rescues"
- Rescue Acrostic

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- As many of the following as possible: length of rope, beach towel, water jug, plastic soda jug, cooler or ice-chest with detachable lid blanket, fishing pole, empty tackle box, inner tube, paddle, boat oar, other items commonly found at a beach or picnic setting.
- Large index cards (4" x 6")

Rescue

Suggested Application of this Material

- Show student the rescue section of the video (4:30 minutes).
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Sam discussing with Holly and Jason.
- Refer to your "Sam's Guidelines for Water Rescue" poster.
- Return to the *Safe Passage* video for the end of the swimming module (3:15 minutes).

Review and Consider

- The review form may be used between video sections as a review and predict activity or after the close of the rescue section. Students may suggest rules and guidelines of their own.

Find a Float: Non-swimming Rescue Techniques

- Collect materials the from list at left ahead of time.
- Set up a make-believe picnic or beach setting with various objects that would commonly be found in the setting. Spread out beach towels or blankets and make it as real as possible. You can set up this scene in the classroom our outdoors.
- Mark off a line to simulate the water or shoreline. This line is not to be crossed by anyone under any circumstances.
- Explain to the students that many drowning victims were within a few feet of help. If the potential rescuers had known what to do, many of these drowning victims could have been rescued. A life can be saved by simply throwing the victim something to float on or by extending something from shore and pulling the victim to safety. This kind of rescue can be made using common items found at a beach or picnic setting.

  Situation #1
  Explain to the students that there is a victim drowning just two or three feet beyond the water line. Without crossing the imaginary water line, ask volunteers to demonstrate what they would use

from the beach or picnic setting to rescue to victim from shore. As volunteers use the items found at the scene, remove those items and have another student demonstrate a rescue technique. (Challenge the students to find an object that will reach to the victim first – see if they remember to brace themselves or put on a life jacket.)

Situation #2
This time the victim is five to ten feet away. If you have the space, you may want to see which unbreakable items your students could throw that far (rope, jug, inner tubes, etc.) Explain how to throw an object to one side of the victim in the water so as to avoid hitting them. A rope should be thrown underhand just beyond the victim.

- After each simulation has been played out, discuss the different rescue techniques demonstrated. Point out which ones might have been better than others. Explain how leaving a small amount of liquid in a water jug or a plastic soda bottle gives these items some needed weight and makes them easier to toss accurately.
- Review the pictures in the colorpx.pdf file. Are there people in the pictures who might soon need to be rescued? How would you do it?
- Why is it important not to GO?

More Scenes for Practicing Rescues

- Cut rescue scenarios apart. Glue these to 4” x 6” index cards, if you wish.
- Ask student volunteers to choose a card, read it, and describe or dramatize how they would execute this rescue. Other class members will analyze whether the “rescue” attempt will help the victim.

Review and Consider

In the *Safe Passage* video, Sam is trying to help Jason and Holly get home. They have to solve the riddle of the to understand the rules of water rescue. You can help by recalling the safety rules mentioned in the video. Write these rules in the first column. In the second column, list other rules that you should follow.

Sam's Guidelines for Water Rescue	Other Rules That Everyone Should Follow
1.	5.
2.	6.
3.	7.
4.	8.
	9.
	10.

Sam's Guidelines for Water Rescue

1. REACH: Hold on to the dock or your boat and reach your hand, a boat oar, a fishing pole, or whatever you have nearby, to the person
2. THROW: If you can't reach far enough, toss things that float for the person to grab
3. ROW: If you're in a boat, use the oars to move the boat closer to the person in the water, or call out to a nearby boat for help. Don't use the boat's motor close to a person in the water, they could be injured by the propeller
4. DON'T GO: Don't go into the water unless you are trained. Call out for help
5. Learn first aid for drowning and hypothermia.
6. Never pretend to be in trouble in the water
7. Be prepared – practice a rescue

Setting the Stage:
Scenes for Practicing Rescues

Copy this page onto card stock or copy and paste these scenes onto 4” x 6” cards. Ask a student to select a card and describe or demonstrate how she or he would attempt a rescue in the situation outlined on the card.

SCENE #1

It is late April and you and a friend are at the lake walking along a dock drinking sodas from plastic bottles. Your parents are fishing nearby. Neither of you is wearing a life jacket, and your friend cannot swim. The dock is slippery from the rain. After finishing his drink, your friend decides to throw the plastic bottle into the lake. While making the throw, he loses his footing and falls into the cold water. The water is over your friend’s head. What would you do to rescue your friend?

What mistakes did you and your friend make during this outing?

What water safety rules did you break?

SCENE #2

It is July and your family and some friends are out on the river in a boat. You are cruising slowly and everyone is having a good time. One of the adults decides to ride on the bow. You don’t think it’s a good idea, but no one seems to listen to you.

A boat passes in front of yours making a big wake that shakes your boat and the adult on the bow falls overboard. She can swim, but panics in the water. Unfortunately, she is not wearing a life jacket. What should be done to rescue her?

What mistakes did the adults make and what water safety rules were broken during this outing?

Setting the Stage:
Scenes for Practicing Rescues

Copy this page onto card stock or copy and paste these scenes onto 4” x 6” cards. Ask a student to select a card and describe or demonstrate how she or he would attempt a rescue in the situation outlined on the card.

SCENE #3

It is August and you have gone to the beach with a friend and her family. You have been swimming in a designated area and your friend’s mother has been watching from the beach. She is distracted when a neighbor stops to visit with her. Meanwhile, your friends’ three-year old sister has wandered down the beach. She is not wearing a life jacket. You spot her as she is entering the water. She slips and goes under.

What things should you do to help rescue her? What water safety rules were broken in this situation?

SCENE #4

It is October. Your father is going hunting with his friend, Harold. The hunting area is across the river, so they board a small rowboat for the journey. You watch from camp with your mom and your canoe. Both men are wearing life jackets.

When they get in the middle of the river, Harold stands to get something from the back of the boat. His movement causes the boat to capsize. You watch as they spill into the cold water and the swift current carries the boat out of reach. You know it is too far to swim to shore. What should you do?

What water safety rules were broken in this situation?

Rescue Acrostic

Choose one phrase below and create an acrostic which includes the rules and tips you have learned about water rescue. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

R _____
E _____
A _____
C _____
H _____

T _____
H _____
R _____
O _____
W _____

R _____
O _____
W _____

B _____
U _____
T _____

D _____
O _____
N _____
T _____

G _____
O _____

S _____
A _____
M _____

Rescue Acrostic

Choose one phrase below and create an acrostic which includes the rules and tips you have learned about water rescue. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

L _____
I _____
F _____
E _____

J _____
A _____
C _____
K _____
E _____
T _____
S _____

S _____
A _____
V _____
E _____

P _____
R _____
A _____
C _____
T _____
I _____
C _____
E _____

R _____
E _____
S _____
C _____
U _____
I _____
N _____
G _____

Contents

- 31 Clue Cards and teacher's key
- Incorporates material from all four modules of the *Safe Passage* video and lessons

Materials

- 3" x 5" index cards
- Glue

Clue Cards

Suggested Application of This Material

- Cut out cards
- Statement cards have a question mark border
- Answer cards have an exclamation point border
- You may wish to copy statement and answer cards onto different colored cards

The Basic Game

- Pass out clue cards as best suits your group. If you don't pass out all of the statement cards in the first round, make sure you pass out only the corresponding answer cards.
- One student reads his statement card as the class listens.
- The student who believes he or she has a matching answer reads his or her card aloud. The class may agree or disagree with the choice. Refer to the answer key for accuracy.

Variation I

- Pass out cards and have the students circulate to find the student holding the corresponding card.

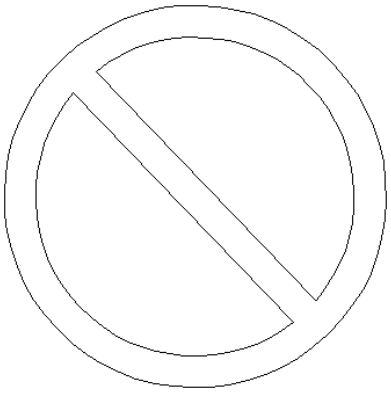
Variation II

- For a small group
- Deal statement cards
- Line up answer cards on a table or on the floor for a matching game

? ? ? ? ? 1 Always swim with one of these	! ! ! ! ! A Buddy
? ? ? ? ? 2 A dangerous way to enter unfamiliar water	! ! ! ! ! Diving
? ? ? ? ? 3 Not a natural human activity, but people can learn to do this	! ! ! ! ! Swim
? ? ? ? ? 4 Dangers hidden beneath the surface	! ! ! ! ! Very deep or very shallow water, rocks, broken glass, tree stumps, and garbage

? ? ? ? ? 5 The first rule of water safety	! ! ! ! ! Learn to swim
? ? ? ? ? 6 Rules for wearing life jackets (PFDs)	! ! ! ! ! Properly fitted and properly fastened.
? ? ? ? ? 7 Not a substitute for a life jacket or personal flotation device	! ! ! ! ! Air mattress, water wings, swim ring, inner tube
? ? ? ? ? 8 Stay in a supervised and posted area when doing this	! ! ! ! ! Swimming

? ? ? ? ? ? 9 These can lead to big problems when mixed with swimming or boating	! ! ! ! ! ! Alcohol and drugs
? ? ? ? ? ? 10 The most important piece of equipment to have on a boat	! ! ! ! ! ! U.S. Coast Guard-approved life jacket (PFD)
? ? ? ? ? ? 11 The U.S. Coast Guard requires all boaters to carry these	! ! ! ! ! ! U.S. Coast Guard-approved life jacket (PFD)
? ? ? ? ? ? 12 This can save the life of a swimmer or boater, but only if it's worn	! ! ! ! ! ! U.S. Coast Guard-approved life jacket (PFD)

? ? ? ? ? ? 13 When someone needs help getting out of the water you should	! ! ! ! ! ! Reach Throw Row Don't Go
? ? ? ? ? ? ? 14 The current is swift, the water in the center moves faster than along the edges, the sides may be too steep or slippery to climb out	! ! ! ! ! ! ! Canal
? ? ? ? ? ? ? 15 When the body loses heat faster than it can produce it	! ! ! ! ! ! ! Hypothermia
? ? ? ? ? ? ? 16 It means "NO" Stay away from dangerous activities or areas	! ! ! ! ! ! ! 

? ? ? ? ? ? 17 It goes downhill, from high places to low places and collects in a low spot in the land	! ! ! ! ! ! Water
? ? ? ? ? ? 18 The lowest parts of the earth, the end of water's journey	! ! ! ! ! ! Oceans
? ? ? ? ? ? 19 Trickles of water flow together to form this, it's not deep or wide	! ! ! ! ! ! A Brook
? ? ? ? ? ? 20 Rapidly flowing water found in the mountains, usually cold and clear, bubbling over rocks, and big enough for a canoe	! ! ! ! ! ! A Stream

? ? ? ? ? ? 21 Many streams flowing together form this body of water. It is deep and wide and can carry large boats.	! ! ! ! ! ! River
? ? ? ? ? ? 22 When flowing fast down a steep slope, it can carve deep canyons and make waterfalls	! ! ! ! ! ! River
? ? ? ? ? ? 23 When water crosses flat land it moves slowly, looping back and forth—the bends are called …	! ! ! ! ! ! Meanders
? ? ? ? ? ? 24 When a river looks brown it contains a lot of this	! ! ! ! ! ! Soil

? ? ? ? ? ? 25 Large concrete or earthen structures built to hold back flowing water	! ! ! ! ! ! Dams
? ? ? ? ? ? ? 26 Water rushing through a dam can generate this	! ! ! ! ! ! ! Electricity
? ? ? ? ? ? ? 27 Water stored behind a dam	! ! ! ! ! ! ! Reservoir or lake
? ? ? ? ? ? ? 28 Water in a reservoir can be used in these ways	! ! ! ! ! ! ! Water crops Water recreation Water supply for a city or town

? ? ? ? ? ? 29 The water flowing downhill moves very slowly and meets the ocean here	! ! ! ! ! ! A river's mouth
? ? ? ? ? ? 30 Formed when soil and rocks are deposited where the river meets the ocean	! ! ! ! ! ! Delta
? ? ? ? ? ? 31 Bodies that hold most of the earth's water, covering almost three-fourths of the earth's surface	! ! ! ! ! ! Oceans
? ? ? ? ? ?	! ! ! ! ! !

Instructor's Key

1. Always swim with one of these
   - A buddy
2. A dangerous way to enter unfamiliar water
   - Diving
3. Not a natural human activity, but people can learn to do this
   - Swim
4. Dangers hidden beneath the surface
   - Very deep or very shallow water, rock, broken glass, tree stumps and garbage
5. The first rule of water safety
   - Learn to swim
6. Rules for wearing life jackets (PFDs)
   - Properly fitted and properly fastened
7. Not a substitute for a life jacket or PFD
   - Air mattress, water wings, swim ring, inner tube
8. Stay in a supervised and posted area when doing this
   - Swimming
9. These can lead to big problems when mixed with swimming or boating
   - Alcohol and drugs
10. The most important piece of equipment to have on a boat
    - U.S. Coast Guard-approved life jacket (PFD)
11. The U.S. Coast Guard requires all boaters to carry these
    - U.S. Coast Guard-approved life jacket (PFD)
12. This can save the life of a swimmer or boater – but only if it's worn
    - U.S. Coast Guard-approved life jacket (PFD)
13. When someone needs help to get out of the water you should …
    - Reach, Throw, Row, Don't Go
14. The current is swift, the water in the center moves faste than along the edges, and the sides may be too steep or slippery to climb out
    - Canal
15. When the body loses heat faster than it can produce it. Very low body temperature
    - Hypothermia
16. It means "NO". Protects people from dangerous activities or areas

17. It goes downhill, from high places and collects in a low spot in the land
    - Water
18. The lowest parts of the earth, the end of water's journey
    - Ocean
19. Trickles of water flow together to form this. It's not deep or wide
    - A brook

20. Rapidly flowing water found in the mountains, usually cold and clear, bubbling over rocks and big enough for a canoe
    - A stream
21. Many streams flowing together form this body of water. It is deep and wide and can carry large boats
    - River
22. When flowing fast down step slopes, it can carve deep canyons and form waterfalls
    - River
23. When water crosses flat land it moves slowly, looping back and forth – it's bends are called …
    - Meanders
24. When river water looks brown it contains a lot of this
    - Soil
25. Large concrete or earthen structures built to hold back flowing water
    - Dams
26. Water rushing through a dam can generate this
    - Electricity
27. Water stored behind a dam
    - Reservoir or lake
28. Water in a reservoir can be used in different ways
    - Water crops, water recreation, water supply for a city or town
29. The water flowing downhill moves very slowly and meets the ocean here
    - A river's mouth
30. Formed when soil and rocks are deposited where a river meets the ocean
    - Delta
31. These bodies hold most of the earth's water, covering almost three-fourths of the earth's surface
    - Oceans

Materials

- Magazines, newspapers and tapes for examples of Public Service Announcements
- Cassette recorder
- Video camera and tape
- Art supplies to produce camera-ready art and/or computer with desktop publishing program

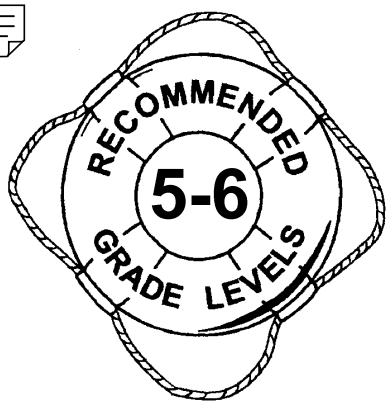
Public Service Announcement

Suggested Application of This Material

- Apply student's knowledge of water safety to create a Public Service Announcement
- Divide class into four groups to produce PSAs for swimming, boating, dams, and water rescue
- A public service announcement on TV or radio is air-time provided free of charge for messages by non-profit, civic, and governmental organizations
- Some newspapers and magazines will run free advertisements in a space provided for a those messages

Process

- Find out purpose and use of a PSA
- Determine whether you will create a video for television, an audiotape for radio, or an ad for a newspaper or magazine
- Recall facts and rules students have learned about each topic
- Review material from student's portfolios
- Brainstorm ideas for a PSA -- each message should make a strong point about avoiding danger and be memorable
- For a video or audiotape limit your message to 30 seconds or 60 seconds
- A newspaper or magazine ad needs a motto and artwork
- Present your public service announcement to the class
- You are invited to submit your PSA to the U.S. Army Corps of Engineers.



Contents

- KWLS activity sheet
- Video Review
- "Topher's Rules for Safe Swimming" poster
- "Let Topher Be Your Guide" cloze worksheets (two reading levels)
- Swimming acrostic
- "What is Buoyancy?" science activity
- "Why Do Humans Float?"

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- Objects that students can test for buoyancy such as a paper clip, a pencil, an empty plastic bottle with cap, Styrofoam, a coin, an empty 35mm film canister
- A large bowl or pail for water
- Sand or similar item to fill film canister

Swimming

Suggested Application of This Material

- Students fill out the top half of the "What Makes Me a Safe Swimmer" sheet.
- Show student the swim section of the video (10:30 minutes).
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Topher discussing with Holly and Jason.
- Refer to your "Topher's Rules for Safe Swimming" poster.
- Return to the *Safe Passage* video for the end of the swimming module (2:30 minutes).
- Students complete the bottom half of the KWLS activity sheet.

Video Review

- Use the Review activity sheet between video segments as a review and predict exercise or after the completion of the swimming module. Students may offer rules and guidelines of their own.

"Let Topher Be Your Guide"

- Ask students to read the text and fill in the missing words. Emphasize the use of initial letter clues and context to help determine unknown words. All vocabulary words are used only once.

Buoyancy

- Begin with a class discussion on what buoyancy means, what causes some objects to float and others to sink, and what keeps people from sinking
- With a partner or as a class, have students conduct the experiments described on their activity sheet
- Read "Why do Humans Float?" as a group activity

What Makes Me a Safe Swimmer?

What I Already Know	What I Want to Know

What I Learned	What I Still Need to Know

Video Review: Swim Module

In the video, Topher is trying to help Jason and Holly get home. They have to solve the riddle of the compass for safe swimming. You can help by recalling the safe swimming rules mentioned in the video. Write these rules in the first column. In the second column, list other rules that you think all swimmers need to know.

Topher's Rules "Where Water Meets Sand"	Other Rules That All Safe Swimmers Should Know
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Topher's Rules for Safe Swimming

1. Learn to swim.
2. Always swim with a buddy.
3. Swim in a designated area and make sure an adult watches you.
4. Wear a life jacket if you can't swim or if you are just learning to swim.
5. An air mattress or swim ring does not take the place of a life jacket.
6. Don't swim in cold water.
7. Never dive or jump into unknown waters.
8. No drugs or alcohol.
9. Obey all "No Swimming" and other warning signs.
10. Never swim in a canal.

Let Topher Be Your Guide

You will probably never find a magic compass that zooms you to a beach like Jason and Holly did, but you still need to know the rule for water safety to get home alive and healthy after a day at the lake. If you met Topher at your beach, he might ask you much YOU know about safe swimming. Tell Topher what you know by filling in the blanks as you read. (If you need help, use the words at the end of the story.)

Yo! Dudes and Dudettes!

When It's hot, going to the lake or a river is a great way to cool off and get fit. But there are m_____ dangers in and near the water. What can you do to be safe? Did you know that most accidents happen q _____ and without warning? Each year many grown-ups and children are h_____ because they don't know or don't use the rules "where water meets sand". Be a smart swimmer, like your pal Topher, and learn the r_____ .

What is the first rule of water safety? Learn to s_____! If you don't know how to swim, ask your folks to enroll you in a certified swim p_____.

I learned to swim because it's a great s_____. It's a good way to b_____ muscles. But the most important thing is that it can s_____ your life.

Now listen up, dudes and dudettes. Don't ever go swimming without a b_____ . The buddy system is one w_____ s_____ rule you will need all your life. Your buddy can save your life if an a_____ happens.

So, where can you swim safely? That's right, in a d_____ area. These areas are r_____ off to keep out boaters. **(More)**

Whenever you go in the water, be sure a grown-up is watching you. If you can't swim or if you are just learning to swim, you need to stay in sh_____ water and wear a l_____ j_____ !

Never dive or jump into dark or m_____ water. You could hurt your h_____ . Always look before you leap! There may be tree stumps, rocks, or other hidden objects on the b_____. Sometimes divers are hurt or k_____. Even if you jump in feet first, it is hard to tell how deep the water is and there could be slippery rocks, silty bottoms, drop-offs, weed tangles, even broken g_____ . Take Topher's advice and w_____ into the water first.

With so many rules about swimming, I bet it seems like grown-ups want to take all the f_____ out of going to the beach! But, hey, rules help keep us all s_____ , and the rules are for kids of all ages.

Well, I have just a few more safety tips to share with you before I go:

Always obey w_____ signs. If it says "No Swimming" or "Keep Out" don't go in the water!

Don't swim in the d_____.

Don't swim when you see l_____ or hear th_____ . Get out of the water during a storm!

Excellent work, dudes and dudettes! *Safe Passage!*

Vocabulary: Use each word once

accident	fun	life jacket	roped	swim
bottom	glass	lightning	rules	thunder
buddy	head	many	safe	wade
build	hurt	murky	save	warning
dark	jump	program	shallow	water safety
designated	killed	quickly	sport	

Swimming Acrostic

Choose one phrase below and create an acrostic which includes the safe swimming rules and tips you have learned. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

S _____
W _____
I _____
M _____

S _____
A _____
F _____
E _____
L _____
Y _____

L _____
E _____
A _____
R _____
N _____

T _____
O _____

S _____
W _____
I _____
M _____

What is Buoyancy?

Conduct a classroom experiment then use your data to draw conclusions. First, use your knowledge and experience to answer these questions.

A. Answer these questions

1. Why do some items float and others sink?_____

   _____

2. What kinds of creatures are naturally adapted to floating? _____

   _____

3. Why? _____

   _____

4. Describe how you float in the water. _____

   _____

5. What keeps you from sinking? _____

   _____

6. Why is it important to relax while floating? _____

   _____

B. Conduct an Experiment

Collect a large metal paper clip, a pencil, a small, empty glass or plastic bottle with cap, a piece of Styrofoam, a coin, an empty plastic 35mm film canister and another filled with sand, a large bowl or pail, and water.

Fill the bowl or pail with water. Write down your predictions and observations on the checklist below. Before placing any object in the water, predict if it will sink by placing a check in column 2. Observe the item as it is placed in water. In column 3, describe whether the object actually sank or floated.

Prediction/Observation Checklist:

Item	Buoyant? Yes	Buoyant? No	Describe What Happens

C. Use Your Data to Answer the Following Questions:

Which objects float? _____

_____

_____

_____

_____

Why? _____

_____

_____

_____

Which objects sink? _____

_____

_____

_____

_____

Why? _____

_____

_____

_____

D. Now Try This:

Push the empty bottle under water. What happens?_____

_____

_____

_____

What happens if you fill the bottle halfway with water, cap it, and put it back in the bowl or pail? _____

_____

_____

What conclusions can you draw?_____

_____

_____

_____

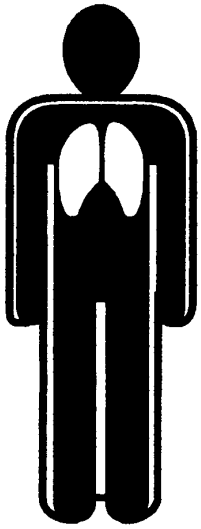
_____

_____

_____

Why Do Humans Float?

Even though swimming is not a natural human activity, people are buoyant in the water. This means that water holds up your body, or buoys it.

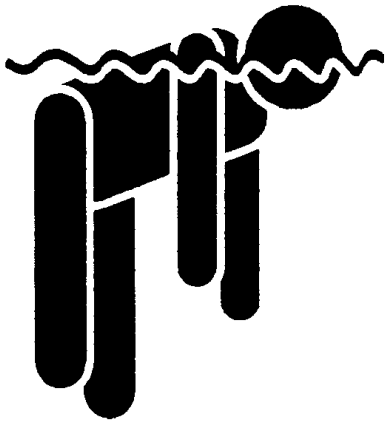


The human body is naturally buoyant because of the air in our lungs and the body's layer of fat. Both air and fat are lighter than an equal amount of water so they help the body to stay afloat. When you are in the water and get tired of swimming, you can float. Even if you don't know how to swim, you can float in the water.

You can learn to float on your back, but at rest in the water your body floats almost vertically with your face and head just beneath the surface. Survival floating is a technique that allows a swimmer to use this natural position for "drownproofing." This method was developed by Fred F. Lanoue, former professor of physical education and head swimming coach at Georgia Institute of Technology.

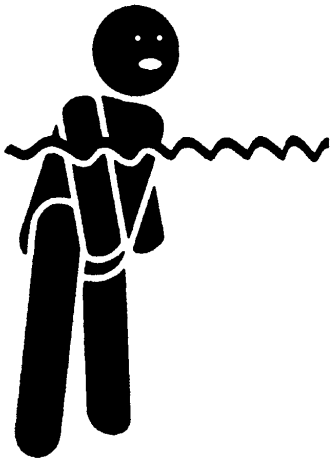
There are four steps to drownproofing.

1: Relaxing is the most important part of drownproofing. Take a deep breath, hold it, and let your arms and legs dangle freely in the water. The back of your head should be about even with the surface and your face beneath the surface of the water. In this position, your body will float while resting. Do not try to keep your whole head above the water. This wastes energy and will make you tired.



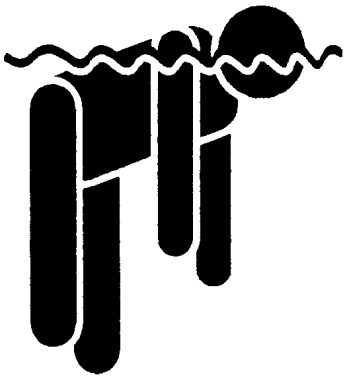
2: After a few seconds of resting, slowly raise your arms while at the same time separating your legs in a scissors-type kick (one foot forward and one foot back). Raise your head high enough to get your mouth out of the water. Exhale through your mouth and nose.

3: As your head and body become vertical, slowly press arms down and bring legs back together. With your head well above the surface, take a big slow breath of air through your mouth, nose, or both, and hold it. Keep your eyes open so you don't lose your bearings.



4: Again relax your body and let it slide into its natural floating position, with arms and legs dangling. The water will raise your arms into position for the next push.

Learning how to breathe while floating in the water is an important survival skill. So is learning to relax and float. When you take a swim course, you will learn about survival floating.



Remember, the human body can float because it has air. Likewise, objects such as Styrofoam coolers, kickboards, inner tubes, and life jackets float because they have a lot of air in them. Air is always lighter than an equal amount of water, so these objects will float on top of the water. Objects that float can be used in an emergency to prevent a drowning. However, if you do not know how to swim, always wear a life jacket when you are on a dock, in a boat, or playing at the beach.

Answer Key

Video Review

1. Learn to swim
2. Always swim with a buddy
3. Swim in a safe designated area and make sure an adult watches you
4. Wear a life jacket if you can't swim or are just learning to swim
5. A swim ring or air mattress does not take the place of a life jacket
6. Never dive or jump into unknown waters
7. Don't swim in cold water (avoid hypothermia)
8. Obey all "No Swimming" and other warning signs
9. No drugs or alcohol
10. Never swim in a canal

Let Topher Be Your Guide
(version one)

1. many
2. hurt
3. water safety
4. swim
5. save
6. buddy
7. accident
8. shallow
9. life jacket
10. dark
11. head
12. killed
13. wade
14. fun
15. safe
16. warning
17. night
18. lightning
19. thunder

Let Topher Be Your Guide
(version two)

1. many
2. quickly
3. hurt
4. rules
5. swim
6. program
7. sport
8. build
9. save
10. buddy
11. water safety
12. accident
13. designated
14. roped
15. shallow
16. life jacket
17. murky
18. head
19. bottom
20. killed
21. jump
22. glass
23. wade
24. fun
25. safe
26. warning
27. dark
28. lightning
29. thunder

Contents

- Video Review
- "Wanda's Rules Around Dams, Rivers & Canals" poster
- Rivers & Dams acrostic
- "Locating a Dam Near You" activity guide
- "Canals – Completely Off Limits!" worksheet
- Questions for Class Discussion

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper

Rivers & Dams

Suggested Application of This Material

- Show student the dams section of the video (6:15 minutes).
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Wanda discussing with Holly and Jason.
- Refer to your "Wanda's Rules Around Dams, Rivers & Canals" poster.
- Return to the *Safe Passage* video for the end of the module (one minute).

Video Review

- The review form may be used between video sections as a review and predict activity or after the close of the dams & rivers section. Students may suggest rules and guidelines of their own.

Acrostic

- An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence.

Locating a Dam Near You

- Information for this activity may be gathered from a field trip, library research, the internet (http://watersafety.usace.army.mil) or from the Safe Passage CD-ROM. There are many interesting sites devoted to locks and dams, check for current links.

Dangers Near Rivers, Streams & Dams

- Cut, fold and paste to reveal vocabulary words

Canals: Completely Off Limits!

- A multiple choice worksheet that familiarizes students with the purposes and dangers of irrigation canals.

Questions for Class Discussion

- Questions, answers, and vocabulary words for dams, rivers, and canals.

Video Review: Swim Module

In the *Safe Passage* video, Wanda is trying to help Jason and Holly get home. They have to solve the riddle of the compass for safety near dams and rivers. You can help by recalling the safety rules mentioned in the video. Write these rules in the first column. In the second column, list other rules that you should follow.

Wanda's Rules Around Dams, Rivers & Canals	Other Rules That Everyone Should Follow
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Wanda's Rules Around Dams, Rivers & Canals

1. Never boat just above or just below a dam. Do not go past buoys, signs, ropes or lights that warn of a dam. Don't boat or paddle near a low level dam.
2. Stay away from canals – currents and undertows hide beneath the surface.
3. Remember that rivers can have strong currents and hidden dangers. Some rivers have waterfalls; the water drops hundreds of feet.
4. Watch out for rapids or whitewater.

5. Watch out for fallen trees and broken limbs in a river.
6. Be extra careful around cold rivers and streams. Cold water can cause hypothermia.

Swimming Acrostic

Choose one phrase below and create an acrostic which includes the safe swimming rules and tips you have learned. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

S _____
W _____
I _____
M _____

S _____
A _____
F _____
E _____
L _____
Y _____

L _____
E _____
A _____
R _____
N _____

T _____
O _____

S _____
W _____
I _____
M _____

Swimming Acrostic

Choose one phrase below and create an acrostic which includes the safe swimming rules and tips you have learned. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

R _____
I _____
V _____
E _____
R _____
S _____

A _____
R _____
E _____

S _____
W _____
I _____
F _____
T _____

D _____
A _____
M _____
S _____

H _____
A _____
V _____
E _____

D _____
A _____
N _____
G _____
E _____
R _____
S _____

Locating a Dam Near You

In the United States, there are many types of dams built on rivers and streams. They serve a variety of purposes. There is probably a dam close to your community. Work with a partner or in a small group to describe this water barrier. Use a map to help you locate and correctly spell the names and places.

1. Name the dam closest to your school. _____

2. Is it on a river or a stream? _____

3. What type of dam is it (low- or high-head, earthen, concrete, etc.)? _____

4. What is the name of the reservoir behind the dam? _____

5. Do people go there for recreation? Describe activities there. _____

   _____

   _____

6. What is the dam's main purpose? What other services does it provide? (Dams are built for flood control, irrigation, power generation, municipal and industrial water supply, navigation, recreation, as well as fish and wildlife management.)

   _____

   _____

   _____

   _____

7. Who built this dam? _____

8. Does it have a lock for navigation? _____ If it does, what kind of vessels use the lock? _____

_____

9. Have you ever passed through a lock on a boat? _____ If so, describe your experience. _____

_____

10. Have you visited this dam? _____

11. What did you see? _____

_____

12. What are the dangers near this dam? _____

_____

_____

13. What water safety advice would you give Holly and Jason if they were going to visit this dam? _____

_____

14. Did you meet someone who worked at the dam, the lock, or the powerhouse? _____

_____

15. Did you locate information on dams on the internet? _____

_____

If you'd like to see pictures of dams, locks, canals, and other water projects, visit the U.S. Army Corps of Engineers website at http://watersafety.usace.army.mil.

Directions: Cut along dotted lines on the next page and fold flaps up. Color the sheets different colors, if you like. Paste or staple the next page on top of this page allowing words to show through the windows.

CURRENT

UNDERTOW

STREAM

CANAL

BUOY

FLOOD GATES

RIVER

RESERVOIR

DAM

Dangers Near Rivers, Streams and Dams

See if you know the term that fits the definitions below, then lift the flap to see if you are right

Moving water that can carry you downstream

A current that can suck you under water

Not wide, but it is fast moving and powerful. The rapids bubble and roar

Never swim in theses. The current is swift, the sides are slippery, and the water is deep

Going past this floating barrier means entering a danger zone

These open to release water causing downstream rivers, streams, and creeks to fill quickly

Deep and wide, it may have swift current and very cold water

A large man-made lake for water storage -- fun for boating, fishing, and swimming

Holds back water – Intakes above, churning water below

Canals: Completely Off Limits!

Complete the sentences with a phrase from the first column that seems to fit.

1. Concrete sides help prevent _____ in a canal.
2. _____ to safety in a canal because of the motion of the water (current).
3. _____ allow workers to clean and repair a canal.
4. _____ does not move; no current, waves, or ripples.
5. _____ is not permitted in a canal.
6. _____ a canal is an unattended area not designated for recreation.
7. _____ is faster in the center of the canal.
8. _____ is just another way to say “Keep Out,” “No Fishing,” or “No Swimming”.
9. Farmers depend on the water in a canal to _____ .
10. _____ may be the source of water for a canal.
11. _____ looks very slow-running, but the undercurrent may be fast.
12. An _____ is a public corporation that manages a water source.
13. Dry canals may suddenly be filled _____ .
14. _____ on the sides of a concrete canal and make it slippery.
15. An _____ in a canal may be junk, like broken glass, metal, or garbage at the bottom.
16. _____ is a waterway dug across the land and used to carry water.
17. If someone falls or slips into a canal, get help fast. _____ !
18. _____ forbidden in a canal.
19. _____ of some canals are very muddy and can cave in.
20. _____ beneath the surface is called an undercurrent.

A. Calm water
B. without warning
C. A current
D. A canal
E. A river or lake
F. Water flowing
G. Swimming is
H. Rungs on the side
I. erosion
J. Dirt sides
K. Moss can grow
L. The canal water
M. It’s hard to swim
N. irrigation district
O. Call 9-1-1
P. irrigate crops
Q. Fishing is
R. unseen danger
S. “No Trespassing”
T. Remember that

Answers
1-I
2-M
3-H
4-A
5-Q
6-T
7-C
8-S
9-P
10-E
11-L
12-N
13-B
14-K
15-R
16-D
17-O
18-G
19-J
20-F.

Correct answers
18 – 20 Safe Passage!
12 – 17 Good Job!
9 – 11 You’re in Danger!

The Give and Take of a River

Questions for Class Discussion

1. What is involved in a river system?

A river system is a tree-like network. It includes brooks and streams which feed into a river. The smallest branches are brooks which carry away the snow when it melts in the mountains. Brooks join to streams which are larger branches of the system. As more streams are added the branches grow larger. Rain water adds to the volume of the streams as they move along their channels or paths. Streams drain the water from the surrounding land. The area of the land that contributes water to a river network system is called a drainage basin, or watershed.

2. How does a river get its water?

Brooks carry away the snow when it melts in the mountains. Brooks join to streams. As more streams are added the branches of a river grow larger. Rain water adds to the volume of the streams as they move along their channels or paths toward a river.

3. What is a drainage basin?

As they travel, streams drain the water from the surrounding land. The area of the land that contributes water to a river network system is called a drainage basin, or watershed.

4. What benefits does a river provide to humans?

Throughout the world, rivers carry virtually 41 the water that is available for human management and use. Cities and towns often depend upon a river to supply water for homes, schools, office buildings, hospitals, parks and much more. Large industries could not manufacture goods and supplies without a constant supply of water. Farmers use river water to irrigate crops in dry areas of the country. Rivers serve as transportation routes for people and commerce. They offer a home for fish and wildlife and can provide recreational opportunities.

5. What causes a river to flood?

When a great deal of snow melts rapidly in the mountains, or when there is a heavy rainfall, more water flows into a river than its normal channel can hold. When this happens, the river overflows its banks causing a flood.

6. Why are dams built on rivers?

Man-made dams are built for different reasons: to hold back water to prevent flooding; to supply water to cities, towns, and industries; and to provide water for irrigating farms, generating electricity, and improving navigation for boats and barges. In addition, dams create new recreational opportunities, and support fish and wildlife activities. Many dams serve more than one purpose.

7. What do you think is the most dangerous thing about a river?

Answers Will vary.

1. Rivers can flood their banks and destroy whole communities.
2. All rivers have a current and some have an undertow.

3. Rivers can have very cold water. A person who has an accident in a river may die from hypothermia.
4. Fallen trees and branches serve as a habitat for fish and wildlife, but because of a river's current these pose a danger to humans. Water flowing through bushes or small trees can pin a swimmer so he or she is unable to get free, even if the swimmer is wearing a life jacket.
5. Another danger is that the foot of a swimmer or person fishing may get jammed in the rocks on the bottom of the river. The force of the current can break a leg and the person can be held under even in only two or three feet of water.

8. What other dangers does a river pose to humans?

See answers above.

9. What is hypothermia?

Hypothermia is the dangerous loss of body heat. It occurs when the body loses heat faster than it can produce it, which causes the body's internal temperature to drop. Cold water robs the body of heat 25 times faster than air, and humans cannot endure this kind of cold for very long. Hypothermia kills by taking away your ability to swim and stay afloat.

10. How can people enjoy a river and stay safe? Answers will vary.

Think "safety" when you go near a river and: (1) never enter the water without getting permission from a parent or adult; (2) be aware that rivers are cold and can have swift currents; (3) always wear a life jacket (PFD) when swimming in a river; and (4) don't go near snags (branches, roots, trees) while in the river.

Vocabulary

1. Dams - Obstructions that hold back or store the water of a river. These can be natural or man-made. Man-made dams are made of earth, rocks, or concrete. The stored water behind a dam is called a reservoir or a lake.

2. River - A natural stream of water flowing in a channel. A river contains water that is on the move-always seeking a downstream path to its final destination, the ocean.

3. White water - Sections of rapids in some rivers where the water moves furiously around rocks and boulders. White water can be very dangerous to boaters, swimmers, and even to people fishing.

4. Watershed - The area of the land that contributes water to a river network system is called a drainage basin, or watershed.

5. Meander - As a river moves downstream it become wider. When a river moves around a bend in the land it is said to meander.

6. Erode - In its natural course, a river erodes (or takes) soil from the sides of banks and carries it downstream. Over centuries it can change its course completely.

7. Flood - When a great deal of snow melts rapidly in the mountains, or when there is a heavy rainfall, more water flows into a river than its normal channel can hold. When this happens, the river overflows its banks and moves at a high velocity or speed.

8. Floodplain - A plain bordering a river and subject to flooding.

9. Current - A current is created when water moves along a course. It may be very swift, such as through a rapids or in white water. All rivers have a current.

10. Undertow - An undertow is a strong current just below the surface of a body of water. Rivers and oceans both have undertows. Usually an undertow moves in a different direction than the surface current.

11. Hypothermia - dangerous loss of body heat. It occurs when your body loses heat faster than it can produce it, which causes the body's internal temperature to drop.

12. “Strainer” - when a swimmer is pinned by a current against the small trees or bushes along a river's edge and cannot get free.

Contents

- Background information on drownings and boating accidents
- Video Review
- "Scully's Tips for Boating Safety" poster
- Full color pictures of boats and boating activities
- Webbing for Writing exercise
- Boating Acrostic
- "Ya Gotta Know the Rules Before Riding a PWC" script for class skit

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- Color prints of boats and boating activities (found in the colorpx.pdf file)
- (Optional) opaque projector or overhead transparency projector

Boating & Fishing

Suggested Application of This Material

- Show student the boating section of the video (six minutes). When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Scully discussing with Holly and Jason.
- Refer to your "Scully's Tips for Boating Safety" poster.
- Return to the *Safe Passage* video for the end of the boating module (two minutes).

"Wear Your PFD" Pictures

- Make color prints of the colorpx.pdf file to share with the class. These can be used in an opaque projector, printed as overhead transparencies, or duplicated as black and white handouts.
- Have students identify what types of boats they have seen and where. They can add their own pictures from home to a display.
- Ask the class to find examples of safe boating in the pictures

Webbing for Writing

- Use the worksheet for prewriting. Students work individually or with a partner to answer questions
- Conduct a class discussion, then provide time for drafting and revising.
- Ask students to complete a final draft for publication after they have revised, checked, corrected, and rewritten their first rough draft.

"Ya Gotta Know the Rules…"

- Choose students to read the parts from the script
- Discuss the questions at the end

Background Information for Instructors

Each year in the United States there are about 6,000 boating accidents resulting in over 1,000 deaths and several thousand injuries. Most of these happen on small inland bodies of water in good weather – usually because of capsizing or falling overboard. 80% of all drowning victims were not wearing a life jacket.

Drinking while operating a boat is dangerous. Alcohol affects a person's balance, judgement, and reaction time. More than 50% of all boating fatalities involve alcohol.

Cold water can cause hypothermia. If you fall into cold water, do not discard clothing, it will help trap heat. A life jacket can help insulate against heat loss.

Boaters must carry devices that allow them to signal others on the water. Bells and whistles are used in poor visibility, like fog. Boaters also need visual distress signals, like flares, electric distress lights, and orange distress flags.

Children up to five years of age should wear a life jacket on beaches, on docks, and in boats. Children between the ages of 6 and 11 should wear a life vest on docks, boats, inner tubes, and riverbanks. Teenagers and adults should wear a life jacket on boats or when using inner tubes. Of course, anyone who cannot swim should wear a life jacket when recreating on or near water.

The U.S. Coast Guard requires boaters to provide a life jacket for each passenger, no matter the length of the boat. Boats 16 feet and over must also have a throwable flotation device like a ring or a seat cushion. Your local Corps of Engineers project or district public affairs office can provide information on statistics for your area, along with information on local laws regarding life jackets, boating, and fishing.

A few facts about types of boats

- Canoes and kayaks are made of aluminum, fiberglass, wood or keulai. They have no motors. You must use paddles or oars with these boats. They are unstable, but they can navigate in rough or turbulent water.
- Inflatables are made of tough, neoprene-coated fabrics that are resistant to tears or punctures. Very buoyant and stable, they have several air chambers so they can still float if one chamber is punctured. These are also powered manually be paddles or oars.
- Sailboats come in many different sizes though most are small. Some are used for racing. They have a mast and one or more sails. Large sailboats have auxiliary power and can cruise anywhere in the world.
- Sailboards are a cross between surfboards and sailboats. The operator stands on the board and controls the craft by using his or her hands to move the sail to catch the wind.
- Personal watercraft are small boats powered by an inboard engine and a jet pump mechanism. They can operate in shallow water and can carry one, two or three riders. Some are ridden in a sitting position, others while kneeling or standing. They can speed up quickly and are made to allow the rider(s) to fall safely overboard and then reboard.

  (On the *Safe Passage* video Holly pulls the cut-off lanyard attached to her life jacket to stop the PWC.)
- Utility boats are made of aluminum, have outboard motors, and are often used for fishing.
- Runabouts are pleasure craft made of fiberglass or aluminum. They have outboard engines, some are used for water skiing, some for cruising at high speeds, and others, like bass boats, for fishing.
- Cruisers are large boats (between 18 and 60 feet.) They may be equipped for extended stays on the water with a kitchen (galley) and a lavatory (head).

Video Review: Boating & Fishing

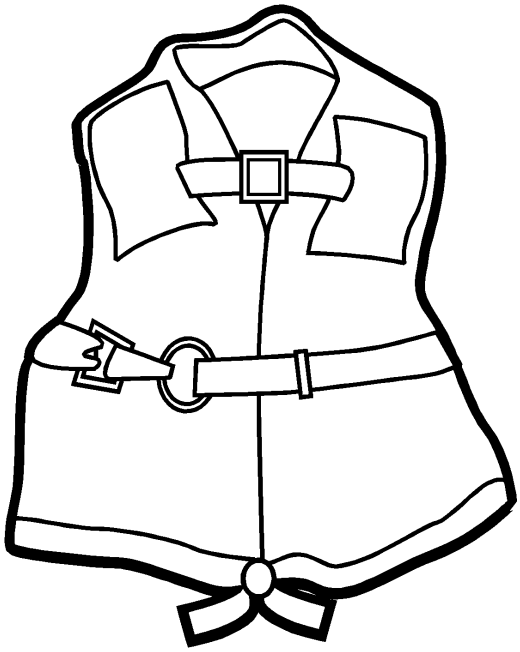
In the *Safe Passage* video, Scully is trying to help Jason and Holly get home. They have to solve the riddle of the compass for boating safety. You can help by recalling the safety rules mentioned in the video. Write these rules in the first column. In the second column, list other rules that you should follow.

Scully's Tips for Safe Boating	Other Rules That Everyone Should Follow
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

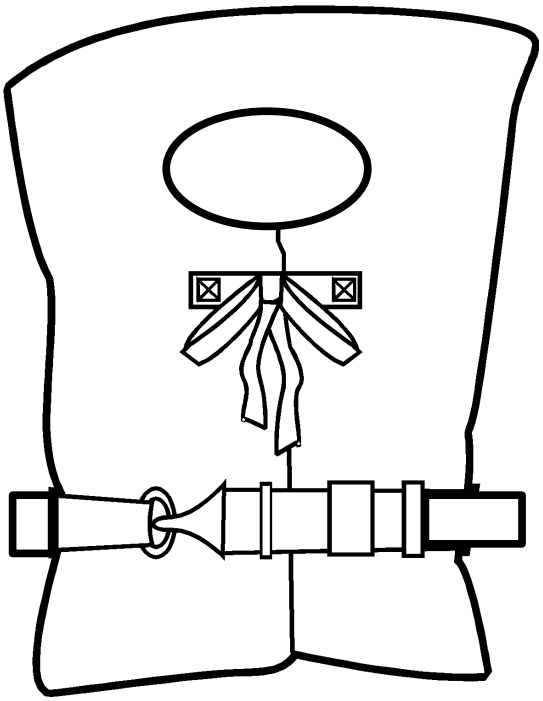
Scully's Tips for Boating Safety

1. Know your boat – each boat has its own purpose. Use your boat correctly.
2. Always wear a life jacket while riding on a boat.
3. Make sure an adult is operating the boat.
4. Don't go on the boat if the operator has been drinking alcohol.
5. Ride a PWC only with an experienced adult driver.
6. Don't stand in a small boat.
7. Don't sit on the gunwale or bow of a moving boat.
8. Know your state's laws governing boating and fishing.
9. Return to shore or dock when a storm comes up.
10. Don't boat near a dam.

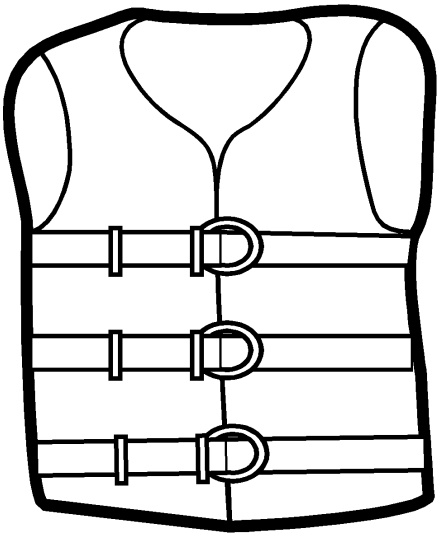
Design Your Own Personal Flotation Device



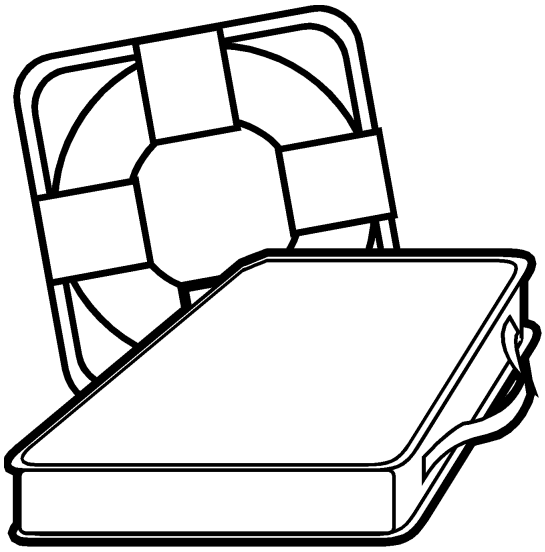
Type I (Off-Shore Life Jacket)
Best flotation for open, rough, or remote waters. Turns most unconscious wearers face up in the water.



Type II (Near-Shore Buoyant Vest)
Good for calm, inland waters. Turns most unconscious wearers face up in the water.



Type III (Flotation Aid) Good flotation for calm inland waters. Generally the most comfortable to wear, gives most freedom of movement. Not for rough water, wearer may have to tilt head back to stay above water.



Type IV (Throwable Device) Good backup for wearable life jackets, some can be used as seat cushions. Not suitable for non-swimmers.

Webbing for Writing

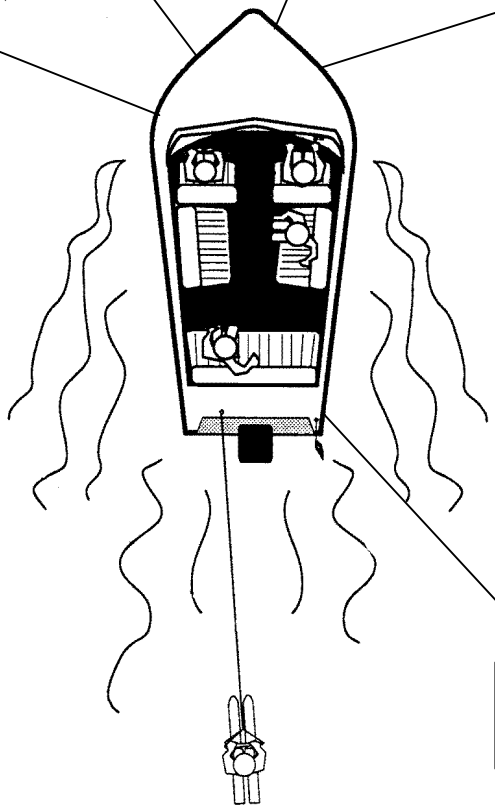
In the *Safe Passage* video, Jason and Holly have to solve the riddle of the compass for safe boating. To complete the web below, use the information mentioned in the video plus ideas that you think of by yourself or in a group. Your ideas will help you write a short story about safe boating.

Boats in which you have ridden:

Ways to have fun in a boat:

Scully's tips for safe boating:

Dangers of boating:



Boats mentioned in the video:

Safe Boating Story
Rough Draft

Purpose: The purpose of this story is to describe a boating incident that you may have experienced or to make up a story about boating. For example, you might write about spending your family vacation on a boat, or what might happen on your boat in a storm. Use your prewriting web to include ideas and safety tips about leaving the dock and returning safely.
Audience: Your classmates, your teacher, and your family.

A Safe Boating Story

by _____

Boating Acrostic

Choose one phrase below and create an acrostic which includes the rules and tips you have learned about boating safety. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

B _____
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A _____
T _____

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B _____
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SCRIPT
Ya Gotta Know the Rules Before Riding a PWC

Setting: A cabin on the lake, summer home to the grandparents of Holly and Jason Emery and their cousin Roger.
Time: Present day
Cast:
Holly Emery (13 year old girl)
Jason Emery (11 year old boy)
Roger Emery (16 year old boy)
Dad (Jason and Holly's father, Roger's uncle)
Mom (Jason and Holly's mother, Roger's aunt)

The scene opens with Holly, and Jason gathered around Dad as he unloads their new personal watercraft and ties it off at the dock.

JASON: (yelling) I'm first!

HOLLY: (pushing) No, me!

DAD: (coming between them) Hey, you two, not so fast! There are a few things that we all need to learn about operating this machine before anyone takes it out on the water."

[Roger enters from behind the trees, the kids aren't happy to see him.]

ROGER: And the number one thing is that a PWC is not for little kids like you!

HOLLY: (whispering to Jason) Ignore him, Jason, he's such a big-mouth.

ROGER: (bragging) Want me to show you how it works, Uncle Joe? I know all about personal watercraft because a friend of mine has one just like this. I've driven it lots of times.

DAD: Well, Roger, I think we'll read through this safety booklet first. Come on kids, let's go sit on the porch and learn together. You're welcome to come too, Roger.

ROGER: (sourly) Naw, I'll just wait down here by the dock until you're done.

JASON: (mumbling) Know-it-all.

[Dad sits on the cabin's porch, Jason and Holly sit to look over his shoulder. Mom comes out of the cabin.]

DAD: It says that the engine of a PWC rapidly pumps water to move the boat. It's important to keep them out of water less than [looking at the book to make sure] 24 inches deep so the engine doesn't suck up sand.

MOM: There are rules for boats and PWCs just like the ones for cars on the road.

JASON: (pointing at the book) Look, it says that many states have laws that limit speed to five miles per hour within 100 feet of swimmers and within 200 feet of a

beach, dock, diving float, or life line. [Quoting now] “All PWC operators must obey posted speed signs on the water.”

HOLLY: You mean the ones that say “No Wake” and “Boats Keep Out”?

MOM: That’s right! And there’s also an age limit for operators in most states…

HOLLY: (hopefully) It’s thirteen here, right?

DAD: Sorry, Holly, you’ve got to be 16 in our state. That’s the minimum age the PWC industry recommends for all drivers.

JASON: (takes the book from Dad) Here’s a list of equipment to have on board – a fire extinguisher, visual distress signals, and a whistle or horn. No headlights?

DAD: Oh, no Jason. It’s illegal to ride a PWC after dark.

JASON: Not even if there’s a big full moon?

DAD: Not even then. It’s just too hazardous. What does the booklet say about the weather?

HOLLY: I’ll bet it says get off the lake if you see lightning or hear thunder.

JASON: It sure does, right here. It also says to watch out for changes in the wind. If a storm comes up fast, head for the nearest, safest shore.

HOLLY: (looking over Jason’s shoulder) Dad, what does right-of-way mean?

DAD: It’s important that all boaters know where they belong on a body of water when they meet other vehicles. Just like cars at an intersection, there are rules about who should turn and which direction.

HOLLY: (snatches the book from Jason who starts to protest but just makes a face at her) Here it is: When two boats meet head-on, each must keep to the right, or starboard. In a crossing situation with another boat, the boat on your right has the right-of-way. That means you have to slow down and let them go first.

JASON: Yield.

HOLLY: Right! You have to yield the right-of-way to the boat on the right!

JASON: (putting out his hand) I mean, YIELD me the book!

HOLLY: Wait, there’s more. When your PWC is overtaking another boat from behind -- grins at Jason] that’s called the stern, you know – you must keep out of the way. The boat being overtaken should hold course and speed. The PWC operator should pass with care.

DAD: Fishing boats, sailboats, and deep-draft ships can't maneuver as easily as a PWC, therefore they have the right-of-way over a PWC. In other words – don't expect people to get out of your way – give bigger boats lots of room.

JASON: (grabs the book while Dad is talking) There sure is a lot to learn!

MOM: Yes, I suppose there is, but don't forget that you're sitting on top of a powerful engine and you have to be in control of it.

DAD: And that's one reason why no boater, especially one who is riding a PWC, should use alcohol or drugs. I was reading at the boat dealers that alcohol figures in over half of all boating accidents and fatalities. In our state you can even lose your driver's license if you are convicted of operating a PWC while intoxicated.

HOLLY: It's going to be a long time before I even get my driver's license!

MOM: Drinking alcohol isn't the only thing that can impair your judgement on the water. If you stay out on the water a long time, the noise, vibration, sun, glare, wind, and motion of the water all help to make you tired. It's called "boater's fatigue" and it slows down your reaction time.

JASON: Is that why Grandpa always falls asleep when he goes fishing?

DAD: (chuckles) Something like that!

HOLLY: Did you see those guys out jumping waves and crossing bigger boat's wakes? They looked so cool!

[Mom and Dad exchange horrified glances.]

DAD: I'm sure it looks cool, but it is very dangerous. Mom and I know kids who wound up in the hospital doing that. They were cutting across a boat's wake and didn't see oncoming traffic. They were lucky they weren't killed.

JASON: But if we're not going to jump waves with our PWC, what are we going to do with it?

DAD: You can have lots of fun on a personal watercraft without acting irresponsibly. There will be plenty of thrills just skimming across the water and making turns and going fast. Don't think that you can't have fun unless you're doing something dangerous.

JASON: (beginning to whine) But you think it's dangerous for me just to ride on it! You think I'm going to fall off and lose it or something!

HOLLY: (with the book) Look, Jason, even you can't do that! There's a safety feature that allows you to fall off and get back on again. The PWC makes a circle and comes back all by itself. Some PWCs have a cut-off lanyard …

JASON: Comes back by itself! Lanyard! You're making this up, Holly!

DAD: No, Jason, really! Lanyard is a nautical term for a short rope or gasket used to fasten something. In this case, it's a rope attached to the PWC operator's wrist or life jacket. It shuts off the engine when the operator falls off. All PWC operators are required to wear life jackets.

MOM: Did we talk about what to do if you got stranded out on the water? I've heard about people running out of gas.

DAD: There's a good rule of thumb for gasoline consumption on a boat: one-third going, one-third returning, and one-third reserve. If you do get stuck or have engine trouble, don't abandon the PWC and try to swim to shore. Use your distress signals and wait for help to arrive.

[All four people on the porch jump when they hear a loud roar from the dock.]

MOM: What is that? It's coming from our dock!

JASON: Dad, it's OUR PWC!

DAD: It can't be we're all here… except …

ALL: ROGER!

[Mom, Dad, and Jason run for the dock, Holly waits]

HOLLY: (shading her eyes with her hand) I didn't think he was this stupid, he's not even wearing his life jacket! If he doesn't kill himself, Dad will!

DAD: (at the dock) ROGER! Come back here, right now!

MOM: He can't hear you, he's watching that cabin cruiser.

JASON: He's going to jump the wake!

ALL: [looking mad and worried, eyes go up, then down, then wince] Oooooh!

JASON: He's OK! The PWC is circling and he's swimming toward it!

DAD: Stay here, I'm going after him in Grandpa's boat.

[Dad exits off stage]

HOLLY: (joining them) Good thing he knows how to swim!

MOM: Yes, but what if he'd been knocked unconscious? What good would all his [sarcastically] athletic ability do him then? Just wait until his parents hear about this, he'll be lucky to drive a car before he's 21!

JASON: He's back on, and Dad's got him. I'm glad it's him and not me! [Holly nods, too.] Is Dad going to let him ride it back to the dock?

MOM: I don't know what your dad said, but Roger's on his way back in … and way too fast!

HOLLY: Oh, oh … Mr. Martin almost fell overboard when Roger's wake hit his boat! It looked like he banged into Mr. Williams, too!

DAD: (entering) Well, no damage to the PWC, but I think Roger's going to have some unpleasant chores to do to make up to Grandpa's neighbors!

JASON: Dad, seeing Roger act like that made me realize that a PWC isn't a toy. He could have really hurt someone – even himself – by just acting like a jerk.

HOLLY: Yeah, Dad – and Mom – only a witless wonder like Roger would think he's too cool to follow the rules!

THE END

QUESTIONS:

1. List at least five safety rules that Jason and Holly learned about PWCs.

2. What do you think is the most important rule for someone operating a PWC?

3. What do you think is the biggest mistake that Roger made?

4. What are some other things he did wrong?

5. What is one thing you learned about personal watercraft that you did not know before?

Boating & Fishing

Games

Materials

Great Life Jacket Race

- Two Type II PFD vests
- Ropes or other items for two finish lines

Life Jacket "Style Show"

- Variety of sizes and styles of PFDs including throwable Type IV seat cushions

Sink Fast Demonstration

- One life jacket
- One life jacket in poor condition
- One ski belt
- One boat cushion
- Four chairs

Version II

- Sunglasses, beach ball, fishing poles, spray bottles with water
- Four to eight chairs

Captain Alcohol

- Four wrist weights
- Goggles
- Ear muffs
- Funny hat & large gloves (the more outlandish the better)
- Swim flippers
- Type II PFD

Great Life Jacket Relay Race

- Divide the class into two teams and establish finish lines with the rope.
- Place a life jacket at the foot of the first person in each relay team line.
- When you say "Go", have the first person put on the life jacket correctly.
- The jacketed person now runs across the opposite finish line and returns to their team.
- They must then remove the jacket and give it to the next person in line.
- Repeat the activity until *each person* in each group has run the race.
- The team that changed jackets the most is the winner.

Life Jacket "Style Show"

- Display PFDs in a central area, allow students to try on different types and sizes. Select students to act as models for the class (students may have brought their own PFD to model.)
- To add a little fun, you may wish to provide background music and a "catwalk" for the show.
- Students may write descriptive commentary to read as the model walks

Sink Fast Demonstration

- Set four chairs in a row at the front of the classroom to represent seating inside a boat. Choose four students to be boat passengers and sit in the boat.
- Place a life jacket, ski belt, or boat cushion under each seat (this is where most people store PFDs when boating)
- To make the demonstration more realistic, turn the life jackets inside out and have the straps tangled.
- At your signal, the "boat" starts to sink and the students should try to see how quickly they can correctly put on their jacket.
- At the end of 60 seconds, determine which students were able to correctly put on their PFD and which ones were lost.

Optional Sink Fast Demonstration (best suited to a summer camp or recreational setting)

- Set out four to eight chairs to represent seating inside a boat.
- Choose students to be boat passengers.
- Pass out props such as sunglasses, beach balls, fishing poles, etc.
- Choose three groups of participants to represent water (armed with spray bottles,) wind (to surround boaters with cheek-induced turbulence,) and a boating obstruction, such as a large rock, pier, or other submerged obstacle (they will rush out and very loudly proclaim "KABOOM" to signal that the boat has struck something and is sinking fast).
- Place PFDs under each seat, mismatched for the occupant and tangled up.
- Begin the pleasure boat cruise with a running narrative such as: "Suddenly and without warning, the boaters experience a violent storm. High winds (queue the wind people) cause waves to crash over the bow (now the water people). Just when things couldn't get worse …"
  At the KABOOM signal, passengers race for their life jackets.

Captain Alcohol

- Select a volunteer and invite him or her to the front of the group. Explain that you are going to let him/her demonstrate how to correctly put on a life jacket – but first he/she is going to "have a few cans of beer."
- Explain that alcohol **slows the reflexes**. Fasten weights to the wrists and ankles of the volunteer.
- Alcohol also produces **tunnel vision**. Add a scuba mask or goggles to demonstrate.
- **Lack of balance** is demonstrated by the addition of swim fins.
- Alcohol use also causes **loss of dexterity**, which is demonstrated by adding mittens or gloves to the volunteer's costume.
- Finally, alcohol **affects judgement and produces loss of reason**. Demonstrate this by placing the ridiculous hat on the person's head. (Keep this out of sight of the victim for extra humor.)
- The volunteer now has 20 seconds to properly put on the life jacket or drown.

Contents

- "Sam's Guidelines for Water Rescue" poster
- Review & Consider
- "Find a Float" role-playing activity (described at right)
- "More Scenes for Practicing Rescues"
- Rescue Acrostic

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- As many of the following as possible: length of rope, beach towel, water jug, plastic soda jug, cooler or ice-chest with detachable lid blanket, fishing pole, empty tackle box, inner tube, paddle, boat oar, other items commonly found at a beach or picnic setting.
- Large index cards (4" x 6")

Rescue

Suggested Application of this Material

- Show student the rescue section of the video (4:30 minutes).
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Sam discussing with Holly and Jason.
- Refer to your "Sam's Guidelines for Water Rescue" poster.
- Return to the *Safe Passage* video for the end of the swimming module (3:15 minutes).

Review and Consider

- The review form may be used between video sections as a review and predict activity or after the close of the rescue section. Students may suggest rules and guidelines of their own.

Find a Float: Non-swimming Rescue Techniques

- Collect materials from list at left ahead of time
- Set up a make-believe picnic or beach setting with various objects that would commonly be found in the setting. Spread out beach towels or blankets and make it as real as possible. You can set up this scene in the classroom our outdoors.
- Mark off a line to simulate the water or shoreline. This line is not to be crossed by anyone under any circumstances.
- Explain to the students that many drowning victims were within a few feet of help. If the potential rescuers had known what to do, many of these drowning victims could have been rescued. A life can be saved by simply throwing the victim something to float on or by extending something from shore and pulling the victim to safety. This kind of rescue can be made using common items found at a beach or picnic setting.

  Situation #1
  Explain to the students that there is a victim drowning just two or three feet beyond the water line. Without crossing the imaginary water line, ask volunteers to demonstrate what they would use

from the beach or picnic setting to rescue to victim from shore. As volunteers use the items found at the scene, remove those items and have another student demonstrate a rescue technique. (Challenge the students to find an object that will reach to the victim first – see if they remember to brace themselves or put on a life jacket.)

Situation #2
This time the victim is five to ten feet away. If you have the space, you may want to see which unbreakable items your students could throw that far (rope, jug, inner tubes, etc.) Explain how to throw an object to one side of the victim in the water so as to avoid hitting them. A rope should be thrown underhand just beyond the victim.

- After each simulation has been played out, discuss the different rescue techniques demonstrated. Point out which ones might have been better than others. Explain how leaving a small amount of liquid in a water jug or a plastic soda bottle gives these items some needed weight and makes them easier to toss accurately.
- Review the pictures in the colorpx.pdf file. Are there people in the pictures who might soon need to be rescued? How would you do it?
- Why is it important not to GO?

More Scenes for Practicing Rescues

- Cut rescue scenarios apart. Glue these to 4” x 6” index cards, if you wish. Ask student volunteers to choose a card, read it, and describe or dramatize how they would execute this rescue.
- Some points for discussion:
  1. Include a discussion of first aid techniques, using CPR (cardiopulmonary resuscitation) and the proper treatment for hypothermia. Professional help should be sought in cases of exposure to cold water, even if the victims seem to have recovered.
  2. Boaters should put up an orange distress flag whenever there is an emergency situation. This alerts and secures assistance from other boaters.
  3. If a student sees someone going under water, they need to keep their eyes on the exact spot in order to direct help to the victim.

from the beach or picnic setting to rescue to victim from shore. As volunteers use the items found at the scene, remove those items and have another student demonstrate a rescue technique. (Challenge the students to find an object that will reach to the victim first – see if they remember to brace themselves or put on a life jacket.)

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- Review the pictures in the colorpx.pdf file. Are there people in the pictures who might soon need to be rescued? How would you do it?
- Why is it important not to GO?

More Scenes for Practicing Rescues

- Cut rescue scenarios apart. Glue these to 4” x 6” index cards, if you wish.
- Ask student volunteers to choose a card, read it, and describe or dramatize how they would execute this rescue. Other class members will analyze whether the “rescue” attempt will help the victim.

Review and Consider

In the *Safe Passage* video, Sam is trying to help Jason and Holly get home. They have to solve the riddle of the to understand the rules of water rescue. You can help by recalling the safety rules mentioned in the video. Write these rules in the first column. In the second column, list other rules that you should follow.

Sam's Guidelines for Water Rescue	Other Rules That Everyone Should Follow
1.	5.
2.	6.
3.	7.
4.	8.
	9.
	10.

Sam's Guidelines for Water Rescue

1. REACH: Hold on to the dock or your boat and reach your hand, a boat oar, a fishing pole, or whatever you have nearby, to the person
2. THROW: If you can't reach far enough, toss things that float for the person to grab
3. ROW: If you're in a boat, use the oars to move the boat closer to the person in the water, or call out to a nearby boat for help. Don't use the boat's motor close to a person in the water, they could be injured by the propeller
4. DON'T GO: Don't go into the water unless you are trained. Call out for help
5. Learn first aid for drowning and hypothermia.
6. Never pretend to be in trouble in the water
7. Be prepared – practice a rescue

Setting the Stage:
Scenes for Practicing Rescues

Copy this page onto card stock or copy and paste these scenes onto 4” x 6” cards. Ask a student to select a card and describe or demonstrate how she or he would attempt a rescue in the situation outlined on the card.

SCENE #1

It is late April and you and a friend are at the lake walking along a dock drinking sodas from plastic bottles. Your parents are fishing nearby. Neither of you is wearing a life jacket, and your friend cannot swim. The dock is slippery from the rain. After finishing his drink, your friend decides to throw the plastic bottle into the lake. While making the throw, he loses his footing and falls into the cold water. The water is over your friend’s head. What would you do to rescue your friend?

What mistakes did you and your friend make during this outing?

What water safety rules did you break?

SCENE #2

It is July and your family and some friends are out on the river in a boat. You are cruising slowly and everyone is having a good time. One of the adults decides to ride on the bow. You don’t think it’s a good idea, but no one seems to listen to you.

A boat passes in front of yours making a big wake that shakes your boat and the adult on the bow falls overboard. She can swim, but panics in the water. Unfortunately, she is not wearing a life jacket. What should be done to rescue her?

What mistakes did the adults make and what water safety rules were broken during this outing?

Setting the Stage:
Scenes for Practicing Rescues

Copy this page onto card stock or copy and paste these scenes onto 4” x 6” cards. Ask a student to select a card and describe or demonstrate how she or he would attempt a rescue in the situation outlined on the card.

SCENE #3

It is August and you have gone to the beach with a friend and her family. You have been swimming in a designated area and your friend’s mother has been watching from the beach. She is distracted when a neighbor stops to visit with her. Meanwhile, your friends’ three-year old sister has wandered down the beach. She is not wearing a life jacket. You spot her as she is entering the water. She slips and goes under.

What things should you do to help rescue her? What water safety rules were broken in this situation?

SCENE #4

It is October. Your father is going hunting with his friend, Harold. The hunting area is across the river, so they board a small rowboat for the journey. You watch from camp with your mom and your canoe. Both men are wearing life jackets.

When they get in the middle of the river, Harold stands to get something from the back of the boat. His movement causes the boat to capsize. You watch as they spill into the cold water and the swift current carries the boat out of reach. You know it is too far to swim to shore. What should you do?

What water safety rules were broken in this situation?

Rescue Acrostic

Choose one phrase below and create an acrostic which includes the rules and tips you have learned about water rescue. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto on the back, if you like.

R _____
E _____
A _____
C _____
H _____

T _____
H _____
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W _____

R _____
O _____
W _____

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U _____
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D _____
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G _____
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S _____
A _____
M _____

Rescue Acrostic

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L _____
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F _____
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A _____
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I _____
C _____
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R _____
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I _____
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G _____

Contents

- 31 Clue Cards and teacher's key
- Incorporates material from all four modules of the *Safe Passage* video and lessons

Materials

- 3" x 5" index cards
- Glue

Clue Cards

Suggested Application of This Material

- Cut out cards
- Statement cards have a question mark border
- Answer cards have an exclamation point border
- You may wish to copy statement and answer cards onto different colored cards

The Basic Game

- Pass out clue cards as best suits your group. If you don't pass out all of the statement cards in the first round, make sure you pass out only the corresponding answer cards.
- One student reads his statement card as the class listens.
- The student who believes he or she has a matching answer reads his or her card aloud. The class may agree or disagree with the choice. Refer to the answer key for accuracy.

Variation I

- Pass out cards and have the students circulate to find the student holding the corresponding card.

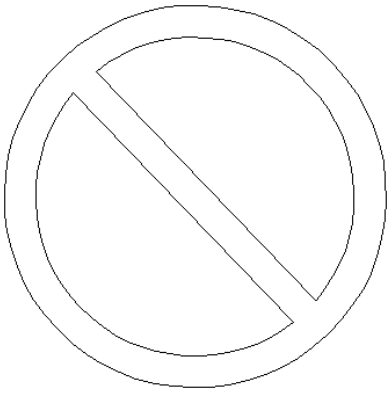
Variation II

- For a small group
- Deal statement cards
- Line up answer cards on a table or on the floor for a matching game

? ? ? ? ? 1 Always swim with one of these	! ! ! ! ! A Buddy
? ? ? ? ? 2 A dangerous way to enter unfamiliar water	! ! ! ! ! Diving
? ? ? ? ? 3 Not a natural human activity, but people can learn to do this	! ! ! ! ! Swim
? ? ? ? ? 4 Dangers hidden beneath the surface	! ! ! ! ! Very deep or very shallow water, rocks, broken glass, tree stumps, and garbage

? ? ? ? ? ? 5 The first rule of water safety	! ! ! ! ! ! Learn to swim
? ? ? ? ? ? 6 Rules for wearing life jackets (PFDs)	! ! ! ! ! ! Properly fitted and properly fastened.
? ? ? ? ? ? 7 Not a substitute for a life jacket or personal flotation device	! ! ! ! ! ! Air mattress, water wings, swim ring, inner tube
? ? ? ? ? ? 8 Stay in a supervised and posted area when doing this	! ! ! ! ! ! Swimming

? ? ? ? ? ? 9 These can lead to big problems when mixed with swimming or boating	! ! ! ! ! ! Alcohol and drugs
? ? ? ? ? ? 10 The most important piece of equipment to have on a boat	! ! ! ! ! ! U.S. Coast Guard-approved life jacket (PFD)
? ? ? ? ? ? 11 The U.S. Coast Guard requires all boaters to carry these	! ! ! ! ! ! U.S. Coast Guard-approved life jacket (PFD)
? ? ? ? ? ? 12 This can save the life of a swimmer or boater, but only if it's worn	! ! ! ! ! ! U.S. Coast Guard-approved life jacket (PFD)

? ? ? ? ? 13 When someone needs help getting out of the water you should	! ! ! ! ! Reach Throw Row Don't Go
? ? ? ? ? 14 The current is swift, the water in the center moves faster than along the edges, the sides may be too steep or slippery to climb out	! ! ! ! ! Canal
? ? ? ? ? 15 When the body loses heat faster than it can produce it	! ! ! ! ! Hypothermia
? ? ? ? ? 16 It means "NO" Stay away from dangerous activities or areas	! ! ! ! ! 

? ? ? ? ? ? 17 It goes downhill, from high places to low places and collects in a low spot in the land	! ! ! ! ! ! Water
? ? ? ? ? ? 18 The lowest parts of the earth, the end of water's journey	! ! ! ! ! ! Oceans
? ? ? ? ? ? 19 Trickles of water flow together to form this, it's not deep or wide	! ! ! ! ! ! A Brook
? ? ? ? ? ? 20 Rapidly flowing water found in the mountains, usually cold and clear, bubbling over rocks, and big enough for a canoe	! ! ! ! ! ! A Stream

? ? ? ? ? ? 21 Many streams flowing together form this body of water. It is deep and wide and can carry large boats.	! ! ! ! ! ! River
? ? ? ? ? ? 22 When flowing fast down a steep slope, it can carve deep canyons and make waterfalls	! ! ! ! ! ! River
? ? ? ? ? ? 23 When water crosses flat land it moves slowly, looping back and forth—the bends are called …	! ! ! ! ! ! Meanders
? ? ? ? ? ? 24 When a river looks brown it contains a lot of this	! ! ! ! ! ! Soil

? ? ? ? ? ? 25 Large concrete or earthen structures built to hold back flowing water	! ! ! ! ! ! Dams
? ? ? ? ? ? ? 26 Water rushing through a dam can generate this	! ! ! ! ! ! Electricity
? ? ? ? ? ? ? 27 Water stored behind a dam	! ! ! ! ! ! Reservoir or lake
? ? ? ? ? ? ? 28 Water in a reservoir can be used in these ways	! ! ! ! ! ! Water crops Water recreation Water supply for a city or town

? ? ? ? ? ? 29 The water flowing downhill moves very slowly and meets the ocean here	! ! ! ! ! ! A river's mouth
? ? ? ? ? ? 30 Formed when soil and rocks are deposited where the river meets the ocean	! ! ! ! ! ! Delta
? ? ? ? ? ? 31 Bodies that hold most of the earth's water, covering almost three-fourths of the earth's surface	! ! ! ! ! ! Oceans
? ? ? ? ? ?	! ! ! ! ! !

Instructor's Key

1. Always swim with one of these
   - A buddy
2. A dangerous way to enter unfamiliar water
   - Diving
3. Not a natural human activity, but people can learn to do this
   - Swim
4. Dangers hidden beneath the surface
   - Very deep or very shallow water, rock, broken glass, tree stumps and garbage
5. The first rule of water safety
   - Learn to swim
6. Rules for wearing life jackets (PFDs)
   - Properly fitted and properly fastened
7. Not a substitute for a life jacket or PFD
   - Air mattress, water wings, swim ring, inner tube
8. Stay in a supervised and posted area when doing this
   - Swimming
9. These can lead to big problems when mixed with swimming or boating
   - Alcohol and drugs
10. The most important piece of equipment to have on a boat
    - U.S. Coast Guard-approved life jacket (PFD)
11. The U.S. Coast Guard requires all boaters to carry these
    - U.S. Coast Guard-approved life jacket (PFD)
12. This can save the life of a swimmer or boater – but only if it's worn
    - U.S. Coast Guard-approved life jacket (PFD)
13. When someone needs help to get out of the water you should …
    - Reach, Throw, Row, Don't Go
14. The current is swift, the water in the center moves faste than along the edges, and the sides may be too steep or slippery to climb out
    - Canal
15. When the body loses heat faster than it can produce it. Very low body temperature
    - Hypothermia
16. It means "NO". Protects people from dangerous activities or areas

17. It goes downhill, from high places and collects in a low spot in the land
    - Water
18. The lowest parts of the earth, the end of water's journey
    - Ocean
19. Trickles of water flow together to form this. It's not deep or wide
    - A brook

20. Rapidly flowing water found in the mountains, usually cold and clear, bubbling over rocks and big enough for a canoe
    - A stream
21. Many streams flowing together form this body of water. It is deep and wide and can carry large boats
    - River
22. When flowing fast down step slopes, it can carve deep canyons and form waterfalls
    - River
23. When water crosses flat land it moves slowly, looping back and forth – it's bends are called …
    - Meanders
24. When river water looks brown it contains a lot of this
    - Soil
25. Large concrete or earthen structures built to hold back flowing water
    - Dams
26. Water rushing through a dam can generate this
    - Electricity
27. Water stored behind a dam
    - Reservoir or lake
28. Water in a reservoir can be used in different ways
    - Water crops, water recreation, water supply for a city or town
29. The water flowing downhill moves very slowly and meets the ocean here
    - A river's mouth
30. Formed when soil and rocks are deposited where a river meets the ocean
    - Delta
31. These bodies hold most of the earth's water, covering almost three-fourths of the earth's surface
    - Oceans

Materials

- Magazines, newspapers and tapes for examples of Public Service Announcements
- Cassette recorder
- Video camera and tape
- Art supplies to produce camera-ready art and/or computer with desktop publishing program

Public Service Announcement

Suggested Application of This Material

- Apply student's knowledge of water safety to create a Public Service Announcement
- Divide class into four groups to produce PSAs for swimming, boating, dams, and water rescue
- A public service announcement on TV or radio is air-time provided free of charge for messages by non-profit, civic, and governmental organizations
- Some newspapers and magazines will run free advertisements in a space provided for a those messages

Process

- Find out purpose and use of a PSA
- Determine whether you will create a video for television, an audiotape for radio, or an ad for a newspaper or magazine
- Recall facts and rules students have learned about each topic
- Review material from student's portfolios
- Brainstorm ideas for a PSA -- each message should make a strong point about avoiding danger and be memorable
- For a video or audiotape limit your message to 30 seconds or 60 seconds
- A newspaper or magazine ad needs a motto and artwork
- Present your public service announcement to the class
- You are invited to submit your PSA to the U.S. Army Corps of Engineers.