

# Kids Don't Float Education Program Ambassador Guide Cold Water Survival



[AlaskaBoatingSafety.org](http://AlaskaBoatingSafety.org)

## *Kids Don't Float* Ambassador

The *Kids Don't Float* (KDF) program is a statewide injury prevention effort that was developed to address Alaska's high child and youth drowning rate. This intervention is a collaborative effort between several state and federal agencies, organizations, and local grass-roots sponsors. KDF includes both a life jacket loaner board and an educational component.

The KDF Ambassador program is one aspect of the *Kids Don't Float* Education program. The KDF Ambassador Program is designed for high school and middle school students. Along with introducing teens to the stages of cold water immersion and the importance of wearing a life jacket, the program goes a step further in guiding teens to become leaders. KDF Ambassadors learn scientific-based cold water survival information and the latest safe boating information based on a national standard, design their lesson plans, teach younger children, and share with elders in the community. The program's vision is to empower boating safety ambassadors in their hometown.

This book is intended to be used as a tool for training teens, introducing KDF material, and helping develop KDF lesson plans to be taught to kindergarten through middle school age children. Program forms are included and educators are asked to submit them to the Office of Boating Safety upon completion of delivering the program. Visit the website [www.alaskaboatingsafety.org](http://www.alaskaboatingsafety.org) to view participant award opportunities for your school.

*Thank you* for your support in encouraging safe and responsible boating in Alaska.



# *Kids Don't Float* Program

## Education Program



- *Kids Don't Float* classes taught throughout Alaska
- Presentations, pool session, and KDF Ambassador Program
- Contact Kelli Toth, State of Alaska, Office of Boating Safety, 907-269-6042 [kelli.toth@alaska.gov](mailto:kelli.toth@alaska.gov)

## Life Jacket Loaner Boards



- Supported by local sponsors at boat launches, harbors and swimming areas
- Life jackets available for the public to borrow
- Contact Maria Bailey, State of Alaska, Health and Social Services, 907-465-4170 [maria.bailey@alaska.gov](mailto:maria.bailey@alaska.gov)

## *Kids Don't Float* Ambassador

# KDF Ambassador Mission

The *Kids Don't Float* Ambassador Program provides information to teens that has the potential to save lives. Ambassadors in turn, pass on lessons to younger children and adults in their communities. This fun, interactive approach focuses on prevention, survival in cold water, the life saving edge provided by life jackets, and other safe boating practices.



*Golovin, Alaska*

## Program Objectives

**At the conclusion of this program KDF Ambassadors will be able to:**

- Work efficiently in a team oriented environment
- Prepare a lesson plan ensuring *Kids Don't Float* (KDF) course objectives are met
- Develop public speaking skills and effective teaching techniques
- Evaluate self and peers; make recommendations to improve delivery and content of presentation
- Network with other KDF Ambassadors statewide



*Chugiak, Alaska*

## *Kids Don't Float* Ambassador

# Alaska Education Standards

### Alaska State Standards 9-12:

A.5. Demonstrate competent skills while participating in adventure/outdoor activities (e.g., Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping).

B.7. Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g., weight lifting, wearing a helmet while snowboarding).

E.1 Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.

E.2. Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.



## Implementing the Program

Meet with teens for two 1.5 hour sessions  
(This is flexible):

**Session One:** Teach *Kid's Don't Float* (KDF) content, assemble KDF Ambassador teams.

**Session Two:** Ambassador teams will create lesson plans, practice presentations, and review evaluation process.

**Conclusion:** Debrief experience as a group and share with other KDF Ambassadors statewide through social media. Submit online evaluation form to Alaska Office of Boating Safety to be eligible for Ambassador of the Year award and School of the Year award.



*Northway, Alaska*

## Boating Accidents and Drowning Statistics

Five of six boating fatalities are a result of swamping, capsizing or falling overboard.

Nine of ten fatalities are adult males.

Approximately half of the fatalities occur in freshwater half in saltwater.

As of January 29, 2013, twenty-four children have survived a near fatality thanks to a *Kids Don't Float* life jacket.



# KDF Ambassador Message

## Three Primary Messages:

1. The first three stages of cold water immersion and the 1-10-1 principle for cold water survival.
2. Alaska Law: Any person under age 13 must wear a U.S. Coast Guard approved life jacket on the deck of a boat or in an open boat.
3. Choosing and Using Life Jackets: The best type of life jacket is the one you wear.

## **Overall Message:**

**“What is the best life jacket? The best life jacket is the one you wear.”**

# Message #1

## Cold Water Immersion

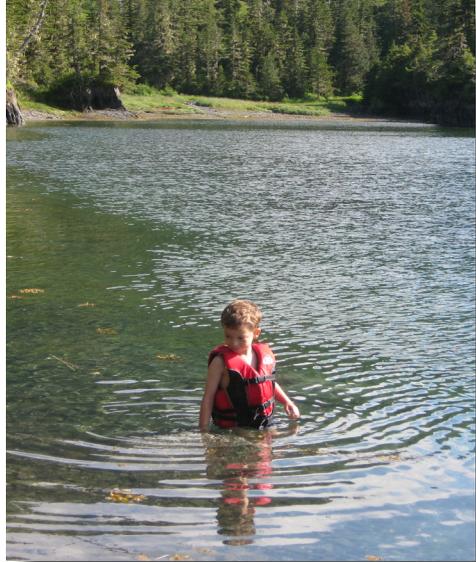
- Cold water factors
- Stages of cold water immersion
- 1-10-1 principle



## Cold Shock Response Factors

An individual's response to cold water can be affected by several factors including:

- Speed of immersion
- Habituation
- Aerobic fitness
- Pre-existing medical conditions
- Body type
- Protective clothing
- Water conditions



## 1-10-1 Principle

### 1-10-1

- 1** Within one to three minutes wait for the effects of the cold shock response to subside.
- 10** Within the first 10 minutes prioritize and perform the most important activities first.
- 1** One hour or more of useful consciousness.

## Cold Water Immersion Cold Shock Response

**What happens?** Within the first three minutes effects may include gasping; hyperventilation; vertigo; and changes in blood pressure, heart rate, and rhythm.

### What to do?

- 1** Within the first one to three minutes wait for the effects of the cold shock response to subside



**\*If not wearing a life jacket, there is a higher risk of drowning.**

## Cold Water Immersion Cold Incapacitation

**What happens?** Within first 30 minutes, arms and legs begin to lose sensation and function. (Victim may become numb and muscles become weaker.)

**What to do?**

**10** TEN minutes at least for meaningful activity

- Assess the situation
- Plan, prioritize, and perform the most important functions first



*Use communication and signaling devices as soon as appropriate while there is sensation and function of fingers.*

**\*If not wearing a life jacket, there is a higher risk of drowning.**

# Cold Water Immersion Immersion Hypothermia

**What happens?** After 30 minutes or more, core body temperature begins to drop.

**What to do?**

**1** ONE hour (or more) before loss of useful consciousness

- Slow heat loss by getting out of the water as much as possible or keeping movements to a minimum.
- Be prepared to activate distress signals when potential rescuers are in range.
- If waiting for rescue, do things to minimize heat loss such as getting into the H.E.L.P or HUDDLE position.
- If rescue is NOT likely, continue self rescue and survival activity as in the stage before. BE POSITIVE.



**\*Wearing a life jacket may increase survival time.**

## Definition of Hypothermia



**Hypothermia:** Core body temperature drops.

The rate at which core body temperature drops depends on many factors. (See page 11)

## Message #2

# Alaska Law

Persons under 13 years old must wear a U.S. Coast Guard approved life jacket when in an open boat, on an open deck or when being towed on water skis or other devices.

(AS 05.25.010)



## *Kids Don't Float* Ambassador

# Who Should Wear a Life Jacket?



**Everyone** when aboard a boat, even excellent swimmers and experienced boaters, should wear a life jacket.



Even on docks or near open water, everyone *should* wear a life jacket.

## Message #3

# Choosing and Using Life Jackets

What is the best life jacket?

**"The best life jacket is the one you wear."**

- How to choose a life jacket
- How to inspect and fit a life jacket
- Understand Alaska laws pertaining to life jacket



*Not all life jackets are created equally.*

## Life Jackets

### Off Shore- Type I (One)

- U.S. Coast Guard approved for off-shore use
- Tends to turn unconscious wearers face-up in water
- Bright orange color: highly visible with reflective tape
- Has the most flotation material which means it offers more buoyancy
- **Read the label for intended use**



# Life Jackets

## Near Shore - Type II (Two)

- U.S. Coast Guard approved for near-shore use
- Turns *some* unconscious wearers face-up in water
- Intended for calm, inland waters and areas where there is a good chance of quick rescue
- Bright orange or other colors
- **Read the label for intended use**



## Life Jackets

### Near Shore - Type III (Three)

- U.S. Coast Guard approved for use in calm, inland waters or areas of quick rescue
- Not designed to turn a wearer face-up in water
- Some styles not designed for impact activities
- Wide range of sizes and colors available
- **Read the label for intended use**



Inflatables



Float Coats



Vests

# Life Jackets

## Special Use Life Jackets - Type V (Five)

- **READ THE LABEL** some are U.S. Coast Guard approved, specific to age, activity, or approved only when worn
- Usually comfortable to wear and work in
- Many styles and colors available



Not all life jackets are created equally:

**READ THE LABEL**

## Immersion (Survival) Suits

*Survival suits are a useful aid if you have time during an emergency to put it on.*

### **IMMERSION SUIT, also called a SURVIVAL SUIT**

- Designed to prolong the length of time a person can survive in cold water
- Impractical to wear when operating a boat. Restricts maneuverability
- Currently unavailable in sizes to fit children under 44 lb.
- Not a U.S. Coast Guard approved life jacket for recreational boats



# Choosing and Using Life Jackets



**What is the best life jacket?  
“The best life jacket is the one  
you wear.”**

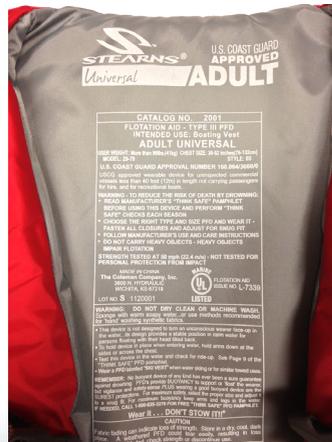
## Reading:

Read the label on the life jacket and make sure it is U.S. Coast Guard approved, the proper size for the intended user, and appropriate for the activity.

## Checking:

Life jackets must be in *serviceable condition*:

- fabric has no rips or holes
- flotation material is not damaged, exposed or hardened
- straps, buckles, and zippers all work



## *Kids Don't Float* Ambassador

# Choosing and Using Life Jackets



### **Wearing:**

- Wear the life jacket for its intended use – is it approved for waterskiing, tubing, personal watercraft (example: jet ski), etc?
- Is it intended for off-shore or near-shore use?

### **Fitting:**

- Fasten all straps, buckles, and zippers.
- Lift on shoulder straps to test fit.
- Adjust for a snug, comfortable fit.



*This life jacket is too big!*

# What is the best life jacket? “The best life jacket is the one you wear.”

## **Inflatable life jackets:**

- Zip up all zippers and fasten all buckles
- Make sure the CO<sub>2</sub> inflator and manual inflation hose are easily accessible and installed properly
- Inspect CO<sub>2</sub> cartridges
- Read the label for proper use and maintenance



## Class Activity #1

### I Spy

**Purpose:** This activity is a fun interactive way for students to understand the difference between a *serviceable* life jacket and a *non-serviceable* life jacket.

**Materials Needed:** Two of the same type of life jacket. One that is new and in serviceable condition and one that is not (preferably discolored with rips, broken buckles, missing straps, tears in fabric etc.).

**Procedure:** Choose two students to be volunteers. Have them both put on the life jackets. Explain to the class their task is to find all of the differences and share what differences they see. Once students have pointed out all of the differences, use it as a discussion point and thank your two volunteers.

**Discussion Points:** This is a great visual exercise for students to see the difference between a serviceable and non-serviceable life jacket. It is better to plan ahead and make sure you have a properly fitted life jacket in serviceable condition which is intended to be used for your activity **before** leaving for your adventure. If you plan ahead, you will ensure you have equipment that is safe, and right for you. If you borrow from a life jacket loaner board, you will know how to make a well informed decision regarding proper fit and serviceability.



## Class Activity #2

# Life Jacket Fashion Show

**Purpose:** This activity showcases different types of life jackets, how they are worn, special features of each life jacket, and different scenarios/use. This activity prompts the discussion that not all life jackets are created equal and knowing their differences enables us to make informed decisions on which life jacket to choose.

**Materials Needed:** At least one of the following: Off-shore, near-shore horseshoe style, near-shore vest. (Or other types of life jackets; ski vest, paddling, fishing, different colors and styles are a nice addition but not mandatory for this exercise.)

**Procedure:** Choose five or more “life jacket models” to wear life jackets. If available, have 2-4 students per life jacket type. If time allows, assign a student be the host/hostess and read information about each life jacket from the life jacket section of this guidebook (or you be the host, hostess). As one type at a time is called down “the runway,” discuss the types, special uses, features of each jacket and ask the students which one they prefer.

**Discussion Points:** Students LOVE being involved in this activity as fashion models and showcasing their life jackets. This is a great activity for larger groups. It covers a great deal of information in a short period of time. This can be altered by breaking up into small groups (See Activity #8 Small Group Presentations).

## Class Activity #2

# Life Jacket Fashion Show

**Optional Narrative:** You can use this script as an example to announce each life jacket as the “model” walks down the “runway”.

**Host 1:** Ladies and Gentleman, welcome to today's life jacket fashion show! I am (introduce yourself).

**Host 2:** And I am (introduce yourself). And we will be your hosts for this exciting event.

**Host 1:** Now let's welcome out our first group of fashionable boaters sporting our Off-Shore life jackets!

**Host 2:** These life jackets are really something! Look at the fabulous orange color accented by those dazzling reflectors. Those will definitely make a wearer more visible to a search and rescue team.

**Host 1:** This life jacket is also designed to roll an unconscious wearer face-up out of the water. This is just a spectacular feature. Now let's bring out our near-shore horse collar. Easy-on with a single strap securing the lovely life jacket to your body. This design is to be enjoyed on those waters close to land and rescue.

*(continued on the next page)*



## Class Activity #2

# Life Jacket Fashion Show

**Host 2:** It sure is smaller than those off-shore life jackets we just saw. These look much more comfortable to be moving around in, and speaking of comfy, here come our near-shore vests!

**Host 1:** These kids look ready for a full day of fishing and swimming at the lake. This life jacket is so comfortable to wear and the most popular. However, unlike the other two, this one isn't designed to keep an unconscious persons face up out of the water. The design is for waters close to land and possibly a quick rescue.

**Host 2:** Remember that even with a life jacket, you should only go near the water with a responsible adult. Alaska's cold water can be dangerous, so all children under the age of 13 are required by law to wear a life jacket in an open boat or on the deck of a boat.

**Host 1:** But we all know everyone should wear a life jacket, because the best kind of life jacket is....

All Kids: THE ONE YOU WEAR!

**Host 2:** That concludes our fashion show folks. Please join me in giving our wonderful models a final round of applause.

\*You can adapt the script for one announcer and modify as needed. Have fun with it and be creative, but make sure to mention the functions of each of the different styles of life jackets and the importance of proper fit.

## *Kids Don't Float* Ambassador

# Class Activity #3 Chill Out!

**Purpose:** To demonstrate the physical effects of cold water on the body, loss of fine motor skills, and numbness in fingers.

**Objectives:** Experience what cold water feels like in a safe, controlled environment. Experience how cold water affects dexterity.

**WARNING:** Some people may have certain health risks related to this activity; ask participants if anyone has a health condition related to cold prior to beginning this activity. Please do not make this a mandatory activity. Monitor length of time in the water and excuse participants from the cold water who demonstrate any hesitation or apprehension. Do not require a specific amount of time in water.

### **Procedure:**

1. Put ice or clean snow in the bucket or container and fill  $\frac{3}{4}$  full with cold water.
2. Gather participants around the bucket and have them form two or three lines.
3. Have the participants take turns putting their hands in the ice water.
4. Then have them put on the life jacket and fasten the buckles as quickly as possible.



## Class Activity #3

### Chill Out!

**Discussion points:**

- 1. What is the first reaction when a person's arm enters the water?**  
Cold shock. The gasp may not be as pronounced because it is just part of the body instead of complete immersion.
- 2. How does the person's arm feel after a few seconds of being in the water?**  
Loss of feeling in fingers makes it hard to put on a life jacket in the water. This is one important reason why participants should wear a life jacket at all times.
- 3. Would it be difficult to buckle buckles, zip zippers, or pull straps on the life jacket when in cold water?**  
YES! During the second stage of cold water immersion, blood flow is restricted as blood vessels constrict causing loss of feeling and dexterity.
- 4. Was anyone wearing a sweatshirt or jacket when putting on the life jacket? Did that make it harder to get the life jacket snug?**  
It is common to wear warm clothes when boating in Alaska, so it is important to make sure that the life jacket fits over all of the layers that someone is wearing.

**The best life jacket is the one you wear!**

## Class Activity #4

# Life Jacket Relay Race

**Purpose:** For students to experience the difficulty in putting on a life jacket in a hurry. Wearing a life jacket before an emergency arises ensures a greater chance of survival.

**Materials:** Two life jackets, and space for the race.

**Procedure:** Divide the students into two equal teams. Have them form two lines. Place a life jacket at the feet of the first person in each line. At the signal to go, the first person in each line will pick up the life jacket, put it on properly, run to the designated place, return to the starting point, remove the life jacket and give it to the next person in line. The race is over when the first team to have each person complete the exercise is finished.

**Discussion Points:** How difficult is it to put on a life jacket when you are in a hurry? Practice and becoming familiar with your life jacket will help you to be able to put on your life jacket quickly when needed. It is always easier to have your life jacket on to start with in an emergency, rather than needing to put in on, especially if the life jacket is stored!

## Class Activity #5

### Life Raft

**Purpose:** To demonstrate that boaters must always know where their life jackets are stored and have enough for each person on board.

**Materials:** 5-10 life jackets. There should be fewer life jackets than students.

**Procedure:** Hide the life jackets under chairs or tables around the room prior to the beginning of class. Place tables in a square with a small opening at one side, or tape a square on the floor with opening or “door” on one side (NOTE: Do not point out life jackets to students).

When told that the boat is sinking, each person will have one minute to find a life jacket, properly put it on, and get through the “doorway” into the life raft. At the end of one minute, determine how many of the students were able to “survive” by getting into the life raft, either with or without a life jacket.

**Discussion Points:** It can take less than one minute for a boat to sink. When crisis occurs, it is vital to know where life jackets are located and to be able to access them and put them on quickly and properly. It is also vital (and the law) to have enough life jackets for every person on board the boat, and if children are on the deck of a boat or in an open boat they must wear a life jacket at all times according to Alaska law.

## Class Activity #6

### Minute to Win It

**Purpose:** To demonstrate why it is important to properly wear a life jacket at all times in an open boat or on deck.

**Materials:** Three chairs, three life jackets, a watch or clock with second hand.

**Procedure:** Set up three chairs similar to how they would appear on a boat. Place the life jackets under each chair. Place a volunteer in each chair. When told that the “boat is sinking,” each person will have one minute to correctly put on their life jacket.

At the end of one minute determine how many of the three “victims” are wearing their life jackets correctly or at all. Be sure **not** to point fingers at those students who did not meet the challenge.

**Discussion Points:** Your body reacts to cold water in three stages, cold shock, swim failure and immersion hypothermia. It is very important to have your life jacket on **before** an emergency arises, since it may be very difficult (or impossible) to locate and put one on in an emergency situation. Make sure your life jacket fits before an emergency arises. Put your life jacket on before getting into any boat. Be familiar with your life jacket.



## Class Activity #7

# Life Jacket Game

**Purpose:** To identify types of life jackets and their best uses.

**Materials:** Various types of life jackets (off-shore, near-shore vest, horse shoe style, etc.) At least one set of game cards printed and cut out from the next page.

**Procedure:** Everyone puts on a life jacket. Each person stands up and shows off the life jacket he or she is wearing. While standing, each person answers the following questions about the life jacket:

- How did you put it on?
- What are some good features of this life jacket?
- What do you like about this one?
- What don't you like about this one?
- When/where would you wear it?

**Discussion Points:** It is important to always wear a life jacket when on the deck of a boat or in an open boat. It is the law if you are under 13. If you are 13 or older, wear it! It could save your life, it is your choice! The BEST life jacket is the one you are wearing.

*Kids Don't Float*  
Ambassador

## Life Jacket Game Cards

Find and put on a life jacket that will float you face up in the water. Explain.	Find and put on a life jacket that you think is best to wear on a lake. Explain.
Find and put on a life jacket that will keep you the warmest. Explain.	Find and put on a life jacket you would wear water skiing. Explain.
Find and put on a life jacket you think is very comfortable. Explain.	Find and put on a life jacket you could wear in a skiff. Explain.
Find and put on a life jacket you would put on quickly in an emergency, was it easy or difficult. Explain.	Find and put on a life jacket you would wear when on a personal watercraft. Explain.
Find and put on a life jacket you would wear paddling a canoe or kayak. Explain.	Find and put on a life jacket you would wear while fishing, or hunting on a river. Explain.

## Class Activity #8

# Sinking Ship

**Purpose:** To demonstrate that preparation is key, already wearing a life jacket is the best prevention in an emergency situation.

**Materials:** Ten chairs, a pile of miscellaneous items found on a boat, including survival gear, five life jackets (different types and styles), and a watch or clock with a second hand.

**Procedure:** Set up one set of five chairs as though they were seats on a boat. Set up another set at least six feet away in a similar configuration. Between the two sets, place a pile of boating gear and five life jackets. Mix up the pile to simulate a disorganized boat. Place five volunteers in one set of chairs. Ask the volunteers to climb aboard one by one and help each student show the class how each type of life jacket is correctly put on. Each student will have one minute to grab whatever items might be useful in a survival situation. When the minute is up, they will abandon ship to the second set of chairs.

**Discussion Points:** It takes less than one minute for a boat to sink. All tasks are difficult when hurried, cold, and the body is experiencing the three stages of cold water immersion. Each type of life jacket requires some knowledge and practice to put on correctly. Sometimes people hit their head and cannot put their life jacket on when they need it. It is always better to have the life jacket on, and fitting properly to start with than having to put it on in an emergency, especially if it is not accessible. Having your life jacket on gives you more time to get survival gear, send a MAYDAY, or help another person on your boat.

## Class Activity #9

# Small Group Presentations

Write the following on the board:

- 1. Type of life jacket:**
- 2. Features and benefits:**
- 3. How would this life jacket help during the three stages of cold water immersion?**
- 4. Best place to wear this life jacket:**
- 5. When would I wear this life jacket? Weather? Body of water?**
- 6. Can I water ski, go tubing, or use a personal watercraft with this life jacket?**
- 7. Which type of life jacket is your favorite and why?**

Break up students into small groups of 4-5. Allow about 10 minutes for each group to work on the answers to each question. Within each group, one person is secretary. Each member of the group is encouraged to answer a question, one student can be the “model” while one group is presenting their life jacket to the entire class. Each group presents its life jacket and answers each of the questions. This is great for presentations, public speaking, working in groups, and increased information retention.

## Building a Lesson Plan

**Activity:** (Pick one)

**Class Discussion:** Has anyone ever fallen out of a boat, or known someone who did? Tell us what happened to your breathing the moment you went into the water? **NOTE:** Be aware that there may be children present who have had friends or relatives die drowning or in other boating-related accidents, in Alaska it is a reality, so be prepared to handle that situation.

**Information Sharing:**

Statistics: Discuss fatality and boating safety statistics (page 8).

Cold Water Immersion: Explain three stages of cold water immersion and 1-10-1 (page 9).

Life Jacket Laws: Children under the age of 13 **must wear** a U.S. Coast Guard approved life jacket while on the deck of a boat or in an open boat (page 17).

Life Jackets: Choosing and using life jackets. Explain importance of reading the label, inspecting, and using for proper activity (page 17). Demonstrate (using a student for example) how to properly fit a life jacket and where best to use it (page 25).

**Activity:** Pick one or two depending on time.

**Wrap-up:** This is the time to review objectives and check for understanding.

## Sample Lesson Plan

**Introduction (10 minutes):** Introduce instructors and briefly review session schedule. Discuss KDF program including loaner boards. Anyone familiar with these boards, or used them? How many students go boating or plan to boat in Alaska?

**Class Discussion (10 minutes):** How many of you have been in a boat on Alaska's waters? Take a poll of how many on the ocean, lakes, rivers, or even walking on a dock? Has anyone ever fallen out of a boat, or known someone who did? Even when walking on a dock or near the shore, you should consider wearing a life jacket, people have been known to trip walking on the dock. Slips and falls happen quickly and you should be prepared. (Expand this discussion).

**NOTE:** Be aware that there may be children present who have had friends or relatives die through drowning or other boating-related accidents.

**Information Sharing (20 minutes):**

**Statistics:** Discuss fatality and boating safety statistics.

**Message #1 Cold Water Immersion:** Stages and 1-10-1 Principle.

**Message #2 Alaska life jacket law:** ALL children under age 13 must wear a U.S. Coast Guard approved life jacket when in an open boat or on deck. (Review 1-10-1 slide). Discuss the importance of wearing a life jacket in order to keep your head above water and why wearing a life jacket helps you during those first three stages of cold water immersion and may help save your life.

**Message #3 Types of life jackets:** Have a student model different types, and explain their characteristics. Choosing and using a life jacket; explain how to select one that will fit properly. Demonstrate with a student while explaining how to properly put on and fit a life jacket.

## Sample Lesson Plan

**Activity (10 minutes):** The Life Jacket Game (Activity #4, relates to Message Two and Three, how to wear a life jacket and Alaska life jacket law.) Students get into groups (see KDF Activity Section) and explain the characteristics of their life jackets to the rest of the class.

**Discussion (10 minutes):** There are many types of life jackets approved for special situations. After life jacket game ask the class “What is the BEST life jacket?” Answer: **The one you WEAR!**

**Activity (10 minutes):** Chill Out! (Activity #6, relates to Message #1)

This activity helps demonstrate the principles of 1-10-1. Within one minute of cold water immersion, wait because breathing will return to normal, within 10 minutes try to do something meaningful to assist with self rescue. The second stage of cold water immersion is cold incapacitation. The blood flow is constricted - less blood in fingers means a reduction in feeling and muscle strength. This activity helps demonstrate how the body reacts to cold water, and how important it is that useful activity should occur within the first ten minutes following immersion before buckling buckles, zipping zippers, climbing a swim ladder, or hanging on to a rope becomes difficult. Wearing a life jacket **BEFORE** you fall into the water saves these precious minutes. It could be very difficult to put on a life jacket **AFTER** you fall into the water. It does not matter how strong a person’s swimming skills are, or how many years of boating experience they have; cold water affects everyone. Preparation and making a habit of wearing a life jacket may save a life, it is your choice.

**Debrief with discussion points (10 Minutes)**

## Gathering Materials

### **Materials KDF Ambassadors will find in this guidebook:**

- Boat accident/drowning statistics
- Lesson plan objectives (cold water immersion, life jackets, Alaska law)
- Activities
- 'Building a Lesson Plan' form

\*\* (Note: You can also access the *Kids Don't Float* Prezi on the internet.  
Keyword search "Kids Don't Float Prezi.")

### **Materials KDF Ambassadors check out through sponsor teacher (designated teacher at your high school):**

- Teaching kit contains life jackets (five total at least one of each type)
- Support Videos: "Boating Alaska" and "Cold Water Boating" DVD's
- Blank copies of lesson plans for team planning
- Five gallon bucket filled with water and ice, towels for wet hands

**IMPORTANT:** If you teach this class, please send an electronic evaluation form to the teacher. The PDF Evaluation form can be found at <http://bit.ly/KDFEvaluation>.



## Join The Boating Community

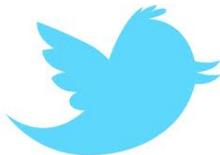
Take pictures, and follow us. Please share with us on Facebook or by email all the fun-interactive activities you experienced. We would love to see you in action. Have fun.



Keywords:  
AlaskaBoatingSafetyProgram



Keywords:  
AlaskaBoatingSafety



Keywords:  
AKBoat

## ***Kids Don't Float*** **Ambassador**

### ***Kids Don't Float*** **Ambassador Award**

The criteria for earning a *Kids Don't Float* (KDF) Ambassador award for community service and leadership are:

#### Gold:

- Attend a KDF Ambassador class
- Plan and teach a *Kids Don't Float* class
- Perform two community boating safety activities such as attend a community outreach event (i.e. a health fair), produce and share a short You Tube boating safety video on the internet, produce posters or flyers and post in your community, conduct an observational life jacket wear rate study, (Two, two hour sessions in your community.)
- Establish or maintain a life jacket loaner board

#### Silver:

- Attend a KDF Ambassador class
- Plan and teach a *Kids Don't Float* class
- Perform one community activity (listed above) OR participate in the maintenance or building of a new life jacket loaner board

#### Bronze:

- Attend a KDF Ambassador class
- Plan and teach a *Kids Don't Float* class

**Your hard work and effort makes a difference in your community.**

# Kids Don't Float Ambassador



## KIDS DON'T FLOAT

### Course & Instructor Evaluation



Your Name:

School:

# of Students:

Date of class:

Grade:

Instructor's Name:

Did you find the presentation to be: If 'no' to any, please describe why not

Informative?	<input type="text"/>	→	<input type="text"/>
Useful?	<input type="text"/>	→	<input type="text"/>
Active?	<input type="text"/>	→	<input type="text"/>
Fun?	<input type="text"/>	→	<input type="text"/>

Did you find the length and content of the presentation to be age appropriate? If not, explain?

What was the most useful piece of information provided?

Did the instructor cover all of the learning objectives?

- Distinguish between risky and safe behavior while on or near the water
- Describe three stages of cold water immersion
- Explain 1-10-1 and how to survive a cold water immersion event
- Describe how to choose a life jacket for its intended use
- Locate manufacturers label on a life jacket; is life jacket U.S. Coast Guard approved?
- Explain life jacket serviceability
- Demonstrate how to wear a life jacket properly and how to check for proper fit
- Identify legal age requirement for life jacket use

On a scale of 1 to 5 (1 = poor, 5 = excellent), please rate the instructor.

- Was instructor on time and prepared?
- Was instructor dressed professionally?
- Was the material presented in an understandable manner?
- Did the instructor demonstrate a thorough knowledge of the subject?
- Was student participation encouraged?

What were the instructor's strengths?

Are there any topics that you would like to see that were NOT covered?

Please get an original of this form from our website:  
**[www.alaskaboatingsafety.org/teacher resources/evaluation form](http://www.alaskaboatingsafety.org/teacher%20resources/evaluation%20form)**. This form is extremely important to track the success of this program, please fill this out and return to the Office of Boating Safety by email **[Kelli.Toth@alaska.gov](mailto:Kelli.Toth@alaska.gov)** or by fax **907-269-8907**.

Thank you!



## Resources

Alaska Office of Boating Safety Website:

[AlaskaBoatingSafety.org](http://AlaskaBoatingSafety.org)

- Educational resources
- Boating safety publications
- Instructional DVDs
  - \* Cold Water Boating
  - \* Boating Alaska

Alaska Office of Boating Safety You Tube Channel:

[www.youtube.com/user/AlaskaBoatingProgram](http://www.youtube.com/user/AlaskaBoatingProgram)

- *Cold Water Survivors*
- *Boating Safely, A Tradition Worth Passing On*

Cold Water Survival Prezi:

[https://prezi.com/bo\\_8wuxvh1sb/kids-dont-float-l1/](https://prezi.com/bo_8wuxvh1sb/kids-dont-float-l1/)

- *Kids Don't Float: Cold Water Survival*
- *Alaska Water Wise*
- *Boating Alaska*

## *Kids Don't Float* Ambassador

### *References:*

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*Gungor, A. & Viauroux, C. (2014). An empirical analysis of life jacket effectiveness in recreational boating. UMBC Economics Department: Baltimore, MD.*

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***Kids Don't Float***  
**Ambassador**

**Alaska Office of Boating Safety**

Kelli Toth

Education Specialist

907-269-6042

Kelli.Toth@alaska.gov



Joseph McCullough

Program Coordinator

907-269-8704

Joseph.McCullough@alaska.gov

[www.AlaskaBoatingSafety.org](http://www.AlaskaBoatingSafety.org)

Facebook: AlaskaBoatingProgram

