

## Contents

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

## Materials

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

# Swimming

## Suggested Application of This Material

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

## Video Review

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

## “Let Topher Be Your Guide”

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

## Buoyancy

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



## What Makes Me a Safe Swimmer?

What I Already Know

What I Want to Know

What I Learned

What I Still Need to Know



## Video Review: Swim Module

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

Topher's Rules "Where Water Meets Sand"

1.

2.

3.

4.

5.

Other Rules That All Safe Swimmers Should Know

6.

7.

8.

9.

10.



## Topher's Rules for Safe Swimming

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



## Let Topher Be Your Guide

You will probably never find a magic compass that zooms you to a beach like Jason and Holly did, but you still need to know the rules for water safety to get home alive and healthy after a day at the lake. If you met Topher at your beach, he might ask you how much YOU know about safe swimming. Show Topher

what you know by filling in the blanks as you read. (f you need help, use the words at the end of the story.)

Yo! Dudes and Dudettes!

Going to a lake or a river is a great way to cool off, but there are

m\_\_\_\_\_ dangers in and near the water. Each year, thousands of children are h\_\_\_\_\_ because they don't use the rules for safety near the water. Be smart, like your pal Topher, and learn the rules for w\_\_\_\_\_ s\_\_\_\_\_.

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

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

The next rule is don't ever go swimming without a b\_\_\_\_\_.

Your buddy may save your life if an a\_\_\_\_\_ happens.

(More)

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

Never, ever jump or dive into d \_\_\_\_\_ water. You could hurt your h \_\_\_\_\_ or feet if you hit a tree stump, a rock, or broken glass hidden below the surface. Sometimes divers are hurt or k \_\_\_\_\_. You should w \_\_\_\_\_ into the water before jumping in.

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

1. Always obey w \_\_\_\_\_ signs. If it says "No Swimming" or "Keep Out" don't get in the water!
2. Don't swim at n \_\_\_\_\_.
3. Don't swim when you see l \_\_\_\_\_ or hear th \_\_\_\_\_. Get out of the water during a storm!

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

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

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



## Let Topher Be Your Guide

You will probably never find a magic compass that zooms you to a beach like Jason and Holly did, but you still need to know the rule for water safety to get home alive and healthy after a day at the lake. If you met Topher at your beach, he might ask you much YOU know about safe swimming. Tell Topher what

you know by filling in the blanks as you read. (If you need help, use the words at the end of the story.)

### Yo! Dudes and Dudettes!

When It's hot, going to the lake or a river is a great way to cool off and get fit.

But there are m\_\_\_\_\_ dangers in and near the water. What can you do to be safe? Did you know that most accidents happen q\_\_\_\_\_ and without warning? Each year many grown-ups and children are h\_\_\_\_\_ because they don't know or don't use the rules "where water meets sand". Be a smart swimmer, like your pal Topher, and learn the r\_\_\_\_\_ .

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

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

Now listen up, dudes and dudettes. Don't ever go swimming without a b\_\_\_\_\_. The buddy system is one w\_\_\_\_\_ s\_\_\_\_\_ rule you will need all your life. Your buddy can save your life if an a\_\_\_\_\_ happens.

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

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

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

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

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

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

Don't swim in the designated area.

Don't swim when you see lightning or hear thunder.

Get out of the water during a storm!

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

### Vocabulary: Use each word once

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



## Swimming Acrostic

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

S \_\_\_\_\_  
W \_\_\_\_\_  
I \_\_\_\_\_  
M \_\_\_\_\_

S \_\_\_\_\_  
A \_\_\_\_\_  
F \_\_\_\_\_  
E \_\_\_\_\_  
L \_\_\_\_\_  
Y \_\_\_\_\_

L \_\_\_\_\_  
E \_\_\_\_\_  
A \_\_\_\_\_  
R \_\_\_\_\_  
N \_\_\_\_\_

T \_\_\_\_\_  
O \_\_\_\_\_  
S \_\_\_\_\_  
W \_\_\_\_\_  
I \_\_\_\_\_  
M \_\_\_\_\_



# What is Buoyancy?

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

## A. Answer these questions

1. Why do some items float and others sink? \_\_\_\_\_  
\_\_\_\_\_
2. What kinds of creatures are naturally adapted to floating? \_\_\_\_\_  
\_\_\_\_\_
3. Why? \_\_\_\_\_  
\_\_\_\_\_
4. Describe how you float in the water. \_\_\_\_\_  
\_\_\_\_\_
5. What keeps you from sinking? \_\_\_\_\_  
\_\_\_\_\_
6. Why is it important to relax while floating? \_\_\_\_\_  
\_\_\_\_\_

## B. Conduct an Experiment

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

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

### Prediction/Observation Checklist:

Item	Buoyant?		Describe What Happens
	Yes	No	

**C. Use Your Data to Answer the Following Questions:**

Which objects float? \_\_\_\_\_ Which objects sink? \_\_\_\_\_

_____	_____
_____	_____
_____	_____

Why? \_\_\_\_\_ Why? \_\_\_\_\_

_____	_____
_____	_____
_____	_____

**D. Now Try This:**

Push the empty bottle under water. What happens? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

What conclusions can you draw? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

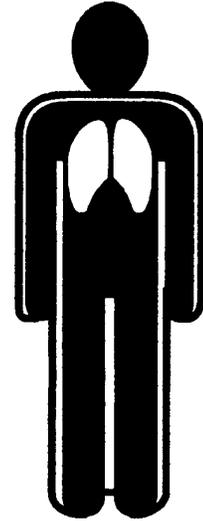
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## Why Do Humans Float?

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

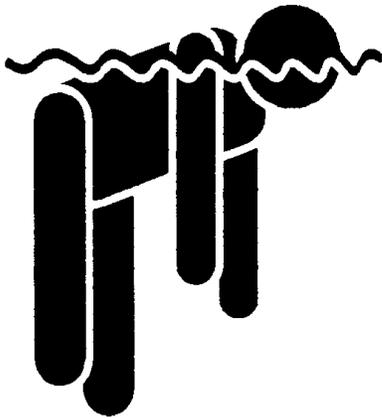
The human body is naturally buoyant because of the air in our lungs and the body's layer of fat. Both air and fat are lighter than an equal amount of water so they help the body to stay afloat. When you are in the water and get tired of swimming, you can float. Even if you don't know how to swim, you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



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

There are four steps to drownproofing.

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



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

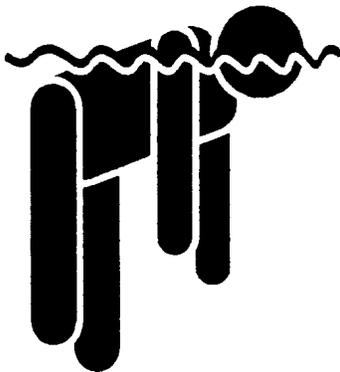


3: As your head and body become vertical, slowly press arms down and bring legs back together. With your head well above the surface, take a big slow breath of air through your mouth, nose, or both, and hold it. Keep your eyes open so you don't lose your bearings.



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

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



Remember, the human body can float because it has air. Likewise, objects such as Styrofoam coolers, kickboards, inner tubes, and life jackets float because they have a lot of air in them. Air is always lighter than an equal amount of water, so these objects will float on top of the water. Objects that float can be used in an emergency to prevent a drowning. However, if

you do not know how to swim, always wear a life jacket when you are near the water. Everyone should wear a PFD on a dock or in a boat.

# Answer Key

## Video Review

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

## Let Topher Be Your Guide

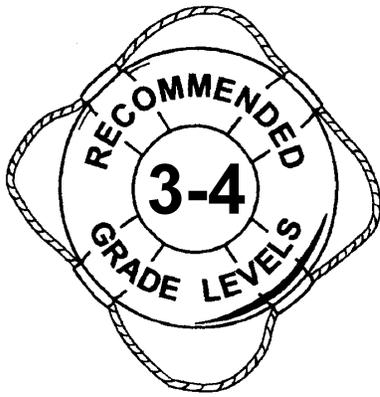
(version one)

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

## Let Topher Be Your Guide

(version two)

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



## Contents

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

## Materials

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

# Rivers & Dams

## Suggested Application of This Material

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

## Video Review

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

## Acrostic

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

## Locating a Dam Near You

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

## Dangers Near Rivers, Streams & Dams

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

## Canals: Completely Off Limits!

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



## Video Review: Swim Module

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

### Wanda's Rules Around Dams, Rivers & Canals

1.

2.

3.

4.

5.

### Other Rules That Everyone Should Follow

6.

7.

8.

9.

10.

# Wanda's Rules Around Dams, Rivers & Canals

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



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



## Swimming Acrostic

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

S \_\_\_\_\_  
W \_\_\_\_\_  
I \_\_\_\_\_  
M \_\_\_\_\_

S \_\_\_\_\_  
A \_\_\_\_\_  
F \_\_\_\_\_  
E \_\_\_\_\_  
L \_\_\_\_\_  
Y \_\_\_\_\_

L \_\_\_\_\_  
E \_\_\_\_\_  
A \_\_\_\_\_  
R \_\_\_\_\_  
N \_\_\_\_\_

T \_\_\_\_\_  
O \_\_\_\_\_  
S \_\_\_\_\_  
W \_\_\_\_\_  
I \_\_\_\_\_  
M \_\_\_\_\_



## Swimming Acrostic

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

R \_\_\_\_\_  
I \_\_\_\_\_  
V \_\_\_\_\_  
E \_\_\_\_\_  
R \_\_\_\_\_  
S \_\_\_\_\_  
  
A \_\_\_\_\_  
R \_\_\_\_\_  
E \_\_\_\_\_  
  
S \_\_\_\_\_  
W \_\_\_\_\_  
I \_\_\_\_\_  
F \_\_\_\_\_  
T \_\_\_\_\_

D \_\_\_\_\_  
A \_\_\_\_\_  
M \_\_\_\_\_  
S \_\_\_\_\_  
  
H \_\_\_\_\_  
A \_\_\_\_\_  
V \_\_\_\_\_  
E \_\_\_\_\_  
  
D \_\_\_\_\_  
A \_\_\_\_\_  
N \_\_\_\_\_  
G \_\_\_\_\_  
E \_\_\_\_\_  
R \_\_\_\_\_  
S \_\_\_\_\_



## Locating a Dam Near You

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

1. Name the dam closest to your school. \_\_\_\_\_
2. Is it on a river or a stream? \_\_\_\_\_
3. What type of dam is it (low- or high-head, earthen, concrete, etc.)? \_\_\_\_\_
4. What is the name of the reservoir behind the dam? \_\_\_\_\_
5. Do people go there for recreation? Describe activities there. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What is the dam's main purpose? What other services does it provide? (Dams are built for flood control, irrigation, power generation, municipal and industrial water supply, navigation, recreation, as well as fish and wildlife management.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Who built this dam? \_\_\_\_\_

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

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

10. Have you visited this dam? \_\_\_\_\_

11. What did you see? \_\_\_\_\_

12. What are the dangers near this dam? \_\_\_\_\_

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

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

15. Did you locate information on dams on the internet? \_\_\_\_\_

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

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

**CURRENT**

**UNDERTOW**

**STREAM**

**CANAL**

**BUOY**

**FLOOD GATES**

**RIVER**

**RESERVOIR**

**DAM**

# Dangers Near Rivers, Streams and Dams

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

Moving water that can carry you  
downstream



A current that can suck you under  
water



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



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



Going past this floating barrier  
means entering a danger zone



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



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



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



Holds back water – Intakes above, churning  
water below





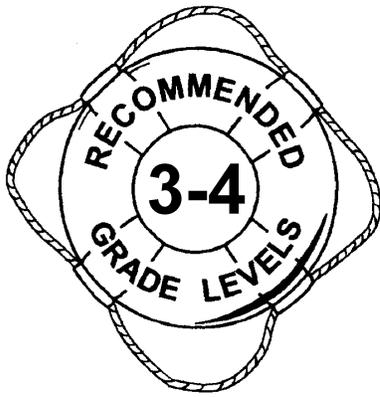
## Canals: Completely Off Limits!

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

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

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

Correct answers 18 - 20 Safe Passage! 12 - 17 Good Job! 9 - 11 You're in Danger!	<b>Answers</b> 1-I 2-M 3-H 4-A 5-Q 6-T 7-C 8-S 9-P 10-E 11-L 12-N 13-B 14-K 15-R 16-D 17-O 18-G 19-J 20-F.
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## Contents

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

## Materials

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

# Boating & Fishing

## Suggested Application of This Material

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

## “Wear Your PFD” Pictures

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

## Design Your Own PFD

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

## Webbing for Writing

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

# Background Information for Instructors

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

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

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

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

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

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

# A few facts about types of boats

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

(On the *Safe Passage* video Holly pulls the cut-off lanyard attached to her life jacket to stop the PWC.)

- Utility boats are made of aluminum, have outboard motors, and are often used for fishing.
- Runabouts are pleasure craft made of fiberglass or aluminum. They have outboard engines, some are used for water skiing, some for cruising at high speeds, and others, like bass boats, for fishing.
- Cruisers are large boats (between 18 and 60 feet.) They may be equipped for extended stays on the water with a kitchen (galley) and a lavatory (head).



## Video Review: Boating & Fishing

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

### Scully's Tips for Safe Boating

1.

2.

3.

4.

5.

### Other Rules That Everyone Should Follow

6.

7.

8.

9.

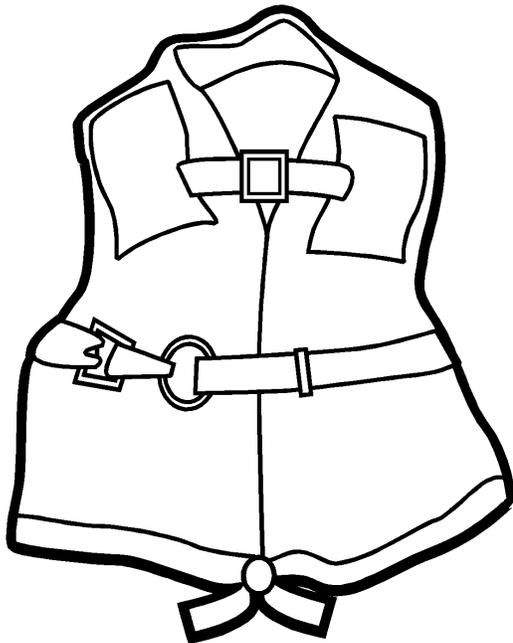
10.

# Scully's Tips for Boating Safety

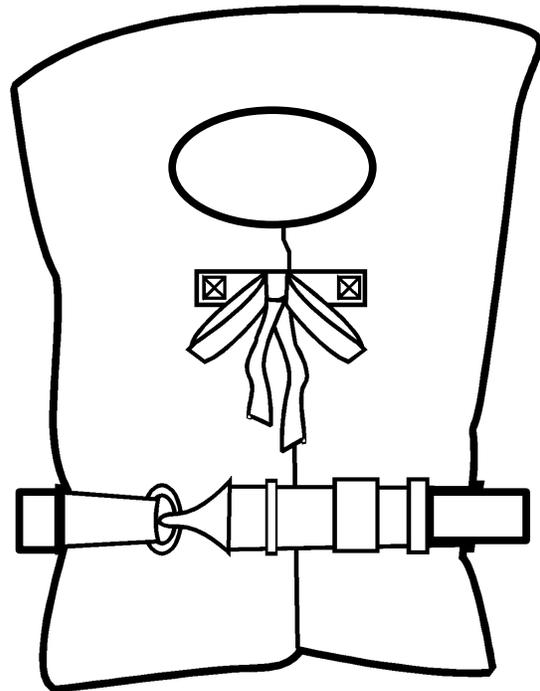


1. Know your boat - each boat has its own purpose. Use your boat correctly.
2. Always wear a life jacket while riding on a boat.
3. Make sure an adult is operating the boat.
4. Don't go on the boat if the operator has been drinking alcohol.
5. Ride a PWC only with an experienced adult driver.
6. Don't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

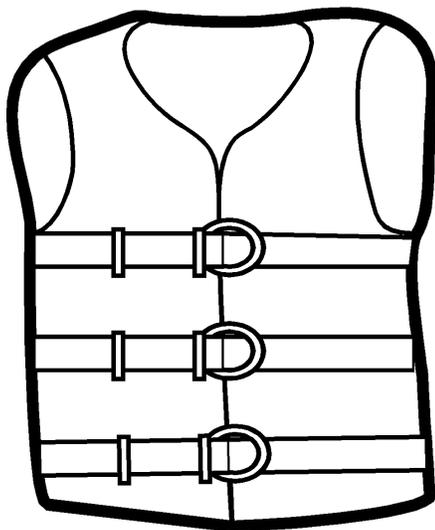
# Design Your Own Personal Flotation Device



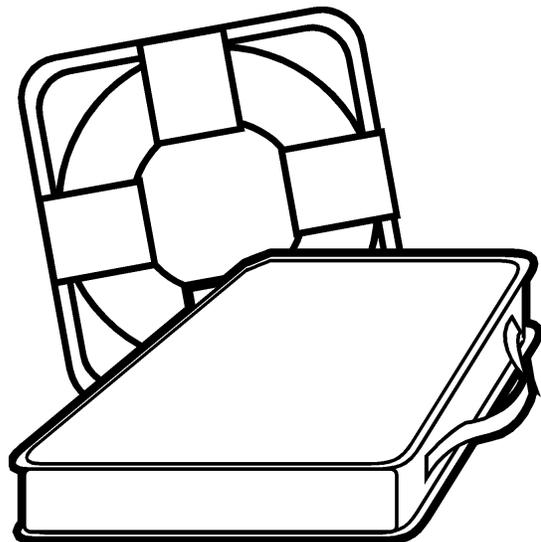
Type I (Off-Shore Life Jacket)  
Best flotation for open, rough, or remote waters. Turns most unconscious wearers face up in the water.



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



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



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

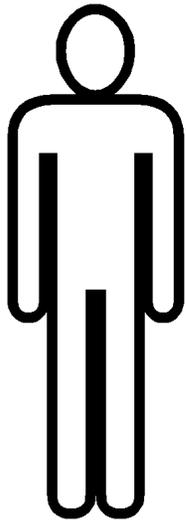
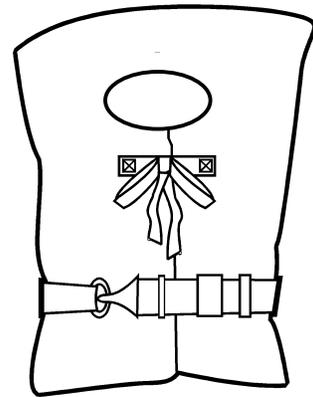


## Make a Match

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

1. Always wear a \_\_\_\_\_

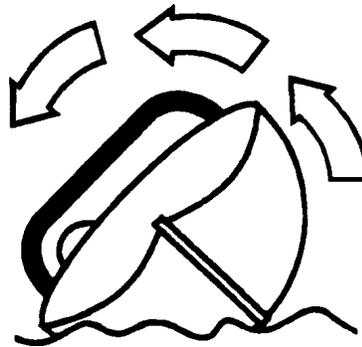
\_\_\_\_\_



2. Don't \_\_\_\_\_

\_\_\_\_\_

in a small boat.



3. A boat can \_\_\_\_\_

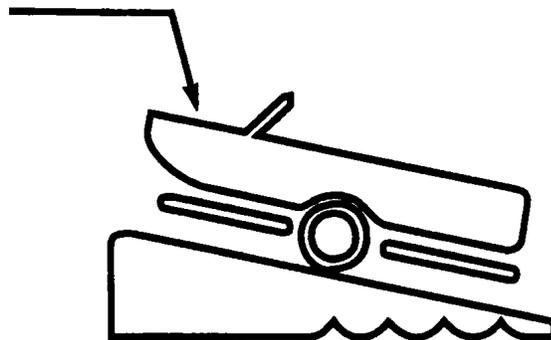
\_\_\_\_\_

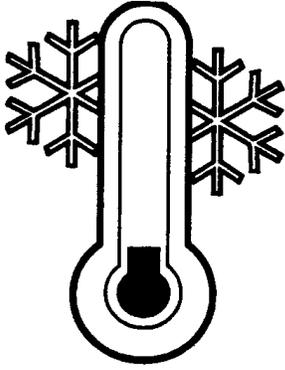
in the water.

4. Riding on the \_\_\_\_\_

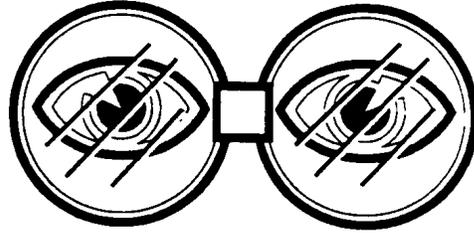
\_\_\_\_\_

of a boat is dangerous.

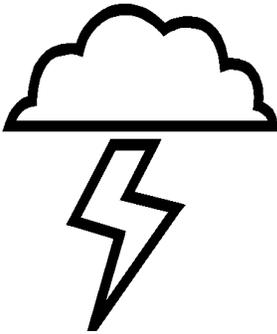




5. You can get hypothermia if the water is too \_\_\_\_\_ .



6. Every boat needs someone to be the \_\_\_\_\_ .



7. Watch out for bad \_\_\_\_\_ .

8. Don't put too many \_\_\_\_\_ in your boat.



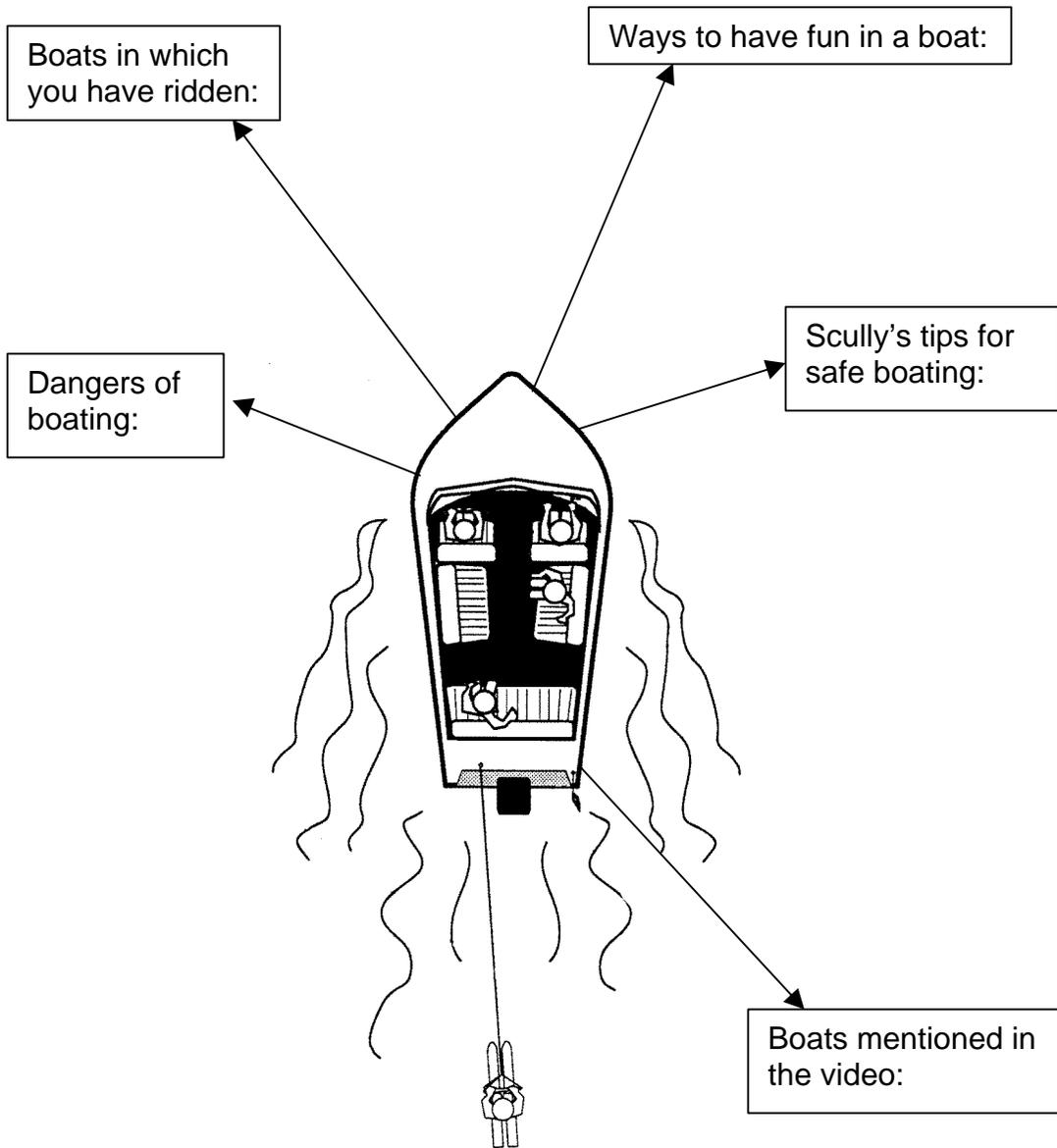
### WORD LIST

weather cold capsize life jacket

stand lookout bow

# Webbing for Writing

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









## Boating Acrostic

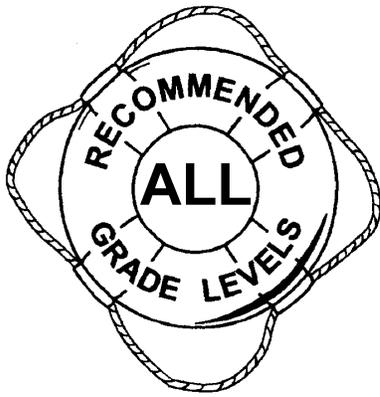
Choose one phrase below and create an acrostic which includes the rules and tips you have learned about boating safety. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. You may write your own motto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

B \_\_\_\_\_  
O \_\_\_\_\_  
A \_\_\_\_\_  
T \_\_\_\_\_

S \_\_\_\_\_  
M \_\_\_\_\_  
A \_\_\_\_\_  
R \_\_\_\_\_  
T \_\_\_\_\_

P \_\_\_\_\_  
F \_\_\_\_\_  
D \_\_\_\_\_  
S \_\_\_\_\_

O \_\_\_\_\_  
N \_\_\_\_\_  
B \_\_\_\_\_  
O \_\_\_\_\_  
A \_\_\_\_\_  
T \_\_\_\_\_  
S \_\_\_\_\_



## Materials

### Great Life Jacket Race

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

### Life Jacket “Style Show”

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

### Sink Fast Demonstration

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

#### Version II

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

### Captain Alcohol

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

# Boating & Fishing Games

## **Great Life Jacket Relay Race**

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

## **Life Jacket “Style Show”**

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

## **Sink Fast Demonstration**

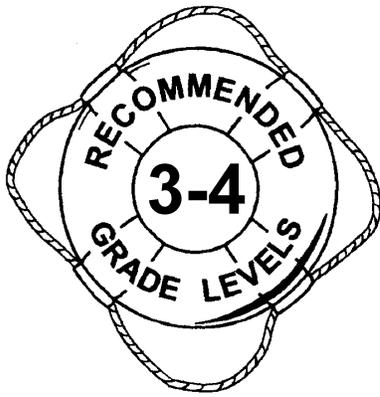
- Set four chairs in a row at the front of the classroom to represent seating inside a boat. Choose four students to be boat passengers and sit in the boat.
- Place a life jacket, ski belt, or boat cushion under each seat (this is where most people store PFDs when boating)
- To make the demonstration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

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

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

### ***Captain Alcohol***

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



## Contents

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

## Materials

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

# Rescue

## Suggested Application of this Material

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

## Review and Consider

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

## Find a Float: Non-swimming Rescue Techniques

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

### Situation #1

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

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

### **Situation #2**

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

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

### ***More Scenes for Practicing Rescues***

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



## Review and Consider

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

### Sam's Guidelines for Water Rescue

1.

2.

3.

4.

### Other Rules That Everyone Should Follow

5.

6.

7.

8.

9.

10.

# Sam's Guidelines for Water Rescue

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





## Setting the Stage: Scenes for Practicing Rescues

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

### SCENE #1

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

What would you do to rescue your friend?

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

What water safety rules did you break?

### SCENE #2

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

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

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



## Setting the Stage: Scenes for Practicing Rescues

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

### SCENE #3

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

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

### SCENE #4

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

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

What water safety rules were broken in this situation?



## Rescue Acrostic

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

R \_\_\_\_\_  
E \_\_\_\_\_  
A \_\_\_\_\_  
C \_\_\_\_\_  
H \_\_\_\_\_  
  
T \_\_\_\_\_  
H \_\_\_\_\_  
R \_\_\_\_\_  
O \_\_\_\_\_  
W \_\_\_\_\_  
  
R \_\_\_\_\_  
O \_\_\_\_\_  
W \_\_\_\_\_

B \_\_\_\_\_  
U \_\_\_\_\_  
T \_\_\_\_\_  
  
D \_\_\_\_\_  
O \_\_\_\_\_  
N \_\_\_\_\_  
T \_\_\_\_\_  
  
G \_\_\_\_\_  
O \_\_\_\_\_  
  
S \_\_\_\_\_  
A \_\_\_\_\_  
M \_\_\_\_\_

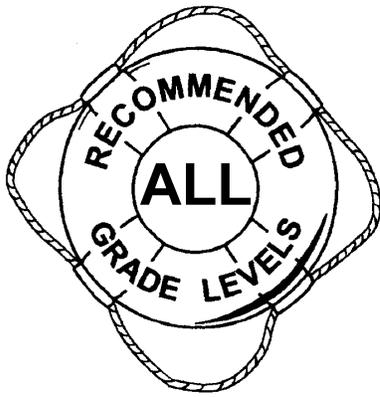


## Rescue Acrostic

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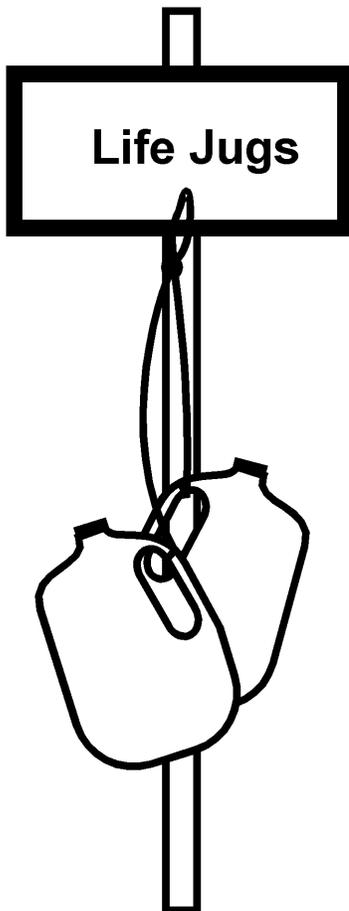
L \_\_\_\_\_  
I \_\_\_\_\_  
F \_\_\_\_\_  
E \_\_\_\_\_  
  
J \_\_\_\_\_  
A \_\_\_\_\_  
C \_\_\_\_\_  
K \_\_\_\_\_  
E \_\_\_\_\_  
T \_\_\_\_\_  
S \_\_\_\_\_  
  
S \_\_\_\_\_  
A \_\_\_\_\_  
V \_\_\_\_\_  
E \_\_\_\_\_

P \_\_\_\_\_  
R \_\_\_\_\_  
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E \_\_\_\_\_  
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C \_\_\_\_\_  
U \_\_\_\_\_  
I \_\_\_\_\_  
N \_\_\_\_\_  
G \_\_\_\_\_



## Materials

- Two one-gallon plastic jugs (milk jugs are fine)
- One four foot piece of 3/8" nylon cord
- Rubber cement
- Metal post for a stand to display jugs



# Make Life Jugs

## *Making Life Jugs*

- Securely tie a jug to each end of the cord
- To form the handle, hold cord in center between jugs and tie a six-inch loop.
- For added throwing weight, place about 1/2" of water in each jug
- Glue tops on jugs with rubber cement

## *Displaying Life Jugs*

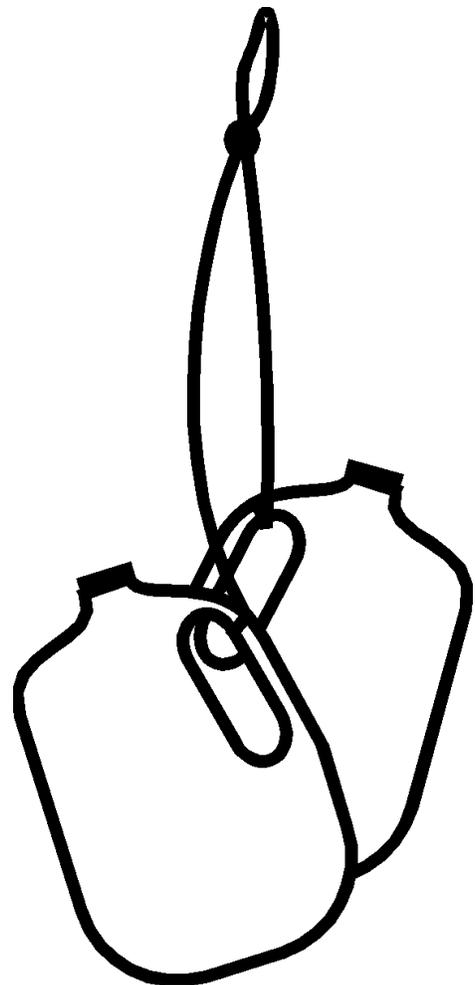
- Hang jugs on a peg on a metal or other permanent post
- Place a sign over the jugs to ask visitors not to remove the jugs except in an emergency
- You may make an illustration or explanation of the purpose of the jugs

## *Using Life Jugs*

- Hold rope by the center loop and throw to one side of the person in the water

## *Where to display Life Jugs*

- Swimming areas
- Farm ponds
- Backyard pools
- Creeks and swimming holes
- Fishing areas





## Contents

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

## Materials

- 3" x 5" index cards
- Glue

# Clue Cards

## Suggested Application of This Material

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

### ***The Basic Game***

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

### ***Variation I***

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

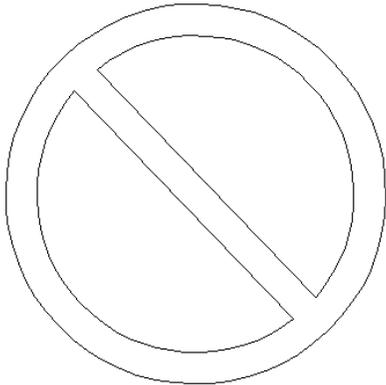
### ***Variation II***

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

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

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

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

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

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

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

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

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

# Instructor's Key

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

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

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



## Materials

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

# Public Service Announcement

## Suggested Application of This Material

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

## Process

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