

Instructor Information – Youth Courses

The K-3 book will be available after April 14, 2000 and can be ordered through your materials officer thereafter under ANSC #3010. This book, titled ***Boating Fun – Adventure on the Water***, was written in partnership with the Army Corps of Engineers, which plans to distribute it from their Ranger Stations. Hence, it is designed to stand alone as well as to be a teaching text for our K-3 age group.

IT SHOULD NOT be given away at boat shows as quantities are limited and, at present, there are no funds to print more. PLEASE HELP US CONSERVE OUR SUPPLIES FOR ACTUAL YOUTH CLASSES!

You can help us justify an additional printing by sending your feedback to your DSO-PE or to Lindy Harrison at aharriso@ycp.edu. If you do not have a computer, please send it through your flotilla “web-watcher.”

Boating Fun-Adventure on the Water is a storybook/coloring book with pictures that are suitable for making overhead transparencies. A guide to the safe boating messages in the book, as well as a list of activities (with short explanations), can be found in the book on Pages 1-2. The story contains all the messages and they are on the page where the picture related to the message is found. Instructors who are relatively new at boating or teaching these lessons may be most comfortable simply reading the boating story from the book. Those instructors who are more adventurous, may wish to gather the children in a designated area of the room and, using the printed story as a basis for ideas, “take a make believe journey on a boat.” Other possibilities are to have a PFD show and discussion or to use several activities in sequence. Your choice among these possibilities depends upon your time and experience. A detailed instructor guide for each grade level follows the introductory page here on-line. These detailed pages are not available anywhere except in this on-line message.

A new “Certificate of Participation” in the traditional red, white and blue with pictures of a PWC and Coasty is available under ANSC #6040 in packages of 50. This can be used with either of the two youth books. You fill in the child’s name and the name of the course.

Waypoints-A Guide to Boating Safely is our new text targeted for grades 4-6 and is scheduled to be printed during the month of May 2000. It will be available through your materials officer under ANSC #3011.

HOWEVER WAIT UNTIL A NOTICE IS POSTED ON THE AUXWEB INDICATING THAT THE BOOKS ARE IN STOCK BEFORE ORDERING THEM FROM ANSC.

This text has also been printed in partnership with the Army Corps of Engineers who will, in many cases, give it away without instruction. Its look is designed to appeal to the

10-12 year old age range but it includes the main points of our adult 8-hr *Boating Safely* course and is designed to be a text for any number of one-hour courses. Eight such courses are listed in the “Facilitator Guide” which is included with each pack of 50 books. This guide also suggests formats for presentation. If time were to permit, one could teach most of the 6-8 hour *Boating Safely* course from this book. We assume that you will want to teach one-hour lessons on several occasions from it and that you will develop a series of one-hour classes to teach from it. The “Facilitator Guide” is appended to this message, following the K-3 Instructor Guide.

Classroom Approach – Kindergarten

Equipment: Life jackets of all types, one throwable with a line attached.

Overhead transparencies of Pages 6, 7, 9, 10 & 12

For kindergarten children, learning objectives are focused on keeping the child safe rather than on the child taking care of the boat or other people. Learning objectives are:

1. Learn to swim
2. Always swim with a buddy, never alone
3. Always swim where there is adult supervision
4. When riding in a boat, wear a properly fitted, brightly colored, Coast Guard approved life jacket
5. When riding in a boat, watch for things in the water that the boat could hit

The lesson might be started as follows: Let’s pretend we are going on a boat ride! How many of you have ever ridden in a boat, raise your hands? How many of you know how to swim?

First talk about swimming with those children who have learned to swim...where did they go to learn, who taught them, etc. Let some children demonstrate different strokes, teacher can demonstrate some too. Praise children who know how to swim. Offer ideas about where to go to learn. Ask where should we swim. Talk about swimming in a pool vs. swimming in a pond or bay/lake water. Talk about swimming with a buddy and under adult supervision. Ask why one should do this. For each question allow children to answer and choose, from the answers, those ideas you want to emphasize to teach the objectives listed above. Ask why a person should know how to swim, work discussion back to riding on a boat.

Distribute life jackets and ask children who have them to put them on. Ask why one should wear a life jacket while boating. Answers will include “because we don’t know how to swim, because we might fall out, because the boat might roll over,” and probably others. Talk about how a life jacket should fit. Choose a small child and put a large life jacket on him/her. Lift at shoulders and show how the child can slip through it. Show how it should be fitted and talk about wearing a jacket that is a bright color like yellow or orange (rather than a dark color) so that it can be seen in the water. Lead a pantomime of putting on the life jacket beginning with “OK kids, let’s put on our life jackets.” Go through the motions of putting it on, buckling and fitting the straps, checking it for fit by

lifting up on the shoulders of the pretend jacket. Ask several children what color their life jackets are.

Pick a designated place in the room. It could be a rug where they do reading or a place between certain tables or chairs. Tell the children “Kids, let’s pretend that this is our boat.” Where is the front of the boat? Does anybody know what the name of the front of the boat is? Who would like to sit in the front of the boat and watch for us so that we don’t hit anything?” Pick two-four children to sit in the front of the pretend boat and give them instructions about how to watch for things in the water. Preferably give them overlapping segments of the water to watch and explain why you are doing this. Perhaps you want to have them work in “shifts.” Later, during the progress of the ride, you can ask them if they see anything in the water.

Ask the children where they want to go for their boat ride and pick some place that would actually be reached in a short time. Have them make sounds of a motor for starting up the boat and going on the ride. You may wish to continue with conversation about the ride and the place they have chosen or you may wish to bring the ride to a close at this time.

For a summary, show the transparencies and have a short discussion about each, preferably with respect to the boating story in the pretend part.

Classroom Approach, First and Second Grades

Equipment: Life jackets for demonstration. Overhead transparencies of all pages you wish to include from among Pages 4-14.

In the first, second and third grades, the objectives for kindergarten should still be stressed. However, more objectives can be added as below.

1. Learn to swim, swim with a buddy and preferably swim under adult supervision
2. When taking equipment in a boat, load the boat so that the boat will remain balanced; seat the passengers in such a way that the boat will be balanced
3. Take only equipment which is really needed (this could be a discussion by itself!)
4. When riding in a boat, wear a life jacket which fits tight and is brightly colored
5. When riding in a boat, watch for things in the water that the boat could hit
6. If the boat should capsize, stay with it, do not try to swim to shore
7. If someone falls out of the boat, throw something to him/her, don’t jump in
8. Drink sodas and water but not alcoholic beverages
9. Don’t pollute the environment

The conversation for kindergarten (previous page) about swimming with a buddy under adult supervision can be used for any grade. It should progress much more quickly for higher-grade levels. The demonstration with the life jackets as described under the kindergarten approach above can be used at all grade levels.

You might start by asking how many children's parents have a boat. Some probably will. If so, ask them to describe the boat, how many people can ride in it and where they take the boat to ride in it. A brief discussion will be interesting to the others. A long discussion will not! If no one owns a boat, you can pretend that you have friends who own a boat and that you really enjoy going for rides with them and know that the children would enjoy going on such a ride.

Second and third graders can do an exploratory activity with a plastic boat. See Page 2 of the K-3 text for a brief description. Set the whole thing on a low table where the children can gather around and see the boat resting on the water. Ask if any of them have ever played with boats in a bathtub at home. Expect that some will answer yes! Ask what happens when they put things inside the boat...they will tell you that if you put too much in, the boat will sink! Reaffirm that that is correct and that big boats that people ride in behave the same way. You can put some people and stuff in a big boat but if you put in too much, that big boat would sink too!

Give one of the children an object to place in the boat and ask him/her to carefully place it in the boat. If the child places the object so that the boat is "balanced" compliment him/her and discuss where this object can be placed in order to keep the boat balanced and what placement would cause the boat to lean to one side or to roll over. If the child places the object on one side and the boat "leans" to one side, ask why the boat is leaning to one side and how it might be "balanced." Expect that they will say that the item has made the boat lean (the technical term is "list to one side"). Agree with them and let one of the children carefully move the item to the center so that the boat is again "balanced." Explain to them that boats that people ride in are the same. If all the people or all the stuff is on one side of the boat, it, too, will lean to one side, that people need to sit in a boat and place their equipment in it so that they keep the boat balanced. Additional weights can be added to the boat until it sinks.

When the boat finally sinks, ask the children what would happen to people riding in it. Expect they will answer that the people will fall out or that the people would end up in the water and would have to swim. Point out that swimming can make you tired pretty fast and that people would be much safer if they were wearing a life jacket so they wouldn't have to swim so hard if they ended up in the water.

Show how the boat looks when it has "capsized" and ask the children what to do if the boat capsizes. Tell them to stay with the boat if it ever happens to them. Talk to them about always wearing their life jacket when in the boat. Talk about what to do if they fall overboard or if someone else does. Suppose with them that they are going somewhere in the boat and someone falls overboard. Ask them what items they might have in a boat, which would float, and that they could throw to the person in the water.

Use the overhead transparencies of the *Boating Fun* book pages to review the messages presented during this lesson.

An alternative activity is a boating adventure similar to the kindergarten boat ride but this one can have some adventure qualities as follows:

As above, seat the children together, perhaps on the floor. Set chairs or tables in such a way as to define the edges of the boat. Tell them how you are defining the boat and ask them to sit so that the boat will be balanced. Watch for them to sit so that, overall, the weight of the children is well distributed, i.e. fewer heavy children on one side and more lightweight children on the other side. As you look at the weight distribution, compliment them if they have done well and suggest alternates if they have a lot of weight in one place. You will need to be careful that heavier children aren't made fun of or singled out for any negative treatment.

After students are seated, ask them what equipment to take in the boat if you will go on an all-day picnic. Be accepting of most answers of food, water, maybe a blanket, sunscreen, or whatever but be sure that they include life jackets. Ask them how many life jackets to take and accept only the answer of one per person, emphasizing that each life jacket must fit the person for whom it is intended. Ask them to pretend to don their life jackets. Ask them to pretend to stow their food and beverages that they are bringing. Tell them that an old local area captain has been recommended to run the boat. Tell them that ordinarily you wouldn't allow a stranger to operate the boat but that because he is well recommended, you have decided to go ahead and accept this person.

You can move the activity along a little by introducing the pretend-captain. Then ask the children whether this will be a motorboat or a sailboat. Go with whichever is the predominant answer. Ask some of the children to be lookouts, to keep watch and to tell the Captain if there is anything in the water, which he must steer around. Ask the children what is bad about not watching carefully. Expect at least someone to answer that you might hit something.

You can now improvise with some ideas of story telling...where shall we go first, today, you might ask? Accept various answers for the voyage and suggest going to a marina, some distance away, to eat lunch. When the boat arrives at the destination, assign two children to tie up the boat and to carefully help everyone to shore.

When you return from lunch, assign someone to help everyone aboard and seat them to balance the boat. Someone has told you that they saw the Captain drinking beer with his lunch. Ask what is bad about that? Ask whether they should allow the Captain to continue operating the boat after having been drinking alcohol at lunchtime. Ask the Captain about his having had beer for lunch. Pretend that he answers affirmatively. Tell him that that is unacceptable and that you will need to take over the operation of the boat. Ask some of the children to be lookouts for you. Cast off the lines and move out. Be sure that you make noises about getting underway. If this is a motorboat, everyone can make motorboat sounds and if this is a sailboat, everyone might blow!

Just then, look into the distance and ask your lookouts if that is a large ship you see in the distance. Sometimes at least one will answer yes. If not, you can insist that surely it is a

big ship and you must be careful to stay away from it because your boat is small enough that you could be run over by the large ship.

As you have everyone's attention held toward a particular place in the room where you are looking at this boat in the distance, lurch forward suddenly and say, "Oh, my goodness, we paid too much attention to that boat! We've hit something! Ask if everyone can swim? Some will be able to and some will not! Tell them it's a good thing everyone has life jackets on. Notice that there is water coming into your boat. Ask one or two of the children to move their feet and try to get out of the way of the water. Ask the children what might be used to plug up the hole. Accept their suggestions. Could be wedging a bucket in the hole, filling it with towels and clothing or anything that will stop the water from coming in so quickly. Compliment the children on having such good ideas.

More boat sounds are now in order to help the adventure along. Then you can breathe a loud sigh of relief as you tell the children that you are approaching the dock. Have one or two children get ready to get hold of the dock so everyone can get off safely. Let them make boat sounds to bring the boat to the dock and then let them help each other to get safely off the boat.

Ask the children what they have learned on the boating adventure. You can be accepting of anything reasonable that they learned but the things you want to be sure to hear and to emphasize are:

1. We should drink sodas or water and not alcoholic beverages while operating a boat
2. We should wear a life jacket just in case of a crisis where we need it
3. We should always keep a lookout and not get distracted because if we get distracted, we might hit something
4. We should be sure to place ourselves and our equipment on the boat so that the boat is balanced

Facilitator Guide -Grades Four, Five and Six using "Waypoints, A Guide to Boating Safety" as text

The classroom approach to fourth and fifth grade students needs to be somewhat more sophisticated. In many states, these students are old enough to operate a boat and, in some states, a personal watercraft! Where legal, a ten year old may well have regularly operated a boat without adult supervision! While the concepts presented in the book are the same for anyone who operates a boat, they have been presented in brief in the text and will require explanation from you, the facilitator.

The information related to each picture is presented on the page with the picture. In some cases, more than one picture is a part of the same concept...such as the concept of necessary equipment. Each page has a list of "Waypoints." These are simple statements of the message explained on that page. Each page also has a "One-minute Mystery" or

some other activity that can serve as a basis for discussion or can be the final question by which you evaluate whether the children have learned the material on that page.

There are 8-10 boating lessons (listed in Format 3 below) that can be designed from this text for children in grades 4-6. The course can be presented in any of the alternative formats indicated below or in a combination of several. In addition, some of the formats lend themselves to division of the lessons into very small segments of 15-30 minutes duration. The Boating Safety Puzzle on Page 13 makes a fun test of what the children have learned!

Suggested presentation formats are:

1. Discussion – best for teachers who are familiar with boating and accustomed to teaching children of this age
2. Overhead transparency or PowerPoint presentation – most valuable for teachers who are unfamiliar with or uncertain of the information but can also readily be used by “experts”
3. Creative Drama – Students work in groups of 3-4 to create a short “play”, the best to be performed for the class or, alternatively, students work alone or in pairs to develop a boating story by devising a set of about eight cartoon-like pictures, each of which has a caption (Note that this format is appropriate for use as an art unit with a competition for first, second or third place and the posting of first, second and third place winning picture sequences in a classroom or hallway bulletin board.)
4. Groups of 3-4 can work out a 5-10 minute presentation using the pages relevant to one concept as transparencies and any “show ‘n’ tell” items they might bring to class
5. The workbook can be given to a student for study and completion as an independent individual project

We hope that you will give some of the lessons in this book at least once each spring to as many fourth, fifth and sixth grade classes as you can. This will substantially help the United States Coast Guard Auxiliary in its mission to enhance safe boating through public education. Though you will never be able to count how many, you can feel personally satisfied that you have saved lives by doing so. The knowledge that you impart will make a difference!

Notes on Formats

1. DISCUSSION FORMAT

Use this only if you are comfortable with interactive discussions with children and also with boating and the information given in this booklet. If you use this format, you will probably want to ask a leading question for each page of the booklet, then use the answer or answers that the children give as part of a discussion about that particular concept. You may want to split up the concepts and talk about only one or two each day. In general, each separate page is a separate concept. However, equipment you should carry can be treated together with life jackets and distress signals as one concept. The available time frame(s) will probably dictate how many concepts can be treated at one sitting.

2. ELECTRONIC PROJECTIONS WITH POWERPOINT OR TRANSPARENCY FORMAT

The pictures in the student workbook have been designed so that you or students can make overhead transparencies of them for use in a classroom. PowerPoint presentations will also be available after the final printing. You can fill in information on the transparencies either with your children during the presentation or ahead of time. Children of this age love to help make notes or add information to transparencies! This will help pace the lesson so that students can make similar notes in their own books.

3. CREATIVE DRAMA OR GROUP PRESENTATIONS

An interesting, student involved, way to present this material is to assign different concepts to different groups of students. We suggest 2-4 in a group, ideal is probably three. Either the group can make up a story that they act out or tell in order to illustrate the point, or they can use the pictures to give a "speech" together...or they can even make up a song to some familiar tune! Assignments to the groups might be made as follows:

1. Parts of a boat and equipment you must carry to be legal; Pages 2,4,5
2. All about personal flotation devices, picture 5 and examples which students bring to class; Page 3
3. Swimming, boating, alcohol and cold water; Pages 10,11,12
4. Lights on boats and what they mean; Page 6
5. Personal Watercraft-how are they different from other boats; Page 7 and some "special research" by the students
7. Give-way vs. Stand-on, rules of the road for boats; Page 8.
8. The meaning of red and green buoys, as well as orange marked ones; Page 9

4. INDIVIDUAL INDEPENDENT PROJECT

Sometimes a class contains students who are gifted and complete their work ahead of time. Such students can be given the book and asked to learn the material in it. They can do the crossword puzzle in the book under your supervision to gain extra points in the class.

Demonstrations and Activities:

1. A small plastic boat floating in a dishpan of water would enable children to place ½ ounce (fishing) weights so as to illustrate a balanced or unbalanced boat.
2. Try on real life jackets, some of which fit and some of which do not, and discuss how they should fit.
3. Divide class into teams, give each a life jacket and, one by one, children don jackets, run across the room, return to team and pass it to the next person to do the same; repeat until all members have had a turn
4. A glass fish aquarium with water of temperature 45-65° – children immerse arms to elbows for 90 seconds (timed) and then try to pick up a dime from the bottom of the aquarium

5. Three flashlights, one with red tissue, one with green tissue and one with no tissue...to illustrate sidelights and masthead light, hold color lights in hands and place white light on head. With lights out, let them see what can be seen from various directions.
6. Number students with odd and even numbers. Have them stand so as to make a “channel” of odd or even numbered buoys and send other children (who are boats) through the channel.
7. Put children into pairs. Define various situations and have the children say who is stand-on and who is give-way, based on their relative positions. For added fun, have them use sound signals (one-short, give-way leaves stand-on to port side of self; two shorts, give-way boat leaves stand-on to starboard)