

KIDS DON'T FLOAT SCHOOLS PROGRAM

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Introduction to the Kids Don't Float Schools Program

Drowning is the second leading cause of accidental death in Alaska. From 1980-1994, 100 children age 14 and under died in drowning accidents. *Kid's Don't Float*, a statewide injury prevention program, was developed to address Alaska's high child and youth drowning rate. A collaborative effort between several state and federal agencies, organizations, and local grass-roots sponsors, KDF includes both a life jacket loaner station component and an educational component.

Kid's Don't Float had its beginnings in Homer, Alaska. In early 1996, the Homer Fire Department, with a grant from the Alaska Department of Health and Social Services, collaborated with Homer Safe Kids, the U.S. Coast Guard Auxiliary, and the Homer School District to establish 15 life jacket loaner stations in communities around Kachemak Bay. The stations, or "loaner boards," display life jackets that can be borrowed at no cost and returned after use. The public response was so positive that, in November of that same year, the Alaska Department of Health and Social Services Section of Community Health and EMS, the U.S. Coast Guard District 17 Recreational Boating Safety Program, and Alaska Safe Kids partnered to expand the program. In 2000, the newly established State Office of Boating Safety joined the partnership. Today, more than **425** KDF loaner boards have been placed in communities around the state, hosted by many different agencies, organizations, and individuals.

Alaska's *Kids Don't Float (KDF)* life jacket loaner board program has been a success. At least **9** Alaskan children are known to have survived a near-drowning accident because of a *Kids Don't Float* life jacket. In a 1997 study, the observed life jacket wear increased from 16% to 35% at a loaner board site immediately following its installation. A 2001 observational wear - rate study conducted by the Alaska Boating Safety Program, the U.S. Coast Guard D 17 and the Alaska Department of Health and Social Services, showed that the wear rates of children between 0 and 17 years of age increased by 25% in those areas with loaner boards.

The Kid's Don't Float Schools Program is a model curriculum that can be used by anyone wishing to introduce basic boating and water safety concepts to K-12 students. Several easy to use short lessons include activities that emphasize key points in boating and water safety, such as the proper use of life jackets.

The *Kids Don't Float* Schools Program is comprised of three, one-hour lessons, an in-water skills session and the *Kids Don't Float* Peer Education Program. The focus of the program is on the learning objectives listed in Lesson One and the goals below. These objectives are driven by statistics, and focus on what's killing Alaska's children; therefore it is important that the objectives in Lesson One be thoroughly covered before

moving on to other subjects. There are times when instructors have the opportunity to present for more than one hour (or multiple times) to a class. Thus we have added Lessons Two and Three allowing the instructor to cover the learning objectives, as well as other boating safety related material, in more detail.

The Peer Education component of the *Kids Don't Float* program is designed to provide education regarding lifejacket use to high school students, who, in turn, instruct elementary school students in their classrooms on the topic.

Program Goals:

- Develop student awareness, understanding, and appreciation for Alaska's cold water and the hazards it presents
- Develop student awareness of the importance of wearing life jackets while on a boat or around the water
- Provide students with the skills necessary for the proper selection and use of life jackets
- Encourage safe and responsible behavior when on a boat or participating in outdoor water related activities

The Small Boat Safety Station/Activity Overview

Life Jackets (PFDs): The goal of this station is for the students to learn about the importance of wearing PFDs, how to properly fit them, and various types and styles available. Activities include a PFD relay race, a "Titanic" game that simulates a sinking boat in a situation where students do not know where their lifejackets are as well as a "PFD Hunt" where students learn the characteristics of each PFD type.

Cold Water Immersion: The goal of this station is for the students to learn about the stages and dangers of cold water immersion. This module should be integrated into presentation of Module #1 on lifejackets above.

Boat Stability: The goal of this station is to teach about boat stability, and moving around in a boat without capsizing it! Activities include use of an inflatable boat to learn skills for entering/moving in a boat, and Boat Stability game cards to select the appropriate response in specific situations.

"What Went Wrong?" And Decision Making: This station will use actual fatality narratives to discuss different scenarios, and what went wrong in each case, as well as

how the fatality could have been prevented, along with “Decisions!” game cards for problem solving in specific situations.

Boating Emergencies: The goal of this station is to teach the essential components of a Mayday call, and how to properly make a Mayday call, as well as the importance of not making false distress calls. Activities include a tape (or script) with 2 distress calls, which students use to identify what is missing, and learn about proper Mayday calls. Discussion should cover what to do in an emergency if a boat capsizes, including swimming to shore vs. staying with boat, vs. righting boat/re-entry, as well as “reach-throw-row-go” guidelines.

Alcohol and Boating: This station explores the dangers of use of alcohol while boating. Students learn the particular hazards of alcohol in the boating environment, and learn to articulate reasons not to drink while boating, including use of alcohol game cards to explore the effects of alcohol on boaters.

Boat Equipment & Safety: The goal of this station is to teach the students about what is required for boat trips, as well as what is recommended to take on a trip. They will have a selection of equipment (or pictures of equipment) to choose from, and will identify required and recommended items. Equipment includes PFD, VHF radio, flares, shelter/survival gear, extra paddle, etc. Discussion should include when to go to shore for safety, weather limits, quick changing weather, hypothermia concerns, and the importance of signaling and communication devices, even though if required by law.

Overall issues and tips

- Try to have no more than 8-10 students per group to maximize learning opportunities.
- Activities can be conducted using stations, or sequentially in a classroom situation, etc., depending on the number of instructors.
- Run stations 12-20 minutes, depending upon time constraints.
- Have a timekeeper.
- Have 2 volunteers to run each station if possible.
- Ensure quiet students are included in discussions.
- Have a “wrap-up” session at the end of the day. Ask the group what were some of the things that they learned during the session. Get 2-5 tidbits per station. Reinforce key issues such as the danger of false Mayday calls, importance of always wearing PFDs, etc.
- “Pop” an inflatable PFD if possible at the end of the overall session on one of the adults – class teacher or other, or a student. Talk about the importance of knowing if it has already been expended, and show the different sizes of CO2 cartridges.
- Pass along any other tidbits of importance!

Lesson One

MODULE #1: PFD/LIFE JACKETS

MODULE #2: COLD WATER IMMERSION

This is designed for a 45-minute to one-hour block of time, and is the most important priority for first-time contact with a group of students.

All Classes must, at the minimum, include the following learning objectives:

Grade K-3 age students will be able to:

- Explain why cold water can be deadly
- Explain why they should wear a life jacket when on or near the water
- Properly don a life jacket.
- Locate the manufacturer's label on a life jacket
- State that the best life jacket is the one that is worn
- Give examples of risky and safe behaviors when on or near the water

Grade 4-12 age students will be able to:

- List three ways cold - water immersion can kill
- Explain the causes and prevention of cold-water immersion accidents
- Explain the importance of wearing life jackets
- State the age requirement for mandatory life jacket wear in Alaska
- Select a proper size life jacket, and don and adjust it for the proper fit.
- Locate the manufacture's label on a life jacket and determine whether or not it is U.S. Coast Guard approved for the intended activity
- State that the best life jacket is the one that is worn
- Define the term "serviceable condition" as it relates to life jackets
- Give examples of risky and safe behaviors when on or near the water

Sample Outline for Lesson One

I. Most people in Alaska live near the water and many people's lives revolve around the water.

-Transportation:

-Float planes land on it.

-Fishing boats, sailboats, ferries, canoes, kayaks, cruise ships.

-When it is frozen: snow machines, dogsleds, etc.

-Provides food.

-Many jobs depend on it.

-Recreation.

II. Alaska has one of the highest boating fatality rates in the nation. Many of those are kids. There are several reasons for this. The largest cause is capsizing and falling overboard while not wearing a PFD. Prevention is always better than dealing with emergencies.

So how do these emergencies happen?

A. Cold water

Most drownings in Alaska are the result of cold water immersion, which can kill in several ways:

1) Initial reaction

Inability to control breathing— gasp reflex, panic, larynxospasm, vertigo, water inhalation, increased blood pressure, hyperventilation, cardiac arrest and drowning.

2) Impaired function – loss of motor skills and inability to keep self-help.

3) Hypothermia – deep body core cooling can result in death with or without drowning.

4) Post rescue collapse

-Cold water immersion is far easier to prevent than it is to treat!

-Time becomes a critical element in a successful rescue.

B. Human error (inattention, lack of skills, alcohol, poor judgment)

C. Weather conditions

D. Currents and tides

E. Remote locations

- Help is not always near.

F. Dangers in the waters such as drop-offs, floating logs, icebergs, etc.

AND man-made hazards.

- Cold water kills excellent swimmers every year!

III. What is cold water? [**This is used to promote class discussion**]

A. Cold water is

1.) Most water in Alaska is 45 degrees or less.

2.) Body loses heat 25 times faster when wet, (even in water that feels warm).

IV. Falling into cold water is serious.

-Survival depends on getting out as quickly as possible or staying afloat and reducing heat loss.

V. Causes and prevention of cold-water immersion

- Capsizing and falling overboard and not wearing a PFD cause most fatalities.
- Prevention is always better than dealing with emergencies.

A. Boats are naturally unstable.

B. Be safe and prepared by practicing safe conduct.

- Stay seated, low and in center of boat
- Avoid overloading the boat
- Balance your load (this includes passengers!)
- Listen to the captain
- Enter and exit one at a time
- Be alert and avoid horseplay
- Be a good crewmember!
- Keep body totally inside boat when moving
- Avoid reaching for objects (pull them to you or take the boat to them)
- Know basic operation (radios too) and where safety equipment and PFDs are
- Talk about safety with your skipper before you leave
 - **Float Plan**
 - Who
 - What
 - When
 - Where

[Do boat drill.]

-IN BOAT DRILL FOUR CHAIRS ARE SET UP WITH A DIFFERENT PFD UNDER EACH CHAIR. STUDENTS SIT IN THE CHAIRS AND WHEN THE INSTRUCTOR ANNOUNCES THAT THE BOAT IS SINKING THE STUDENTS ARE INSTRUCTED TO PUT ON THEIR PFDs. THIS IS AN ILLUSTRATION OF HOW IMPORTANT IT IS TO WEAR YOUR PFD.

[For grades K-3 the instructor may find that a life jacket relay works better AND it gets everyone in a life jacket!]

VI. The best way to survive a coldwater exposure is to BE PREPARED.

A. What are ways you can be prepared.

1.) Clothing

- a.) A moving boat makes its own weather
 - Layering

2.) Personal Flotation Devices.

- Self help
- Help keep you warmer
- Buy time so that you can be rescued
- Help with breathing

VII. PFDs, The **most important factor in cold water survival!**

There are many different kinds of PFDs. Some provide more flotation than others. Some are designed to turn an unconscious person so that his face is out of water. Others provide some protection from heat. The Coast Guard classifies life jackets by type. Unfortunately, NONE of these can be called “the best.”

A. The best PFD is the one YOU are willing to wear.

- Must be suitable for the activity and wearer
- Read the label
- Go over types.
- Must be in serviceable condition

1.) Free of defects (tears, oil stains, missing zippers, etc.,)

B. You never know when you will need your life jacket.

1.) Always better to have it on!

- Gives you time to grab other safety equipment
- You are free to help others
- Hard to put on in the water, everything’s wet/cold

C. Do you have to have a PFD?

Yes! Everyone in the boat must have a PFD. Not only that, but if you are under 13 you must have it on.

- Good idea to wear your PFD in the pool before you go out on the water and practice with it.

MODULE #1: PFD/LIFEJACKETS

Activities:

The PFD Game (AMSEA Activity)

Place PFDs back in a pile. Have students each pick a card from the PFD Game cards. Students search for the appropriate PFD and explain the question/answer to the class, using the PFD as an example. If possible, hang the PFDs under a Roman Numeral I-V on the wall or on a table as students complete their cards to reinforce PFD types. Be sure to show the different size CO2 cartridges for different brands of inflatable PFDs.

Life raft/Titanic

Place a big bag of PFDs inside a masking tape boat outlined on the floor, or place PFDs around the room under chairs and other spots prior to beginning of session, without telling students what they are for. At the beginning of the session, yell suddenly that the boat is sinking! Tell students to find a PFD, help someone else put on their PFD (all members of the group must check each other's PFDs), and sit on the floor "inside" the boat (or back in their seat). Stop the activity at the 2-minute mark. Be sure to have unserviceable PFDs, as well as PFDs that are too large and too small, and also if possible an inflatable that is already inflated, and a non-PFD work vest. Discuss the importance of readiness for emergencies, and how quickly boats sink. Also discuss types of PFDs, sizing, and serviceability, using the PFDs on the students as models. Note that it is better to have an insufficient number of PFDs, since this is a good discussion point.

Discussion: Importance of WEARING PFDs

Reinforce the importance of WEARING a PFD at all times when on a boat, since you never know when you will capsize or fall overboard. Also discuss (1) what happens if parents aren't wearing a PFD and fall overboard, and kids have them on, but are safe on the boat, (2) what happens if a kid falls overboard – what might a parent do in a panic, even if the kid is wearing a PFD?

Boat Drill

Purpose: To demonstrate that boaters must always know where their Lifejackets are stored, and have enough for each person onboard.

Points to

Discuss:

It only takes about one minute for a boat to sink. When crisis occurs, it is vital to know where PFD's are located and to be able to access them quickly. It is also vital to have enough PFDs for every person onboard the boat.

A Day of Cruising

Props	Script	Objective
<ul style="list-style-type: none">• 5 chairs• 5 wearable type PFDs• 1 type IV PFD• 5 students• 1 stop watch or watch with a second hand	<p>Set the chairs up in front of the classroom to resemble seating in a boat. Place the PFDs in plain view on the deck of the boat. Have the students sit in the chairs. Let the audience know that this family is at the lake, cruising and enjoying themselves. (photo 1) They suddenly realize that they are going to be in an accident. Tell the 'boaters' to put their PFDs on quickly. Start the timer to see how long it takes them. (photo 2)</p>	<p>The student will learn how long it takes to put a PFD on during a simulated accident and, hopefully, realize that it is better to keep them on.</p>



photo 1



photo 2

Boat Drill Variation

Set up 4-6 chairs simulating a boat. Put a life jacket under each seat and ask for volunteers. Tell your passengers they are going on a trip and you're the captain, after a while something happens and the boat sinks (takes on water) and everyone needs to get on their PFD (while you are spraying them with a spray bottle). **HAM IT UP!** *This is an example of why it is important to always wear your life jacket!*

PFD Relay

Break the group into 2-4 teams and have them race to put on a life jacket properly, accomplish some task (like running to the other end or getting in the H.E.L.P position) and handing off the life jacket to the next person who either puts that one on or chooses another that may fit better, because NOT all life jackets are the same size. *This one also shows how important it is to put it on when you're not stressed because under pressure we do strange things.*

PFD Race

Props	Script	Objective
<ul style="list-style-type: none"> • 1 of each type of PFD, variety of sizes is better. • 2 child size PFDs • 7 students (BLK-91 PFD Kit)	Place the PFDs in a pile in the front of the room. Have an equal number of students as PFDs come to the front of the room. (photo 3) Ask the students to pick a PFD from the pile and put it on. (photo 4) The students will not all be able to find a PFD that fits them. Work through each of the students. Explain the type PFD they are wearing, what its' use is, and ask the	The student will understand the different types of PFDs, how to tell if they are USCG approved, and how to size and fit one to them. The student will also understand the

	audience if it fits them or not. (photo 5) Ask the audience if the PFD is serviceable or not.	term 'serviceable condition.'
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photo 3



photo 4



photo 5

PFD Background Information

**PERSONAL
FLOTATION
DEVICE = LIFE JACKET!**

IMPORTANT THINGS TO KNOW ABOUT PFDS!!!

1. Right size & proper fit is vital.
2. Wearing your PFD is key to survival – It's also state and federal law if you are under 13 (unless inside the boat cabin).
3. Select the right PFD for the activity. (Type III vest, short inflatable, etc.)
4. A PFD may not float you face up in the water. Always try your PFD in a pool or lake to see how you float.

PROPER PFD SIZE/FIT (optional method)

Need 1 small and 1 large PFD

Demonstrate why PFD sizing is important

Pick 2 volunteers – one small and one large. Put the opposite size PFD on each person

Demo: If the PFD is too big, it will slip off. If the PFD is too small, it can't be worn properly, and may not support the wearer in the water.

Switch PFDs to show proper fit.

SHOW ALL PFD SIZES

INFANT	-	UP TO 30 LBS.
CHILD	-	30 – 50 LBS.
YOUTH	-	50 - 90 LBS.
ADULT	-	OVER 90 LBS.

ALWAYS READ THE LABEL!!!

PFD Types and Information

(From AMSEA)

The following information is given for the instructor.

Children do not need to memorize type numbers, but should know how particular PFDs will perform.

The buoyancy amounts listed below are for adult PFDs. Children's PFDs have proportionately less. There are many different types of PFDs. These are U.S. Coast Guard approved and will say so on their labels:

TYPE I PFD, also called an OFF-SHORE LIFE JACKET

- Keeps most people's faces out of the water automatically by turning them on their back.
- Has a great deal of buoyancy – at least 22 lb.
- Can feel awkward and bulky to wear.
- Is not warm enough to offer hypothermia protection.
- Is almost always highly visible orange.

TYPE II PFD, called a NEAR-SHORE BUOYANT VEST, FLOATATION VEST, LIFE VEST or LIFE JACKET

- Keeps a few people's faces out of the water automatically.
- has at least 15.5 lb. of buoyancy.
- Can feel awkward and bulky to wear.
- Is not warm enough to offer hypothermia protection.
- Comes in a wide range of sizes. Many children's PFDs are Type II.
- Comes in orange and other bright colors.





TYPE III PFDs come in many styles – LIFE JACKETS, VESTS, FLOAT COATS

- Are usually quite comfortable to wear even while working
- Most have at least 15lb of buoyancy
- Float coats keep the wearer warmer than life jackets or vests.
- Come in a wide range of sizes. Many children's PFDs are Type III.
- Come in orange and a wide range of other colors.



Type IV PFDs are THROWABLE PFDs such as LIFE RINGS and BUOYANT CUSHIONS

- Should have a line or rope attached to them.
- Have a minimum of 16.5 lb. of buoyancy
- If used properly, they can float the body high out of the water.
- Are not a substitute for wearable PFDs.
- Come in orange, white and other colors.



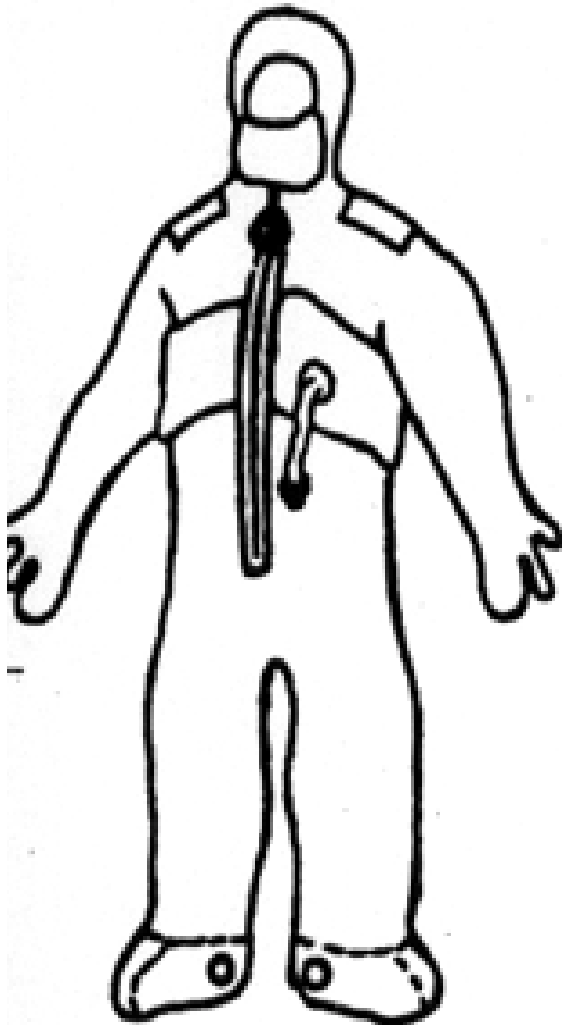
TYPE V PFDs, the most common of which are called FLOAT SUITS, WORK SUITS, FLOATATION COVERALLS or DECK SUITS

- Are usually comfortable to wear or work in.
- Contain a minimum of 15.5 lb of buoyancy.
- Come in many different styles and colors
- Keep the wearer warmer than most other types of PFDs.
- Usually must be worn to be approved.



Type V HYBRID, an inflatable PFD

- -Must be inflated to work well
- -Has 7.5 lb of inherent flotation even when not inflated.
- -Has 22 lb. of flotation when inflated.
- -Is usually comfortable to wear and work in.
- -Comes in many styles and colors.
- -Is not approved for use by people weighing less than 90 lb.



IMMERSION SUIT, also called a SURVIVAL SUIT

- Keeps the wearer dry, warm and afloat.
- Has 22 lb. of inherent buoyancy plus additional buoyancy when the air bladder is inflated.
- Designed to prolong the length of time a person can survive in the water.
- Must fit well to work properly.
- Is usually impractical to wear while working or operating a boat because it restricts maneuverability and is very warm.
- Kept on board boats to be quickly donned in emergency situations.
- Usually orange.
- Currently unavailable in sizes to fit children under 44 lb.

Donning and Wearing PFDs

PFDs work best when they are correctly fastened. Consult a knowledgeable person if you are unfamiliar with the PFDs you are using. Specific guidelines for each of the PFD types:

- Types I and II: -Tie or snap all strap, working from the chin down.
 -Secure the straps so the PFD feels very snug.
- Type III: -Zip all zippers and secure all snaps and straps.
 -Snap any waist belts and pull them snug
 -Tighten straps on the sides and shoulders so the PFD fits securely.
 -Put on crotch strap, if appropriate. “Beaver tails” of adult float coats are difficult to secure in the water.
- Type IV: -Zip all zippers
 -Tighten the bottom of the legs and arms
 -Tighten the belt at the waist.
 -Tighten the hood around the face, if appropriate.
 -Cinch down the thigh straps, if needed.
- Type V:
Hybrids &
Inflatables -Zip all zippers.
 -Make sure the CO2 inflator and/or manual inflation hose is easily accessible.

Who should wear a PFD?

Everyone when aboard a boat – even excellent swimmers and experienced boaters. All children in Alaska under the age of 13 are required by law to wear a Type I, II or III PFD when on a recreational vessel.

- Non-swimmer adults and all children when on docks.
- Children at the beach or whenever they are around the water.

The PFD Game

OBJECTIVE: To Identify Types of PFDS And The Best Uses for Each Type

What you will need: Examples of as many different types of PFDs as you can get. Everyone can bring their own; others can be borrowed from other sources.

At least one set of PFD Game cards cut out of the next page.

What you do: Everyone puts on a PFD. One by one, each person stands up and shows off the PFD he or she is wearing. While standing, each person answers the following questions about the PFD:



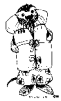





How did you put it on?
Why is this a good PFD?
What do you like about this PFD?
What don't you like about this PFD?
When would you wear this PFD?









After all of the PFDs have been modeled, they all are taken off and placed in a pile.

Each person takes a turn playing THE PFD GAME by choosing a card and following the directions on the card. Be sure that students are old enough to read cards or be prepared to read the cards to avoid embarrassment for students who cannot read cards.

Play continues until everyone has had a turn and all of the PFDs have been modeled and discussed.

PFD Game Cards

<p>Find a non-approved PFD you would wear in a kayak. Put it on. What do you like about it?</p> 	<p>Find a Coast Guard approved Type III float coat. Put it on. What do you like about it? When would you wear it?</p> 
<p>Find a Coast Guard approved inflatable PFD. Put it on. What do you like about it? When would you wear it?</p> 	<p>Find a non-approved throwable device. How do you use it? Why wouldn't this be approved?</p> 
<p>Find a Coast Guard approved Type I PFD. Put it on. What do you like about it? What particular features does it have to serve as an offshore PFD?</p> 	<p>Find a Coast Guard approved Type II PFD. Put it on. What do you like about it? Why would it keep your head out of water?</p> 
<p>Find a Coast Guard approved Type IV Flotation Device. How do you use it? What else does it need to be useful?</p> 	<p>Find a Coast Guard approved Type III PFD. Put it on. What do you like about it? Would it keep your head out of the water?</p> 

<p align="center">PFD GAME CARDS</p> <p>Each student takes a card and follows the directions on the card. Show/explain to group.</p> 	<p>Find a non-approved PFD you might wear in a skiff. Put it on. What do you like about it? Why might it not be approved?</p> 
<p>Find a PFD that you think would be easy for searchers to spot from the air. Put it on. What do you like about it? What makes it easy to spot?</p> 	<p>Find a PFD that you think does not fit. Put it on. What might make this PFD dangerous for you to wear?</p> 
<p>Find a PFD that covers all the high heat loss areas. Put it on. What do you like or not like about it? When would you use this PFD?</p> 	<p>Find a PFD that you think fits well. Put it on. What do you like about it?</p> 
<p>Find a PFD that you think would be the most comfortable to wear. Put it on. What do you like about it?</p> 	<p>Find a PFD that will float you face up in the water. Put it on. Why do you think this PFD will float you face up? What do you like or not like about this PFD?</p> 

Find a PFD that you would put on quickly in an emergency. Put it on. What do you like about it?



Find a PFD that you could wear in a skiff or kayak. Put it on. What do you like about it?



Find a PFD that you could wear working on the deck of a fishing boat. Put it on. Why would this be a good PFD to wear? Why should you wear a PFD while working?



Find a PFD that you would wear while walking or working on a dock. Put it on. Why would this be a good PFD to wear?



Find a Coast Guard approved Type V PFD. Put it on. What do you like about it? Does it need to be worn to be approved?



MODULE #2: COLD WATER IMMERSION

Cold Water Immersion Background Information

Cold water immersion kills in several ways. The colder the water, the greater the chance of death. By understanding how your body reacts to cold water, you can prepare for and be better able to appropriately respond, thus increasing your chance of survival. There are four categories of cold water immersion:

Stage 1: Initial “Cold Shock”

This stage occurs in the first 3-5 minutes of immersion in cold water. Sudden immersion into cold water can cause immediate, involuntary gasping, hyperventilation, panic, and vertigo. All of these can result in water inhalation and drowning. Immersion in cold water can also cause sudden changes in blood pressure, heart rate, and heart rhythm, which can also result in death.

Stage 2: Short-Term “Swimming Failure”

This stage occurs 3-30 minutes following immersion in cold water. The muscles and nerves in the arms and legs cool quickly. Manual dexterity, hand grip strength, and speed of movement can all drop by 60-80%. Even normally strong persons can lose the strength necessary to pull themselves out of the water or even to keep their head above water. Death occurs by drowning.

Stage 3: Long-Term Immersion Hypothermia

This stage sets in after 30 minutes, at a rate depending on water temperature, clothing, body type, and your behavior in the water. Cold water robs the body of heat 25 times faster than cold air. Hypothermia occurs when your body loses heat faster than it produces it, cooling the organs in the core of your body. Hypothermia eventually leads to loss of consciousness and death, with or without drowning.

Stage 4: Post Immersion Collapse

This stage occurs during or after rescue. Once rescued, if you have been immersed in cold water you are still in danger from collapse of arterial blood pressure leading to cardiac arrest. Also, inhaled water can damage your lungs, and heart problems can develop as cold blood from arms and legs is released into the core of your body.

Surviving Cold Water Immersion

- Your chance of surviving a cold water immersion depends on having sufficient flotation to keep your head above water, controlling your breathing, timely rescue by yourself or others, and heat retention.

- Prepare for boating in cold water conditions by always wearing a secured life jacket. Also wear layered clothing for insulation. Equip your vessel with a means for re-entry (ladder, sling, etc.) to use if you should fall in, and be sure you can reach it when in the water.
- If you do fall into cold water:
 - Don't panic. Try to get control of your breathing. Hold onto something or stay as still as possible until your breathing settles down. Focus on floating with your head above water until the cold shock response abates.
 - When your breathing is under control, perform the most important functions first before you lose dexterity (10-15 minutes after immersion).
 - If you were not wearing a PFD when you entered the water, look to see if one is floating near you and put it on immediately. Don't take your clothes off unless absolutely necessary. A layer of water trapped in side your clothing will help insulate you.
 - Focus on locating and getting everyone out of the water quickly before you lose full use of your hands, arms, and legs. Try to reboard your vessel, even if it is swamped or capsized, or anything else that is floating. Get as much of your body out of the water as possible. Even though you may feel colder out of the water, the rate of heat loss will be slower than if immersed in water.
 - In as little as 10 minutes, you may be unable to self-rescue. Your focus should now be to slow heat loss. Stay as motionless as possible, protect the high heat loss areas of your body, and keep your head and neck out of the water. Safety usually looks closer than it actually is, so staying with the boat is usually a better choice than swimming. Adopt a position to reduce heat loss. If alone, use the HELP (Heat Escape Lessening Posture) position or if there are others in the water with you, huddle together. If you must swim, conserve energy and minimize movement. Swim on your back, with your upper arms against the sides of your chest, your thighs together, and your knees bent. Flutter-kick with your lower legs.

Cold Water Immersion Activity

Get two buckets and fill with ice water and place about 100 pennies on the bottom. Students are instructed to use only one hand and grab one penny at a time and place it on a towel or in a makeshift piggy bank. They are to continue until they want to stop, or they grab more than one penny, **OR** you tell them to stop (this is very important because you don't want anyone getting hurt.) You can make it a competition by seeing which person/team can get the most pennies. *The lesson here is how fast one loses their fine motor skills in cold water, again emphasizing the importance of having your life jacket on before going in the water. Also note that a bucket of ice water is going to be 40 to 45 degrees, which coincidentally is the temperature of most of the water in Alaska!*

Lesson Two Instruction (45 minutes):

MODULE #3: BOAT STABILITY

MODULE #4: “WHAT WENT WRONG” DECISION MAKING SKILLS

This is designed for follow-on education after presenting **Lesson One**, or if additional time is provided in a session.

Learning Objectives:

- Select appropriate responses to situations involving moving in a boat, distribution of load in a boat, falling overboard and capsizing a small boat.
- Identify mistakes that boaters made in emergency situations, and actions that could have been taken to prevent and/or survive the situation.
- Describe appropriate actions in specific boating mishap situations.
- List three causes of capsizing/falls overboard.
- List the rules of recovery for a person in the water.

MODULE #3: BOAT STABILITY

Activities:

1. Inflatable Boat.

- Put boat on “keel” (pillows, inner tubes, or survival suits under center of boat). Have students don PFDs and enter the boat one at a time. Students take turns in groups of 2-3. *If students stand up or lean too far out, they end up in the “dead” pile, where they sit out a turn. Other students can be “victims” for rescue, and students in boat can practice throwing a Type IV device to them.
- **Skills:** Practice entering/sitting in the boat, switch places (students have to talk to each other first!!), drop hat over the side, and have students retrieve it, have students clear a “crab pot” line caught in their propeller, discuss/demonstrate what to do if someone falls overboard, discuss/demonstrate what to do if the boat capsizes.

2. Discussion:

Have discussion throughout session regarding safe movement. Discuss how quickly capsizing occurs, and the importance of wearing a PFD. Discuss importance of communication in a small boat.

Specific Questions:











- Discuss how little weight it takes to make a boat unstable if not loaded correctly.
- Discuss the difference between a FULL versus a SAFE load.
- What happens when the boat is loaded without thinking?
- Where do people need to be distributed?
- How quickly does a boat capsize?
- Are there any warning signs that a boat will capsize?









3. Stability Situation Cards:

Have students read each side of card, and place selected choice face up. Discuss choices and how sometimes the situation dictates a particular response.

Boat Stability Situation Cards











Read both sides of each card, and place selected choice face up. Discuss the choices, and advantages/disadvantages of each, particularly those that depend on the situation.









<p>Balance gear and people in boat by distributing it around the boat.</p> 	<p>Keep your boots and clothes on to conserve heat.</p> 
<p>Walk in the center of the boat and always hold on to something.</p> 	<p>Throw something that floats to the person who fell overboard.</p> 
<p>If a friend falls overboard, stay on the other side and balance the boat as your friend is pulled back onboard.</p> 	<p>Stay on far side and balance the boat while your friend pulls in his fish.</p> 
<p>Boaters Motto: One hand for you, and one hand for the boat!</p> 	<p>Keep to your “lane” or side of the channel and watch carefully as you go around curves in a river.</p> 
<p>Tell everyone to stay seated while in the boat.</p> 	<p>Try to climb out of the water onto your boat.</p> 

<p>Look around and check your rescue options: Are there other boats in the area? Can you get on top of your boat?</p> 	<p>Pull the person who fell overboard back onboard over the <u>stern</u> (back) of the boat.</p> 
<p>Stop and catch your breath so you can think.</p> 	<p>After pulling someone back onboard, check them for injuries and give initial treatment for hypothermia.</p> 
<p>Watch carefully for rocks, logs, and other submerged objects.</p> 	<p>Talk before switching Positions in the boat.</p> 
<p>Hold onto the person if someone needs to lean over the side to get something.</p> 	<p>Have everyone wear a PFD.</p> 

Boat Stability Situation Cards Side 2

Side 2: Copy these on the back side of first set.

<p>Strip off your shoes and pants so you can swim easier.</p> 	<p>Throw all the gear in a big pile in the bow of the boat so it doesn't get wet with spray.</p> 
<p>Jump in to save the person who fell overboard.</p> 	<p>Stand up whenever you feel like it.</p> 
<p>Go over to the side and watch your friend pull in their fish.</p> 	<p>Have everyone onboard lean over the side to get the person who fell back onboard.</p> 
<p>Drive fast and hug the inside of the curve when rounding a bend in the river.</p> 	<p>Boaters Motto: Have fun, and safety will take care of itself!</p> 
<p>Assume the H.E.L.P. (Heat Escape Lessening Position) and float to save heat while waiting for help.</p> 	<p>Let people move around whenever they want.</p> 

<p>Pull the person who fell overboard back onboard over the <u>side</u> of the boat.</p> 	<p>Start swimming to shore Immediately! (1/2 mile away)</p> 
<p>Rush off to the clinic for treatment immediately.</p> 	<p>Thrash around wildly.</p> 
<p>Move whenever you feel like it.</p> 	<p>Drive in the channel you usually use and rely on your memory for safety.</p> 
<p>Jump in the boat and go – use your PFDs as seat cushions.</p> 	<p>Stay seated and watch your friend as they lean over the side.</p> 

MODULE #4: “WHAT WENT WRONG?”

DECISION MAKING SCENARIOS

Activities:

1. Decision Making Scenarios

Cut the attached decision making scenarios into individual cards, and hand one to each student (or small groups). Have each student/group discuss the scenario and explain what they would do in this situation, and what the issues are.

2. Emergency Scenarios

Tell students that you are going to read various stories based on emergencies that have happened in Alaska during boating trips. Read a scenario from the following set and then ask questions about it. Have students answer. Alternatively, students can read the narratives out loud to the group.

Questions:

- a. What mistakes did the boaters make?
- b. What did they do right?
- c. How could the situation have been prevented?
- d. What could they have done differently once they were in this situation to make it “less fatal?”

BE SURE TO COVER THE FOLLOWING CATEGORIES:

- **REQUIRED AND RECOMMENDED EQUIPMENT**
- **WEATHER CONSIDERATIONS**
- **OPERATOR JUDGEMENT**
- **EMERGENCY PROCEDURES**
- **FLOAT PLANS**
- **RADIO COMMUNICATIONS**

Decisions, Decisions!

Boating Situation Cards

<p style="text-align: center;">Sailing Troubles</p> <p>You went on an overnight sailing trip. A big storm blows up, and your boat drags anchor and is pushed aground during the night. Everyone jumps ashore, because the boat is halfway on a reef. You are afraid to go back onboard in case the boat slips off the reef into deep water.</p> <p>What do you do? Explain</p>	<p style="text-align: center;">Cruising with Friends</p> <p>You are going out for the weekend with your friends for the weekend in your 26-foot cabin boat. The engine quits, and one of your friends falls overboard while trying to look at the propeller. You are now adrift, and have no way to reach your friend or call for help because you never got your radio fixed after it quit last fall.</p> <p>What do you do? Explain</p>
<p style="text-align: center;">Kayaking with Bears</p> <p>You are on a 5-day kayak trip with one friend to a remote area. While camping, a bear comes into the camp and tears up one of the kayaks, and takes the food that you had stored there. The kayak has large holes in the fiberglass.</p> <p>What do you do? Explain</p>	<p style="text-align: center;">Rough Waters</p> <p>You took your small skiff for an afternoon trip. A strong wind comes up, and the water gets very choppy. You just barely make it to the nearest shore. It is now getting dark, but you are planning to go to Seattle first thing tomorrow morning with good friends on a trip you've been planning for months.</p> <p>What do you do? Explain</p>

<p style="text-align: center;">Island Party</p> <p>You are headed with some friends to an evening party on a nearby island. Your friend is shuttling everyone to the island in a small skiff from the boat launch, 12 miles from town. There are 12 of you. There are 2 PFDs onboard the skiff. Several friends are already at the island.</p> <p>What do you do?</p>	<p style="text-align: center;">Island Return</p> <p>You have been at an evening party on a nearby island. Your friend is shuttling everyone back from the island in a small skiff. It is about 11pm. There are 16 of you. There are 2 PFDs onboard the skiff. Everyone has had a few beers.</p> <p>What do you do?</p>
<p style="text-align: center;">Fish Camp Blues</p> <p>You took off this morning to go 20 miles upriver. On the way back, your engine quits, and you can't get it re-started. It's now getting dark, but you told your uncle you'd be back before dark.</p> <p>What do you do? Explain</p>	<p style="text-align: center;">Good Hunt, Small Boat</p> <p>You went out hunting in your skiff up the river about 30 miles. You shot a couple of Caribou (or deer). You can get one of the animals in your skiff, but the other loads your boat right to the waterline.</p> <p>What do you do? Explain</p>
<p style="text-align: center;">Sand Bar Trouble</p> <p>Just after the ice went out, you decided to take a trip upriver. The currents have shifted the river a bit, though, and you are suddenly stuck on a sand bar. You are alone in the skiff. You have some rope in the skiff, but you forgot your lifejacket when you left.</p> <p>What do you do? Explain</p>	<p style="text-align: center;">Man Overboard!</p> <p>You were out in your skiff this morning, and just fell overboard! Luckily, you were wearing your lifejacket, because it was so fast you sure wouldn't have had time to put it on – you just took a step, and caught your foot on some gear and fell off balance. You are now in the water, but your skiff has about 18 inches of freeboard.</p> <p>What do you do? Explain</p>

Emergency Scenarios

Scenario One

Two men were out fishing in Prince William Sound in July. It was a beautiful sunny day and the water was calm in the morning when they left the dock dressed in tee shirts, jeans and tennis shoes, but the operator was unaware of an incoming storm. By late afternoon the seas had become dangerous, swamping the vessel and causing it to sink. The victims were wearing PFDs and were in the water for over 30 minutes before they were rescued. Both had become hypothermic.

Scenario Two

A family was having a picnic in early June on the Chena River. The children were playing along the riverbank when the ten-year old daughter slipped and fell and suddenly found herself in the fast downstream current. The father grabbed a loose branch from the beach and extended it towards his daughter. When his daughter grabbed the branch the force of her weight and the current pulled him in as well. They were both quickly swept downstream and out of view. The rest of the party quickly alerted the park ranger. The park staff was trained in swiftwater rescue and was able to pull the two to shore. Both sustained some bruises but were otherwise okay.

Scenario Three

Eight people were floating the Kasilof River in a small drift boat. In part because the boat was overloaded the operator allowed his passengers to ride in an unsafe position on the gunwales and transom. The operator and several passengers were drinking alcohol. One of the passengers was fishing and when he got a fish on the rest of the group, as a prank all rushed to the stern, swamping and sinking the boat. No one was wearing a life jacket, although there were several onboard. In the chaos that followed two people drowned.

Scenario Four

Several people were out sailing on Ressurrection Bay. One of the passengers was sitting on the gunwale of the boat when a sudden shift of the boat caused him to fall overboard. The operator panicked and took a wide turn while trying to come about and lost sight of the person in the water. The victim was sighted momentarily but the boat passed by quickly as it was picking up speed from the wind. The victim was not wearing a PFD and drowned.

Scenario Five

Two teenagers were out on Big Lake on their jet skis. This was the first trip for the young lady who was riding alongside her friend who was on another jet ski. The young man was slightly ahead of her when he suddenly slowed down. The girl immediately let off the throttle in an attempt to slow down but instead lost control of her craft. She slid sideways into her friend. He sustained a fractured spinal cord, paralyzing him from the waist down.

He also sustained serious head and chest injuries. She was thrown into the water, rendering her unconscious, but she was kept afloat by her lifejacket.

Scenario Six

A boater in Sitka was out checking his crab pots in the early morning before the sun came up. Since he had been boating in the area for years he decided he didn't need any navigation aids (tide book, charts, etc.) He lost his bearings and struck rocks just offshore. Then, the engine stalled. He tried dropping his anchor but it was too late and he was pushed into the rocky shore totally destroying his boat.

Lesson Three Instruction (45 minutes):

MODULE #5: BOATING EMERGENCIES

MODULE #6: ALCOHOL AND BOATING

MODULE #7: BOAT EQUIPMENT

This is designed for advanced follow-on education after presenting the **Lesson One** and **Lesson Two** instruction, or if a longer educational session is offered (at least two hours total).

Learning Objectives:

- Explain how to make a proper Mayday call, including the four key components of a Mayday call.
- Explain 3 ways that alcohol affects the body.
- Explain how environmental factors increase the effects of alcohol.
- Explain what safety equipment is required onboard a recreational boat.
- List at least 5 items that are recommended to carry in addition to required equipment onboard a boat.

MODULE #5: BOATING EMERGENCIES

Activities:

1. Mayday, Mayday

Students listen to a Mayday tape (or script), and write down what they hear. After playing tape, go around 1-by-1 and have students say what they heard on the call. Discuss what was missing from the call, as well as key components of a Mayday call:

- Mayday! (Emergency code word)
- Location
- People on board
- Vessel name/description

- Nature of the emergency

Also discuss how the CG responds, and the impact of false alarms where CG resources become unavailable for real emergencies. Cover key points of calling early – before you are in a crisis, remaining calm, and clarity of calls (CG listens to multiple radios).

2. Mayday! Cards

Have students divide the cards into 2 sets, selecting the 4 most important pieces of information to pass in a Mayday call. Discuss all the items on the entire list.

3. Emergency Procedures

Discuss what to do in an emergency capsizing or fall overboard. How to use your head first, and then your body!! Getting OUT OF THE WATER. Reinforce “Reach-throw-row-go” rules.

- What is the first thing you have to do? THINK!
- How do you get back in the boat if you capsize?
- What do you do if you can’t get back onboard?
- How will you reach someone who falls overboard?
- How will you pull them onboard?
- How will you signal for help?
- Why is it important to practice emergencies?
- How would you practice?

Mayday Scenario #1

(Read scenario once rapidly with an edge of panic and when complete ask your group the questions provided)

Mayday, Mayday, Mayday Coast Guard this is the Pleasure Boat Jenny Three, I hit a rock and I am taking on water. I am 6 miles south of Point Retreat in Lynn Canal I was fishing off Couverden this morning and left Juneau yesterday.

I am about 25 yards off shore. My daughter has her life jacket on. My dog is barking. I have some safety equipment on the boat. My wife is looking for the rest of our life jackets. My boat is white with a red canvas top and I have two motors.

We have lots of water on the deck and I am afraid we are going to sink. Oh ya, my boat is 21 feet long. It looks like the water is starting to cover my batteries. Help, help I need help.

(Nothing else is heard from the boat)

1. What is the location of the Jenny Three?
2. Give a description of the Jenny Three.
3. What is the nature of their emergency?
4. From the information received how many people are on the boat?
5. Does everyone have a life jacket on?
6. What type of safety equipment is on this boat?

STRESS TO YOUR GROUP THAT MANY TIMES A BOATER IN DISTRESS ONLY GETS A CHANCE TO MAKE ONE RADIO TRANSMISSION AND IT IS VERY IMPORTANT TO LISTEN CAREFULLY AND RETAIN AS MUCH INFORMATION AS POSSIBLE.

Mayday Scenario #2

(Read scenario one time and have your group provide a prioritized list of three questions they can ask the distressed vessel. Once they provide their three questions do not let them ask any more questions. See if the questions would allow the boat to be located and assisted)

Mayday, Mayday, Mayday Coast Guard this is the Pleasure ****^% @@ (garble), I (garble)and I am +%%%% \$\$ (garble) water. My present position 60-###(garble) North +++##### 147-#####(garble) West.

Prince William Sound about 5 miles off @@@@@(Garble) Island. I need help. My boat is ##### and we have six people on board. My dad is onboard and complaining about chest ***** (garble).

No one else answers this radio transmission. You have the opportunity to ask this vessel 3 questions.













Prioritize the 3 questions you would ask. Provided below is the information the Coast Guard feels would be most useful to find and assist the boat.

1. What is your position (60-15N, 147-39W 5 miles off Green Island)
2. What is the nature of your distress? (When asked this question the operator should tell you whether his major concern is his boat or his father's chest pains. Also helps the Coast Guard determine what type of resources to send. Boat/Plane/Helo. For training purposes on our case the boat is the Pleasure Craft "DADs Toy" who is dead in the water, 22 feet long, and the father is having chest pains and has a heart condition.
3. Please provide a description of your vessel. (This will allow the search assets to quickly find the boat they are looking for. 22 feet long, white with blue trim. AK 1234 P

DISCUSS THE RESPONSES YOUR GROUP PROVIDES FROM THEIR PRIORITIZED LIST. TRY TO FOCUS ON CORRECT ANSWERS. QUESTIONS STUDENTS COME UP WITH SHOULD PROVIDE GOOD DISCUSSION MATERIAL.

Mayday! Cards

Read each card, and select the **four most important pieces of information** to give during a Mayday call. Discuss the choices, and also the importance of the other 8 cards, and balancing the amount of information to avoid overloading the radio operator. Discuss the importance of thinking through what might happen during an emergency and calling without panic. After using these cards, have students get in pairs and practice making a Mayday call.

<p>“Mayday, Mayday, Mayday!”</p> 	<p>Name and description of your boat</p> 
<p>Your location (latitude & longitude if possible, and place names)</p> 	<p>Nature of the emergency</p> 
<p>How many people are onboard</p> 	<p>What action you have taken or are going to take</p> 
<p>On-scene weather</p> 	<p>Any hazards that rescuers might encounter</p> 
<p>Safety equipment that you already have onboard</p> 	<p>Name and phone number of contact people at home</p> 
<p>How much assistance you need</p> 	<p>Name and address of boat owner</p> 

MODULE #6: ALCOHOL AND BOATING

Activities:









3. Alcohol Question Cards









Cut the attached alcohol questions into individual cards, and hand one to each student (or small groups). Have each student/group discuss and respond to the question, and what the issues are. Follow-up with discussion points below.

4. Discussion:

- Discuss with the group the importance of not drinking alcohol while boating.
- Discuss how use of a “designated driver” may be the only option, but isn’t very safe, since boating is inherently dangerous, and intoxicated passengers can fall overboard or injure themselves in the boat.
- Discuss how being intoxicated becomes extremely dangerous if you meet another boater who is traveling fast.
- Discuss how alcohol affects your ability to notice hazards, and judge speed and distances.
- Discuss how carbonation increases the speed of alcohol absorption, and how a beer is equal to a glass of wine.
- Discuss how alcohol affects judgment, attitude, thinking, decision-making, and processing information.
- Discuss the effect of alcohol on hypothermia – it speeds it up due to pushing blood to extremities, and also increases the effect of hypothermia.
- Discuss how if a person falls overboard, a person is unable to respond, due to disorientation, poor judgment, poor coordination, and slower reaction time.

Alcohol Question Cards

<p>What are the penalties for drinking and operating a watercraft while intoxicated?</p> 	<p>Why is it harder to rescue yourself if you have been drinking?</p> 
<p>What part of your body is affected first by alcohol?</p> 	<p>What are some of the affects alcohol has on your body?</p> 
<p>When driving a boat, what environmental factors can make it seem like you have been drinking?</p> 	<p>Are the effects of alcohol more, or less noticeable when on a boat compared to being on land?</p> 
<p>In what ways does someone's death affect their family and friends?</p> 	<p>What can you do if someone wants you to go in a boat where people are or have been drinking?</p> 

<p>How would you tell your friends that you don't want to drink with them?</p> 	<p>How does alcohol impair judgment and encourage other risk-taking behaviors?</p> 
<p>How can your decision not to drink possibly save someone else's life?</p> 	<p>What can you do if you get stuck in a boat where people have been drinking?</p> 
<p>What aspects of vision does drinking alcohol impair?</p> 	<p>Name at least 3 ways that alcohol negatively affects your ability to operate a boat.</p> 
<p>Name 3 things that can intensify the effects of alcohol on someone on a boat trip.</p> 	<p>How many beers in a 2-hour period does it take to alter your reaction time, coordination, or judgment?</p> 

MODULE #7: BOAT EQUIPMENT

Activities:

1. Boat Equipment

Give students a pile of equipment (or pictures – see attached pages), including required and other non-required equipment. **Have students decide what 8 pieces of equipment they think are most essential** for their trip, and also identify what law requires. When they are ready (set a time limit) the “CG Boarding Officer/Trooper” comes by to see and discuss their selection and explanation of equipment choices.

Equipment for station:

PFDs	First aid kit	Bailer
Spare line	Charts	Tarp
Horn/Whistle	VHF-FM radio	Flashlight
Distress signals	Dry bag	Paddle
Cell phone	Food/water	Cup
Water purification tablets	Navigation lights	Plastic bag
Throw bag	Insect repellent	Space blanket

2. Discussion:

Discuss the choices, and why they might want to take particular items, even if not required.

3. Float Plan Cards









Have students reach each card and **place them in priority order**. Discuss importance of leaving information when you depart on a trip, including what you will do if you have an emergency or change plans.







4. Equipment Use:

Show students how to use a Type IV throwable. Have students take turns throwing the PFD to a person in the “water” 20 feet away. Use the opportunity to discuss the importance of line on the **Type IV** PFD. Also discuss usage of **flares**, basic **radio calls**, and **radios vs. cell phones** for emergency communications. Also cover **float plans**, and why they are so important!

Float Plan Cards

Read each card, and place in priority order for what information to leave with someone when you depart on a boating trip. Discuss the choices, and also the importance of thinking through your trip before you depart, and informing others.

<p>Description of the boat and your registration number.</p> 	<p>Where you plan to going.</p> 
<p>When you plan to return from the trip.</p> 	<p>Number of people who are going with you.</p> 
<p>What emergency supplies are onboard:</p> <ul style="list-style-type: none"> • VHF Radio or cell phone • Whistle/Sound device • Fire Extinguisher • First Aid kit • Flares 	<p>What survival gear is onboard:</p> <ul style="list-style-type: none"> • Food • Shelter • Water • Other supplies 
<p>When to call for someone to search for you.</p> 	<p>Truck and trailer description and/or license number and where you will park it, if a truck/trailer is used.</p> 

<p>Names of everyone who is going with you on the trip.</p> 	<p>What type of trip it is:</p> <ul style="list-style-type: none"> • Hunting • Fishing • Sightseeing • Transportation 
<p>Who else to call for information about your location (someone at your destination, harbor, etc.)</p> 	<p>Route description and places where you might stop along the way, including alternative routes you might take.</p> 
<p>What you plan to do to update your float plan or contact people at home if you are delayed.</p> 	<p>Any contingency plans you have, such as what your plans are if the weather turns bad.</p> 

Boat Equipment Cards



Sound Producing Device



Fire Extinguisher



**CERTIFICATE OF NUMBER
(REGISTRATION)**



LIFEJACKET FOR EACH PERSON ONBOARD



Visual Distress Signals
(FLARES)



VHF Radio



Cell Phone



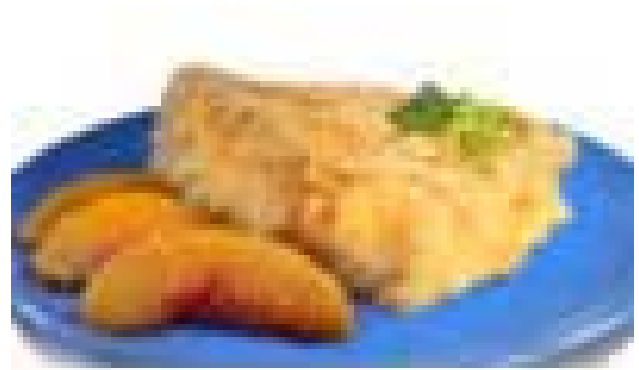
Line



Tarp



Insect Repellent



Extra Food



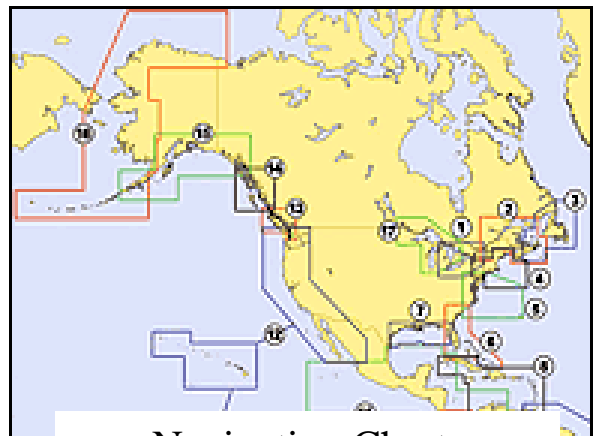
First Aid Kit



Flashlight



Navigation Lights



Navigation Charts



Anchor



Type IV Throwable Device



Distress Flag



Extra Paddle/Oar



Dry Bags
(Extra Clothing/Supplies)



Water Purification Tablets



Survival Saw

The Kids Don't Float Peer Education Program

The KDF Peer Education program was designed to involve high school age students in learning and teaching key boating safety concepts. There are four primary program objectives. Following classroom presentations students will be able to:

- Explain why it is important to wear a lifejackets;
- Explain when to wear a lifejacket;
- Demonstrate how to properly select a lifejacket; and
- Demonstrate how to properly don a lifejacket.

The Kids Don't Float Peer Education Program is unique in a few important ways. First, the program is unique in that it directly engages high school students and challenges them to take a leadership role in safety. In order to be successful in conveying the importance of wearing lifejackets, these youth must internalize the safety message.

Second, the program is a major "instructor multiplier" to pass the safety message. The initial peer educator training time is an investment of approximately 3-4 hours. The high school student teaching groups (average 5 groups, 4-5 students per group) then multiply this small initial investment. These groups teach a 30-minute session to at least three elementary school classes, which consist of 25-30 students. This means that for a 5-hour investment, the program reaches 350-400 youth with the vital safety message to wear lifejackets.

Third, the program develops youth as leaders. High school peer educator participants make all arrangements for elementary classes, including contact of teachers, class scheduling, obtaining rides, equipment, and class evaluators who observe the class. Additionally, both elementary school students and high school students are uncharacteristically enthusiastic about the program, as it allows them to experience a unique learning/teaching situation.

Other Activities

Throwable Devices

Props	Script	Objective
<ul style="list-style-type: none">• 1 buoy kit• 5 type IV PFDs• 1 home made throw bag	Line the educational buoys in a part of the classroom where there will be room to move around. Divide the class into 5 teams. Each team is given one type IV PFD. Each buoy will represent one person	The student will learn how to use a throwable device to assist someone in the water who needs

<ul style="list-style-type: none"> • 1 throw bag <p>(BLK-91 PFD Kit and BLK-86 Educational Buoys)</p>	<p>in the water. Have the students practice throwing both the type IV PFD (photo 2) and the throw bag at the buoy.</p>	<p>help.</p>
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photo 2

Danger Zone Demonstration

Props	Script	Objective
<ul style="list-style-type: none"> • None required 	<p>Have each student stand up. Students will put his or her right arm out in front of them at shoulder height. (photo 9) Have each student carefully (do not hit the person next to you) move his or her right arm clockwise as far to the right as possible. (photo 10) Ask the student to look straight ahead, then look to the right at their fingertips. This is their 'danger zone' in the boat.</p>	<p>The students will understand the term 'danger zone' and how it applies to 'giveaway' or stand-on' vessels.</p>



(photo 9)



(photo 10) (make sure students know which is their right arm)

Mock Lake

Props	Script	Objective
<ul style="list-style-type: none"> • 1 set educational buoys • 6 students • 6 pictures of boats – cut out of a magazine, drawn by the student, or actual photos) <p>(BLK-86 Educational Buoy)</p>	<p>Clear a large space in the classroom or outside. Set the buoys in the area to resemble what a boater might see on the water. Have the students name the mock lake. Place five students in the lake with the picture of the type of boat they are. Have the sixth student navigate through the lake. The students must let the group know what each type of boat is as they pass, tell the class which is the giveaway boat and which is the stand-on and why. Which situation are they in (crossing, passing or head on)? As the student travels through the lake they should explain any buoy they come across.</p>	<p>The student will be able to identify the aids to navigation, the giveaway boat, the stand-on boat, the danger zone, and whether the boats are in a crossing, passing, or head-on situation.</p>

Light on Talent

Props	Script	Objective
<ul style="list-style-type: none"> • Scotch tape • Green erasable marker • Red erasable marker • 3 sheets white paper (8.5 x 11) • 3 students 	<p>Tear the paper in half lengthwise. Color two sheets green, two red, and leave two white. Chose three students to come up to the front of the class. Tape the red sheet to the hands of the first student, the green to the second, and the white to the last. Ask the three students to stand with their backs together and arms up over their heads. Have them place the backs of their hands together. Ask the rest of the class to pretend they are a boat at night. Ask what color lights they are seeing. From that identify whether they are in a crossing, overtaking, or head-on situation. Are they the stand-on or give way boat? Identify the danger zone. Once that is done, ask the trio to make a turn clockwise until they see two different color lights.</p>	<p>The student will learn about navigation lighting and navigation rules. The terms port, starboard, give way stand-on, danger zone, crossing, overtaking, head-on will be used by the student.</p>

Wet Clothing

Have two bags of clothes that have similar contents (except one bag contains wet clothes), get two volunteers and have them race to get dressed. I don't let them know which bag has wet clothes (SURPRISE!). *This is an example of how hard it is to do things when wet, especially put on a life jacket, again emphasizing the importance of always wearing it.*

PWC Deer in the Headlights

Props	Script	Objective
<ul style="list-style-type: none"> • 1 chair • 2 volunteer students 	<p>Set a chair in the front of the classroom. Have a volunteer student sit in the chair. The student will place their hands and feet to simulate driving a car. (photo 11) The second volunteer student will act like a deer running in front of the car's headlights. (photo 12) Ask the student what his first response would be while driving? The</p>	<p>The student will learn about off-throttle steering accidents that are common to PWCs</p>

	<p>student will likely take their foot off the accelerator and place it on the brake. (photo 13) PWC operators use the same reaction when on a PWC. This means the PWC will have no power to turn or maneuver.</p>	
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(photo 11) (driver with foot on accelerator)



(photo 12) (driver sees a deer)



(photo 13) (driver automatically takes foot off accelerator)

BUI

Props	Script	Objective
<ul style="list-style-type: none"> • 1 pair BUI goggles • 1 pair welding gloves 	<p>Ask a student to sit in a chair in the front of the room. Have them ‘start’ the boat with the key and pretend to drive the boat. Ask them to stop at the marina for a beer.</p>	<p>The student will understand how BUI will affect their boat operating skill.</p>

<ul style="list-style-type: none"> • 1 set ankle weights • 1 wearable PFD sized to fit your volunteer student • 1 chair • 3 empty beer cans • Anything that resembles a steering wheel • Set of keys <p>(BLK-100 BUI Kit)</p>	<p>Hand them the empty can (or mock can) of beer. Give the student the welding gloves to put on. Now ask them to take a hold of the keys and start the boat. Ask them to hold onto the mock steering wheel and steer. Continue this process. At each step add the ankle weights, and the BUI goggles. (photo 14) If the student is going to get up and walk, be right there for support as they will be unstable. Finally, ask them to put on their PFD.</p>	
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(photo 14)