Student Conservation Association Public Safety Intern Handbook

May 2010

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Introduction to Interpretation

Welcome to the U.S. Army Corps of Engineers ISOP Team!

The Interpretive Services and Outreach Program (ISOP) is an integral component of the Corps Civil Works program. It provides an effective interface between the public and our agency for information dissemination, educational purposes, and resource protection. As a Student Conservation Association (SCA) Intern, you are a member of our ISOP team and theoretically every personal encounter you have with a member of the public has the potential to be an interpretive experience. This handbook along with the Interpretive and Water Safety Basics PowerPoint presentations will assist you in maximizing those opportunities.

What you're asked to do as an SCA Intern will primarily depend on the management where you work. This handbook was developed to provide you general guidance on what you may be doing and it is primarily a reference tool to use for organizing your interpretive presentations.

The Corps' ISOP regulations were updated in 1996, (ER & EP 1130-2-550). These regulations include our goals to make the program more efficient and effective. Every interpretive effort, either a live program, a spontaneous verbal exchange, participation in a career fair, a visitor center display, or a publication should be based on one or more of the ISOP goals.

Whether the uniform you wear is an SCA or a USACE volunteer shirt, you may be viewed by the public as someone knowledgeable and of authority. Consequently, all SCA Interns, regardless of their assigned tasks, should be prepared to answer a variety of questions from the public and interpret the agency, the resources, and our regulations. Always try to remember that in everything you do or say in front of the public, you are representing your project, District, SCA, and the USACE.

There is a Corps website designed to be helpful for educating new employees that you are encouraged to use. It is referred to as the NRM Gateway website at http://corpslakes.usace.army.mil. This is a knowledge management website for employees to go to and find all the pertinent information on how to do everything we do. One of the many things you can find there are additions to the program outlines etc. in Boating and Water Safety Resource Guide that you were provided with this handbook. Interpreters are encouraged to submit outlines & ideas online that will save first-time interpreters from re-inventing the wheel.

Good luck with your new position and have fun out there!

INTRODUCTION

In order to be well prepared for the season ahead, you must be prepared to quickly jump into interpretive program creation and presentation. While specific resource knowledge and site familiarity will come with time, there are foundational skills that must be developed for you to begin creating their programs. Interpretive endeavors are best when a personal touch, creativity, and fineness are added. Interpretation should be interesting, exciting, and should help the audience connect with the resources.

INTERPRETATION - WHY THE U.S. ARMY CORPS OF ENGINEERS HAS IT

Interpreters? At first glance, it may sound as if your job will entail transcribing foreign documents into English. As an interpreter you will be a Student Conservation Association Public Safety intern working with the U.S. Army Corps of Engineers. You will "interpret" the public safety aspects associated with the project you work at with a primary focus on water safety.

"Interpretation" is a term used by recreation professionals to describe a specialized form of communication that goes beyond relating facts, figures and information. In language, interpretation is a process of taking foreign words and making them meaningful to someone not familiar with those words. In the recreation field, interpretation is the process of taking foreign concepts about our environment (natural or man-made) and making them meaningful to someone not familiar with those concepts. For example, we could describe the water related public fatalities in technical terms that are meaningful only to statisticians. Or, we could describe them so the general public can relate to them using props, activities, or pictures. Obviously, the more you relate a subject to your audience the more likely they will understand it.

Of course, many techniques can be used to accomplish this. Exhibits, PowerPoint presentations, games, and vessel safety checks are some of the more widely used methods. But some less conventional type of approaches have also been used with much success. Seamoor Safety and Bobber the Water Safety Dog have been hits with the younger folk. Also, the "Cold Hand Luke" and "Captain Alcohol" are innovative techniques that have been used to encourage water safety. Smokey Bear has made appearances in campgrounds to encourage fire safety.

Your next question might be... "Why do we do this, are we in the entertainment business?" No we aren't in the entertainment business, but we are in the natural resource management business, and a subtle relationship does exist between the two. The U.S. Army Corps of Engineers is tasked with the job of protecting the resources that they manage and also with providing a safe and enjoyable visit for the public that uses these resources. Interpretive programs are used to help meet these management objectives. In the case of safety-oriented programs, it is hoped the visitor gains a better understanding of why they need to be safe while on or near the water. Then they may be likely to wear their life jackets which would save lives and reduce the number of water-related public fatalities. Flood control dam tours and locks and dam tours give people a better understanding of these structures and also of the dangers associated with them. Historical programs allow a visitor to gain a better appreciation of the project and as a result, hopefully, gain more motivation to take care of the project while they are there. One overriding purpose present in all interpretive programs is to inform the public of the role of the U.S. Army Corps of Engineers as a public service agency.

WHAT IS INTERPRETATION?

<u>DEFINITIONS:</u>

      While the definitions vary, most interpreters will agree that the success of interpretation lies mainly in the communication approach. Freeman Tilden (known as the Father of Interpretation) gives us Six Principles of Interpretation in his book "Interpreting Our Heritage". These principles are widely accepted as standards for communication by professional interpreters. The principles are included in this handbook with recommendations on how to use them effectively.

FREEMAN TILDEN defined interpretation as an educational activity, which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information.

The National Association of Interpretation (NAI) definition of interpretation is as follows: "Interpretation is a communication process that forges emotional and intellectual connections between the interests of the audience and the inherent meanings in the resource."
November 2000

References Books on Interpretation

<u>Interpreting For Park Visitors</u> William J. Lewis
ISBN 0-89062-079-2

<u>Environmental Interpretation – A Practical Guide for People with Big Ideas and Small Budgets</u>
Sam H. Ham © 1992
ISBN 1-55591-902-2

<u>Meaningful Interpretation – How To Connect Hearts and Minds to Places, Objects, and Other Resources</u> David L. Larsen
ISBN 1-59091-019-2

<u>Interpreting Our Heritage</u> Freeman Tilden
ISBN 0-8078-4016-5

U.S. ARMY CORPS OF ENGINEERS
INTERPRETIVE SERVICES & OUTREACH PROGRAM (ISOP)

DEFINITIONS:

1. Interpretive Services. Communication and education processes provided to internal and external audiences which support the accomplishment of Corps missions, tell the Corps story, and reveal the meanings of, and relationships between, manmade, natural, cultural, and created environments and their features.

2. Outreach Activities. Communication efforts involving interpretive programs that reach diverse populations such as students, teachers, organized groups such as Boy Scouts, Girl Scouts, 4-H and the general public beyond the physical boundaries of Corps projects and facilities.

STRATEGY:

The ISOP strategy is to achieve the goals outlined in ER & EP 1130-2-550, Chapter 4, and to conduct these efforts in an efficient and effective manner at the field level so as to enhance understanding of both the Corps and the public's roles and responsibilities. The goals and examples for applying them are:

GOALS:

1. Achieve management objectives using interpretive techniques.

A. Use interpretation to gain compliance with regulations in a positive way.

B. Correct misperceptions about the Corps of Engineers.

C. Make effective, interpretive efforts to prevent expensive maintenance, such as promoting anti-litter campaigns.

D. Develop partnerships with other individuals and groups to accomplish management objectives in such areas as water safety and natural resources management.

2. Provide environmental education to foster voluntary stewardship of natural, cultural, and created resources.

A. Educate the public about how they can help improve the environment through stewardship of public lands and waters and voluntary compliance with wetlands regulations.

B. Implement habitat management practices in support of national programs such as Watchable Wildlife.

C. Interpret local impacts on global issues such as neotropical migratory birds.

D. Develop a holistic approach to cultural heritage resource protection with the concept that protected resources may be far more valuable in the future.

3. Incorporate Corps Civil Works and military missions and accomplishments into interpretive programming.

    A. Let local visitors know how their project is part of the Corps mission and how it fits into regional and national efforts.

    B. Celebrate the Corps successes by relating stories about Yellowstone, the Hurricane Andrew Recovery effort, recreation, etc.

4. Improve visitor and employee safety using interpretive techniques.

    A. Promote water, camping and bicycle safety programs to reduce or prevent visitor's accidents and fatalities.

    B. Provide job-specific interpretive programs for Corps employees on first aid, blood borne pathogens, and other safety topics.

    C. Use non-personal messages (brochures, posters, public service announcements to improve and expand safety message delivery).

5. Use outreach to accomplish ISOP goals, including interpreting Corps missions, promoting stewardship, saving lives, and solving management problems. As part of the interpretive process, encourage interest in math and science, including career interest.

    A. Encourage public participation in events such as Public Lands Cleanup Day and National Safe Boating Week.

    B. Establish cooperative associations to improve services for visitors.

    C. Review all exhibits, programs, and publications for sensitivity to special user groups such as American Indians and persons with disabilities.

6. Enhance the visitors' experience and enjoyment by anticipating their needs and providing interpretive resources to meet those needs.

    A. Cover basic visitor's needs like restroom and food source locations first.

    B. Make messages easier to understand by avoiding jargon and acronyms.

    C. Promote group unity and teamwork for more productive group projects.

    D. Strive to develop and present "barrier free" programs.

* ALL PROGRAMS SHOULD BE PRESENTED WITH A SPECIFIC MISSION RELATED PURPOSE OR INTENT IN MIND!

CHAPTER 4 – INTERPRETIVE SERVICES AND OUTREACH PROGRAM

4-1. Purpose. This chapter establishes the policy for the operation of the USACE Interpretive Services and Outreach Program (ISOP) at civil works water resource projects.

4-2. Policy. It is the policy of the Corps of Engineers that:

a. An Interpretive Services and Outreach Program (ISOP) shall be implemented at each Corps-operated project. The type and magnitude of this program shall be determined by the District Commander and shall be commensurate with the type and size of the project, project visitation, funding, and personnel resources. In addition, all ISOP efforts shall be designed to accomplish one or more of the following goals:

(1) Achieve management objectives using interpretive techniques.

(2) Provide environmental education to foster voluntary stewardship of natural, cultural, and created resources.

(3) Incorporate Corps civil works and military missions and accomplishments into interpretive programming.

(4) Improve visitor and employee safety using interpretive techniques.

(5) Use outreach to accomplish ISOP goals, including interpreting Corps missions, promoting stewardship, saving lives, and solving management problems. The interpretive process should also encourage interest in math and science, including career interest.

(6) Enhance the visitors' experience and enjoyment by anticipating their needs and providing interpretive resources to meet those needs.

b. Districts shall be responsible for the administration and management of the Interpretive Services and Outreach Program. Project offices shall be responsible for implementation of the ISOP program. Each MSC and district office shall designate an ISOP coordinator. The district coordinator shall act as a liaison among all district team members involved with interpretation and outreach, and field projects. The primary responsibility of the coordinator shall be to assure that implementation of the ISOP is consistent with this regulation. Additional guidance is located in EP 1130-2-550, and EP 1130-2-434, Volumes 1-5, JS (Job Standards), DI (Database Instructions), FS (Chittenden Award Fact Sheet).

c. Each project shall designate a point of contact (POC) whose function is to implement the ISOP at the local level. Each field project shall develop an interpretive prospectus for inclusion in the Operational Management Plan to be used as a planning document in implementation of the ISOP.

d. Projects are encouraged to use a variety of staffing sources in conducting the ISOP. This includes permanent and temporary rangers, support staff, summer aids, volunteers (see Chapter 10 of ER 1130-2-500), contractors, cooperating associations (see Chapter 9 of ER 1130-2-500), and others. See also Chapter 4 of this regulation for additional guidance on the implementation of the ISOP at Corps visitor centers.

e. Projects shall be encouraged to make use of static communication techniques such as interpretive signs, publications, and self-guided tours where personal communication is not possible or practical.

f. Quality training in interpretation shall be made available to rangers, managers, district and division office team members, and others who have job responsibilities related to the interpretive program. All personnel with interpretive duties, including permanent, temporary, and seasonal employees as well as volunteers, should receive appropriate training. Key training and career development issues related to this topic are addressed in EP 690-2-2, Career Development Guide for Civil Works Natural Resources Management Team Members. In addition, eligible personnel shall be encouraged to investigate the applicability of the following methods of training to their individual work requirements:

(1) Formal interpretive services training. This includes Proponent Sponsored Engineers Corps Training (PROSPECT) courses, college courses and other courses as appropriate. Functional training is available through other related PROSPECT courses developed by Public Affairs, Information Management and others.

(2) Training by professional organizations. Professional organizations offer a variety of training opportunities in interpretation and environmental education.

(3) Local training. Local training may be carried out in a variety of ways. It may be implemented by offering periodical refresher courses/training sessions on topics of interest to sharpen skills, exchange and/or update information, or by entering into training partnerships with other agencies. These forms of training are especially recommended when, for reasons of cost-effectiveness, it is not feasible to procure more costly formal training.

g. The efforts of exemplary interpreters shall be recognized through the Chief of Engineers Hiram M. Chittenden Award for Interpretive Excellence.

h. Each project shall evaluate its ISOP on an annual basis to assure consistency with this regulation.

i. Limited upward reporting will be included in the Natural Resource Management System (NRMS).

CHAPTER 4 – INTERPRETIVE SERVICES AND OUTREACH PROGRAM

4-1. Purpose. This chapter, as well as EP 1130-2-434, Volumes 1-5, DI (Database Instructions), FS (Chittenden Award Fact Sheet), and JS (Job Standards), establish guidance for the operation of the USACE Interpretive Services and Outreach Program (ISOP) program at civil works water resource projects.

4-2. Guidance.
    a. All Corps interpretive and outreach efforts should be based on the Freeman Tilden basic principles of effective interpretation as listed below. They include personal, as well as nonpersonal communication and educational activities in written, oral, and audiovisual forms.

    "I. Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.

    II. Information, as such, is not Interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.

    III. Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree teachable.

    IV. The chief aim of interpretation is not instruction, but provocation.

    V. Interpretation should aim to present a whole rather than a part, and must address itself to the whole (person) rather than any phase.

    VI. Interpretation addressed to children (say, up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamentally different approach. To be at it best it will require a separate program."

    b. Interpretive programs should be entertaining but not be provided solely for the purpose of entertainment.

    c. Suggested program scope and content guidance may be found in the ISOP Strategy and Goals (EP 1130-2-434, Volume 1) provided to all field elements. The interpretive strategy contains ideas to implement interpretive program goals identified herein.

    d. While many programs and events take place on Corps sites, it is appropriate for Corps team members to provide interpretive programs outside the boundaries of Corps projects as part of each project's outreach efforts. Examples of appropriate programs include, but are not limited to, presentations at local schools, participation in fairs, parades, conservation events, and other agency or community-sponsored events.

e. It is appropriate for Corps team members to promote project missions through the ISOP.

f. Cooperating associations provide an opportunity to expand visitor service and programming experience. (See ER and EP 1130-2-500, Chapter 9).

g. Coordination is essential between operation and public affairs and other functional elements with public communication responsibilities. Coordination is also encouraged between external agencies and concerned public interests.

h. A Corps wide emphasis theme for the Interpretive Services and Outreach Program will be developed periodically by CECW-ON. CECW-ON will periodically solicit them suggestions from MSCs and will provide guidance to promote the theme throughout the Corps, as well as to visitors, schools and other audiences. CECW-ON will also suggest a list of sources for resource materials that complement and enhance each theme. Projects are encouraged to use these materials and participate fully in supporting the chosen theme as it relates to the Corps goals outlined in ER 1130-2-550, Chapter 4.

4-3. Hiram M. Chittenden Award for Interpretive Excellence. Nominations for the Hiram M. Chittenden Award for Interpretive Excellence will be made according to the criteria and submittal instructions found in an annual memorandum signed by the Director of Civil Works announcing the award.

4-4. Evaluation. Each project should evaluate its ISOP to assure consistency with ER 1130-2-550, Chapter 4. The program should be evaluated on an annual basis. Each district point of contact should ensure that their project programs are complementary and comprehensive.

4-5. Reporting Requirements. Limited upward reporting such as the number of visitors reached on site and through outreach programs will be included in the Natural Resource Management System (NRMS). See ER 1130-2-550, Chapter 12, Natural Resource Management System for additional information.

TILDEN'S SIX PRINCIPLES OF INTERPRETATION

1. **Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.**

    A. Talk to your visitors before the program and relate your program to them using the information you gain.

    B. Get people's attention by asking an interesting question, telling a story, careful use of humor, relating it to something they have seen in the park and may have wondered about, etc.

    C. Take people's recreations and interests and make them interpretive.

2. **Information, as such, is not interpretation. Interpretation is revelation based upon information. But, they are entirely different things. However, all interpretation includes information.**

    A. The job of the interpreter is to come up with creative ways of getting information across (e.g., role playing an animal; using everyday props to explain a concept.

3. **Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree teachable.**

    A. You can teach people to look beyond the surface by reawakening their five senses and by giving them new skills and knowledge.

4. **The Chief aim of interpretation is not instruction, but provocation.**

    A. Your role is to change attitudes and behavior, to motivate, to inspire, to take information and make it meaningful, interesting, and exciting. A good piece of interpretation should (1) provoke interest (2) excite the imagination (3) reveal the most interesting features

5. **Interpretation should aim to present a whole rather than a part, and must address itself to the whole man rather that any phase.**

    A. Everything is related to everything else and removing a part damages the whole-web concept.

    B. In all programs, you will achieve better learning if you concentrate on only one theme for the entire program and come up with various ways of expressing that theme.

6. **Interpretation addressed to children (say, up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamental different approach. To be at its best it will require a separate program.**

    A. Hands-on experiences are the best teaching tools for any interpretive program for children. Factual information must be expressed through hands-on concepts.

An Easy Way to Remember Tilden's Principles

Rattlers **R**eally **A**ren't **P**rovoked by **W**holesome **C**hildren

Relate to the visitor or you will be sterile

Interpretation is **Revelation** based on information

Interpretation is an **Art**

Chief aim is **Provocation**

Aid **Whole** rather than part/phase

Interpretation to **Children** is not a diluted adult program

(Based on Tilden's Interpretive Principles)
To be "Interpretive" the Communication Process Must:

Provoke – curiosity and interest.

Relate – to the everyday life of the visitor.

Reveal – the ending or answer through a unique or unusual perspective or viewpoint.

Address the Whole – support a theme or story.

Strive for Message Unity

Good Interpretation Is (or should be)

INFORMATIVE: It conveys meaningful information or new knowledge about the site and the kinds of places and things it is representative of… it should reveal to the visitor the role and impact of people in the environment.

INTRIGUING: It generates interest and curiosity…it captures the attention.

IMAGINATIVE: It communicates in innovative ways…it stimulates or provokes new of different ideas or concepts…it causes the visitor to look at familiar things in different ways or from different perspectives.

INVOLVING: It invites or encourages visitor participation…it draws the visitor into intimate personal contact with the environment or the object of interpretation…it involves the visitor as an active participant not just as an observer.

INFLUENTIAL: It effects changes in visitor attitudes and behavior.

Interpretation Is the Key

Interpretation is the key when presenting programs, developing exhibits, conducting hikes or tours, etc. It is common for interpreters to think that they are using interpretive techniques but they really are using interpreganda, interpretainment, interpredata, or interprecation techniques. The first step in improving the way you present information to your audience is to realize what the differences are between the following things.

Interpretation
Presents multiple points of view
Honestly presents facts that lead the audience to a revelation
Is not afraid to present complexity
Treats the audience as a group of intelligent people
Encourages dialogue
Allows audience members to express and maintain their own perspective regardless of any desire or attempt to change them

Interpreganda
Ignores multiple points of view
Dishonestly skews facts toward a forgone conclusion
Oversimplifies facts
Comes from a perspective that the audience is ignorant
Communicates in one direction by discouraging dialogue
Attempts to force the audience members into seeing only one perspective

Interpretainment
Stereotypes multiple points of view for effect
Arranges facts around a punch line
Oversimplifies facts
Come from a perspective that the audience isn't truly interested in the meaning of the resource
Allows dialogue only when it's shallow and contributes to the entertainment value of the show
Doesn't care what the audience thinks – just how it reacts to the material

Interpredata
Presents multiple points of fact
Honestly presents the facts and nothing but the facts
Provides great detail to the facts
Believes the audience is only interested in information
Encourages factual dialogue
Allows the audience to maintain their own perspective – as long as it is factual

Interprecation
Presents multiple points of view, but includes a correct answer
Uses facts that support learning objectives
Believes retention of information is most important
Comes from the perspective the audience needs to learn
Encourages dialogue, but guides conversation toward what the audience should know
Assumes that once the audience knows enough, their perspectives will make sense

Section II

You and Your Audience

QUALITIES OF A GOOD INTERPRETER

These are some definitive characteristics that every interpreter should possess.

FRIENDLINESS is without a doubt, the key to all good interpretation. It should be evident to you that meeting a visitor with a frown upon your face or an emotionless face will very likely elicit a negative response. The way in which you greet a visitor; the way you act in taking over a group the way you greet a visitor; everything you do, in fact, contributes toward creating a positive impression in the mind of the visitor. If these impressions are positive, chances are the visitor will be eager to listen to what you have to say. There is something appealing about a friendly greeting and smile, which tends to break sown any reservations the visitor may have and serves to get you started on a positive note. Make your friendliness genuine, nothing is worse than sugarcoating your personality.

WARM PERSONALITY: Many times you will be meeting visitors to our projects who are making their very first visit. Being uneasy in a strange place, they will be reluctant to approach you for help. This is especially true since you will be wearing a Corps uniform. Many visitors become uneasy at the first sight of a uniformed person. This is only natural in our society since generally uniforms mean authority and the power to control some aspect of our lives. Much of this barrier can be overcome with a sincere smile and a warm personality, whether you are giving directions to a visitor or conducting an interpretive program.

INTEREST IN THE VISITOR & WILLINGNESS TO LISTEN is an important characteristic of a good interpreter. A cool, impersonal approach will likely elicit a similar attitude in the visitor. People are usual anxious to talk about themselves or their recreation experiences; a good interpreter should learn to be a good listener. This does not mean that you should allow a visitor to monopolize your time. You should be able to graciously leave a visitor, letting them know that you were interested in what they had to say.

HELPFUL: Visitors come to interpreters to get their questions answered to gain information. Being helpful to the visitor and going one step further if possible will be appreciated.

NEAT: If you wear your uniform with pride, the public you serve will better receive you.

CONVERSATIONAL TONE along with enthusiasm can be much more effective than a finely tuned, fluid speech. Nothing turns people off faster than an evangelical interpreter who feels that he or she has been chosen from above to preach to visitors. Remember, visitors have come to our projects to recreate and enjoy themselves, not to be subjected to a stern lecture.

TRUTHFUL and as accurate as possible are words to live by. Lying about information can ruin your credibility. It's okay to say, "I don't know", but don't leave it there. Follow this with, "I'll go find the answer and get back to you if you'd like?"

TACT is a very important trait for an effective and successful interpreter. Audiences and visitors are not all alike; the same treatment will not work in all cases.

LAUGH AT YOURSELF: In short, having a good sense of humor makes you a better interpreter. Don't take yourself too seriously.

INTUITION is a valuable indicator of success. It is the basis of self-analysis. Pay attention to your "gut" reactions and deliberately try to recreate and adjust your presentations to your audience.

FLEXIBILITY: If you don't have this then you are destined to fail. Your audience, the resource and even the weather may put a kink in your prepared program. Go with the flow!

KNOWLEDGE is an important characteristic of a good interpreter. Possessing knowledge is a crucial ingredient for a good program. In some degree an interpreter's duties most generally always involve providing answers to questions asked by visitors. Knowledge alone, however, is not enough. In order to be competent, an interpreter must possess knowledge, communication skills, management skills, and interpretive experience. If the answer to a visitor's question is not known then the interpreter should not make up something or act like they know the answer. The interpreter should be honest and tell the visitor that they don't know the answer to their question. Always ask the visitor if they would like for you to get back with them with an answer and if they do then get their name, address, and phone number.

DELIVERY is the physical process by which a message is transmitted. It includes such items as the way a person walks, stands, sits, gestures, uses their voice, etc. There are a few general principles of delivery that should be useful to you. Be enthusiastic and confident; Feel self-assured; Use variety; Use open non-verbal body gestures; Be friendly, pleasant, informal and casual; Adapt your pace to the situation; Use eye contact.

Delivery Tips

Voice Volume - Be aware of how well you are heard, but also be aware of how volume changes can influence and audience and emphasize points.

Voice Inflection – Use inflections that you would normally use on people when you are excited about something.

Avoid Pauses – Use pauses for effect, not to stop and think things over. Pauses can have dramatic effects.

Avoid Repetitive Expressions – Try avoiding umms, let's see, ah's, O.K.'s in your speaking.

Facial Expressions – Faces, especially the eyes, are expressive and dynamic. Be theatrical.

Hand Gestures – They should be used sparingly and reflect what you are saying. Paint pictures with your hands don't just wave them around.

Have Confidence – The audience will take advantage of your lack of confidence. Even if you are scared to death, pretend you're not.

Communication Techniques

In all interpretive endeavors you will be communicating with visitors, whether through personal contact or the written word. All interpreters are in the business of communication. In fact, approximately 75% of your working time will be spent in some type of communication. The bottom line is simple: if you cannot effectively communicate with the park visitors you will not be an effective interpreter.

Effective communication is so important that most people consider it more important than the historical facts and scientific knowledge. Most of these facts and figures are easily obtained from books, libraries, and the like, but the ability to effectively communicate is something you cannot find in a book. It is a skill that must be developed.

Communicating involves three elements: the information, the audience, and the method.

- **The information –** Will cover a wide variety of subjects ranging from wildlife, history, botany, and general park information.
- **The audience –** Will be park visitors or special groups from schools, churches, and community organizations. Each audience will be different and the communication technique you will use will depend on the background of your audience.
- **The method –** This is the bridge between the information and the audience. Your method of communication might be a slide program, demonstration, or a nature hike. Use a method that will present the information in the most interesting, understandable, and rewarding way to the audience.

Important Communication Techniques

- **K.I.S.S** – An important communication concept to remember is K.I.S.S. It means Keep It Simple Stupid. All interpreters should remember this concept. Do not become involved in so many things that your audience cannot concentrate.
- **Have A Purpose –** Effective communication must have a purpose. The more concrete, concise, and specific the purpose, the more effective your communication will be.
- **Entertain –** Use music, stories, or activities to present your information that supports your theme. Generally a good rule of thumb to follow is if the kids are having fun then the adults are more likely to enjoy themselves and have fun as well.
- **Repetition –** Studies show a large percentage of what is learned is forgotten within a few days or even hours. Within 30 days, 95% of the information received is forgotten. To remedy this, you must use repetition.
- **Scales and Comparisons –** Comparing a known to an unknown is a helpful means of getting a point across. For example saying, "The gates in the dam act similar to the plug in your bathtub. When you pull the plug the water runs out and when we open the gates the water runs out. More water runs out the wider we open the gates." Using the scales and comparisons technique gives the subject some real meaning and is particularly important when dealing with children.
- **Reflection** – Remember your reflection. The audience will tend to reflect your own enthusiasm and confidence. Likewise, if you are dull and boring, the audience will respond the same. Just by your appearance and introductory remarks, you have set the tone for your program. If you are enthusiastic, motivated, and excited, your audience will be too.

SUGGESTIONS FOR OVERCOMING FEAR OF SPEAKING BEFORE A GROUP

We all get a surge of adrenaline just prior to speaking to a group of visitors. This is sometimes called stage fright, but it can also be called natural. Take a deep breath, let it go, and go for it. Here are some suggestions:

1. <u>Know</u> the material well
2. Write brief notes or outline on note cards to use during your program. Do not memorize your program word for word.
3. <u>Practice</u> your presentation (pilot test and possibly videotape)
4. Use involvement techniques (<u>participation</u>)
5. Learn participant's names and use them
6. Establish your <u>credibility</u> early
7. Use <u>eye contact</u> to establish support
8. Take a course in public speaking
9. Exhibit your advance preparation (via handouts, etc.)
10. <u>Anticipate</u> potential problems (and prepare possible responses)
11. <u>Check</u> in advance the facilities and A/V equipment
12. Obtain information about the group in advance
13. Convince yourself to <u>relax</u> (breath deeply; meditate; talk to yourself)
14. Prepare an <u>outline</u> and follow it
15. Manage your appearance
16. <u>Rest</u> up so you can be physically and mentally alert
17. Use your own style (don't imitate someone else)
18. Use your own words (don't read)
19. Put yourself in their shoes (they're asking, "What's in it for me?")
20. Assume they are on your side (they aren't necessarily antagonistic or hostile)
21. Provide an <u>overview</u> of the presentation (state the end objectives)
22. Accept some fears as being good (energizing stress vs. destructive)
23. Introduce yourself to the group in advance (via social context)
24. Identify your fears, categorize them as controllable or uncontrollable, and confront them.
25. Give special emphasis to the first five minutes (super-preparation)
26. Imagine yourself as a good speaker (self-fulfilling prophecy)
27. Practice responses to tough questions or situations
28. Create an informal setting (sit on a table)

TEN COMMANDMENTS FOR GREETING VISITORS

I. Thou shall not frown or scowl at visitors, for they are your "bread and butter".

II. Thou shall ask pleasantly if thou can be of service to visitors.

III. Thou shall make yourself a storehouse of information for visitors and cheerfully share your knowledge with them.

IV. Thou shall not bluff or attempt to deceive when asked a question for which you know not the answer. For is not a sin to say, "I do not know", But woe be it unto him who responds thusly a second time to the same question.

V. Thou shall answer the same question 70 times 7 with a smile even though weary after the day's labor.

VI. Thou shall be neat and clean, for cleanliness is a mark of politeness to others.

VII. Thou shall be prompt as possible when greeting and serving visitors.

VIII. Thou shall cause children to have a very happy park experience, for memories will profit everyone in the very near future.

IX. Thou shall encourage visitors to stay and enjoy themselves, here and at other U.S. Army Corps of Engineers sites on their journey, thereby will you, your site, and the entire system benefit.

X. Thou shall send visitors on their way with smiles, on your face and theirs.

Communicating With Park Visitors

One of the many duties you will perform during the season will be to answer visitor questions. You should be able to give the following information about your property and the surrounding areas, including hours of operation.

Property Features
Fees, hours of operation, and length of season for your property facilities. It is also important to know the property rules.

Emergency Services – locations and telephone numbers for: Ambulance, Doctors, Hospitals, Fire Station, Veterinarians, and Police (local, county, state, and Conservation Police)

Automotive: Gas and service stations, Locksmith, Towing services, and Auto parts stores

Entertainment: Theaters, Shopping stores and malls, Horse rental, Boat rental, Golf courses, Video stores, and Museums

Local Features: Churches – times and days of service, Grocery stores, Restaurants, Banks, and ATMs

Miscellaneous Needs: Nearby campgrounds, Hunting and Fishing areas, Bait Shops, Sewage disposal for campers, State Parks, Boat launch areas, Sporting goods stores, Ice, firewood, propane gas, and Pharmacies

Speaking Verbally
Initiate communication. You may need to reach out to some people. Start with a basic "Hello" or "Can I help you?"

Show interest in the visitor. View each person as an individual and be careful not to stereotype.

Do your best to remain cheerful, patient, and helpful even when you are tired and "peopled-out."

Be accurate and informed about the park, activities, and related information.

Remember that you are a representative of the U.S. Army Corps of Engineers. What you say and do directly reflects back on the U.S. Army Corps of Engineers. Everything you do should make the agency look good.

Answering Questions
Each question is a new experience for the visitor. Make it a positive one. Even though you may have answered the same question hundreds of times, respond as if you were hearing it for the first time.

Allow the visitor to complete a question before responding. Even though you will soon be able to sense what question a visitor will ask, it is still more respectful not to interrupt.

Don't put down a visitor for asking what appears to you to be a "dumb" question. Remember there is no such thing as a dumb question.

Admit when you don't know the answer to a question. Try to find the answer for the visitor. If you are not able to find the answer at that time then find it later for future reference.

When helping someone, try not to "ping-pong' the person – sending them from office to office. If possible, make the call first to be sure where to direct the person.

Speaking Nonverbally
Take extra care with your uniform or appearance. An employee's appearance is a reflection of the agency.

Your uniform will speak for you. Some people will show you more respect and be more attentive listeners. Other people will be defensive, intimated, and less receptive.

Be available and approachable.

Focus on the visitor and avoid distractions. Stand when someone approaches you. Stop what you are working on and give the visitor your full attention.

Make and maintain eye contact. This shows the visitor that you are interested in what they have to say.

Smile. Facial expressions can help the visitor and you feel more at ease. Also, if you are smiling your verbal communication will be friendlier.

Handling Complaints
Stay calm and listen to understand.

Don't take it personal. Often a visitor just wants to vent and you happen to be the employee who is present.

Don't get into an argument with the visitor.

Give the visitor an avenue to make an official complaint. Provide them with an address and/or telephone number.

If the visitor is verbally aggressive always slow down the delivery of your speech and speak in a softer pitch or tone. This will help calm the visitor rather than fuel their emotional intensity.

Using a lower tone of voice expresses confidence and control. It also encourages listening.

Complaints can reveal where real problems exist that need correcting or how visitor services might be improved. Thank the visitor for bringing those items to your attention.

Working with Young People
At the beginning of your program set the rules for behavior and let them know that you are in charge.

If there is an individual that is unruly try to get them involved by assisting you in some way.

If the whole group is becoming unruly sit everyone down and get their attention. Tell a story, use a prop or gimmick, or do an activity.

If the group gets out of hand it is up to you to decide if the program should continue.

A Checklist for Maintaining Appropriate Behavior
From <u>The Interpreter's Handbook</u>, Regnier, Gross & Zimmerman, 1992

- Set specific behavioral boundaries and expectations early in the program.
- Give problem children something to do (example: have them take responsibility for your props)
- Keep an upbeat attitude. Don't yell – yelling confirms that you have lost control.
- Solicit teacher, parent or chaperone assistance in managing problem children.
- Stand next to problem children, put a hand on their shoulder.
- Model appropriate behavior (example: pick up litter)
- Be consistent in handling problems; do not make unenforceable threats.

Confronting Undesirable Behavior

Approach the visitor as a non-police person. Try to educate rather than police.

Use a lower pitch voice to show confidence and control.

Shift the focus away from yourself as an authority figure and focus on the resource. Explain the reasons behind a regulation, such as impact or protection.

Make an objective observation about the situation. For example, "I noticed the white trillium wildflower that you are holding." Don't imply that the person picked the flower.

Explain what you would like to see happen, what could or should be done. For example, "I'd feel better if no one picked flowers so everyone would have a chance to see them in the park."

Explain any regulations in a courteous manner.

If someone is being rude and discourteous to you or other people in your audience ask them to leave.

How Do People Learn?

From *Interpreting For Park Visitors* by William J. Lewis

Since learning is such an important part of the interpretive process, it will be worthwhile to examine some basic assumptions, which are commonly accepted about learning. These assumptions are adapted from various National Park Service publications including: *Environmental Study Area Workshops, National Park Service Training Methods Manual, and A Personal Training Program for Interpreters.*

1. People learn better when they're actively involved in learning process.
2. People learn better when they're using as many senses as appropriate. It is generally recognized that people retain about
   - 10% of what they hear
   - 30% of what they read
   - 50% of what they see
   - 90% of what they do
3. Each person has unique and valid ways of processing information and experience.
4. New learning is built on a foundation of previous knowledge.
5. People prefer to learn that which is of most value to them at the present moment.
6. That which people discover for themselves generates a special and vital excitement and satisfaction.
7. Learning requires activity on the part of the learner.
8. Friendly competition stimulates learning.
9. Knowing the usefulness of the knowledge being acquired makes learning more effective.
10. People learn best from first-hand experiences.
11. People learn best when an experience is close to them in time and space.
12. An organized presentation is more memorable than an unorganized one.
13. Increasing the ways in which the same thing can be perceived helps people derive meanings.
14. Questions can be effectively used to help visitors derive meanings.
15. Giving visitors expectations at the beginning of an interpretive activity will focus attention and thus improve learning.
16. Using a variety of approaches will enhance learning.
17. The ways in which interpreters respond to people will affect their learning.

Section III

Planning and Presenting Your Program
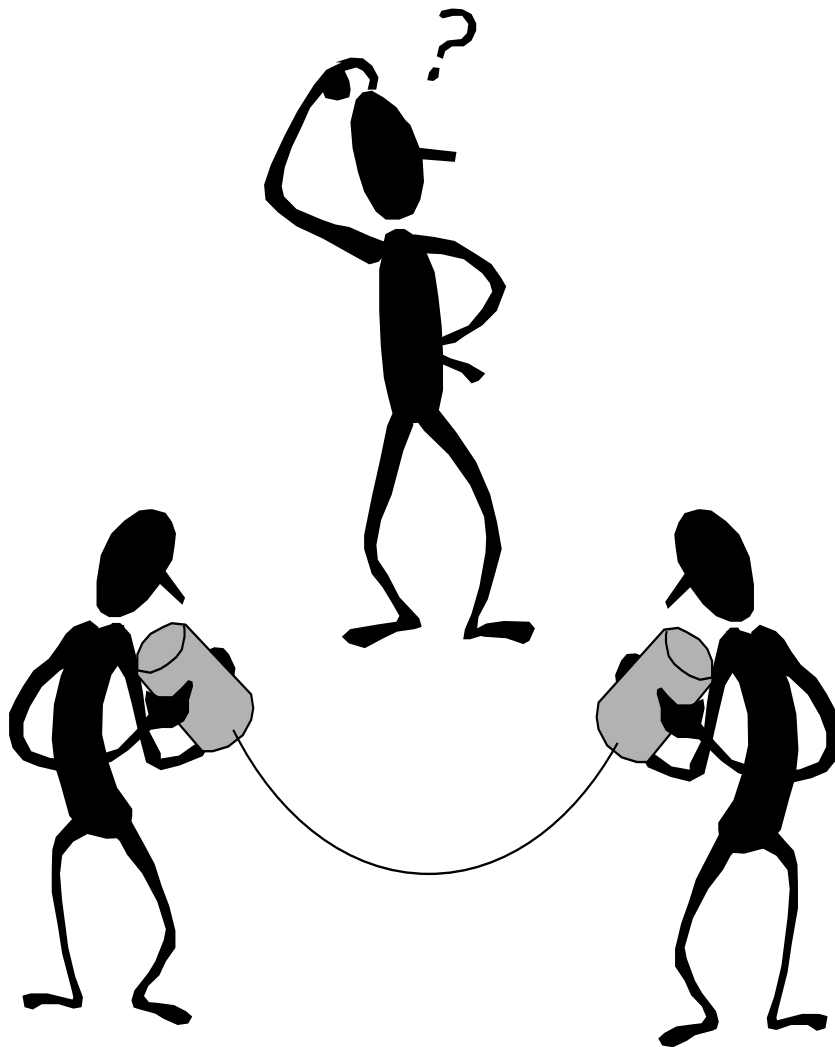
INTERPRETIVE PROGRAM PLANNING

Usually the success or failure of an interpretive presentation is directly related to the amount of planning that has gone into it. Naturally, a successful interpretive program requires careful planning. Your project should have an interpretive plan, which encompasses all of the interpretive components of your specific project. By reviewing this document, you can make sure your own program planning is in compliance with these key factors.

1. Compliance with the Corps interpretive program goals
2. Adherence to the six Tilden principles
3. Accommodating all (or the majority) of visitor groups
4. Addressing all of your project goals
5. Using resources wisely - physical, natural, personnel, funding

The first step of any interpretive program is thorough planning. A well-planned program will run smoothly, give you confidence, and will give you something to evaluate when the program is over. It is important that you get your planning down on paper. This will allow you to build a file to update and save in future planning.

It is important that you know the resources of the site at which you work. Your first week on the job should include walking the trails and learning the natural resources special to your site. It helps to consult property maps, park brochures, and any notes left from past interpreters. Don't forget that you can also get information from the employees you work with.

Learn the cultural resources of the property. Again, brochures, books, and oral history will allow you to see how other people had used and enjoyed the land.

Another resource is the human resource. Talk with the people who use and visit the area. Find out the general make-up of your visitors and see what kind of programs they would enjoy seeing.

PLANNING SPECIFIC PROGRAMS
The basic rule of programming is answering the "W" and "H" questions. (Who, What, When, Where, Why, and How) You must also pay attention to Content, Props Needed, and Special Concerns. Before addressing these questions there are important points to note.
1. Write the plan down on paper.
2. Allow enough time to plan.

The following excerpt from the U.S. Army Corps of Engineers' "Interpretive Services" Prospect course, explains the use of the Peart and Woods communication planning model:

Main Elements to be Considered by an Interpretive Planner

1. **WHY**: This includes explaining the goals and objectives of your program or service. An interpretive objective describes why you expect the visitor to do as a result of your activity. This should include a theme that relates to objects or concepts that are of significant value. The theme selected must relate to the visitor need. This is expressed as what the visitor understands prior to the program. The difference equals the interpretive need.

2. **WHAT**: This component consists of conducting appropriate research (historical, library, on site inventory of resources, etc.) To help you determine what you are going to interpret. A comprehensive inventory should include a listing of all natural, cultural and manmade resources at the project, a listing of available audiovisual resources, and a familiarity with the experience/qualifications of the interpretive staff. Physical inventories require the site name, description, seasonal accessibility and interpretive significance.

3. **WHO**: This portion of the plan asks you to consider the visitor. It encompasses visitor demographics (age, sex, economic groups, geographical residence, physical fitness); visitor psychology (why they are attending your program as to motives and expectations); target groups for programs (target groups for water safety programs might include people already at a beach); basic visitor orientation needs (maps, Title 36, restroom locations, etc.) and the time of visits (weekend, weekdays, peak visitation times). A carefully planned program meets both Corps management goals and objectives and the needs and motivation of the visitor.

4. **HOW/WHEN/WHERE:** this element considers how you are going to present the program (live demonstrations, slide show, guest speaker), when you are going to present it (every Wed., on Sat.), the time, and where you will present it (beach, amphitheater, school).

5. **SO WHAT:** This portion of the plan covers feedback for your program (how well you did, if you met your program objective).

6. **IMPLEMENTATION/OPERATIONS:** What resources are required to present the program? (Time - to prepare and present; Money - costs for materials, advertising; Equipment - slide projector, life jackets, extension cord, extra batteries and bulbs, other props; Support - authorization if required and additional personnel if necessary)

Thinking in Terms of Themes – Not Topics

TOPIC: This is probably the first thing you would think of if someone were to ask you "what are you going to talk about?" and it can be answered with one or a few words (without being a complete sentence). It can take the same format/style as a title. Examples might be: "Corps History" or "Wetland Management". Some topics are too broad (i.e. history, wetlands) and need to be narrowed to fit within the time frame of your program.

THEME: A theme is the central idea of any presentation or interpretive product that you intend for a listener to take away. It always answers the question "so what?" with respect to your topic. A theme provides opportunities for the audience to make their own emotional and intellectual connections to the meanings of the resource you're interpreting. You must develop a complete thematic sentence (verb included) in order to focus and clarify your thoughts into a take home message. When a good presentation or media product is completed, the audience should be able to summarize it in one sentence. Once the theme of a product has been decided, everything else tends to fall into place.

Excerpt from Environmental Interpretation – A Practical Guide for
People with Big Ideas and Small Budgets Sam H. Ham

The topic of an oral or written presentation isn't the same as its theme. The topic is simply the subject matter of the presentation. The theme, on the other hand, is the principal message about the subject that you want to get across to your audience. The theme always answers the question, "so what?" with respect to the topic.

Look at the following list of topics. Notice that each topic is a sentence fragment. It tells the subject matter. Now look at the list of themes. Even though each theme relates to the topic "birds," it suggests a very different approach from all the other themes. That's because any topic can have many themes depending on what the interpreter wants to communicate to the audience.

Examples of Topics

1. Water Safety
2. Carbon Monoxide
3. Life Jackets
4. Proper Rescue Techniques
5. Boating Laws and Equipment
6. Campfire Safety
7. Knots
8. Bicycle Rules and Regulations
9. Boating and Alcohol
10. Hypothermia

Examples of Themes for the Topic "Water Safety"

Obviously, it would be possible to develop any number of themes for each topic. The following four themes, for example, correspond to the first topic listed above, "Water Safety." Notice that the themes are expressed in complete sentences. They each have a subject, a verb, and a period at the end.

1. Cold water can kill you faster than you realize.
2. You could become a drowning victim if you enter the water to rescue someone.
3. Knowing basic water safety principles could help you save someone's life.
4. Life jackets are of no use, unless your wear it and it fits you properly.

What Is a Theme?
Excerpt from *Environmental Interpretation – A Practical Guide for
People with Big Ideas and Small Budgets* by Sam H. Ham

A theme is the central or key idea of any presentation. When a good presentation has been completed, the audience should be able to summarize it in one sentence. This sentence would be the theme. Development of a theme provides organizational structure and clarifies understanding. Once the theme of a presentation has been decided, everything else usually falls into place. Themes should:

1. Be stated as short, simple, complete sentences.
2. Contain only one idea.
3. Reveal the overall purpose of the presentation.
4. Be specific.
5. Be interestingly worded (if possible using active verbs).

Examples of Themes
1. Our children depend on us to take care of their natural resources.
2. Preserving biodiversity is like having a life insurance policy.
3. Three kinds of frogs live in this forest, and knowing which is which could save your life.
4. Some species are capable of adjusting their behavior to conserve body heat.
5. All life is dependent on the sun.
6. Energy is found in various forms, some very surprising.
7. Energy flows in only one direction, and is neither created nor destroyed.
8. Blue grass makes our water cleaner.
9. Everything is on its way to becoming something else.
10. Careless spelunkers can upset a delicate balance of life.
11. Exploring caves is a sensuous experience.
12. Everything is life is related to everything else.
13. The mosquito plays an important role in nature.
14. Underneath the ground is a fantastic plumbing system.
15. Mosquitoes are fascinating insects once you get to know them.
16. Three main factors determine how geysers work.
17. The grizzly bear is a doomed species.
18. Lincoln's life was often marred by tragedy.
19. Charles Manson is a lunatic, but a brilliant one.
20. Much of the literature about the Mayan culture is incorrect.
21. To understand the Mayans, one must understand their fascination with the stars.
22. Robert E. Lee was a famous soldier, but his personal life is poorly understood.
23. Knowing a foreigner's culture is the fastest road to friendship.
24. A tiny rare plant in Mexico saved the U.S. corn crop.
25. Baseball is America's greatest gift to the world.

TANGIBLE/INTANGIBLE PROCESS MODEL

TANGIBLES AND INTANGIBLES: The most effective interpretive themes, programs, and products include tangible and intangible elements, as well as universal concepts that enhance their relevance to a wide and diverse range of people. Everybody cares about universal intangibles in some way even though few people agree on their meaning i.e. freedom, family, beauty. Interpreters are tasked with connecting the park's tangible resources to the intangible (abstract) ideas that have more meaning to the visitors.

Select a tangible object or resource.

What can you interpret with that tangible? Brainstorm all the possible intangible meanings – events, processes, ideas, and values that can be associated with the tangible. These are all tangible/intangible links. Your list should be long. Do you have enough Knowledge of the Resource (KR)? Do you need to do more research? Ask others to brainstorm as well.

Are any of your intangibles universal concepts – a concept that everyone can relate to, but no two people will see exactly the same way?

Who is your intended audience? What does your tangible mean to them? Do you know enough about the audience (KA)? Remember that the visitor is sovereign. Interpretation must first relate to the personality of the visitor and identify relevance before it can provoke.

Based on your links and KA, create a theme that links your tangible to an intangible meaning. The most compelling interpretive products have themes that tie a tangible resource to a universal concept.

Select tangible/intangible links that support your theme. Organize the links so that they cohesively develop an idea or ideas for the audience. Provide information, tell stories, conduct activities, and use descriptive language to illustrate your links. Plan effective transitions to move from one link to another.

INTERPRETIVE EQUATION
From *Meaningful Interpretation* by David L. Larson

The Interpretive Equation is one of the tools that can be used to remember the important elements of the program development process. The equation puts the elements of interpretive programming into an equation to explain how the process works. The equation and its explanation follow:

KR = Knowledge of the Resource
- Comprehensive facts and information
- History of resource as a resource
- Challenges to resource
- History of attitudes toward the resource
- Meanings of resource – tangible/intangible/universal concept links

KA = Knowledge of the Audience
- Visitation and demographic information
- Group identity, culture, ethnicity, learning styles
- Motivations, expectations, interests
- Existing meanings, interpretations, attitudes

AT = Appropriate Technique
- Medium or vehicle – talk, tour, exhibit, etc.
- Skills to effectively present a medium
- Ways to engage and involve the audience
- Organization
- Style, attitudes, enthusiasm

IO = Interpretive Opportunity
Each section of the Interpretive Equation is important in the overall success of the program. If one of the elements is missing the entire equation may fall apart. Balancing each of the elements is the best way to make sure a program is in equilibrium.
Ideas on balancing the Interpretive Equation:
KR = Balanced KR doesn't inundate visitors with an overload of just the facts; nor does it put the visitor in a passive role by telling them what they should think. Rather it provides balanced amounts and types of accurate information that provoke people to actively explore meanings, issues and ideas for themselves.
KA = Balanced KA recognizes and respects the diverse levels of interest, motivation and understanding of park visitors and constituents; it incorporates a balance of multiple perspectives that encourages people to think about and develop their own stewardship values.
AT = Balanced AT employs a variety of appropriate media and techniques that provides access to resource meanings, and encourages the greatest number of people to become personally involved with park resources.
IO = The more balanced the application of the KR, KA, and AT, the more favorable become the set of circumstances for the Interpretive Opportunity to have broad appeal – to encourage the most visitors to make their own intellectual and emotional connection to the meanings and significance of park resources.

KNOWLEDGE OF THE RESOURCES

The first part of the Interpretive Equation is knowledge of the resource. The interpreter must possess knowledge of the resource components, what the names of the resource elements are, how processes work, the history of the resource, and the changes that have taken place there. In addition, the interpreter must understand what the resources of the park mean to visitors.

Learning resource information is a process that takes exposure, time, and research. The best ways to get to know the resource are to spend time immersed in it, ask questions of researchers, supervisors, and peers, and to experience the resource in different weather conditions, times of day, times of year, and from different vantage points. Often, as a new interpreter, the opportunity to do all of those things before writing the first program is not a possibility. In these cases, the interpreter must get as much knowledge about the resource as quickly as possible. This can be done by researching in books, exploring the resource where the program will be given, or the specific topic that will be covered. In time, the cursory resource knowledge will be replaced by more reliable in depth information gathered by the interpreter's own experiences.

The first tenet of the Interpretive Development Program states, resources possess meanings and have relevance. The search for understanding resource meanings is one that cannot be conducted exclusively in a library. Instead, these meanings must be found in the hearts and minds of the visitors to the park. Because this part of the resource is so personal, there may be as many resource meanings as there are visitors to the park. Some meanings however are more common than others. Thus, the interpreter may want to begin by thinking about the common meanings that visitors may see in the resource. The better the interpreter understands not only the individual resources of the park but also the meanings of the resource, the better the interpreter will be at fulfilling the Interpretive Equation and leading the visitors toward interpretive opportunities.

Knowing the meanings that visitor's find in the resource not only helps the interpreter to ensure that visitors are getting the experience that they are looking for but also helps the interpreter understand and present multiple points of view. By knowing the controversies, disagreements, current events, and past issues of the park, the interpreter can present a program that holistically addresses the parks resources instead of presenting a single view point. By presenting multiple perspectives, the interpreter gives the visitor the opportunity to find their own meanings in the resource.

AUDIENCES

The audience is a very important part of the Interpretive Equation. Without knowledge of and consideration for the motivations of the audience, the interpreter risks presenting the entirely wrong program to the audience, thus weakening the chance that an interpretive opportunity will result from the interpretation. For instance, a fantastic children's program may not work well for a group of senior citizens. Likewise, a scholarly lecture on flight likely will not work for an audience of families.

Audiences generally seek something of value for themselves. Because this is the case, each audience member deserves to be served by the interpreter and a one-size fits all approach will not work. One of the biggest challenges of working with the vacationing public is that interpreters often do not know who will arrive at their programs. Audience identification is much easier at

special programs where the interpreter knows that the audience is a fourth grade class from rural North Carolina or a busload of German tourists, etc. However, when programs are given to a general audience, it is more difficult to pinpoint the interests, background, education level, and expectations of the visitors. Despite the fact that many of the audiences that interpreters serve are vacationers who are visiting the site that day, there really is no such thing as a general visitor. While there is no simple way to categorize visitors, there are several tools that can help the interpreter determine which visitor groups are the intended audience of the program.

The first step is deciding what kind of program to prepare. Sometimes, identifying the type of program helps the interpreter eliminate some of the questions surrounding the intended audience. For instance, if the program is specifically advertised for children, then the audience possibilities have already been significantly narrowed. Similarly, other programs may have age limits or be advertised specifically for teens and adults. These limitations can help the interpreter to eliminate some portions of the general audience category right from the start.

Next, the interpreter can look at visitor patterns to determine the typical visitation at the site during the time of day and week that the program will take place. Simple observation can help the interpreter identify age, race, sex, group size and dynamics, etc. Perhaps families tend to visit during the middle of the day while couples visit in the morning. Information along those lines could be very helpful in determining audience characteristics.

Once these variables have been determined, the interpreter can study up on audience characteristics for the visitor groups that seem most likely to visit during the intended program time. Once the program has been given a few times, the interpreter will also begin to learn more about the audiences actually arriving at the program. This information will come from observations and from conversations with the audience members before and after programs and can shed light on elements such as what motivates the audience to go to the program.

Recommended questions that the interpreter can try to answer about the program's audience as they arrive at the program: What do members of the audience have in common? Where do they live? How long are they staying? What have they done or seen while they have been here? Have they been here before? What do they want to understand and experience? By answering these questions and others, the interpreter will begin to understand what the audience is looking for. Sometimes, the interpreter may even know better than the audience member himself what he is looking for. As Freeman Tilden said, "He may be there for the explicit hope that you will reveal to him why he is there." Once the motivations of the audience are known, the interpreter can tweak the program to serve the actual audiences better as the season goes on.

Helpful Tip:
If you are having difficulty with audience identification try attending programs that are similar to the ones that you present and observe the people at the program. Before the program listen to the conversations that are taking place while considering the following questions: what are they talking about, where are they going to do next, what is significant to them. Additionally, record what kind of groups (small family group, large family group, couples, and individuals) are attending the program. Likewise, age ranges and primary age group information can be recorded as well. During such observations, the date, time, type of program, and weather conditions should be noted. Go to as many programs as possible and you will begin to get an understanding of the

type of visitors that attend that particular program type in various weather conditions and on multiple days of the week.

Techniques
When creating interpretive opportunities, interpreters use appropriate techniques to help the audience connect with the resource or resources being interpreted. There are several things to consider when thinking about appropriate techniques. First, the interpreter should consider if the technique is appropriate for the audience. For a technique to be appropriate for the audience the interpreter should consider audience age, audience knowledge, the audience's culture, and experience.

The technique also needs to be appropriate for the interpreter. If a technique makes the interpreter uncomfortable or if the interpreter is using a technique borrowed from a co-worker with a very different personality or interpretive style, the technique (no matter how successful it may have been for someone else) will not be successful.

Finally, techniques should be appropriate for the venue. Some venues allow for a wide variety of appropriate techniques, however, other venues may be a little more limited. For example, while presenting a program in an area where quiet meditation is common, a loud game may not be the most appropriate technique. Likewise, a moment of silence to listen to the sounds of nature may not work well at a busy overlook, but could be the perfect technique at a more secluded area.

TANGIBLES, INTANGIBLES, & UNIVERSAL CONCEPTS

Tangibles, intangibles and universal concepts are the building blocks of interpretation. Each of the interpretive opportunities created in a program, as well as the theme of the program are based on these concepts.

Tangibles, intangibles, and universal concepts can be defined as follows:
Tangible:
Often the tangible is physical – but a tangible can also be a person or event from the past. Societies choose to preserve some historic people and events (both human events and natural events) just as they choose to preserve some objects and places.

There are likely a number of tangible resources the interpretive product or service is trying to provoke the audience to care more about. However, there is probably a single and specific tangible that is being used as the icon of your product. The icon is the portal that links to and illuminates other tangible resources and meanings.

Intangible:
Considered only in terms of its physical attributes a tangible resource has limited significance. Without the stories that go with it, the Liberty Bell is a cracked piece of metal with almost no value. Without the meanings of beauty, life, and the forest ecosystem, a tree might only be measured in board-feet. However, when a tangible is linked to broader intangible meanings its value becomes relevant to more people, its importance is more apparent and accessible.

Intangible meanings are non-physical characteristics. Words like terrorism, death, and freedom are

intangible meanings that evoke thoughts and feelings and can bring out the value of the tangible object.

Universal Concept:
Some intangible meanings are powerful: they speak to, capture the attention of, and are more relevant to more people than other intangible meanings. The most compelling and broadly relevant meanings are universal concepts, ideas and notions that almost everyone can relate to, but do not mean the same to any two people. Examples of universal concepts include: joy, death, family, suffering, love, and birth.

THEMES

Themes are a fundamental part of the program. Without a theme, a program is merely a list of unrelated facts. A good theme will provide a solid anchor to which each of the main points of the program will tie into. Think of a theme as a dock with three to five boats attached. The dock is the theme and the boats are the main ideas. In order for the main ideas not to float away from the dock, they have to be tied in. If the interpreter can't find a way to attach their boat to the dock, then that idea just doesn't belong with that theme. (Don't tie your dingy up at the yacht club). In addition to helping the entire program tie together, a theme can help to enhance the visitor's recall of the program. Sam Ham determined that when no theme is present, comprehension and recall is no better than when the audience is presented with completely jumbled story comprised of unrelated sentences. See Sam Ham's *Environmental Interpretation* (1992, p. 39) for a more complete explanation.

Themes:
All interpretation, whether written or spoken, should have a theme – a specific message to communicate. Themes are statements (often expressed in one complete sentence) of what the interpreter wants the audience members to understand and take away with them.

Essential Elements of a Theme:
A theme should: 1. Be stated as a short, simple, complete sentence. 2. Contain only one idea. 3. Reveal the overall purpose of the presentation. 4. Be specific. 5. Be interestingly worded (if possible using active verbs).

An interpretive theme says something significant about the resource by connecting a tangible resource to an intangible meaning. The most compelling and relevant interpretive themes, therefore usually the most compelling and relevant interpretive programs, link a tangible resource to a universal concept.

EMOTIONAL & INTELLECTUAL CONNECTIONS

Interpretive programs contain elements that create opportunities for visitors to form their own intellectual and emotional connections with the meanings/significance inherent in the resource. These opportunities for connection are the pieces that make up an interpretive program and the elements that stick with visitors when they leave a program. The more opportunities for connection that are created in a program, the more chances the interpreter has to make individual visitors care about the park resources.

The best programs use a combination of emotional and intellectual connection opportunities in order to reach the most audience members. Visitors filter and respond to opportunities for connections through subjective beliefs, backgrounds, and circumstances. Successful interpretive products intentionally present both intellectual and emotional opportunities to provoke people who connect differently with resource meanings.

People who make personal connections to the resource experience a change in their emotions, intellect, or both. When an interpretive experience successfully facilitates personal connections to resource meanings the audience forms a personal bond with the resource, its meanings act upon them and they value the resource more.

In Three Steps, Anybody Can Write a Theme
Excerpt from *Environmental Interpretation – A Practical Guide for People with Big Ideas and Small Budgets* by Sam H. Ham

Sometimes interpreters have difficulty writing good themes simply because they aren't yet used to thinking thematically. Expressing a theme is easy, however, if you remember the difference between the topic (subject matter) of the presentation and the theme (the principal message you want to communicate to your audience about the topic). As a communicator, your task is to relate themes to your audience, not just information about the topic.

Steps in Theme Writing – An Example

1. Select your general topic (for example, "our soil") and use it to complete the following sentence:

   "Generally, my presentation (talk, exhibit, etc.) is about _____our soil_____."
   (put your general topic here)

2. State your topic in more specific terms and complete the following sentence:

   "Specifically, I want to tell my audience about the importance of conserving soil."
   (put your specific topic here)

3. Now, express your theme by completing the following sentence:

   "After hearing my presentation (or reading my exhibit, etc.), I want my audience to understand that it's necessary to conserve our soil in order to increase our crops and to protect the quality of our water." (put your theme here)

Theme or Not a Theme?

1. Life jackets can only save your life if you wear it; so buckle up.

2. Reach, throw, row, don't go

3. The four signs of a drowning victim

4. The US Army Corps of Engineers wants you to play safe for several different reasons

5. Wear a life jacket for those who love you

6. Boating safety on our lakes

7. Life is precious and that includes yours, so if you will not wear a life jacket for yourself then wear it for the ones that love you

8. You should play it safe when on or near water because your survival may depend on it

9. Alcohol and boating a deadly combination

10. Life jackets are important

GOALS & OBJECTIVES

Goals and objectives can help to give a program direction. If the interpreter knows what they would like for the audience to get out of the program, they can work to make opportunities for connection that help the audience reach those goals and objectives.

Definitions of goals and objectives follow:

Goals:
Goals are usually statements of long-range vision that support the mission of the organization.

Objectives:
While goals are part of the long-range vision of the park, objectives are specific and measurable statements that help the interpreter reach the program goal.

The Eppley Institute for Parks and Public Lands, states that objectives should contain the following:

The ABCDs of a good objective:

Audience: Specify the objective's target audience, such as visitors, children, the general public, etc. The more specific you are, the better the objective will be.

Behavior**:** Specify what the audience will be able to do as a result of the talk, such as explain, sequence, relate, etc.

Conditions: Specify when or where the objective will be met, such as at the end of the program, when they return home, in the next 6 months, etc. Although you may not be able to actually contact visitors in 6 months, technically, it could be done. Trying to have a long term impact on visitors is a worthwhile objective.

Degree: Specify how much will be needed to indicate success, such as identify 2 of 4 flowers, relate 1 of 2 causes of the conflict, sequence 3 of 5 events, etc. The degree must be measurable even if you do not actually measure your impact.

As mentioned in the definition of goals above, goals do not have to be made new for each program. Often, planning document such as an Interpretive Master Plan has already defined goals for the park. Using one of these goals can help to ensure that the goal of the program lines up with the overall goals of the park.

Once a goal that is appropriate for the park and the program has been picked, objectives that help the program reach the goal can be created.

Goal or Objective?

GOAL(s): The change(s) in the listener's mind (knowledge, opinion, philosophy, etc.) that occur when they hear your program. Goals are general statements that relate to your theme.

OBJECTIVES: The specific <u>measurable</u> performance(s) you expect your listener to be able to do after hearing your program that show that you are moving toward accomplishing your goal(s).

1. My audience will understand why they should always swim with a buddy.

2. Participants will be able to identify the four signs of a drowning victim.

3. The participants will realize why alcohol and boating don't mix.

4. Visitors will be able to explain how to swim out of a rip tide.

5. Visitors will appreciate the importance of wearing a life jacket and make sure it fits properly.

6. Participants will demonstrate three paddle strokes used in canoeing.

7. Visitors will be provoked into improving their swimming skills and not take risks in open waters.

8. Visitors will be able to describe the different types of life jackets.

9. Visitors will understand various methods of water rescue that don't endanger themselves.

10. Visitors will not dive into unknown waters.

Theme, Goal, and Objectives Work Together!

Theme: Respecting Water Can Save Your Life.

Goal: The visitor will understand the importance of respecting water and know what they can do to increase their chances of staying alive around water.

Objectives:

Learning: At the completion of the program the majority of visitors will be able to identify five rules of water safety.

Behavior: The majority of visitors will:
a. Learn to swim if they can't already.
b. Wear their life jackets
c. Swim with a buddy
d. "Know" before they "go"

Emotional: At the completion of this program, the majority of visitors will respect water but not fear it or take it for granted.

PROGRAM DEVELOPMENT

There are many ways to put a program together. The interpreter might start with the topic, the audience, the goal, the site, etc. Sometimes interpreters are told that their talk must be about a specific topic or that the location must be here or there. Other times, those items are all up in the air but the interpreter has a great idea for a theme and goes from there. However the process starts, there are a number of steps that the interpreter should always take. Reviewing these steps will help the interpreter ensure that all of the important elements of a program have been taken into account. If the order of the steps doesn't work for the interpreter, the interpreter can adjust the model to fit their needs.

The Interpretive Process Model (*Meaningful Interpretation* David L. Larsen) includes the following seven steps:

1. Select a tangible place, object, person, or event that you want the audience to care about.
2. Identify intangible meanings.
3. Identify universal concepts.
4. Identify audience.
5. Write a theme statement – include a universal concept.
6. Use interpretive methods to develop links into opportunities for connections to meanings. Illustrate the theme statement.
7. Use theme statement to organize opportunities for connections and cohesively develop an idea or ideas.

CHILDREN'S PROGRAMS

As Tilden's sixth principle states, Interpretation, addressed to children (say, up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamentally different approach. To be at its best, it will require a separate program. Often, parents and grandparents will attend the children's programs with the children, but the main interpretive focus is on the child.

While there are many methods for engaging children, one method of structuring programs is Joseph Cornell's flow learning (1989). The four stages of flow learning are:

1: Awaken Enthusiasm
Through shared fun, the Enthusiasm stage gives people a feeling of closeness with one another. It creates a base of alertness and enthusiasm on which you can build subtler, more meaningful learning experiences.

2: Focus Attention
At the close of the Enthusiasm stage, people are usually having lots of fun and feeling relaxed and enthusiastic. Now you can begin to bring that energy to a fine focus, with games that help people become calmly, enthusiastically attentive. The games of Stage 2 (Attention) help develop calmness and receptivity.

3: Direct Experience

Although Stage 3 (Direct Experience) and Stage 2 (Focus Attention) are similar, they differ in the greater power of the Direct Experience games to involve people directly in nature. Although involving the group directly in nature often involves taking the group into the resource. It is possible for the group to experience nature indoors through imagination.

4: Share Inspiration

At the end of Stage 3, the players feel calmly exhilarated, so now they are open to hearing stories that portray the noble ideals of great naturalists, conservationists, and ecologists. They're in the right mood for activities that bring out nature's heartwarming, beautiful and uplifting side.

THE PROGRAM

There are a number of factors involved in presenting an intriguing, emotional, and successfully conducted activity. The following checklist is useful in helping to plan and present your program.

OUTLINE: The most effective interpretive programs are based on a framework or an outline to help the interpreter stay on track. This structuring also provides the visitor guidance. It can give the visitor an idea of what the program may consist of, let them know what is expected of them, ease insecurities about the program, direct movements, and suggest activities. An outline is most effective when it is planned and reveals to the visitor the steps to your objectives. An outline begins with an introduction that supports your theme. What follows is the body of the program and then the conclusion that also supports your theme.

INTRODUCTION: Your introduction at the beginning of a program establishes the climate you expect to maintain throughout your program. It's your opportunity to let the visitors know you will take care of their needs as well as provide an enlightening and enjoyable experience.
    A. Create a favorable atmosphere with your audience
    B. Arouse interests in your subject/program.
    C. Clarify the purpose of your presentation.
Certain items should be included in the introduction:
    * Who you are   * What is going to happen
    * Where you're going   * Where you'll end up
    * How long it is going to take * What will be required of the visitors
    * What's the objective of the program?

CREATING A FAVORABLE ATMOSPHERE
    (arrive early to meet informally with visitors, introduce yourself, learn a few of their names and where they are from.)
    A. Refer to current interests of the audience.
    B. Respond to the mood of the audience.
    C. Refer to special interests of the audience.
    D. Complement the audience.

AROUSING INTEREST IN YOUR SUBJECT
    A. Asking one or more stimulating questions (Provocation).
    B. Using an unusual statement (Did you know that...).
    C. Relating a relevant personal story to the audience.
    D. Using a provocative quotation.
    E. Referring to a problem.
    F. Using an illustration or narrative.

CONCLUSION
    A. Summarize your Main Headings & Theme.
    B. Questions raised as to what is next.
    C. Inspirational tone and challenge to the audience.
    D. Strong memorable final sentence. Never end a program with…, "any questions"?

INTERPRETIVE TOOLS

Grabber – A sentence or prop that is outrageous, startling, interesting, or intriguing that gets your audience's attention.

Teaser – Something that creates a curiosity in visitors. This is usually something unknown that isn't revealed until later in the program.

Predict the Outline – Tell them what you're going to tell them, tell them, and then tell them what you told them.

Tilden's First Principle – Tying to personal experience of audience. Very important but often ignored.

Microphone – Can be awkward to use, but can ensure that your entire audience can hear you.

The Perfect Word – Keep your talk fresh by replacing old words with new, more effective ones (i.e. Don't throw the baby out with the bath water.)

Audience Interaction – Getting audience to actively participate in conversation or physical activities goes a long way toward increasing retention.

Silence – It takes nerve to use silence. Pause until uncomfortable; it helps when making important points.

U-Turn – This is an abrupt change in direction or train in thought. An example would be talking about the misconceptions of snakes and then giving your audience the chance to touch a live one. Jokes are also forms of U-turns.

Triphammer – A phrase which is repeated: Churchill's "We shall fight them in the air, we shall fight them on the sea, we shall fight them on the beaches …" which could have been, "We shall fight them in the air, on the beaches, and on the sea…" but would have

been much less effective. Similar JFK's "Ask not what your country can do for you; Ask what you can do for your country." The repetition of "ask" was vital to that electrifying paragraph.

Volume – When talking vary the volume and pitch of your voice.

Gestures – Moving hands or changing positions. Too much movement can be distracting.

Visibility – Let them see your eyes and expressions. Make eye contact. Position yourself so the entire audience can see you.

Kindergarten through 12 – Adapt your program for all ages. This might require an entirely new program. Remember if the kids are happy then the parents are happy.

The Gold Plated Correction – Tell the audience experiences that you or someone else has had, both good and bad. Use mistakes as learning and teaching tools. Try to avoid apologizing during your program.

Quick Reaction – Reacting to the unforeseen happenings by quick thinking and integration. Avoid ignoring the situation or becoming flustered because you may lose your train of thought. (i.e. the "teachable moment" on a nature walk or audio visual failure)

Transitions – Smooth and logical lead-in to the next point in your program. Teasers and questions make good lead-ins.

Questions and Thank You – Try to avoid asking for questions at the end of your program, it can be anticlimactic. The point is not to distract from your conclusion statement by asking, "Any questions?" It is better to let your audience know in your introduction whether you will ask for questions during the program or you prefer to answer questions at the end of your program. Avoid thanking your audience right at the end of your program. A good time to thank them is right at the beginning of your conclusion.

Memorize – Don't memorize your entire program, it will make it seem formal and sterile. If you are at ease then your audience will be at ease. Best thing to do is to write down your program outline, brief notes, and a sentence here and there. This will help you get back on track if you would happen to lose your train of thought.

Recapitulate – Brief main-point summary of your program.

Provocation – A possible new twist to inspire your audience to do something for themselves. This tool could be used to help your agency accomplish their mission.

INTERPRETIVE ACTIVITY OUTLINE

TOPIC/SUBJECT: (This is probably the first thing you would think of if someone were to ask you "what are you going to talk about?" The answer would be one or a few words and not a complete sentence. Examples might be: hypothermia, life jackets, etc.) Be specific, not too broad.

TITLE: (You may list either one or several suggested titles.)

FORMAT: (Is your activity an interpretive program, special event, game, puppet show, skit/script, song, display, or audio-visual program?)

TARGET AUDIENCE/AGE LEVEL: (Try to focus on the age level which works best for your activity and an interpreter can modify it to accommodate other audiences)

TIME: (Give your best estimate on the time it takes to conduct the activity.)

THEME: (A theme is a simple sentence that says what you are going to talk about. It is also the take home message that you intend for the listener to walk away with after your presentation. A complete sentence is necessary in order to focus and clarify your thoughts into a take home message!)

GOAL/PURPOSE: (Your goal is the change(s) in the listeners mind (knowledge, opinion, philosophy, etc.) that occur(s) after your presentation. The goal is a general statement that relates to your theme.

OBJECTIVE(S): (Objectives are specific measurable performance(s) you expect your listener to be able to do after your presentation that shows you are moving toward accomplishing your goal(s). Limit them to less than three.

DESCRIPTION: (Your description should provide the reader with all the information they need to conduct the activity. If the activity is a skit or puppet show, attach the script.)

CONCLUSION: (Provide a strong conclusion sentence, something that leaves visitors thinking about their own interpretation of your key messages/theme.)

SUGGESTED MATERIALS & EQUIPMENT: (List whatever an interpreter will need to present your activity.)

INTERPRETIVE ACTIVITY OUTLINE

TOPIC/SUBJECT:

TITLE:

FORMAT:

TARGET AUDIENCE/AGE LEVEL:

LENGTH OF PROGRAM:

THEME:

GOAL/PURPOSE:

OBJECTIVE(S): (Include Management Goals and Objectives)

DESCRIPTION:
    Introduction:

    Main Body:

CONCLUSION:

SUGGESTED MATERIALS & EQUIPMENT:

Originator:
Year originated:

Program Checklist

PREPARATION

_____Analyze your audience. (size, age, experience, education, special interests)

_____Prepare an outline - organizing your talk around a theme and presenting ideas in a smooth sequence.

_____Research your supporting information for accuracy and anticipated questions.

_____Carefully select slides or pictures that are relevant and have good composition and quality.

_____Practice your presentation and check slide sequence and timing for smooth delivery.

_____Give the program an interesting and understandable title.

_____Gather additional materials to be shown or handed out.

_____Check to see if all needed equipment is available and is in good working condition.

_____Make necessary arrangements to schedule the facility where you will be presenting the program.

BEFORE THE PROGRAM

_____Check out the facility where you will be presenting the program. (keys, lighting, PA system, noise, ventilation, outlets)

_____Set up all your equipment. (focus and center image, set up extension cords, screen, etc.)

_____Ask someone to help you with the lights, projector and/or doors (for late arrivals).

PRESENTATION

_____Make all necessary announcements.

_____Your introduction should include a welcome, arouse interest and set the stage for presentation.

_____Work in the name of your organization.

_____Organize your program so that there is a smooth transitions between sections, ideas, and slides.

_____Avoid distracting body movement. (jingling change in your pocket, swaying, chewing gum, or wearing sunglasses)

_____Avoid making direct reference to the slides. Make sure that your audience can always hear you. Use a microphone if available and don't talk when you are not facing the audience.

_____Stick to your theme and do not over-do you content.

_____Finish with a strong and definite conclusion.

AUDIENCE RAPPORT & INTEREST

_____Talk with enthusiasm.

_____Maintain eye contact with the audience.

_____Speak in a friendly, conversational tone.

_____Relate to the audience's interests and experience.

_____Use questions, examples, stories, or comparisons.

LANGUAGE

_____Avoid using speech mannerisms like fillers (uh) and unnecessary or repeated phrases (okay, so, you know).

_____Use appropriate language for your audience and explain technical terms when used.

_____Adapt your volume to the audience so everyone can hear you.

_____Pronounce words correctly and distinctly.

_____Vary tone as well as your pace to add emphasis and interest to your talk.

FEEDBACK & EVALUATION
_____Be aware of audience reactions and feedback.

_____Start and finish on time.

_____Have a colleague give you candid criticism.

_____Notes for improvement:

<u>Tips For Planning and Conducting a Walk, Hike, or Tour</u>

TRAIL SELECTION
1. Special concerns about the trail.
    a. Where does the trail start? Where does the trail end? Can people drive to the starting place? If you have access to a trail for people with disabilities use it too. Loop trail seem to work best for nature hike.
    b. Are there any hazards? Beware of area along the trail where people might loose their footing, loose gravel, tree roots, broken boards, etc. While conducting a hike make your audience aware of the hazard before they get to it.
    c. Is the trail pleasing, away from distractions and noise? Is it free of litter? It is a good idea to carry a trash bag when you conduct your hike and ask everyone on your hike to at least pick up one piece of litter during the hike.
2. Learn which trail will be best for your theme.
    a. Bird, watchable wildlife, and wildflower hikes will have unique habitats. Pick a trail that has the type of habitat that matches the type of hike you will be conducting.
    b. You might want to walk the trail before you decide on your theme.
3. Go over the trail once you have decided upon a theme.
    a. While conducting a hike you don't have to point out everything and talk about it. Make sure most of the stuff you talk about during your hike relates to your theme.
    b. What areas would be good stops for your hike? Will you encounter any construction, high use areas, or traffic?
    c. How long is the trail and how long will it take you to get your theme across to the audience?

ADVERTISING YOUR HIKE
1. Make it sound interesting on your activity schedule.
2. Be very clear on the "Who, What, When, Where, and How long" the hike is.
3. Does the participants need to bring any special equipment with them on the hike? Depending on the hike you might want to suggest binoculars, field guides, insect repellent, hat, proper shoes and clothing.
4. Suggest an age limit for kids who must be accompanied by an adult.

BEFORE THE HIKE
1. You might want to take the following items along with you on your hike, binoculars, field guides, first aid kit, radio, and trash bag. A backpack works well as a way to carry these items.
2. Try to walk the trail the day before your hike.

CONDUCTING THE HIKE
    AT THE BEGINNING
    1. Arrive early and make yourself visible. Do not assume that everyone knows who you are.
    2. Inform other personnel of your hike route so they can inform latecomers.
    3. Always start the hike on time. Don't punish the people that arrive on time by waiting on people that are late.
    4. Introduce yourself and welcome your group.

5. While introducing yourself be positive about where you work and about the agency you work for. This will go along way towards establishing your credibility with visitors.
6. Announcements should include how long the hike will last, where you will be going and what kind of terrain you will be encountering. This will let your group know what to expect.
7. Introduce the theme of your hike.
8. Advise that the hike will be informal and invite any comments or questions at any time during the hike.

ON THE TRAIL
1. Take charge and be the leader. Your voice and physical demeanor can effectively establish the proper relationship between you and your group. It can also lead to utter chaos. Don't be authoritative and avoid the appearance of timidity. Relax and assume your rightful role as the leader of the group.
2. Make the first stop close to your starting point so latecomers can see where you are.
3. Walk slowly enough so the group does not get strung out. Keep track of the last person. Be firm about keeping the group together.
4. Stay ahead of the group and when you stop to talk to the group, go to the middle of the group and address them as they face you. Make sure you make eye contact with each member of the group. Be certain that everyone can hear you adequately. Carefully regain the lead when finished talking.
5. Allow for less frequent stops with larger groups.
6. Keep hikers from facing into the sun when talking to them. They should not have to squint.
7. Kneel, squat, or stoop by small objects while on the trail as you talk about them. Be aware that in their attempt to see small objects, people will crowd in closely, thus blocking the view of others. Make sure that everyone has seen the object before moving on.
8. Encourage questions along the way. Make sure that before answering someone's question that you repeat it so that everyone can hear it.
9. Share discoveries and always be on the lookout for that "teachable moment." Do not be afraid to vary from your theme if you see something rare or unusual. Think of ways to "tie in" this new object with your theme. If you cannot tie it in to your theme don't pass up the opportunity to talk about it.

BRINGING THE HIKE TO A CLOSE
1. Select a definite point of dismissal and wrap up your interpretive story before the group sees their destination and becomes restless. It is very important to "recap" the hike and your theme.
2. Thank them for coming and joining you on your hike. Announce any other programs you may offer later in the day or week.
3. Make yourself available for questions or comments.
4. After the hike, evaluate what you did and what you might do differently next time.

TIPS ON SPEAKING WITH SLIDES
(35mm or PowerPoint Presentations)

1.   The most important item of any illustrated program is the outline. Your program MUST stand alone (without slides) to be effective; otherwise, you are just giving a commentary on a series of pictures. Do not memorize your entire program; just memorize your OUTLINE.

2.   One of the best self-helps is to practice giving the program to a co-worker or tape record it. Ask your co-worker for a true critique. The tape recorder will easily repeat your good and poor points. Sometimes you might not even be aware of something that you are doing until you hear or see it first. There is always room for improvement, so be open-minded when being critiqued.

3.   On giving the talk:

    A. Introduce each slide by thinking ahead to your next slide and point. Example: (on screen - hiker in Forester Pass) This is the highest pass in the Sierra Nevada. As we come through the pass, (press slide changer) the whole panorama of the (Kern panorama on screen) Kern River upper drainage lies before us. Etc. Avoid advancing to a new slide before you are ready for it. If you change too soon, the listener will examine the new slide and lose your train of thought while being confused as to the meaning of the slide.

    B. Avoid reference to the slide on the screen unless it helps your audience understand something better. Remember, the program MUST stand alone, and the slide only illustrates the point. Example: (Poor)(Bear on screen) Here we have a bear, which is common to this park. One should say, "The American Bear is common to this park"...etc. With the proper slide showing, there is no need to refer to it; this implies that the listener is ignorant or cannot recognize the common bear. If it is necessary to point out the object of your discussion because it is too far away, covered by something else, or because of poor lighting, the slide is not doing its job and should be replaced or removed entirely. Here is the case for slides that tells the story, or sufficient slides in series illustrating all the points you wish to make. The problem is particularly noticeable with most graphs, and workings of equipment. To be effective, special slides need to be made for the presentation and not just photos taken from existing charts, etc., which are normally read at close range or made for the technically informed. Also, a series, showing progression, can be of far greater use for visual presentations interspersed with picture slides of the subject.

    C. Use variety in sentence length, BUT keep them relatively short! Avoid giving a 30-minute talk, which consists of three or five sentences wherein the thoughts are connected by "and ahh". A few can go unnoticed, but many will become a strain upon the listener, especially those who appreciate good English. Try to educate by you talk AND the manner in which it is presented. Also, avoid using nothing but short, choppy sentences as though reading from a child's beginning reader. This is deadly! The average sentence should contain about 15-25 words. Listen to a noted public speaker when you can ignore his subject. To keep a program moving and maintain the audience's attention, the same slide should not remain on the screen for more than 7 seconds.

D. If you are using text on your slides keep it short and to the point. Do not use all capital letters because it can be hard to read. Use a color variation on the background and text so that it stands out and is easy to read. Easy to read fonts include aerial, times new roman, and courier.

E. Pause in your discussion after you have made an important point. A pause gives much added emphasis, especially after a very short sentence. Is this not true? (Pause) It allows the listener time to think about what you have said. John Ruskin summed it up when he said, "There is not music in a rest, but there is the making of music in it". A pause gives you time to think. No one has ever suggested that a speaker be required to talk constantly, without a break, for his allotted time. Have you tried impressive scenes in a logical sequence with only a musical background? Or two or three slides to illustrate a point just made with no words at all? Give it a try.

F. A formal setting, such as an amphitheater or auditorium tends to evoke a "lecture" voice. A "conversational" voice can best be described as, as though some one at your information desk or at the trail had asked you a question on your subject, and you had the amount of time to answer that question in detail.

G. Have a definite conclusion. Your outline must have this material. Do not say, "In conclusion..." The listener should not actually realize that you are concluding. Perhaps you will want to memorize a closing line with great punch. If so, say it then STOP! DO NOT taper off with, "Well, that is about all I have to say". Your last slide with your punch line should also say, "I have stopped". This is the purpose of the End slide or other appropriate slide followed by a blank slide (not necessary with PowerPoint).

H. Use a blank slide after your last slide when you are presenting a program using 35mm slides. Thus, when you remove your emblem or the End slide after a 5 second silent pause, your screen will be Black, rather than glaring white. The blinding white of the screen will destroy your concluding thought toward which you have spent 30 minutes or so to build up.

I. You should not have to apologize for poor slides...you should not have poor slides. If it's all you have to use then you should not being doing a slide program. Get the perfect slides to make your program sparkle.

J. Don't get caught off guard by equipment malfunctions. Be prepared with extra bulbs or to salvage jammed slides. If a malfunction does occur, fix it promptly. Always have a backup plan. If presenting a PowerPoint presentation back it up on a CD or floppy disk.

K. Use a remote control if you have one. This allows you to be in control of advancing the slides. If someone needs to advance the slides for you provide them with a list or a copy of the presentation so that they can follow along. When using the keyboard during PowerPoint presentations the N key will advance to the next slide and the P key will return to the previous slide.

Section IV
Evaluating Your Program

EVALUATING YOUR PROGRAM

After each program you should evaluate the activity. Was it well received by the public? How might you improve it in the future? If you find you would like to improve your program and presentation read through the following list and decide which things need further attention.

A. PROGRAM PREPARATION
1. Schedule your time so you have time to prepare.
2. Organize and outline your thoughts so that important points are covered in an orderly and concise manner.
3. Vary the program with new material occasionally.
4. Avoid using too much technical language.
5. Be certain the program has a planned beginning, middle, and end.

B. GENERAL ATTITUDE
1. Do you enjoy speaking in front of people?
2. Do you feel comfortable about letting people ask you questions?
3. Do you keep the attention of the audience? If not, why?

C. PERSONAL APPEARANCE
1. Your uniform should be of regulation as stated in the Policy Manual and be well fitted and clean.
2. Stand erect and poised before the group.
3. Have a smiling and friendly expression.
4. Avoid any nervous mannerisms that distract attention.
5. Do not smoke, chew tobacco or gum, or wear sunglasses during your presentation.

D. PROGRAM DELIVERY
1. Speak in a friendly, conversational tone. Be enthusiastic!
2. Make sure everyone in your audience can hear you. Enunciation is the art of speaking loud and clear enough, so that everyone in the room can hear and understand you. If a microphone is available use it.
3. Vary the pitch and rate of talking to avoid sounding monotonous.
4. Pause to emphasize important points.
5. Breathe deeply from your diaphragm to get the best sound quality and volume.
6. Try not to use filler words such as "and, uh, or ah" when pausing or thinking.
7. Avoid using any word or phrase over and over such as "As you see or you know."
8. Work on improving your use of the English language.
9. Make eye contact with your audience. Make sure everyone feels included not just the first row or two.
10. Are you too serious when you talk? Lighten up and enjoy yourself.
11. Don't offend anyone in your audience.
12. Don't apologize or make excuses for things that go wrong during your program.
13. Be ready to improvise.
14. Try to involve your audience in your program.
15. Always start your program on time.

E. EXTRA HELP
1. In many cases you may want to use props during your program.
2. Videotape your programs to evaluate yourself.
3. Invite someone to critique your program.
4. Practice your program out load or in front of a mirror.

SELF-CRITIQUE OF AN INTERPRETIVE PROGRAM

How did you communicate verbally?
VOLUME:
Were you loud enough to be heard? Was your volume appropriate for the size of the group? Did you vary tones to express feelings?

CLARITY:
Were your words pronounced clearly, without interference? Did you try to compete with other noises?

DIRECTION:
Did you face your audience while speaking to them?

PACING:
Was your speaking rate varied for emphasis and feeling? Was the amount of narrative varied per stop, topic, slide, etc., to provide change: Did you avoid speaking in a monotone?

FEELINGS:
Were you positive toward your audience at all times by expressing warmth, interest and enthusiasm? Did you avoid sarcastic or mocking comments?

How Did You Communicate Nonverbally?
BODY MOTIONS:
Do you use body motions for emphasis such as pointing for direction and gesturing for explanation? Did you avoid distracting motions such as arms folded or hands in pockets, rocking or slouching? Do you guide the audience with moves such as walking briskly?

FACIAL GESTURES:
Are you using facial gestures as positive responses to your audience, such as nodding and smiling and facing them when listening?

EYE CONTACT:
Are you making eye contact with members of the audience? Are you moving your eyes from person to person?

MODELING:
Do you do what you want your audience to do (i.e., bending to look at something more closely?)?

GATHERING:
Did you provide an opportunity for the audience to settle in before starting your presentation?

RECEPTIVITY:
Did you look available for conversation before and after the presentation? Do you act supportive when your audience responds during your presentation?

LISTENING:
Were you attentive to visitor's comments, questions and replies by acknowledging the speaker with facial gestures? Do you wait for questions and responses to sink in? Do you sit quietly during the Question-Response?

POSITION:
Did you locate yourself for visibility and audibility by the visitor? Did you avoid blocking a view from the audience or separating the audience?

What Did You Say?

GATHERING:
Did you use the pre-program time for analyzing your audience interests, capabilities and level of knowledge?

INTRODUCTION:
Was your introduction used for structuring?

INTELLIGENCE LEVEL:
Did the audience understand the words you used? Did they understand your explanation of new vocabulary? Did you treat the visitor as an intelligent being?

ACCURACY:
Do you have any doubts about statements that you made?

TRANSITIONS:
Were changes from topic to topic, or stop to stop, done smoothly by connecting the data?

DEVIATIONS:
Did you permit spontaneous interpretation to take place by recognizing visitor interests and attentions (i.e., an unusual bird or sudden appearance of wildlife)?

QUESTIONING:
Were questioning strategies successfully used to encourage participation and to lead the visitor to objectives?

RESPONDING:
Were you receptive? Did you get others involved?

CONCLUSION:
Did you summarize? Did you structure the visitor for your objective (tell them what you told them)?

<u>Who did you communicate with?</u>

NON-VERBAL BEHAVIOR:
What did the audience's non-verbal behavior tell you? Were they listening, responding? Were they comfortable or fidgeting, aware or day-dreaming, smiling or gazing, listening or chatting to a friend, looking at your (or your topic) or at everything else?

SUITABILITY:
Was the topic presented of interest to the audience? Did they understand you? Were they interested in what you were talking about? Did you acknowledge different group types (youngsters, families, couples, etc.)?

QUESTIONS:
Were questions seeking information you should have covered? Did they reflect misunderstanding? Did they relate to the topic?

COMFORT:
Was your audience physically comfortable?

INTERPRETIVE PROGRAM EVALUATION SHEET

EVALUATOR _____ INTERPRETER

_____

PROGRAM TITLE

_____

DAY/DATE/TIME _____ WEATHER

_____

LOCATION _____ # OF VISITORS

_____

STARTING TIME: :   AM/PM
ENDING TIME: :   AM/PM
PROGRAM LENGTH   :   AM/PM

          + = well done   ✓ = okay   - = needs improvement
MECHANICS
_____ Written outline, theme, objectives submitted

_____ Arrives 15-30 minutes before program

_____ Explains program (start/finish, when/where, description)

_____ Safety message, special precautions

_____ Management and control of visitors

_____ Pace (according to visitors = abilities and interests)

_____ Number of stops appropriate: _____

_____ Time at stops appropriate

_____ Length (time/distance; appropriate and as advertised)

INTERPRETER
_____ Mixes with group before presentation, rapport established

_____ Appropriate uniform; sharp, professional appearance

_____ Attitude (enthusiasm, genuine interest, approachability)

_____ Poise (relaxed, self-confident)

_____ Reaction to unexpected situations

_____ Communicates with entire group (see/hear/participate)

_____ Appropriate use of humor

_____ Non-verbal communication (eye contact, hands, gestures)

_____ Speech (volume, tone, speed, pacing, pronunciation)

_____ Technical level (appropriate level and vocabulary)

COMMENTS

_____

PROGRAM
Introduction (creates interest, intrigue; sets mood)

_____

_____

Theme (clear, appropriate, organized)

_____

_____

Organization (theme developed, program supports theme)

_____

_____

Accuracy of information and depth of knowledge (pertaining to the site as well as to program specifies)

_____

_____

Objectives (clear, appropriate, success in achieving)

_____

_____

Group involvement (relating to visitors = experience, provocation, standard interpretive techniques i.e. questioning strategies)

_____

_____

Conclusion (effective, well-paced, memorable, provocative, clean)

_____

_____

FURTHER COMMENTS

_____

_____

_____

Section V
Additional Information

UNIFORMS AND APPEARANCE

The Corps of Engineers park ranger uniform or any part of it must not be worn by SCA Interns. The Intern must at all times maintain a professional and neat appearance.

Interns are responsible for their appearance. Individuals must wear the uniform that they are provided in a manner that commands professional respect for themselves, the Student Conservation Association, and the Corps of Engineers.

The uniform provided to SCA Interns must be worn in its entirety and kept clean, wrinkle-free and neat. Ill fitting, faded or shabby uniform items will not be worn.

The option of which uniform is worn by the SCA Intern is completely up to their manager or supervisor.

OPTIONS FOR THE SCA INTERN UNIFORM:

Option 1:
Wear uniform provided by SCA. SCA provides polo shirt, name tag, and ball cap or visor. Intern must provide pants or shorts.

Option 2:
Wear Corps volunteer clothing with the SCA provided nametag. Volunteer clothing can include a polo shirt, t-shirt, ball cap, hooded jacket. Intern must provide pants or shorts.

Footwear:
The type of footwear worn by the intern is up to the discretion of the intern's manager or supervisor.

TEN RULES OF SELF-DEFENSE

1. Maintain vehicles and equipment including radios in good working order. Always have a notebook or daily report form, and a pen so that you can take notes on anything that may need to be passed on to the next shift.

2. When approaching a visitor, look for danger signs. Look for anything that may not seem right; anything that is not quite normal.

3. Do not place yourself in a bad position. Maintain proper personal space between yourself and visitors. Someone who is at least six feet away from you cannot strike you.

4. Watch people's hands. When making your approach, check for anything they may be holding or pick up as you draw near. A balled fist or sudden movement can be a warning signal.

5. Relax slowly. Be on guard.

6. Avoid "Tombstone Courage". Do not mislead yourself into thinking that you can handle all situations. If you're not sure of a situation, ask for assistance before making contact.

7. Never work while sleepy. You will not be alert. Use annual leave, or check with your supervisor.

8. Avoid preoccupation. Keep your mind on your work.

9. Avoid apathy and "it can't happen to me" states of mind.

10. Pass the word on to the next shift. Let them know about suspicious actions or vehicles, even if you're not sure. This advance notice of possible dangerous situations may help to avoid them.

THE U.S. ARMY CORPS OF ENGINEERS CASTLE

The appropriateness of the turreted castle as a symbol of the Corps of Engineers is readily apparent. The medieval castle is inseparably connected with fortification and architecture. In heraldry, the castle and the tower are often used in a coat of arms or given as charges in the shield of persons who reduced them, were the first to mount their walls in an assault, or has been applied to the strongest of our early fortifications, such as Castle Pinckney in Charleston, South Carolina, and Castles Williams and Clinton in New York Harbor, which, together with the entire system of permanent defense of our country, are particular achievements of the Corps of Engineers.

Possibly patterned after one of the city gates of Verdun, France, the castle is a highly conventionalized form, without decoration or embellishment. The Army officially announced the adoption of the castle, to appear on the Corps of Engineers' uniform epaulettes and belt plate, in 1840. Soon afterwards, the cadets at West Point, all of whom were part of the Corps of Engineers until the Military Academy came under the control of the Army-at-large in 1866, also wore the castle. Army regulations first prescribed the use of the castle on the cap in 1841. Subsequently, the castle appeared on the shoulder knot; on saddlecloth as a collar ornament; and on buttons. Although its design has changed many times, the castle, since its inception, has remained the distinctive symbol of the Corps of Engineers.

The traditional castle is an important symbol representative of the long history and national significance of the Corps of Engineers. Dating back to about 1839, this symbol is used only in special applications, specifically when a sense of the traditions and history of the Corps are an essential part of the visual presentation.
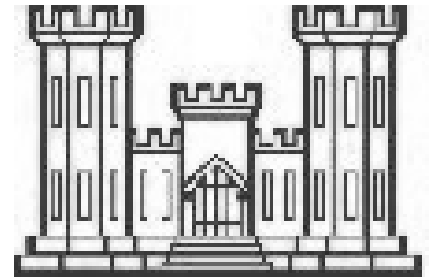
The U.S. Army Corps of Engineers communication mark/signature is a key graphic element in Corps' uniform graphic identification system. There are specific guidelines, which include color, placement, etc. detailing the proper use of this mark explained in the Corps of Engineers Graphic Standards Manual

US Army Corps of Engineers Division Map

Great Lakes and Ohio River Division

North Atlantic Division

South Atlantic Division

Mississippi Valley Division

Southwestern Division

Northwestern Division

South Pacific Division

Pacific Ocean Division

(HQ) - Division Headquarters

RHQ - Regional Headquarters
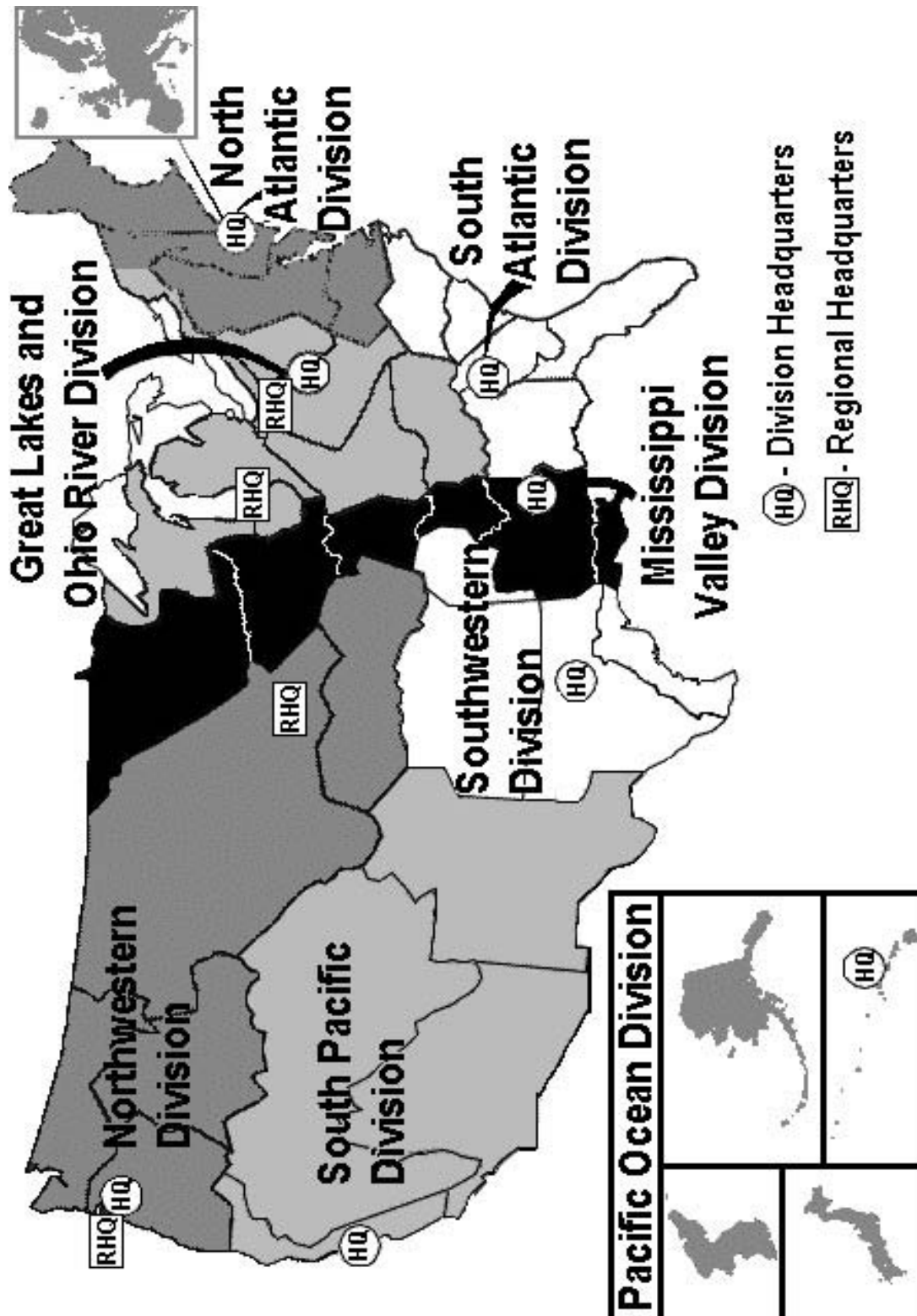
CORPS OF ENGINEERS ACRONYMS

The following are acronyms that are commonly used within the Corps of Engineers. A more detailed list of acronyms can be found at http://corpslakes.usace.army.mil/employees/glossary.html.

USACE	**U**nited **S**tates **A**rmy, **C**orps of **E**ngineers
HQUSACE	**H**ead**q**uarters, **USACE**
DoD	**D**epartment **o**f **D**efense
ER	**E**ngineer **R**egulation
AR	**A**rmy **R**egulation
EP	**E**ngineering **P**amphlet
DP	**D**istrict **P**amphlet
CFR	**C**ode of **F**ederal **R**egulations - contains Title 36.
CFS	**C**ubic **F**eet per **S**econd
NRRS	**N**ational **R**ecreation **R**eservation **S**ervice
OMBIL	**O**perations & **M**anagement **B**usiness **I**nformation **L**ink
CEFMS	**C**orps of **E**ngineers **F**inancial **M**anagement **S**ystem
GSA	U.S. **G**eneral **S**ervices **A**dministration
MOA	**M**emorandum **O**f **A**greement.
MOU	**M**emorandum **O**f **U**nderstanding
NRM	**N**atural **R**esources **M**anagement
PHA	**P**osition **H**azard **A**nalysis

OMBIL Interpretive Contacts Descriptions

Direct Interpretive Contacts Information:
OMBIL Definition of On-site Direct Interpretive Contact = Enter the number of direct interpretive contacts made on-site during the report fiscal year. This will include guided walks, campfire programs, programs on outgrants conducted by Corps employees, facility tours, talks, roving interpretation, living history, public meetings that include a substantial interpretive message, and individual contacts, if the contact is focused on an interpretive message. Simple dissemination of written information should not be considered a direct interpretive contact.

Participants in special events, such as lake cleanups may be included as direct contacts, only if they receive *substantial* (specific) interpretive messages or programs.

OMBIL Definition of Off-site Direct Interpretive Contacts = Enter the number of direct interpretive contacts made off-project during the report fiscal year. This will include school programs, youth and civic groups programs, career days, and cooperating association programs occurring at a location off the project.

       Off-site contacts such as public service announcements, bulletin boards, radio and TV interviews, imprinted messages, theater messages, etc. should <u>not</u> be included in direct contacts. If more than one project participates in an interpretive event, the interpretive coordinators involved, should decide how to report the number of people reached to avoid double counting in OMBIL.

       At large off-site events, such as fairs and boat shows, only individuals who actively and *substantially interact* with the exhibit or the staff should be counted as a direct contact, not the total number of event attendees.

Indirect Interpretive Contacts Information:
OMBIL Definition of Indirect Interpretive Contacts = Enter the number of interpretive PSAs, bulletin board announcements, radio and TV interviews and imprinted messages sponsored by the project during the report fiscal year. Enter in whole numbers. In this category do <u>NOT</u> report numbers of people or number of times a message is run, but rather, the total number of <u>different messages</u> or events.

       Exhibits or booths at large events such as boat shows and fairs where no or very brief contact was made with the exhibit or staff, the event should be reported as one indirect contact and the attendance to the event should not be counted as an indirect interpretive contact.

       In OMBIL, you must put the contact into one of the 6 subject matter categories. Lewis and Clark is a subcategory of the Cultural/Historical category. Below are examples of imprinted messages that can be counted as indirect contacts. These include PSAs, news releases, news articles, marquees, brochures, camper newsletters, program flyers, and bulletin boards.

Indirect Interpretive Contact Examples:
Water Safety:
       Beach Blast special event - 1 (Each event counts as one; you do not count the number of participants as indirect)
       Water Safety PSA – 1 (e.g. 10 radio stations airing same msg. 3 times each = 1)

Water Safety Posters – 3 (3 different water safety posters from HQ posted on various bulletin boards would count as 3 <u>per year</u> in OMBIL. These are <u>not</u> counted every time and place they are posted)

Kite Tubing Prohibited Poster – 1 indirect interpretive message

Key Chains – 1 (If the same water safety message is on 2 different giveaway items, it still counts as 1 message)

Marquee Signs– 1 (If 10 partners have signs and they all have the same message i.e. Wear a PFD, this counts once)

General Safety:

Hunter Safety Course -1 (If you have 3 courses/ year that are exactly the same, this would count as one message. If the messages in the 3 courses vary somewhat, this could count as 3 indirect interpretive contacts)

Project Web page – 1 (entire web site counts as 1 indirect contact message for the year)

Bulletin Boards - If you have 30 different bulletin boards that contain most of the same information, then you can just say you have 30 Indirect Interpretive Contacts for each year—do not report monthly.

Traveler's Information Station/ phone recorded messages - 31 (count as message is updated, not # of callers)

OMBIL Interpretive Contacts Data Entry Instructions

This form records the number and nature of interpretive contacts. This information should be updated at least annually, at the beginning of the fiscal year for the previous fiscal year. More frequent updates will be at local discretion; however, it is advised to create a separate record for each Interpretive Contact event, not just single summary records for each category, i.e. if you present water safety talks to six different groups on six different days and the total contacts is 150, don't just enter a single record with a total of 150 contacts; instead create six separate records. If each event is entered as a separate record, the total number of events can be tracked as opposed to just the number of contacts. This will provide more in-depth information with which to evaluate the Interpretive Program at individual projects.

1. **INTERPRETIVE CONTACT LOCATION**. The current project site.

2. **CONTACT DATE**. Select the current date the interpretive contact is being entered.

3. **NUMBER CONTACTS**. If the type of contact is direct (either on-site or off-site), enter the actual number of people contacted during the interpretive effort. If the type of contact is indirect, enter the number of interpretive PSA's, bulletin board announcements, radio and TV interviews, and imprinted messages sponsored by the project during the previous year. Enter in whole numbers. NOTE: In the indirect category, do NOT report numbers of people or the number of times a message is run, but rather, the total number of different messages or events. Exhibits or booths at large events such as boat shows and fairs where no or very brief contact was made with the exhibit or staff should also be reported as indirect.

4. **INTERPRETIVE CONTACT TYPE**. Select the type of interpretive contact from the list of available values.

5. **LEWIS AND CLARK INDICATOR**. Check this box, if applicable, to indicate that the current interpretive contact is related to the Lewis and Clark Bicentennial Commemoration. This indicator is in addition to the Direct or Indirect indicators above.

6. **COMMENTS**. Enter a descriptive comment about the interpretive effort, if desired.

7. **DIRECT ON-SITE INDICATOR**. Click this radio button to indicate that the current interpretive contact is considered a "direct on-site" exposure. Direct Interpretive Contacts include guided walks, campfire programs, programs on outgrants conducted by Corps employees, facility tours, talks, roving interpretation, living history, public meetings that include a substantial interpretative message, and individual contacts, if the contact is focused on an interpretive message. Simple dissemination of written information should not be considered an interpretive contact.

8. **DIRECT OFF-SITE INDICATOR**. Click this radio button to indicate that the current interpretive contact is considered a "direct off-site". Direct Off-Site Interpretive Contacts will include school programs, youth and civic groups programs, career days, and cooperating associating programs occurring at a location off the project.

9. **INDIRECT INDICATOR**. Click this radio button to indicate that the current interpretive contact is considered an "indirect" exposure. Indirect Interpretive Contacts will include interpretive PSA's bulletin board announcements, radio and TV interviews, and imprinted messages sponsored by the project during the report fiscal year. Exhibits or booths at large events such as boat shows and fairs where no or very brief contact was made with the exhibit or staff should also be considered.

BOATING AND WATER SAFETY BASICS

Millions of people visit lakes and rivers for water-oriented recreation on, in, or near the water. It is inevitable that some of those people will end up dead. Most of these incidents could have been avoided. You can make a difference in this area if you hone your skills at interpreting boating and water safety information to our visitors. For sample boating and water safety program outlines, go to our Resource Guide at http://corpslakes.usace.army.mil/employees/watersafety/pdfs/resguide.pdf.

Target Group Boating & Water Safety Messages: The focus of our educational messages can be divided into two main categories: those messages geared toward children in grades K-7 and those targeting teenagers and adults. Drowning statistics serve as the basis for determining the main focus of these messages. The messages for children can also apply to adults with a slight modification on the first one.

A. Key safety messages for K-7th grade children:

1. Make Sure Adults Are Watching You Around Water. Be careful to not wander very far away from the adults you're with and never go into the water or onto a boat dock unless they know it. Only swim in designated areas.

2. Always Swim With a Buddy. Never swim alone. Half of all drowning victims are alone when they drown.

3. Learn to Swim Well. Take swimming lessons and learn to swim well. Great swimming ability can be a good defense against drowning. However, if you're on a boat it's always best to wear your life jacket.

4. Don't Depend on Floating or Air-filled Toys to keep you afloat. There is no substitute for a life jacket, especially if you are a weak or non-swimmer.

5. Wearing Your Lifejacket Can Be Fun and it can save your life. (*Take advantage of the amazing persuasive abilities of children and encourage them to have their parents wear lifejackets too.*)

6. Never Dive Into Water Head First. Unknown water depth in rivers and lakes and what lies unseen below the water's surface can be dangerous.

7. Know Four Signs of Drowning Victim. An estimated 60% of all drownings are witnessed; however, people are unable to identify the four classic symptoms of a drowning victim. These are head back (bobs up and down above/below the surface), mouth open, no verbalizing, and both arms outstretched moving simultaneously in an above-the-water, up and down stroke that appears as if they are slapping the water.

8. Reach, Throw, Row, Go for Help. You should never go near anybody struggling to stay afloat in the water because they could drown you! Most drowning victims are within 10 feet of safety, having unintentionally entered the water. To help rescue someone you can extend a pole, stick, line, or clothing to reach them or throw something floatable within their grasp. The

"Reach, Throw, Row, Go for Help" rescue method is encouraged to avoid multiple drownings. It only takes a child an average of 20 seconds and an adult an average of 60 seconds to drown. *Make sure when teaching the rescue method that people understand that only a trained lifeguard should go after someone struggling in the water; others should only go for help.*

B. Key safety messages for teenagers and adults:

1. Watch Your Children. It only takes a child an average of 20 seconds to drown. Only swim in designated areas.

2. Wear It (10 min. vs 60 sec.)! While boating, be sure to wear your life jacket. It takes an average strong swimmer 10 minutes to put on a life jacket after entering the water, and that's after they have it in their hands. It only takes an adult an average of 60 seconds to drown. You cannot put on a seatbelt just before a car wreck, and you don't get a chance to put on a life jacket just before a boat accident. A life jacket can't save your life unless you wear it, and holding onto a life jacket can only save you if you are conscious. Avoid standing up in a boat, and if you must do so, be sure to wear your life jacket. The US Coast Guard estimates that 90% of boating accident victims might have lived if they had been wearing life jackets.

3. Know Your Limits. Exceeding your abilities is a risk often associated with peer pressure and it can lead to deadly consequences. Two prime examples of this are swimming farther or drinking more than you should. Swimming outside of designated beach areas leads to the most water-related fatalities at Corps projects. It is speculated that these individuals are exceeding their limits.

The "Don't Cross Your Stupid Line" campaign is a way to encourage individuals to make smart decisions when it comes to risky behavior. The Stupid Line is that line of choice we all have when faced with risk. It separates smart risk from stupid risk. It's up to you to decide where to draw the line. (*This media campaign was started in 1994 by an organization from Canada called SMARTRISK as a way to appeal to the senses of younger audiences.* http://www.smartrisk.ca)

4. Beware of Boater's Hypnosis. Boater's hypnosis is a condition created when the combination of sun, wind, boat vibration and noise over time can slow down a boat operator's reflexes. This could lead to operator inattention and careless/reckless operation which the USCG reports are major contributing factors in boating-related fatalities. Boater's hypnosis, combined with alcohol, compounds the intoxicated effect and slows reaction time even more.

5. Alcohol and Water Don't Mix. It's against the law to operate a vessel while intoxicated. Many water-related accidents involve the use of drugs and alcohol and drowning victims are often intoxicated at the time of death. Boat sober and use alcohol responsibly if you are recreating in, on or near the water. Alcohol and drugs can also intensify an inner-ear condition (caloric labyrinthitis) which causes persons to become disoriented when suddenly entering the water and to swim down when they think they are going up. *Fatal vision goggles are a great teaching tool for simulating the effects of intoxication.*

6. Your Involuntary Gasp Reflex Can Kill You. Sudden unexpected immersion in cold water causes an involuntary gasp (or torso) reflex. It only takes ½ cup of water in your lungs to drown. The gasp reflex is delayed when people are under the influence of alcohol or drugs causing them to inhale water and drown. Falling overboard is the second-highest cause of water-related fatalities at Corps projects.

7. Take a Boating Safety Course. A NASBLA (National Association of Boating Law Administrators) approved boating safety course is best. These are offered by the US Coast Guard Auxiliary, U.S. Power Squadron, American Red Cross, state agencies, and on-line (http://www.boatus.org/onlinecourse/ or http://www.americasboatingcourse.com). Typically, you can receive a discount on your boat insurance policy with proof of completing one of these courses. According to the USCG, the majority of boating-related fatalities involve operators who had not received any boating safety instruction. Many insurance companies provide a discount to boating safety course graduates. In addition, many states require a boating class for operators under a certain age.

8. Cold-Water Immersion-HELP Response Can Save You. Cold-water immersion is the cause of many boating-related fatalities. The danger increases as water temperature decreases below normal body temperature (98.6 degrees F). Cold-water immersion follows four stages, starting with cold shock, followed by swimming failure, then hypothermia and finally post-rescue collapse. Most cold-water drowning fatalities are attributed to the first two stages, not hypothermia. All boaters should wear a life jacket and dress for the water temperature, not the air temperature. If self-rescue is not possible, actions to minimize heat loss should be initiated by remaining as still as possible in the Heat Escape Lessening Position (HELP), where your knees are drawn to your chest with your arms grasping them together, or simply huddling with your arms around other survivors in a circle. Additional layers of clothing can help you stay afloat by trapping air. Wet clothes will not weigh you down in the water as many people perceive, because water does not weigh more than water. A report on cold-water immersion can be found at http://www.bordeninstitute.army.mil/published_volumes/harshEnv1/Ch17-ColdWaterImmersion.pdf

9. Be Aware of CO Poisoning Risks. Carbon Monoxide (CO) can harm or kill someone inside or swimming outside of a boat. CO poisoning is preventable. Every boater should be aware of the risks associated with CO – what it is, where it may accumulate and the symptoms of CO poisoning. Downloadable educational tools are available at http://www.uscgboating.org/

10. File a Float Plan. Boaters should always leave a float plan with a relative, friend or marina. It's important that a responsible person on shore knows of your plans. Leave your schedule, route and other vital information with someone who will take action should you fail to return or check in on time.

11. Boat with Consideration for Others. You are responsible for any damage that your vessel or it's wake cause. Be cautious and aware of your surroundings at all times. Obey all signs and posted restrictions. Typically, irresponsible actions of boat operators lead to accidents, so boat responsibly.

12. Steer Clear of Commercial Vessels. Commercial vessels have to stay within the navigation channel on the river. An average tow boat pushing barges can take ¾ to 1½ miles to come to a stop. If you can't see the pilot, he or she can't see you, because a commercial pilot's blind spot can extend for several hundred feet to the front and sides of the vessel.

13. Inspect Your Equipment. Before every trip you should perform a safety check of your vessel. Make sure you have all the required equipment on board such as life jackets, throwable PFD, certificate of number (state registration), fire extinguisher, visual distress signals, sound producing devices, and whatever additional items Federal and your state's laws require. Check your engine, ventilation, backfire flame arrestor, electrical systems and trailer before you go. Take advantage of courtesy vessel safety checks that are offered by the US Coast Guard Auxiliary and the US Army Corps of Engineers.

14. Know Before You Go. Every boating outing will be more safe and enjoyable if you are familiar with the conditions where you're going. That includes having maps or charts of the waterways you're traveling and knowing the weather report. The current weather conditions along with reasonably predicted expectations of weather should be a prime consideration for anyone venturing out onto the water in any type of vessel. You should carry a fully charged cellular telephone, marine band radio or both. These will do no good, however, if you don't know who to call or how to operate the equipment.

15. Watch for Dangerous Waves or Signs of Rip Currents (e.g. water that is discolored and unusually choppy, foamy, or filled with debris). If you are caught in a rip current, swim parallel to the shore.

<u>Boating Safety Equipment</u>

Become familiar with the U.S. Coast Guard boating safety equipment requirements in order to be able to explain it to your visitors. More information can be found at www.uscgboating.org.

<u>Life Jackets</u> All recreational boats must carry one wearable life jacket (Type I, II, III, or Type V life jacket) for each person aboard. A Type V life jacket provides performance of either a Type I, II, or III life jacket (as marked on its label) and must be used according to the label requirements. Any boat 16 feet and longer (except canoes and kayaks) must also carry one throwable personal flotation device (Type IV). Life jackets must be Coast Guard approved, in good and serviceable condition, and the appropriate size for the intended user. When a vessel is underway with children under 13 years old, they must be wearing a life jacket unless they are below deck or in an enclosed cabin. Note: On some state waters this age requirement may vary. Boaters are encouraged to check with their respective state boating authority regarding these requirements.

It is the most important piece of equipment on a boat. In nationwide boating accidents each year, 85% of the people that die were not wearing a life jacket. The law states that each occupant of a vessel must have a life jacket, but having one handy does not insure that you'll be safe. It takes an average strong swimmer 10 minutes to put on a life jacket after entering the water. When falling in the water without a life jacket on, first, you have to find it, and second, since they are so buoyant, it is extremely difficult to hold it in position underwater while tying or buckling. Often, life jackets are stored within a compartment inside the vessel and if the boat capsizes, it is necessary to dive or swim underwater in order to reach them.

<u>Sound Producing Devices</u> (horn or whistle) – The navigation rules require sound signals to be made under certain circumstances. Recreational vessels are also required to sound signals during periods of reduced visibility. In order to be legal, these devices must be capable of producing a sound, two seconds in duration, and audible over a distance of half a mile. Vessels 39.4 feet or more in length are required to carry on board a whistle or horn. Any vessel less than 39.4 feet meters in length may carry a whistle or horn, or some other means to make an efficient sound signal to signal your intentions and to signal your position in periods of reduced visibility. Therefore, any vessel less than 39.4 feet in length is required to make an efficient sound signal to signal your intentions and to signal your position in periods of reduced visibility.

<u>Lights</u> – Recreational vessels are required to display navigation lights between sunset and sunrise and other periods of reduced visibility (fog, rain, haze, etc.). The U.S. Coast Guard Navigation Rules, International-Inland, specifies lighting requirements for every description of water craft.

<u>Fire Extinguishers</u> – Coast Guard approved extinguishers required for boats are hand portable, either B-I or B-II classification and have a specific marine type mounting bracket. It is recommended the extinguishers be mounted in a readily accessible position, away from the areas where a fire could likely start such as the gallery or the engine compartment. Fire extinguishers are required on boats when any of the following conditions exist: inboard engines are installed; closed compartments and compartments under seats where portable fuel tanks may be stored; double bottoms not sealed to the hull or which are not completely filled with flotation materials;

closed living spaces; closed stowage compartments in which combustible or flammable materials are stored; or permanently installed fuel tanks. Inspect fire extinguishers monthly. The number of fire extinguishers required on a recreational boat is based on the overall length of the boat.

Ventilation – All boats which use gasoline for electrical generation, mechanical power or propulsion are required to be equipped with a ventilation system.

Life Jackets

Make sure you are familiar with the requirements for life jackets. If a life jacket fits properly, it will help keep your head above the water. Too big, and the life jacket will ride up around your face. Too small, it will not be able to keep your body afloat. Life jackets designed for adults will not work for children.

Try it on for size:
1: Check the manufacturer's label to ensure that the life jacket is a proper fit for your size and weight.
2: Make sure the jacket is properly fastened.
3: Hold your arms up over your head.
4: Ask a friend to grasp the tops of the arm openings and gently pull up.
5: Make sure there is no excess room above the openings and the jacket does not ride up over your chin or face.

For the best fit, try the life jacket in shallow water under safe and supervised conditions.

Types of Life Jackets:

Auto Inflatable:
Inflates automatically upon immersion or manual activation; comfortable and cool; may turn unconscious wearer face up; requires regular maintenance; not for children under 16 or non-swimmers; and not for sports where immersion is expected (whitewater paddling, waterskiing, etc)

Manual Inflatable:
Only inflates upon manual activation; comfortable and cool; may turn unconscious wearer face up; requires regular maintenance; not for children under 16 or non-swimmers; and not for sports where immersion is expected (whitewater paddling, waterskiing, etc.)

Belt Pack Inflatable:
Inflates automatically upon immersion or manual activation; extremely easy to wear; requires regular maintenance; must be placed over head after inflation; not for children under 16 or non-swimmers; and not for sports where immersion is expected (whitewater paddling, waterskiing, etc.) It is critical to not refer to this as a fanny pack! We don't want anyone thinking it should be worn in back.

Vest Type:
May turn unconscious wearer face up; requires little maintenance; good for non-swimmers; good flotation; and less bulky than offshore vests

Children's Hybrid Inflatable:
Inherently buoyant, also inflates automatically upon immersion or manual activation; requires regular maintenance; may turn unconscious wearer face up; and not for sports where immersion is expected (whitewater paddling, waterskiing, etc.)

Children's Vest Type:
Designed for possible immersion; may not turn unconscious wearer face up; requires little maintenance; and may have special safety features for children

Vest Type Flotation Aid:
Designed for possible immersion; may not turn unconscious wearer face up; requires little maintenance; rugged construction; and designed for waterskiing or other high impact, high speed activities

Mesh Camo Vest Type:
Designed for waterfowl hunting; quilted shooting patch on right shoulder; mesh pocket for storage; special fit allows freedom of movement; and may not turn unconscious wearer face up

Float Coat:
Designed for winter on the water sports such as waterfowl hunting, ice fishing, etc; may help prevent hypothermia; and may not turn unconscious wearer face up

Inflatable Fishing Vest:
Inflates automatically upon immersion or manual activation; includes pockets and straps for supplies and tackle; may turn unconscious wearer face up; requires regular maintenance; not for children under 16 on non-swimmers; and not for sports where immersion is expected (whitewater paddling, waterskiing, etc)

Touring & Whitewater Paddling Jacket:
Intended for canoeing, kayaking, rafting, and whitewater activities; special fit allows for freedom of movement; may not turn unconscious wearer face up; and requires little maintenance

Offshore Vest:
Intended for boating offshore, open water, and coastal cruising; offers the most flotation; may help prevent hypothermia; bulky; and designed to turn an unconscious person face up

Boating & Water Safety Media Interview Fact Sheet

Drowning is one of the Nation's leading causes of accidental death. Approximately 700 recreational boaters die each year due to boating mishaps. Ninety-two percent of those who drown at Corps lakes may have survived if they had been wearing a life jacket.

The Corps of Engineers is the Nation's leading provider of water-based recreation. Each year approximately 360 million people visit the lakes and riverways we manage. We want all our visitors to have a safe and enjoyable time. Knowing some of the facts about drowning may help save your life or the life of someone you love.

Approximately 40% of people who drown are 18-35 year old men. Two-thirds of those who drown are poor or non-swimmers. According to the USCG, 70% of those in boating-related deaths have never taken a boating safety course.

TIP: Learn to swim well and take a boating safety course. Often states have their own courses and the US Coast Guard Auxiliary and US Power Squadron offer courses. Many insurance companies offer reduced rates to boaters who have taken a safe boating course. You can find on-line courses at safeboating.org. For Coast Guard or Power Squadron class information, contact Boat US at 1-800-336-2628 or contact any Corps of Engineers office in your area for course locations. Most people who drown never intended to enter the water and they drown within 10-30 feet of safety. Falls overboard, collisions, and boats capsizing are the main reasons for boating fatalities.

TIP: Remember to swim and boat with a buddy and wear your life jacket. You never know when an accident might happen, so keep that life jacket on. It only takes a child 20 seconds to drown and an adult about 60 seconds.

Everyone should know the four signs of identifying a person who is drowning. They are head back, mouth open, arms slapping the water in an up and down motion, and no sound.

A buddy may be able to use something to reach or throw to help you. You'll find reach poles and ring buoys at Corps of Engineers beach areas, but many things that are near you while you're recreating may float. Try reaching with a beach towel or fishing pole or try throwing anything that will float i.e. coolers, plastic bottles, and paddles.

NOTE: You must be careful not to attempt a swimming rescue yourself unless you are a trained lifeguard. Too many times double-drownings occur when people underestimate the power of someone trying to survive by keeping their head above water.

Extra Messages, if time allows:

60% of the time drownings are either witnessed or people are in the area who could have either reached or thrown something to the victim to save their life.

Even good swimmers may drown if the water is cold or they have compromised their swimming skills with alcohol or drugs. Falling overboard into cold water can be a shocking experience and often someone's last gasp for air may be a mouthful of water.

Parents need to watch their children around water. Don't depend on inflatable toys. Everyone should wear a Coast Guard-approved, properly-fitted life jacket.

Summary: When recreating in or on the water, play it safe, take a boating safety course, learn to swim well, swim and boat with a buddy, know how to identify a drowning victim, as well as things you can do to rescue them. The most important thing to remember is to wear a life jacket. Of course, it's your choice, but what would you rather be seen wearing…a life jacket or a body bag?

Seamoor Safety Robotic Unit Tips

1. <u>Read</u> the operations manual before operating the robotic unit for the first time. Operating manual is available at http://corpslakes.usace.army.mil/employees/watersafety/pdfs/seamoor-opmanual.pdf.

2. If a problem occurs while operating Seamoor Safety, refer to the manual. If you cannot resolve the problem then contact ROBOTRONICS Service Department at (801) 489-4466. When calling about a problem have the robot nearby.

3. Our safety regulations require us to charge MX 12310 Gel/Cell batteries <u>outside</u>. <u>Never</u> operate the robot on low batteries.

4. <u>Never</u> leave the robot "ON" when unattended or in direct sunlight for extended periods of time.

5. Operating distance should <u>not</u> exceed 100 feet. When moving through crowds, the boat should be operated slowly and smoothly without sudden changes.

6. When operating in a crowd, <u>always</u> have someone near the robot to maintain crowd control.

7. The robot <u>must</u> be stored in a climate-controlled area. It must <u>not</u> be stored outside or in an area that is cold, damp, hot or humid. The boat <u>must</u> be stored with the cover on it. The cover should also be used when moving or transporting the boat to reduce damage to it.

8. Do <u>not</u> operate the robot on rock, grass, soil, or sand. If operated outside it must only be operated on a paved surface.

9. While presenting your program you need <u>at least</u> two people. One to operate the robot and another person to interact with the robot.

10. <u>Check</u> all of the controls before your program to see if they are working properly.

11. Maintain control during your program. Do <u>not</u> allow anyone to climb on the robot, poke its eyes or microphone on the front of the robot.

Bobber the Water Safety Dog Costume

Bobber the Water Safety Dog is a trademarked character owned by and for the exclusive use of the U.S. Army Corps of Engineers and in such cannot be reproduced or duplicated without expressed permission of the National Water Safety Committee Manager.

WEAR STANDARDS

- The Bobber costume can only be worn by a USACE employee or a volunteer on agreement.
- Bobber should be accompanied by a USACE representative who is prepared and articulate in the water safety message except when impractical such as on a parade float.
- USACE park rangers accompanying Bobber should be in Class B formal uniform while acting as Bobber's handler or conducting a program with Bobber.
- Bobber can hand out coloring books and other water safety materials, give hugs, high fives, shake hands and pose for pictures with visitors.
- The costume must be put on and removed in a private location not in public view. This is to maintain the illusion that Bobber is real. When not being worn, the Bobber costume should be kept out of sight as well.
- The person in the Bobber costume should not walk long distances, (i.e. in a Parade), this may cause the person to sweat and heat exhaustion may occur. It will also cause wear and tear on the costume shoes.

PERFORMANCE GUIDELINES

- Customer wearer must remain anonymous. He/she may bark but not talk.
- The wearer should take care not to frighten or startle children. Bend or kneel to allow small children to relate to Bobber at their level. Don't force Bobber onto to children; let them come to Bobber for a hug, high five, or handshake.
- Wearer needs to be animated and respond to the audience. Such examples are doing thumbs up, waves, or scratching the head. Interact with the handler through gestures and such; handler should interpret Bobber's intentions to the audience.
- Refrain from any questionable or inappropriate behavior. Interaction with others in a crude or sexual manner is considered inappropriate and will tarnish the safety message of Bobber.

SAFETY STANDARDS

- A handler is necessary to ensure the safety of the costume wearer. The handler has sole responsibility for the safety of the wearer and the image of the character.
- Line of sight is restricted in the costume. The handler needs to help Bobber navigate and avoid obstacles and trip hazards. The handler needs to keep a vigilant eye out for excited and/or abusive children (i.e. pulling the tail). Do not let Bobber become over-crowded. Help the wearer to keep a comfortable distance from large groups.
- The costume wearer can be subjected to heat exhaustion if left in the costume too long. In 85 degree weather, the costume should only be worn for 20 minutes maximum. A special cool-down vest should be worn in warmer temperatures. Be sure the wearer drinks plenty of fluids prior to an appearance in warm weather as well. Cool down breaks (removing any part of the costume) must be in private. Individuals can take turns wearing the costume during warm weather conditions.

Roving Interpretation

Roving interpretation is an effective interpretive activity that can be used to contact a lot of visitors using a minimal amount of props and supplies. As with all interpretive activities planning and preparation is necessary. Themes, goals, and objectives need to be used to make this activity effective.

Roving interpretation is usually carried out in parks, recreation areas, or other areas people visit for pleasure. As the term applies, roving interpreters move around an area, looking for people to meet and chat with. Although the interpreter must think ahead of time about important messages to communicate, roving interpreters don't present prepared talks so much as they simply greet and chat with different groups of people they encounter. The content and nature of each encounter is usually determined less by something the interpreter planned to say than by what the visitors want to know or what they're doing at the time of the encounter.

Aside from the obvious public relations value of encountering people face-to-face, the main advantage to roving interpretation is that it extends the benefit of personal contact to people who might not otherwise have it by attending talks, tours, or other kinds of personal presentations. Visitors tend to be more open and willing to communicate back and forth with the interpreter during roving interpretation than they do during other presentations. It also is a great opportunity to advertise for upcoming interpretive activities that the visitors might be interested in.

In addition, roving interpretation allows sudden or temporary events to be explained to people as those events occur, or before their effects disappear. In this sense, roving interpretation is opportunistic. Routes that roving interpreters travel can be changed in order to take advantage of temporary events and natural phenomena. Main rule of thumb is you want to rove through areas where the people are. The advantage to presenting roving interpretation is that it generally is not a scheduled event or activity so the interpreter has the ability to change areas, topics, and presentation times to whatever works the best for them and their visitors.

Following are some guidelines that might make your job as a roving interpreter not only easier, but more effective.

1. *Smile as you introduce yourself.* Take off sunglasses so that the people can see your eyes. Offer your hand when you introduce yourself. (Oriental visitors or those from the Middle East may prefer not to shake hands; for them, a slight bow or head nod means the same thing if it's accompanied by a smile.) Above all else, appear genuinely happy to meet the people. Since a uniform is a symbol of authority, uniformed interpreters can easily and unknowingly intimidate a group. Be aware of this and always approach groups as a friend rather than just as an official.
2. *Establish rapport immediately.* In most cases, you might start by asking questions in order to learn about the person or group. How are they? Where are they from? How long have they been in the area? Have they seen a particular feature yet? The important thing is to appear interested in them as people rather than merely as visitors. Be sensitive in what and how much you ask. Some cultural groups may consider too many questions inappropriate or even rude.

3. ***Incorporate your planned messages into the discussion at opportune moments.*** Allow the conversation to take its own course. Don't worry about having to tell every group the same information unless it's related to their safety or well-being.

4. ***Save regulatory messages for the end of the conversation.*** Once you've made friends with the group, reminders, warnings, and even reprimands will seem much more acceptable and less threatening to them.

5. ***Carry a small bag or knapsack containing interpretive aids.*** Your knapsack could include binoculars, field guides, hand lens, hand puppets, photos, maps, compass, hides, skulls, pressed plants, small tape player for playing bird calls or oral history excerpts, clay or "Play-Doh", a spray bottle with water for highlighting spider webs, owl pellets, bird nests, snake sheds, and Indian artifacts. Believe it or not those are just a few of the things that can be used. The items don't have to be elaborate. They just have to either be something that grabs the attention of the people around you or supports the message that you want to relay onto the visitors. It is always a good idea to take a first-aid kit along with you just in case you or a visitor may need it.

6. ***Try to answer every question as if it were the first time you'd answered it, even though you may have answered it dozens of times before.*** Remember, in interpretation there's no such thing as a dumb question. If someone asks it, it must be important. If hundreds of people ask it, it must be extremely important.

7. ***Anticipate the most commonly asked questions and be prepared to answer them.*** Often people will want to know how big things are, how fast they are, how powerful they are, how old they are, or other facts that help them put what they're seeing into perspective. Develop examples, analogies, and comparisons that will help them do this.

8. ***Don't dominate the conversation.*** Let the visitors participate fully in the discussion, asking questions, making observations, etc. They may have a lot to say and ask. Be a good listener.

9. ***Don't stay too long.*** If the people really want you to stay they'll let you know, but if you're overstaying your welcome it's doubtful they'll say anything. Ordinarily five or ten minutes is sufficient, and many contacts take only two or three minutes. If they would like to continue the conversation but your time is limited, invite them to talk to you later at the information station or after your next interpretive activity.

10. ***When appropriate, lead the people on an impromptu tour or "mini-walk."*** Sometimes the group will be interested in something within walking distance. Don't hesitate to lead them to it, interpreting features along the way. Other people might notice you, become interested, and join you – all the better. Mini-tours, of course, will require more time, possibly as much as ten to fifteen minutes or more depending on the situation and the group's interest. Be considerate and don't take any more of their time than it really takes to show them what they wanted to see.

Reference:
Sam H. Ham, 1992. *Environmental Interpretation – A Practical Guide for People with Big Ideas and Small Budgets.*

Ideas for Roving Interpretation

Topic	Theme	Materials
Raccoon	Feeding raccoons can do more harm than good.	Raccoon Hide Picture of Raccoon Bandit Flyer
Oak Trees	Trees are terrific and oaks are a prime example of that.	Oak Walking Stick Laminated Leaves Tree Cookie Necklaces
Poison Ivy	Leaves of three let them be.	Picture of Poison Ivy
Fishing	Take the bait and get hooked on fishing.	Fishing Rod with Casting Weight Inflatable Ring
Tornado Safety	Tornadoes are terrifying, but you can survive them.	Tornado Tube Tornado Fact Cards
Barred Owl	This hunter of the night asks, "Who cooks for you."	Owl Call Picture of Barred Owl Handheld Cassette Player Owl Call Cassette Tape Barred Owl Nest Box Plans
Snakes	Once snakes are understood they can be appreciated.	Live snake Snake shed
Bicycle Safety	Your pedaling experience should be a safe one.	Bicycle Safety Gear
Lewis and Clark	Lewis and Clark were great explorers and you can be too right here in this very park.	Spy Glass Binoculars Journal Copies of "My Field Journal" Trail Maps
Smokey Bear	Only You Can Prevent Wild Fires.	Smokey Bear Costume Smokey Bear Play Masks and Script
Woodsy Owl	Give A Hoot, Don't Pollute.	Woodsy Owl Costume
Water Safety - Life Jackets	Avoid a possible life or death struggle – Make sure your life jacket fits you properly.	Two child size life jackets (different sizes) Adult size life jacket Temporary Tattoos Flotation Certification Cards
Water Safety – Where's Your Buddy	I'm a buddy, you're a buddy, she's a buddy, isn't nice to be a buddy too - Always swim with a buddy.	Temporary Tattoos

A great concept to use during roving interpretation is "Thumbs Up For Safety." This concept it simple and can be incorporated into any message. Ask the visitors to give you a Thumbs Up and tell them that is a Thumbs Up For Safety and if they see you again to give you a Thumbs Up and you will give it back and then you will know that they are playing it safe. They should also give the Thumbs Up to anyone they see playing it safe. You will be surprised how easily this concept catches on.

This is just a short list of possible roving interpretation ideas. Like all other interpretive activities roving interpretation takes some imagination and creativity. It is an art and you have the power to be an artist. Take these ideas and others and change them, adapt them, and make them your own. Roving interpretation can be a powerful experience for you and your visitors.

On your mark, get set, go forth and have fun!!!

Further Training Opportunities:

Stephen F. Austin State University
Masters of Science in Resource Interpretation www.sfasu.edu/msri

Eppley Institute for Parks and Public Lands
www.eppley.org/elearning/course-catalog/interpretation
Foundations of Interpretation – Basic Certificate – Free – 2 Hours
Informal Visitor Contacts – Basic Certificate – $59.00 – 8 Hours
Interpretive Talk – Basic & Advanced Certs – $59.00 – 8 Hours
Training and Coaching Interpreters – Basic Cert – $59.00 – 8 Hrs
Conducted Activities – Basic Certificate - $59.00 – 10 Hours
Interpretive Writing – Basic Certificate - $59.00 – 10 Hours

National Association for Interpretation
www.interpnet.com/certification/cert_atglance.shtml
Certified Interpretive Guide (CIG)
Certified Interpretive Manager (CIM)
Certified Interpretive Planner (CIP)
Certified Heritage Interpreter (CHI)
Certified Interpretive Trainer (CIT)
Certified Interpretive Host (CIH)

Appendix:
Boating & Water Safety
Resource Guide

US Army Corps of Engineers ®
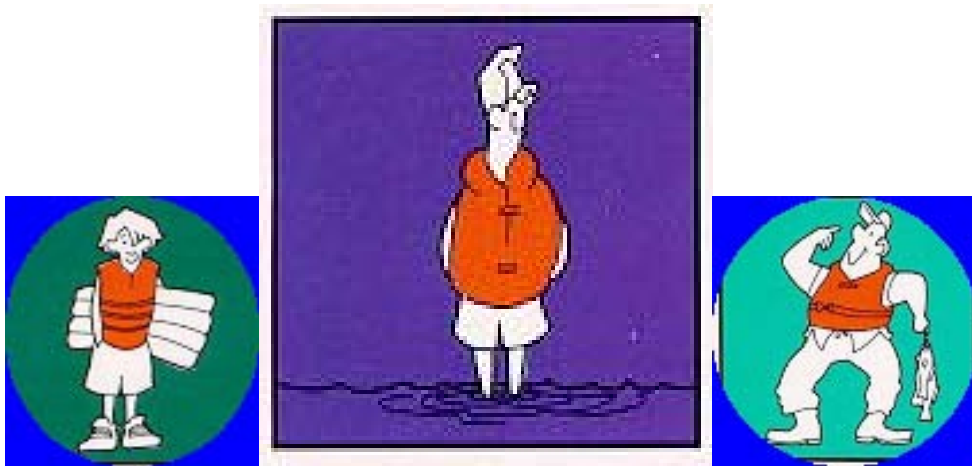
BOATING AND WATER SAFETY RESOURCE GUIDE

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INTERPRETIVE PROGRAM OUTLINES

"Captain Alcohol"

TOPIC/SUBJECT: Alcohol and water safety
TARGET AUDIENCE/AGE LEVEL: 3rd Grade – Adult
TIME: Approximately 20 minutes
THEME: Alcohol and boating can be a deadly combination.
GOAL/PURPOSE: Members of the audience will understand that they should never consume alcoholic beverages or do drugs when partaking in water-based recreational activities.
OBJECTIVE(S): To make the visitor aware of the fact that alcohol can affect their thought process, reaction time, and coordination.

DESCRIPTION:

A. Remind the audience that alcohol is involved in at least half of the boating related fatalities nationally.

B. Tell the audience that alcohol consumption slows down reaction time, affects vision and dexterity, and dulls the thinking process. Also remind the audience of any statistics on the local level that relates to the use of alcohol and drowning.

C. Set up 1-2 chairs representing the boat.

D. Select a good-natured volunteer from the audience. It is recommended that you request a volunteer that does not have any health problems such as asthma, as they will be portraying several simulated effects of drinking too much alcohol. You could also select a second volunteer who will remain sober throughout the demonstration. They can assist you with the props for the other person.

E. Hand the one volunteer a can of beer (soda can marked as beer), and have them sit down in the "boat." Start explaining the effects that alcohol has on a person as they continue to "drink."

F. Place a hat on the volunteer's head to represent the effect on the thought process/judgment. The person no longer has the ability to think clearly, and may take chances they would not take when sober. Anticipation, sense of judgment, and caution slowly slip away.

G. Next, place a pair of sunglasses, tinted safety goggles, goggles, or a diver's mask over the volunteer's eyes. Explain that alcohol consumption can affect a person's peripheral vision, which leads to tunnel vision.

H. If using a diver's mask, place a piece of clear lamination over the front of the mask. Then mark the lamination with red and green magic markers. This is done to represent how alcohol can actually take away the person's ability to clearly distinguish colors. The colors red and green are very important while boating, as they are on the highways. When boating at night or during times of reduced visibility, the running lights on the boat should be turned on. There is a red and green light on the front or bow of a boat. The red light is on the port or left side of the boat, and the green light is on the right or starboard side of the boat. These lights tell you from which direction another boat may be approaching your boat. This is very important to know, so you can avoid collisions. At night, red can easily be mistaken for green when under the influence of alcohol.

I. Place headphones or earmuffs over the volunteer's ears, thus restricting his or her hearing ability. When under the influence of alcohol, a person may not hear what is going on around them, because they are not paying attention. A person's attention span is reduced while under the influence of alcohol.

4

J. Next place a pair of gloves on the volunteer's hands to represent the loss of dexterity.

K. This is followed with weights that are placed on the volunteer's wrists to show not only loss of coordination or dexterity, but also how ones movements and reactions are slowed down; they begin to feel tired.

L. This part is optional. Assist the person that is simulating the effects of alcohol in putting on a pair of coveralls and a pair of boots (optional), which represents how the consumption of alcohol can affect coordination. When coordination suffers, the brain's commands cannot be properly executed.

M. At this point, explain once again that the various items have been placed on the volunteer to demonstrate through a step-by-step process how alcohol can affect a person as he or she continues to drink. The combination of the sun, wind, water, and motion of the boat intensifies the effects of alcohol. Place two life jackets on the floor near the volunteers. Create a story of how they ended up in the water, and instruct the volunteers to put their life jackets on. Give the volunteers sixty seconds to do this. Very rarely does the person simulating the effects of alcohol get his or her life jacket on correctly.

N. Explain that when a person falls into the water they become disoriented and if they are under the influence of alcohol or drugs this could be intensified. They may actually swim towards the bottom of the body of water, instead of towards the top and possible safety. Explain that generally it only takes 60 seconds for an adult to drown whether they are under the influence of alcohol or not.

O. Compare the two volunteers to one another. How much time did it take each one of them to put on their life jacket? If this was a real boating accident what's the possibility of them surviving? You could also discuss briefly the importance of wearing a life jacket while boating. Involve the audience in this discussion.

SUGGESTED MATERIALS & EQUIPMENT:
Two chairs
Funny hat
Pair of sunglasses (goggles, safety glasses, or diving mask will also work)
Gloves
Wrist weights
2 life jackets
Optional: A pair of coveralls and boots

"Cold Hand Luke"

TOPIC/SUBJECT: Dangers of cold water
TARGET AUDIENCE/AGE LEVEL: 3rd-6th Grades
TIME: 10 minutes
THEME: Cold water can kill you faster than you may realize
GOAL/PURPOSE: To make the students aware of the dangers of cold water.
OBJECTIVE(S):
    A. To teach the audience what to do if they find themselves in a cold water situation.
    B. Create an awareness of just how important it is to wear a life jacket or personal flotation device (PFD) when around cold water, but that alone will not save your life.
    C. The audience will be able to name two methods of conserving body heat when in a cold water situation.

DESCRIPTION:

A. Fill a large bucket or cooler with water and ice. Place the bucket or cooler on a table.

B. Remind the audience that cold water conducts heat away from the body 25-30 times faster than air at the same temperature.

C. Stearns Manufacturing Company "rule of fifty" states that "in water of 50 degrees Fahrenheit, you have a 50-50 chance of surviving beyond 50 minutes without a protective life jacket or PFD.

D. Remind the audience that movement, such as swimming, will cause their body to cool down faster. The movement is causing the victim's heart to work faster in order to pump blood into the extremities. This causes the internal organs to cool down, which speeds up the effects of hypothermia. It is best to stay with the boat.

E. Tell the audience about the H.E.L.P. (Heat Escape Lessening Posture) and huddle positions that can be used to conserve body heat.

F. Drop loose change or washers into the bucket of water.

G. Select a volunteer from the audience to participate in the activity. This activity is not recommended for people with heart problems.

H. Ask the volunteer to remove any jewelry he or she is wearing on their hands or wrists. The volunteer will then place either one of their hand(s) in the water. Explain to the volunteer that they have to pick up one coin at a time and place it on the table. They should try and get out as many coins as they can in one minute. Ask them what their hand feels like at 15, 30, 45, and 60 seconds. Explain to them that they can stop at any time they choose to before the minute is up.

I. You can point out the decreased dexterity, skin color, numbness, and weak pulse of the exposed hand and arm caused by only a short time the in cold water. Ask the volunteer what they think it would feel like if their entire body was emerged in the cold water.

J. Point out how difficult it would be to try to put on a life jacket if your entire body was immersed in water this cold. It would be nearly impossible due to the loss of dexterity, among other things.

K. If you have time have other volunteers try this activity.

L. While the volunteers are participating in the activity explain what hypothermia is and what the early warning signs are. Explain that if a person doesn't notice the early warning signs and doesn't get help it could lead to unconsciousness and even death.

SUGGESTED MATERIALS & EQUIPMENT: Bucket or cooler, ice, coins, towel, and table.

"Color Me Safe"

TOPIC/SUBJECT: Safety while swimming
TARGET AUDIENCE/AGE LEVEL: Grades K - 5
TIME: 30 -40 minutes
THEME: It's important that you play it safe while swimming.
GOAL: Participants will be motivated to practice water safety principles while swimming.
OBJECTIVE: Participants will only swim in safe areas and will never swim alone.

DESCRIPTION:

    A. Have the participants draw a picture and color it.

        1. Start out by having them draw a picture of a beach.

        2. Then have them draw things that they would find on a beach.

        3. Then have them draw themselves and how they play it safe while swimming.

        4. After they are all done ask if everyone is swimming with a buddy in their picture. If not, have them add a buddy to their picture.

        5. You can ask other things also like if someone is in trouble in the water how can you help them. Explain reach, throw, row, don't go. Then ask if anyone has things on their beach that could be used to reach with, throw, or row. If they don't have anything to reach with, throw, or row then have then add something to their picture.

SUGGESTED MATERIALS & EQUIPMENT:
Paper
Something to draw or color with: crayons, markers, pencils, etc.

"Cry For Help"

TOPIC/SUBJECT: Drowning profile demonstrating crying for help
TARGET AUDIENCE/AGE LEVEL: Kindergarten - Adult
TIME: 10-15 minutes
THEME: The actions of a drowning person may surprise you.
GOAL/PURPOSE: Participants will realize a drowning person cannot call for help.
OBJECTIVE(S): Participants will be able to identify the four signs of a drowning victim

DESCRIPTION:

A. Choose a willing volunteer from the audience.

B. Ask the audience how many of them have ever panicked in the water before, where they have at least gasped for air. Then have them imagine that they are drowning, fighting to survive, and they want someone to help them. But how can anyone help them unless they know what a person drowning looks like. State that the actions of a drowning person may surprise you.

C. You and the volunteer together simulate the "instinctive drowning response." Extend your arms laterally or to the front pushing down on the water. Put your head back, with your mouth wide open.

D. Open your mouth as wide as possible (like you are going to swallow an apple!), and take in a big breath of air, while still flapping your arms laterally, and your head back.

E. **AT THE SAME TIME THAT YOU ARE BREATHING IN AIR,** moving your arms up and down, and your head back shout, "HELP."

F. If done properly, you and your volunteer will only register a weak call, barely audible to someone in the back of the audience. **PROGRAM NOTE:** About this time in the simulation, laughter breaks out and usually the entire audience is trying to do it. If your audience is not provoked to try the simulation on their own ask everyone to try it together.

G. Explain to the class that it is practically impossible for a true drowning victim to shout for help, because there is not a sufficient air supply to do so! Mention that if they see someone that is drowning on TV or in the movies that those people actually are not drowning they are just acting.

   G. Review the four signs of a drowning victim 1. Head back 2. Mouth open 3. Arms moving up and down slapping the water 4. No sound

   H. This can be demonstrated by placing the drowning victim volunteer behind a vertically held blue tarp or sheet of plastic (representing water) with only their body from the neck up viewable to the audience. This program is better when combined with "Find a Float" or some type of activity that describes proper rescue techniques.

SUGGESTED MATERIAL & EQUIPMENT: None needed

"Find a Float"

TOPIC/SUBJECT: Safe methods of water rescue
TARGET AUDIENCE/AGE LEVEL: 3rd Grade – Adult
TIME: 10-20 minutes
THEME: You may become a drowning victim if you enter the water to rescue someone
GOAL/PURPOSE: To make the audience aware of the various methods of water rescue they can use without placing themselves in danger.
OBJECTIVE(S):
A. The audience will be able to identify methods they can use to safely rescue someone.
B. The audience will realize they should not attempt to rescue a person, unless they are a certified lifeguard, properly trained and equipped.

DESCRIPTION:
A. Remind members of the audience that drowning is the second leading cause of accidental death for people 0-44 years of age, and that most drowning victims knew how to swim. Inform them that a significant number of people drown within ten feet of safety.

B. Establish a small area as a body of water.

C. Select a volunteer from the audience, and have him/her lay or sit down in the "body of water," and act like he/she is having problems and cannot make it back to shore.

D. Lay several potential rescue items on the floor near the "water." Items could include a cooler, boat paddle or oar, towel, water ski, fishing rod, tree branch, type IV personal flotation device, etc.

E. Select enough volunteers from the audience to equal the props being used.

F. Have some of them demonstrate how they could safely rescue the person by reaching one of the items out to them (towel, water ski, etc.).

G. Next have the volunteers demonstrate how they could rescue the victim by throwing an item to them (clarify that the item they use should float!).

H. The presenter should then discuss the next step - "Reach, throw, **row...**" Ask or have a volunteer demonstrate how the victim could be safely rescued by rowing.

I. Reach, throw, row, **Don't Go!** Explain why a person should never actually go in the water to rescue a person in trouble. Tell them that several double and triple drownings have occurred because someone entered the water to try and rescue a person in trouble. The best thing a person can do if they can't reach or throw something to the person that is in trouble is to go and get help. Explain that only a person that is trained in water rescue should enter the water to try and save someone in trouble.

J. At the conclusion of the simulation, discuss the different rescue techniques that were used. Emphasize that a person that is drowning could be rescued using ordinary items that are usually available at a picnic or beach setting. Once again point out that they should never place themselves in danger, because they could become a drowning victim if they enter the water to rescue someone.

SUGGESTED MATERIALS & EQUIPMENT: A piece of carpet, paper or plastic representing water, cooler, water jug, paddle or oar, fishing rod, beach towel, Type IV personal flotation device, beach ball, water ski, tackle box, inner-tube, plastic soda jug, and tree branch.

"Flotation Fashion Show"

TOPIC/SUBJECT: Life Jackets and Water Safety
TARGET AUDIENCE/AGE LEVEL: 3rd - 6th Grades
TIME: 15-20 minutes
THEME: Life jackets come in many different sizes, types and colors. Choose the one that is right for you and wear it.
GOAL/PURPOSE: The participants and audience will understand why it is important to wear a life jacket when taking part in water related activities.
OBJECTIVE(S):
A. The audience will be able to identify the different types of life jackets, and why they should fit properly.

B. The audience will be aware that life jackets are required for certain activities (personal watercraft, water skiing, and board sailing).

DESCRIPTION:
A. Remind the audience that drowning is the second leading cause of accidental death for people 0-44 years of age. Most drowning victims were not wearing a life jacket and knew how to swim.

B. Select volunteers to model each type of life jacket. At least 5 volunteers are needed.

C. The presenter should assume the role of an enthusiastic "master of ceremonies." While you are narrating, have the volunteers make an entrance, turn around, and show off their life jacket. Be creative in your narrative - "The latest style, seen here today in high visibility orange, is available at your local sporting goods store. Notice the freedom of movement for casting your favorite lure, and the wrap around design to keep you warm on those blustery days." With a little creativity, the various disadvantages and advantages of certain life jackets can be molded into a couple of sentences.

SUGGESTED MATERIALS & EQUIPMENT: At least one example of Type I - Type V life jackets.

"The Great Relay Race"

TOPIC/SUBJECT: Life jackets and how to wear them properly
TARGET AUDIENCE/AGE LEVEL: 5th - 8th Grades
TIME: 15 minutes
THEME: If you want your life jacket to save your life, you must wear it correctly.
GOAL/PURPOSE: At the conclusion of the race, participants will understand why it is important that a life jacket is the correct size and that it be worn properly.
OBJECTIVE(S):

A. Participants will know how to correctly wear and use a life jacket.

B. Participants will know why life jackets should be the correct size for the person wearing it.

DESCRIPTION:

A. Locate a relatively flat area that would be good for the race.

B. Lay out a start/finish line, and a second line for the participants to sprint to, touch and return to the finish line. Ropes or old throw/rescue line bags can be used for this purpose. There should be approximately 50 yards between the finish line and the other rope.

C. Place four life jackets at the start line. The four jackets should all be the same style.

D. Divide the group into four teams. Have the four teams of participants line up behind each of the four life jackets.

E. Show the students how to properly put on the life jackets.

F. Inform participants that over half of the people that drowned nation-wide never intended on being in the water. Explain that drowning is the second leading cause of accidental death in the United States for people between the ages of 0-44 years. Explain that an adult can drown in 60 seconds and a child can drown in 20 seconds.

G. When the race starts the first person in each line must put their life jacket on properly, run and touch the line with one foot and return to where they started. They should then pass the life jacket to the next teammate, continuing until all members have completed the race. First team to finish wins the race.

H. Make sure the participants put the life jackets on correctly, instead of slipping it over their heads without opening or closing it. To make sure the students are putting the life jackets on properly you could stop the race occasionally to check. If a student doesn't have his or her life jacket on properly they must return to the starting line to correct the problem.

I. Encourage the team members to work together to make sure that everyone on their team is putting the life jacket on properly.

SUGGESTED MATERIALS & EQUIPMENT: Two ropes or throw/rescue bags, four life jackets

"Hurry to the Rescue"

TOPIC/SUBJECT: Throw Bags in Water Rescue
TARGET AUDIENCE/AGE LEVEL: 4th Grade – Adult
TIME: 10-15 minutes
THEME: If you place something that floats in the reach of a drowning person, you could save their life!
GOAL/PURPOSE: Participants will learn that they can help a drowning person by knowing how to properly and accurately throw a throw bag or other floating device to a person in distress.
OBJECTIVE(S): Participants will know different items they can throw to a drowning person. Participants will know how to correctly toss a throw bag.

DESCRIPTION: This activity is used as one station at a water safety program.
A. Set up a silhouette of a drowning person as a target. Set targets at various distances.

B. Gather individuals in a group, talk to them about rescue techniques with various items, ie. milk jug, fishing pole, throw bag, tree branch, etc...

C. Let all participants try to toss the throw bag at the silhouette. Accuracy is rated by tossing the throw bag over the object so the <u>rope</u> strikes the target. Practice with other items, also.

D. This activity can be used with children as the target to simulate pulling them in from the water or for an adult or teen class, volunteers in the water adds to the experience tremendously.

SUGGESTED MATERIALS & EQUIPMENT: Silhouette of drowning person, throw bags, fishing poles, milk jugs with lids, life jackets, tree branches, etc.

"Life Jugs"

TOPIC/SUBJECT: Life Jugs
TARGET AUDIENCE/AGE LEVEL: K – Adult
TIME: 30 minutes
THEME: Life Jugs are easy to assemble and may save someone's life if used properly.
GOAL/PURPOSE: To show the participants how to assemble Life Jugs.
OBJECTIVE(S): Participants will know how to make and use Life Jugs.

DESCRIPTION:

A. Life Jugs are inexpensive throwable flotation devices that can save a life in a water emergency.

B. Securely tie a jug to each end of the cord.

C. Hold cord in center between jugs and tie to a 6-inch loop, making a handle for throwing.

D. Place 1/2 inch of water OR 1 cup of sand in each jug to add weight for throwing.

E. Glue tops on jugs with neoprene cement.

F. Hang Life Jugs on pole, stand or other convenient place near a swimming area. For example, place them near backyard pools, swimming beaches, farm ponds, docks, creek swimming holes, city pools, and swimming areas at lakes. Life Jugs are easily tossed to persons in water by holding the loop in the cord.

G. Place a sign above the Life Jugs. An example of the sign may show a person throwing the life jugs and reading, "Do Not Play With These-They May Save A Life."

SUGGESTED MATERIALS & EQUIPMENT: –Two one gallon plastic jugs, a 4 foot piece of 3/8 inch nylon cord, neoprene rubber cement, and a small quantity of water or sand

"Life Ring Wooden Puzzle"

TOPIC/SUBJECT: Water Safety basics
TARGET AUDIENCE/AGE LEVEL: 3rd grade to adult
TIME: 15-20 minutes
THEME: Knowing these basic water safety tips could save your life.
GOAL/PURPOSE: The participants will know the basic measures to take when around the water.
OBJECTIVE(S): Participants will be able to recall different water safety techniques that could be used to prevent a disaster.

DESCRIPTION:

A. The life ring wooden puzzle has water safety messages painted on the top of each piece.

B. The children can be put into pairs and each pair can have one puzzle piece.

C. As each puzzle piece is laid in place the children can read what their piece says and discuss what it means.

D. Here is what each puzzle piece says:

1. **Learn how to swim.**

2. **Don't dive into unknown waters.** There could be a shallow bottom, a rock or log that you don't see that you could hit your head on.

3. **Learn safe rescue reaches.** Reach--use something to reach out to the drowning person, such as an oar, a towel, your pants or a belt. Be sure to brace yourself so you are not pulled into the water.

4. **Never swim alone.** Always use the buddy system and make sure you watch your buddy while swimming.

5. **Always wear your life jacket when boating.** If you are thrown from the boat and hit your head, you could become unconscious. You would not have time to put on your life jacket.

6. **Call for help only when you need it.** Never pretend to be drowning.

7. **Inflatable toys should never take the place of a life jacket.** Inflatables are plastic blow-up toys, such as air mattresses, arm floaties, beach balls, etc. They float but can easily get holes in them.

SUGGESTED MATERIALS & EQUIPMENT: A wooden puzzle shaped as a life ring in 7 pieces.

"Rescue Bag Relay Race"

TOPIC/SUBJECT: Water Rescue Skills
TARGET AUDIENCE/AGE LEVEL: 4th - 9th Grades
TIME: 10-20 minutes
THEME: If you use a rescue bag properly it can help you save someone's life.
GOAL/PURPOSE: At the conclusion of the race, the participants will know how to safely rescue a drowning person from a shoreline, a dock, or a boat.
OBJECTIVE(S):
A. Participants will be aware of safe rescue procedures that can be used from a boat, dock, or a shoreline.

B. Participants will know they should never enter the water to rescue a drowning person unless they are a certified lifeguard.

DESCRIPTION:
A. Locate a relatively flat area that would be good for the race.

B. Lay out a start/finish line (could use rope or throw bags) for the participants to stand at, and lay four throw bags along the rope.

C. Remind participants that drowning is the second leading cause of accidental death for people in the United States from 0-44 years of age, and that most drowning victims knew how to swim. Inform them that a significant number of people drown within ten feet of safety.

D. Ask them how they would rescue somebody in trouble in the water. Discuss methods of reaching or extending something out to the victim that they could grab and be pulled in to safety (water ski, tree branch, towel, fishing rod, etc.). Next you should discuss throwing something out to the victim that they could hold onto for support/flotation (throw/rescue bag, life jacket or throwable Type IV personal floatation device, etc.). The third step would be to row or take a boat out to rescue the victim. Emphasize that they should never enter the water to try to rescue a drowning person, unless they are a certified lifeguard or trained in water rescue techniques.

E. Divide the group into four teams, and have each group stand by a throw bag.

F. Tell the students what exactly a throw bag is, and the proper methods of throwing and stuffing the bags. Demonstrate how to coil the line when using it (and not the bag) to execute a rescue. Make sure to tell them to hold onto the line when throwing the bag and not to throw the whole thing to the victim - since the purpose of the bag is to extend/throw it to the victim and pull them to safety.

G. Have one team member (portraying a person that is drowning) from each team stand about 25-30 feet in front of their team. When told to start the first person in line should try and throw the bag within arms reach of the student in front of them, pull them to safety, stuff the rope back in the bag using the **proper method**, and then pass it to the next person on their team. The relay should continue until all team members have had a chance to participate. The team members may assist each other in stuffing the rope back in the bag.

SUGGESTED MATERIALS & EQUIPMENT: Rope/line for the starting line and 4 throw/rescue bags.

"Ring Buoy Relay"

TOPIC/SUBJECT: Water Rescue Skills
TARGET AUDIENCE/AGE LEVEL: 6th grade to adult
TIME: 10-20 minutes
THEME: You can rescue a drowning victim if you know how to properly throw a ring buoy.
GOAL/PURPOSE: To demonstrate the use of a ring buoy or throwable Type Personal Floatation Device (PFD).
OBJECTIVE(S): Participants will know how to properly throw a ring buoy.

DESCRIPTION:

A. The object of the game is to throw a ring buoy to someone portraying a person that is drowning and pull that person back to safety.

B. Stretch out a rope that is approximately 15 feet long on the ground. Then place the ring buoys approximately 10 feet away from the rope.

C. Divide the children into two teams.

D. Then divide the two teams in half. You will have 4 groups: 2 groups will portray people that are drowning and the other 2 groups will be "rescuers." Have each rescuer group line up behind a ring buoy. The other 2 groups should line up behind the rope facing the rescuer groups.

E. At the sound of "GO," the first rescuer in line will throw the ring buoy to the drowning teammate. The first team to rescue all of their teammates wins.

F. Then have the groups switch sides, so everyone will have a chance to throw the ring buoy.

G. If this is done as a beach program you may want to explore ways to involve younger kids in this activity (that cannot throw large ring buoys) i.e. cheerleaders

SUGGESTED MATERIALS & EQUIPMENT: Two ring buoys with 25-30 feet of rope attached to them, and another rope that is approximately 15 feet long

"Safety Concentration"

TOPIC/SUBJECT: General Boating/Water Safety
TARGET AUDIENCE/AGE LEVEL: K - 4th grade
TIME: 30 minutes
THEME: If you concentrate on safety while on or near the water it could save your life.
GOAL/PURPOSE: Participants will learn more about boating/water safety.
OBJECTIVE(S): Participants will be able to identify at least five boating or water safety tips.
DESCRIPTION:

A. This is played just like the game Concentration. The objective of the game is to remember where matches are located and then obtain the most matched items from the game board. This game is designed for younger groups and no prior knowledge is required to play. Team size depends on the overall group size or it can be played with individuals too. Three to four individuals are the most you would want on a team.

B. There are 36 panels on the game board and each panel card has a number on it. On the opposite side of the card there are two of each graphic symbol or text item. As a team uncovers graphics or phrases on the game board they can be interpreted. Topics interpreted should be geared to the age group playing. For example, learn to swim or swim with a buddy for younger audiences.

C. The first team chooses a pair of numbers. Their symbols are uncovered temporarily so everyone has a chance to note the graphic and location mentally. Then they are covered and the next team chooses a pair of numbers. If their first number uncovers a symbol they have seen before they choose its number to make a match. All matches are worth 10 points and the symbol is removed from the board. The team that makes a match wins the right to choose again until they fail to match.

D. The game board is constructed of a 4' X 6' sheet of 1/2" plywood cut into (2) 4' X 3' pieces and rejoined with a piano hinge. The board is covered with a fabric that will hold Velcro backed items. There are 36 squares on a 6" X6" grid to hold 36 cards. These cards can be laminated and then Velcro added to both sides or made out of 1/2" plywood pieces. If plywood cards are used you need to place hooks in each section and include eyebolts attached on the top of each piece so they can hang from the hooks on the game board. The hook version can cause problems in transport. One side of each piece is numbered (from 1 to 36). A total of 18 graphic or text card pairs are needed.

E. This game board can be adapted to many other games that use categories such as matching animals with tracks or habitats, etc.

SUGGESTED MATERIAL & EQUIPMENT: Game board, a total of 18 duplicate graphic/text cards to make a total of 36 cards.

"Safety Relay"

TOPIC/SUBJECT: Water Safety Relay
TARGET AUDIENCE/AGE LEVEL: Elementary School Students
TIME: 45 minutes
THEME: While having fun around the water you must remember to play it safe.
GOAL/PURPOSE: Playing around water is fun but safety has to be taken seriously.
OBJECTIVE(S): Children will be able to identify how to respond in the event of a person drowning or needing help in the water.

DESCRIPTION:

A. Begin the activity by telling children about the things that can be done to save some one in the water. Show them the reach poles and life rings that are already at the beach and the way they are used. Also show them other items that could be used, such as a cooler, beach ball, etc. (NOTE: Always stress that reach poles and life rings are not toys to be played with).

B. Set up an obstacle course. At each station there is an activity related to water safety that must be completed before you can proceed to the next station.

C. *Station One:* Participants must put on a life jacket properly using the proper size, (Already have a variety of life jackets in a pile).

D. *Station Two:* Set up traffic cone about 10 feet away from a life ring. The participant must throw the ring around the cone to proceed. (NOTE: You can help the smaller children at this station.)

E. *Station Three:* Mark an area out, about a four-foot circle. (NOTE: A large hoola hoop works well). Have participants try to throw a throw bag, ball, small cooler, or anything else that floats, inside the marked area.

F. After the participants have been through the stations they must go back to the starting line and take off their life jacket then tag the next person in line. This activity can be set up to run two teams through at a time. The team that makes it through first wins. The winners are given prizes such as stickers or food coupons. All participants receive the U.S. Army Corps of Engineers Water Safety Coloring Book.

SUGGESTED MATERIALS & EQUIPMENT: Traffic cones, life rings, an assortment of life jackets of all sizes, a throw bag, things to throw that floats, something to mark out an area such as a hula hoop, and prizes

"Safety Trivial Pursuit"

TOPIC/SUBJECT: General Boating/Water Safety
TARGET AUDIENCE/AGE LEVEL: 6th grade - Adult
TIME: 1 hour
THEME: You should know basic boating and water safety principles, because your life could depend on it.
GOAL/PURPOSE: Participants will learn more about boating/water safety.
OBJECTIVE(S): Participants will be able to identify at least five boating or water safety tips.
DESCRIPTION:

A. If your audience is not familiar with anything about boating or water safety you may want to begin with a short (10 minute) audio-visual presentation or demonstration reviewing the basics. Another possibility is to make sure that they have a chance to see one of these shows in advance i.e. Safe Passage (30 minutes), Freddie the Fish slide show, etc.

B. This game is played like "Trivial Pursuit". The objective of the game is to move around the board, answering questions in four different categories; boating, swimming, emergencies, and miscellaneous. By answering questions correctly at designated spaces on the board, teams receive people (colored thumbtacks) coinciding with the color of the category. Teams continue as long as they answer questions correctly. The winning team is the first to pick up all four "people" (which represent the four categories) and return to the center of the board and answer a question from a category chosen by the rest of the group.

C. A 4'X4' game board is used. It needs to be a rigid material (plywood, etc) so it can stand upright for the audience to view. Velcro on a felt background can be used to keep the tokens in place.

D. The group is divided into four teams with each being assigned a different name or color. Each team chooses a different colored boat as a token. Each team should designate a spokesperson to relay the answers to the "game show host".

E. Questions are limited to only the imagination. It is recommended to have a list of 15-20 questions for each category. The four categories: B = Boating, C = Chance, S = Swimming, & E =Emergency.

SUGGESTED MATERIAL & EQUIPMENT: Game board, Colored boat tokens one for each team, 4 different colored people tokens times the number of teams, questions, video or slide show (optional)
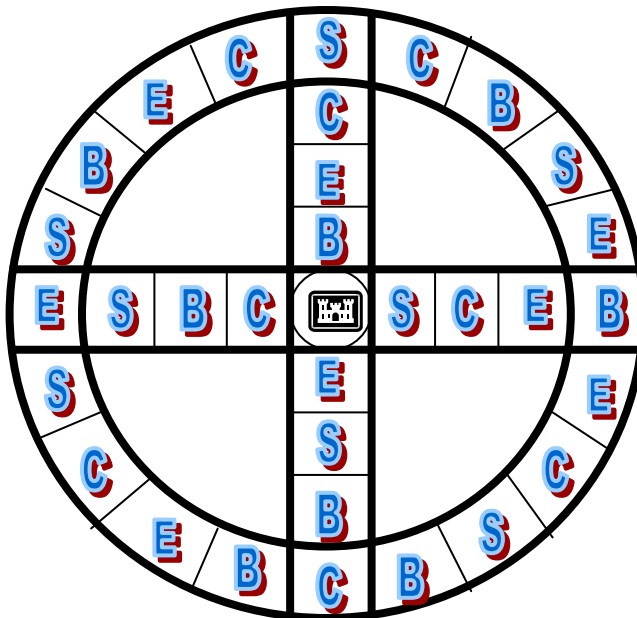
"Sink Fast"

TOPIC/SUBJECT: Boating safety
TARGET AUDIENCE: 3rd Grade – Adult
TIME: 15-20 minutes
THEME: You must wear your life jacket while participating in water recreation activities in order for it to save your life.
GOAL/PURPOSE: Participants will realize that a life jacket is useless, unless it is worn.
OBJECTIVE(S):
A. Participants will be able to identify a US Coast Guard approved, proper fitting, and good/serviceable condition life jacket.

B. Participants will be motivated to wear their life jacket.

DESCRIPTION:
A. Set up 4-8 chairs (depending upon the size of your imaginary boat and the amount of volunteers you wish to involve). Place a different type and size life jacket and flotation aid under each chair. A good assortment might include a large life jacket, a small child's life jacket, a ripped life jacket, a ski belt, a life jacket in a plastic wrapper, water wings, or other types of water toys, and nothing at all under one chair.

B. Select enough volunteers to be boat passengers, and have them sit in the "boat." Remember to have a small person sit where the large life jacket is, and the opposite at the small life jacket chair. You can pass out additional props such as sunglasses, cooler, etc. to the boat passengers.

C. In order to involve the additional members of the audience, you can select three groups of volunteers to:

1. Represent the wind. The volunteers will surround the boat and make sounds associated with wind and water.

2. Represent an unseen obstruction (rock, tree stump, etc.). The volunteers will rush out and say "kaboom," indicating that the boat hit something and is sinking.

3. Represent the water. Armed with spray bottles, they will rush out and spray the boating passengers when cued to do so.

D. After all of the volunteers are in place, begin your narration of their boat excursion. Their excursion quickly goes from a fun day on the lake to a frightening experience. They are speeding across the lake, as they have been all day. Other boaters are rather upset with them because they came close to their boats, causing various problems (swamped canoe, etc.). At one point the boat operator, who is showing off to his/her friends, goes real close to some swimmers, spraying them with the boat wake. But the skipper is not watching where he/she is going and hits a tree stump. The boat quickly takes on water, and begins to sink. Passengers (volunteers) rush to put their life jackets on (allow about 30 seconds), before the boat sinks. Have the volunteers remain seated when they are putting their life jackets on so as to better simulate being in the water.

E. At the conclusion of the "boating excursion," ask the audience if they see anything wrong with the boaters and their life jackets. Discuss the problems and how they can be corrected. Do their life jackets fit correctly, are they in good condition, and are they actually considered life jackets? Stress that improper fitting life jackets, ripped life jackets, and life jackets that are left in the wrapper can be deadly.

F. You can possibly tie in statistics from your lake, community, or state that relate to fatalities or injuries that occurred because of failure to use life jackets. The majority of people who drown were not wearing a life jacket even though one was available. Also, it takes the average child 20 seconds and an average adult 60 seconds to drown.

SUGGESTED MATERIAL & EQUIPMENT: 4-8 chairs representing the boat, life jackets (large, small, ripped, and still in the wrapper), ski belt, water wings or inner tube, variety of props for "boating passengers" (sunglasses, sun tan lotion, fishing gear, etc.), and spray containers.

"Boating Obstacle Course or Relay Race"

Topic: Boating Safety
Target: 5th grade - Adult
Time: 30 - 40 minutes
Theme: Buoy markers are placed in areas to help prevent accidents, but they only work if you obey them.
Goal: Participants will understand that buoy markers are in place to help ensure their safety and the safety of others.
Objective(s): Participants will obey all buoy markers while boating.

Description:
    A. Explain the different types of buoys and how a boater should react to each one.
    B. Explain to the participants that they will be acting as if they are driving a boat while going through the course.
    C. They will need to obey all buoy markers. If they make a wrong decision they have to return to the starting line.
    D. This game can either be conducted as an obstacle course for individuals or a relay race for teams.
    E. Stations -
Station 1: Life jackets
Pile of life jackets, several sizes and styles. Participants must dig through the pile to find and a life jacket that will fit them properly. They must put the life jacket on properly before they proceed. Explain why it is important to wear a life jacket while boating and ensure that they have put it on properly.
Station 2: Channel Buoys
Place a red buoy on the left and a green or black buoy on the right. Ask each participant after they go through the buoys correctly if they are traveling upstream or downstream.
Station 3: Diver Down Buoy and Flag
Participants must maintain a distance of 150 or more between themselves and the buoy.
Station 4: No wake Buoy
Participants must proceed slowly in this area.
Station 5: No boats Buoys
Participants must not enter this area, turn around and proceed back through the course.
    F. For a relay race: After returning their life jacket to Station 1 they must tag the next person in line and the team continues until everyone has completed the course.
    G. After the participant or participants have completed the course explain to them again why it is important to obey all buoy markers.

Suggested Materials & Equipment:
Poster that shows the different types of buoys, No Wake buoy, Different sizes and styles of life jackets
Real buoys or posters of buoys for the stations, No Boat buoy, Channel markers - 1 green or black and 1 red, Diver Down buoy and flag

"Water Safety Bingo"

TOPIC/SUBJECT: Water Safety
TARGET AUDIENCE/AGE LEVEL: Elementary School
TIME: 20-30 minutes
THEME: Knowing basic boating safety principles could save your life.
GOAL/PURPOSE: Participants will learn about water safety equipment.
OBJECTIVE(S): Participants will be able to recognize water safety equipment and know how it is used.

DESCRIPTION:

A. Pass out bingo cards and game markers to students.

B. The instructor should select from the stack of picture cards (which correspond to the pictures on the students' bingo cards) and hold it up for the students to see. Students may cover that picture on their bingo card with a game marker. The instructor should then discuss the water safety practice pertaining to the picture from the discussion notes below.

C. Continue until a student attains a 'Bingo.' Have students remove game markers and start over until all the picture cards have been used.

D. To conclude and review students, play a final round of 'Black-out Bingo,' calling on students to discuss the picture cards as they are drawn.

E. Pass out water safety decals to all students.

PICTURE CARD DISCUSSION:

1 LADY HOLDING ONTO CAPSIZED BOAT - Emphasize that if a boat they are in would capsize, they should stay with the boat rather than trying to swim to shore. Distances are hard to judge on the water and one can easily become exhausted before reaching what looked like a close shore. Most boats have built in flotation that allows the boat to continue floating after swamping or capsizing and it is much easier for rescuers to spot a boat in trouble rather than an individual.

2 DIVER FLAG - If you spot this red and white flag while on the lake, it means that a scuba diver is beneath the water surface in that area. To protect the diver from serious injury, make sure the boat you are in stays at least 100 feet away from the flag.

3 PERSONAL FLOTATION DEVICE or LIFE JACKET- Remind students that more than half of the people who drown didn't intend to ever be in the water, so it's very important to always wear a life jacket when in a boat or near the water. You never know when an accident may happen.

4. OAR - Oars can be a lifesaver in more ways than one. Discuss the importance of carrying oars on all boats in case the boat motor should stall when out on the lake. Ask the group if they can think of another use for oars. Remind them that oars can be used as a lifesaving device in case someone is drowning. The oar can be held out to the drowning person to help pull the individual to safety.

5. BOATS KEEP OUT BUOY - Buoys on the lake have the same purpose as traffic signs on land. They let a boater know when to slow down, hazardous areas to steer clear of, or areas in which they're not allowed. While

on the lake, you might spot Boats Keep Out Buoys around the swimming beach areas. For the swimmer's safety, boats must stay on the outside of these buoy markers.

6. FIRE EXTINGUISHER - Explain that a fire extinguisher is an important piece of safety equipment to have on a boat. A fire can happen at anytime so extinguishers should be on board, properly charged and the correct type for fires which may occur on a boat. Encourage students to learn how to operate a fire extinguisher.

7. WATER SKIER IN WATER - The popular sport of waterskiing can be dangerous if the following safety practices aren't followed. Safe waterskiing requires at least three people which include the skier, the boat operator, and an observer who is at least 12 years of age. The boat operators should stay a reasonable distance from swimmers, fishermen, and shoreline areas. The observer should constantly keep an eye on the skier. If you fall while skiing, hold the tip of one of your skis up to allow other boats to see you easily.

8. STORM CLOUD - Always check the weather forecast before heading out in a boat and check local updates often while on the lake. Watch for signs of changing weather. Storms can come up suddenly causing danger from high winds, hail, and lightning. If you see storm clouds gathering (especially in the West), head toward shore quickly. Don't wait until the storm actually begins to seek shelter!

9. OVERLOADED BOAT - Explain that an overloaded boat is a dangerous boat because it loses buoyancy and stability, causing it to capsize easily. Students can check the capacity plate of boats they are in to determine load limits.

10. ALCOHOL - Emphasize to students that alcohol and water sports should not be mixed. Alcohol slows reaction time and is involved in more than half of the serious boating accidents. It is also a major factor in many drownings.

11. HELP POSITION - Remind students to assume this body position if they would accidentally fall into cold water. This position conserves body heat and delays the effects of hypothermia.

12. BEACH BALL - Review the various items that can be thrown in the water to help someone float. (Examples include a beach ball, cooler, inner tube). Re-emphasize the rule of reach, throw, row, but <u>don't go</u> !

13. FLOATING LOG - Students should keep a lookout for floating logs or other hazards and inform the driver of the boat if they see any hazards. This is especially true in areas of a lake where timber has been left for fish habitat. These areas should be approached at a slow speed.

14. SMALL CRAFT WARNING FLAG - If students are at a lake and see a red flag being flown at the tower, it means that a small craft advisory is in effect and boats should stay off the main lake. However, it is the boaters responsibility to recognize wind conditions or incoming storms which might make boating hazardous.

15. BOAT - Remind students that when in a boat they should ask the boat driver to show them the basics of operating the boat in case of an emergency. Especially note where the on/off switch is located in case someone falls overboard and you need to stop.

16. UNDERWATER STUMP - Emphasize to the students to always check the water before they dive in for tree stumps, rocks, or other underwater hazards. Water that was deep enough to safely dive into a week ago may now be too shallow due to a lower lake level.

SUGGESTED MATERIALS & EQUIPMENT: Bingo Cards, Picture Cards, game markers, and water safety decals.

"Water Safety Old Maid"

TOPIC/SUBJECT: Tips for Water Safety
TARGET AUDIENCE/AGE LEVEL: 4-12 years of age
THEME: To make sure you don't get hurt, you need to play it safe around water
GOAL/PURPOSE: Participants will realize the importance of safety while recreating in or near water.
OBJECTIVE(S): Participants will be able to name reasons why it is important to be safe when in or near water, such as wearing a life jacket, learning to swim, never swimming alone.

DESCRIPTION:

A. The game is played like Old Maid. The objective is to obtain pairs, finishing first without possessing the Old Maid/"Unsafe Guys."

B. The ideal group size would be 7 players, although a few more or less can be accommodated. If several more players are anticipated, break into groups for more than one game at a time using multiple decks of cards.

C. The game begins as one player deals one deck of cards to each player in his or her group until the cards are gone. This happens simultaneously, as all groups begin play. After dealing is complete, players lay down pairs. Then the first player picks a card from the deck of the player to his or her right-hand side, hoping to pick a card which he has a match to and especially not the "Unsafe Guys" card. The game ends when players are out of cards. The player who finishes first is the winner. The player who ends with the "Unsafe Guys" card is not the winner.

D. After each round of play, talk with the group about what is on the cards giving safety tips. Another option is to have each player display a pair and tell why what is on the card is safe (or unsafe for the "Unsafe Guys").

SUGGESTED MATERIALS & EQUIPMENT: Water safety cards, one "Unsafe" card per deck, and a flat surface to play the game.

"Boating Safety Scavenger Hunt"

TOPIC/SUBJECT: Boating Safety
TARGET AUDIENCE/AGE LEVEL: Jr. High and up
THEME: Practicing boating safety will guarantee you fun on the water.
GOAL/PURPOSE: To attract visitors to Water Safety Festivals, and encourage them to visit the various displays and interact with the participants.
OBJECTIVE(S): Participants will be able to identify a variety of boating safety skills.

DESCRIPTION:

A. Ask participating boat dealers, organizations/agencies to submit a maximum of three water safety related questions that represent their activity (water ski club submits questions concerning water safety skills and water skiing). If this does not apply, formulate your own questions.

B. When all questions have been submitted, select the best questions. Try to select at least one for each organization who submitted questions. Fifteen questions should probably be the maximum used for the scavenger hunt. Here are some sample questions that can be adapted to fit a festival setting or be manipulated in other ways:

1. Under what conditions does a powerboat have the right-of-way over a sailboat?
2. Boats operating with both sail and power are classified as what kind of boat?
3. What should sailors do when they hear thunder or see lightning?
4. All persons on board all boats are required to have what?
5. State law requires that safety chains be ___ under the coupler when connected to the tow vehicle. ([A] Painted; [B] Crossed; [C] Hanging)
6. What three things are needed for a fire?
7. If your boat is disabled or you need some type of help, when would you use flares?
8. Why kneel in a canoe?
9. Do you stay with the canoe if you upset in a lake?
10. The most important thing to do before you go fishing is what?
11. How many skiers are you allowed to pull behind your boat at ___?
12. How many people do you need to safely water ski at ___?
13. How long has the Alumacraft Boat Company been in business?
14. What was the 1995 "Watercraft of the Year" as proclaimed by Watercraft World?
15. Can you water ski behind a personal watercraft in this state?

C. Contact local businesses for prize donations. As a suggestion, develop a cover letter that may be presented to those businesses or organizations that are donating prizes stating that they are donating a prize for use in the Water Safety Scavenger Hunt. Participating organizations and boat dealers may also be interested in donating prizes. Prizes could include life jackets, club memberships, tee-shirts, food certificates, or U.S. Army Corps of Engineers water safety products.

D. Develop and print "Scavenger Hunt" game sheets.

E. Plan on means of distribution to visitors (i.e. from fee booths, etc.).

F. Create a box that can be used for the deposit of completed game sheets.

G. All answers must be filled in and validated. This can be accomplished at the display that related to the question. Exhibitors are not allowed to play.

H. Hold prize drawings throughout the day.

I. Send thank you letters to all businesses and organizations that donated prizes.

SUGGESTED MATERIALS & EQUIPMENT: Game sheets, decals or rubber stamps of participating organizations to use to validate game sheets, prizes, and a box for deposit of the game sheets.

"Water Safety Slogan Game"

TOPIC/SUBJECT: Water Safety
TARGET AUDIENCE/AGE LEVEL: 5th Grade - 8th Grade
TIME: 30 minutes
THEME: It is easy to know the basics of Water Safety.
GOAL/PURPOSE: To show the participants that learning about water safety can be FUN!
OBJECTIVE(S): To have the participants create water safety slogans and then to create a Water Safety Poster from the slogan.

DESCRIPTION:

A. Locate an outdoor, wide, flat, open area.

B. Have laminated 11" x 17" sheets of paper with words on them that can be used to create water safety slogans. One word on each sheet.

C. Have the children create their own water safety slogan using the words provided.

D. These are some possible slogans that might be used as examples:
> Swim with a Buddy.
> Wear your life jacket.
> Swim in designated areas only.
> Alcohol and water don't mix.
> Learn to swim.
> Think Before You Sink.
> Never Dive Into Unknown Water.
> Reach, Throw, Row, Don't Go

E. Participants are judged on creativity, thoughtfulness, clarity of message, and other categories. Appropriate age groupings must be used when judging the slogans.

F. Each participant receives a certificate or prize.

SUGGESTED MATERIALS & EQUIPMENT: Laminated sheets of 11"x 17" paper with appropriate water safety words on them.

"Wheel of Water Safety"

TOPIC/SUBJECT: Water Safety Basics
TARGET AUDIENCE/AGE LEVEL: 4th -6th grades
TIME: 45-50 minutes
THEME: You should play it safe while on or near the water, your life could depend on it.
GOAL/PURPOSE: The children will learn that they can save a life and protect themselves if they remember a few precautions and rescue techniques.
OBJECTIVE(S): Children will :
    A. Wear their life jacket and encourage others to do so.
    B. Know how to save someone in an emergency - Reach/Throw/Row/Don't Go
    C. Practice basic water safety tips while on or near the water.

DESCRIPTION:
A. This program is fast paced fun and full of life-saving facts. It is designed for a school auditorium or gymnasium, but it can be adapted so it could be used as a campground program.

B. When you introduce yourself (4-5 minutes), share a few facts, and ask a few questions about water safety. This program can even more fun when done with a mascot but it is not necessary. For example, Buddy the Beaver or Corkey the Water Safety Boat can act as co-host and comedic relief. Buddy is a person in costume who acts as a water safety mascot. Corkey is a remote control boat that talks, plays music, moves, etc

C. The concept of this game is a combination of "Wheel of Fortune" and "Family Feud."   Divide the audience into 3 teams (by class or grade level). The teachers will be the representatives of each team and will come up and spin the wheel to determine how many points the group will receive if they correctly answer the question. The group can receive 10-100 points, lose a turn, or get an extra spin depending on where the wheel stops. The group is asked a question. They can huddle together to come up with an answer. The game goes for three & four rounds with prizes awarded for 1st, 2nd, and 3rd place. Sample questions are below.

D. At the end of the program, after the prizes have been given restate the major points of the program. All students should receive comparable prizes.

<u>EASY</u>
1. The most important water safety item to have and wear is...
    A. Inner Tube
    B. Life Jacket ***
    C. Sun Hat

2. Life Jackets work best if...
    A. you put them on after you fall in the water
    B. you make sure they fit before you go in the water ***
    C. they are loose fitting

3. When you go boating at <u>(project name)</u>, you don't need a life jacket...
    A. if you took swimming lessons
    B. if you are with your parents
    C. Everyone needs a life jacket ***

<u>MEDIUM</u>

4. The number one cause of drowning is ...
   - A. swimming during a storm
   - B. floods
   - C. not wearing a life jacket ***

5. If you can't swim, it's wise to...
   - A. take swimming lessons ***
   - B. swim alone
   - C. use a rubber raft to keep you afloat

6. If your boat turns over, you should...
   - A. swim for shore
   - B. stay with your boat and wait for help ***
   - C. take swimming lessons

<u>DIFFICULT</u>

7. What is the average number of that people drown in the USA each year?
   - A. None. They were all wearing life jackets.
   - B. 6000 ***
   - C. 200

8. The fourth leading cause of drowning is hypothermia. Hypothermia can be caused by...
   - A. boiling water
   - B. polluted water
   - C. cold water ***

9. If you see someone in trouble in the water, what should you do?
   - A. Reach, Throw, Row, Don't Go ***
   - B. Don't worry, they're probably just kidding
   - C. Tell them to put on a life jacket

SUGGESTED MATERIALS AND EQUIPMENT: Wooden Wheel, Score Board, Question Cards

front view — side view

100, 60, 10, EXTRA SPIN, 70, LOSE A TURN, 90, 50, 20, 30, 80, 40 — wooden dowel — masonite — bicycle wheel axle — aluminum angle iron

31
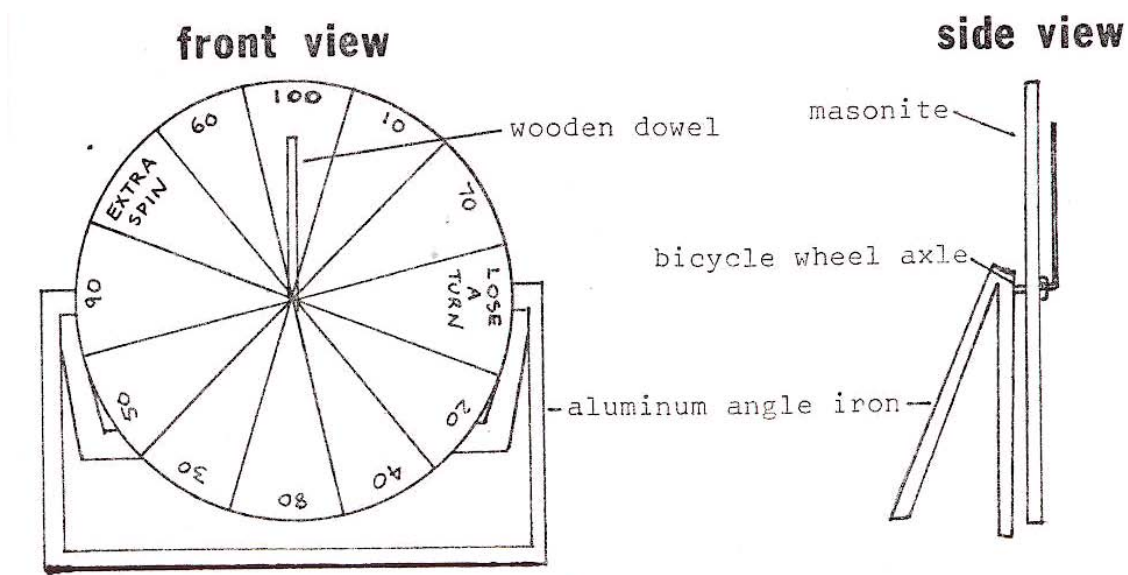
"What's a PFD?"

TOPIC/SUBJECT: PFD's - Personal Flotation Devices or Life Jackets
TARGET AUDIENCE/AGE LEVEL: Elementary students
TIME: 10-15 minutes
THEME: Life jackets are of no use unless you wear it and it fits you properly.
GOAL/PURPOSE: Participants will be able to explain why it is important for a PFD to fit them personally.
OBJECTIVE(S): The audience will know what the "personal" in Personal Flotation Device means.

DESCRIPTION:
A. Choose a willing participant from the audience (you will have to accurately assess the weight of your volunteer in order to correctly size the PFD).

B. Intentionally have the volunteer try on over or undersized PFD's. Every time that the volunteer tries on a different PFD ask the audience if it fits properly.

C. After eliminating obvious choices (i.e. too small, too large), have the volunteer pick out a PFD that fits them properly.

D. Ask the audience to **TELL** not **SHOW** the volunteer how to put on the PFD. Typical responses may be "put it over his or her head" or "wrap the strap around his or her waist." Following the audience's verbal instructions might lead to some pretty laughable situations, particularly with younger students.

E. After the volunteer has properly put on a PFD explain why it fits properly. You can ask the volunteer to check the PFD to see if the poundage limits are correct for them.

F. Explain to the audience how they can check their PFD to see if it fits them properly by performing a float test. Tell them that the next time that they go to the beach or pool to wear their PFD in a shallow area, sit down, and pick up their feet off the ground. If they float with their head out of the water then their PFD fits them properly. If their chin is in the water they should get their PFD replaced.

PROGRAM NOTE: To increase effectiveness the entire program should be highly participatory. Involve the audience by allowing them to "blurt" out how they would put the PFD on.

SUGGESTED MATERIALS & EQUIPMENT: An assortment of PFD's in different sizes and styles.

"Ranger Willie's Reach, Throw, Row, Don't Go"

TOPIC/SUBJECT: A Ranger Willie B. Safe Beach Program
TARGET AUDIENCE/AGE LEVEL: All ages
TIME: 10 - 15 minutes
THEME: If you know basic water safety principles you may be able to save someone's life.
GOAL/PURPOSE: The audience will know what to do if a person is drowning, realize the importance of being safe on or near the water, and be motivated to learn more about water safety on their own.
OBJECTIVE(S): The audience will be able to identify 2 rules of water safety and the signs of a drowning victim. The audience will use the reach, throw, row, don't go principle, if they need to assist someone who is in trouble in the water. At the completion of the program, the audience will realize that they may be able to save someone that is drowning.

DESCRIPTION:
    A. This program is generally given at a beach.
    B. It may be a good idea to walk around the beach and surrounding area and advertise your program.
    C. Pick a central location for your program. The shorter the distance people have to walk to your program the more likely they are to come. Parents are more likely to send their kids if they can see them from where they are. Encourage adults to come, especially parents.
    D. A good thing to use to mark the location of your program is a large flag.
    E. Start your program on time. Introduce yourself and, somewhere in your introduction, state the theme.
    F. Ask the audience if they know the four signs of a drowning victim. They are head back, mouth open gasping for air, no sound, and arms moving in an up and down motion.
    G. A drowning victim cannot yell for help. Have the audience demonstrate this by having them put their heads back take a big breath of air and at the same time they are breathing in try and yell for help. It can't be done. Explain to the audience that they should never pretend to be drowning.
    H. Ask the audience what they should do if they see someone drowning. They should reach, throw, row, but don't go. Have the audience repeat it.
    I. Ask the audience what are some things that they could reach with. Then ask them what could they throw.
    J. Have items such as a reach pole, stick, rope, and shirt to show as things that they could reach with. Have items such as a beach ball, life ring, cooler, and life jacket to show as things that they could throw.
    K. Point out the rescue stations on the beach and explain to them that they should only be used for their intended purposes. Explain to them that they should not play with the life saving equipment.
    L. Explain the concept of row to the audience. Here is how you might row to a person in trouble. If there is a boat nearby take it to save the person or get the attention of a nearby boat and have them help the person. If you are an <u>experienced</u> swimmer you can float out on an air mattress to the person. Remember if you float out to the person do not get near the person in trouble. Get off the air mattress and extend it to them.
    M. Never go in for a drowning victim, because usually instead of one person drowning there are two people that drown. Explain if you are going to go somewhere go for help.
    N. Ask if anyone in the audience has been trained in water rescue. If so, they may be able to add an experience that they have had. Stress that only persons trained in water rescue, such as a lifeguard, should go in for a person that is drowning.
    O. Explain the importance of wearing a life jacket and swimming with a buddy. Parents should watch their children and children should watch their parents. It takes only 20 seconds for a child to drown and 60 seconds for an adult to drown.
    P. Tell the audience of some incidents that involved drowning or unsafe practices that have happened where you work.

Q. Ask them again what the signs of a drowning victim are and what they should do if they see someone drowning. Repeat the four ways to rescue a drowning victim.
R. Let them know if they see you again to give you the Ranger Willie B. Safe Thumbs Up Sign and you will give it back. This will let you know that they have attended one of your safety programs and that they know how to be safe around the water.

CONCLUSION
A. State your theme one more time.
B. Thank the audience for coming, tell them about upcoming programs, and welcome any questions that they may have.
C. Give the audience something for attending, something like an activity book or sticker.
D. You may consider playing some kind of game with the audience after the program. The game does not necessarily have to pertain to water safety.

SUGGESTED MATERIALS AND EQUIPMENT: Items that you can reach with; such as a reach pole, stick, rope, beach blanket, or shirt. Items that you can throw; such as beach ball, life ring, cooler, or life jacket

"Freddie Fish Water Safety Program" - 1

TOPIC/SUBJECT: PFD in boating safety with Freddie the Fish
TARGET AUDIENCE/AGE LEVEL: Grades K-4
TIME: Approximately one hour
THEME: PFDs can save your life.
GOAL/PURPOSE: To give students knowledge of how to be safe while enjoying water recreational activities.
OBJECTIVE(S): To have students be able to identify water safety hazards and to know ways to enjoy water activities safely.

DESCRIPTION: This program can accompany the slide show starring Freddie Fish and family, in which they discuss various water safety tips.

A. Freddie will need help getting changed. Solicit a volunteer for this before you begin the program.

B. Arrive at least 15-20 minutes prior to show time to set-up, test your equipment, and to organize items to be distributed and props (PFDs).

C. Be sure that wires and cords are not arranged in such a manner that someone will trip over them. Be sure no seats are set-up in front of the projector.

D. Encourage controlled audience participation. Ask questions which the group can answer with a collective one-word answer.

E. Usually the setting for these programs are large multi-purpose rooms, with one hundred or more students. It's important to keep control of the group at all times. Avoid allowing the students to surround Freddie. This situation gets out of control easily, and one of the students or the person in the costume could get hurt.

The Presentation - Introduction

F. Greet the students and introduce yourself. Briefly tell them about your position and about the Corps of Engineers. Tell them that you are there to talk about Water Safety, and want to talk about PFDs, to show them a slide show, and to have them meet a special friend. You can ask for a group response on who is coming to visit.

G. Start into the program by asking who likes the water; how many know how to swim; or how many have ever been in a boat? A show of hands can answer all these questions, and you can control this response by raising one hand yourself. This participation warms the group toward you, while holding their attention.

H. After asking how many have ever ridden in a boat, follow up by holding up the Type II or III PFD, and asking, "And, how many of us wore one of these while we were on that boat?"

PFD Presentation

I. "These are very important, and we're going to learn a lot more about them today." Put that PFD down, and hold up the ring buoy. "Who has ever seen one of these?" SHOW OF HANDS. "Very good! What do we call this?" TAKE A FEW ANSWERS. "Very good! What do we call this?" TAKE A FEW ANSWERS. "Very good! What do we call this?" SIGNAL FOR A GROUP ANSWER BY CUPPING ONE HAND TO YOUR EAR. "A lifesaver! You may know it by that nickname because it is used for saving lives. I have a new word for you, though. This is really a PFD." HAVE THEM REPEAT PFD. "There are four types of

PFDs and today we're going to see quite a few. This one is a type IV, which means it's the type you throw to the person who needs it. It's not the kind you wear - We'll see those later. Right now, I'm going to show you how to use one of these."

J. Give a demonstration of how to throw the ring buoy without actually releasing it from your grasp. Be sure the rope is properly draped across you palm, and that the rescuer's end is secured under your foot. The students will be amused when you pretend as though you are going to throw it, and stop at the last second. Then explain how you've held your end with your foot, in case you miss and have to throw it again, or to pull the victim.

K. "There are other Type IV PFD's which you have seen, and I have a different one here." Hold up the floatable cushion and ask, "Who has ever seen one of these?" SHOW OF HANDS. "Where do we see these?" TAKE A FEW RESPONSES. "Okay, now we need to know how to use one." CALL A VOLUNTEER UP TO HELP. Get the name of your helper.

L. "_____ is going to show us how some people use this type of PFD." Instruct the volunteer to put his/her arms through the loops, and wear it like a backpack. "How is this? Is this right?" MIXED REPLY FROM THE GROUP.

M. Demonstrate how this is <u>not</u> the proper way to wear a PFD. Have the student bend forward at the waist, with the PFD about his/her back. Explain that the PFD floats, but that this way, the victim is underwater, face-down. Then show the subject the proper way to use the PFD, tucking it in at the waist, having him/her bend over it, and grasp the edges while bending over it. Explain that now he is out of the water, and has a good, safe grip on the PFD. Then explain that the handles are not to hold on to, and that if they broke, the victim would be stranded. Instead, the handles are used for throwing the PFD. Take the PFD form the subject, and using the handle, gently toss it to the side, away from the audience. Thank the subject and have him sit down.

N. Next, pull out the rescue bag. "At this point, you might think that this too, is a Type IV PFD, but it really isn't for a simple reason. It doesn't help a person float; although you can use it to save someone's life. You see...(SECURING YOUR ENDS OF THE ROPE, TOSS THE BAG TOWARD THE FLOATABLE CUSHION)...there's no cushion inside - just rope. So, you can toss the rope, and pull the person into safety. PFD's are made to help people float, and as you can see, this rescue bag is not made to do that."

O. Put down the bag, and pick up the ring buoy and cushion. "So, what are these? Type IV PFDs!" Hold up the rescue bag. "And is this? NO!" "Very good, now I have some other PFDs to show you."

P. PICK UP THE TYPE III PFD. "This is what we call a Type III PFD. Who has ever seen one of these?" SHOW OF HANDS. "We usually use these while we're water skiing or rafting. This is one type of PFD that you wear. But, before you put on any PFD, there is something else you need to know. First of all, let's talk about what the letters PFD stand for. The "P" stands for PERSONAL; which means something made for the person. The "F" stands for floatation because it's made to float; and "D" stands for device.

Q. So this is a device, or a tool, made to fit a person; to help him/her float. In other words. PFDs come in many sizes for different people. Let's see what happens when we use the wrong size. Call a very small student up to the stand, an put the PFD on him/her.

R. "Now _____ is wearing his PFD, and he's out in a boat. Let's imagine that the boat tips and _____ falls into deep water. "Slowly and gently pull the PFD over your subjects head, remove it completely. "What happens is, the PFD floats, but since _____ is too small for it, he/she slips right out of the bottom! So here is the PFD on the surface of the water, but what about _____" RESPONSES.

S. "So then, _____ should be wearing his own right size?" RESPONSE.

T. Thank the subject and send him back. Open the jacket, and point out that it's labeled as an Adult XL. Explain the different sizes that are available. Then explain that the tag tells something else, in addition to size, which is important. Explain that a PFD must be labeled, Coast Guard Approved, and that this information can also be found on the label. Then ask the group to tell you what type of PFD it is before putting it down and moving on to the Type II.

U. With the Type II, again ask how many have seen one. Then call a second volunteer one who will fit in the PFD correctly. Explain that this is a Type II, and that, like the Type III, it is made to be worn. Then, as you're putting it on the subject, explain that though it is similar to a Type III in some ways, it is also very different. Once the subject is wearing it correctly, have him/her turn so that the group can see the head cushion. Explain that this will turn a person face-up in the water, even if the person can't do it for him/herself, and that this can save even an unconscious person from drowning. Lean the subject's upper body backward just a little, demonstrating the position in which he would float.

V. Next, point out to the group that this PFD is the right size for the subject. Remove the PFD and have the subject take a seat. Ask the group to tell you what type of PFD it is. Then, summarize by showing the PFDs again, and re-stating what type each is.

Freddie Slide Show

W. Introduce the slide show by congratulating the students on how well they learned about the PFDs. Then tell them that there are many other ways in which to be safe, as well. Tell them that you have a cartoon that is fun to watch, but also has an important message from Freddie and his family. Encourage them to listen quietly, with the promise that Freddie will come to see them if they behave well.

X. Begin the slide presentation. Toward the end of the show, the person who will wear the Freddie costume will have to get changed.

Y. When the program ends, the speaker should immediately take control, to avoid losing the group's attention. Begin by asking if they liked the show. Then ask what was learned. Take a few answers, covering some main points that came up in the slide show. Tell the group that they did well during the show, and that Freddie would like to speak to them. Welcome Freddie with applause.

Z. Freddie should speak to the group from the front of the room, especially if the group is very large. The speaker can assist by relaying messages from and to Freddie. Allow time to joke with the students, as well as to cover some major Water Safety points. Leave the group with wishes for many safe water-fun hours, and a warm good-bye. The speaker can close by showing the students the Freddie coloring books, pins, and stickers, which they will be receiving.

SUGGESTED MATERIAL & EQUIPMENT: Freddie the Fish costume, slide/tape presentations, buttons, stickers and coloring books (enough for all), synchronized tape player and slide projector, movie screen, rescue bag, floatable cushion and ring buoy; XL Adult Type III PFD, Small Child's Type II PFD.

NOTE: Arrange beforehand to have a changing room for Freddie which is easily accessible to the program area, yet out of view. Keep in mind that the person in the costume will not be able to see, hear, or project his voice very well. The assisting speaker will have to relay messages, and guide Freddie past obstacles. Avoid wires or cords, low ceilings, furniture, steps, rough terrain, etc.

"Freddie Fish Water Safety Program" - 2

TOPIC/SUBJECT: Water Safety
TARGET AUDIENCE/AGE LEVEL: K - 7 years old
TIME: 30 minutes
THEME: Freddie Fish's Golden Rules can keep you safe.
GOAL/PURPOSE: To teach the students that learning how to swim, swimming in water that is not over your head, having adult supervision, and using a PFD is important rules to follow for being safe in the water.
OBJECTIVE(S):
A. After completing the session, children will understand that water can be dangerous if not treated with respect.

B. They will know not to go in water without supervision and will understand the importance of learning to swim.

C. They will also recognize a PFD and its associated use.

DESCRIPTION:
   Introduction:

   How many like to go to the beach? How many of you can swim? Good! Now tell me, what is more dangerous: water that's 6 feet deep or water that's 100 feet deep? (Let the children raise their hands and then ask one from each group why they think their chosen depth is more dangerous).

   (Now act a little confused and tell them you're not sure and that if it's okay with them you'll call out your water safety expert). Enter Freddie Fish. He emphasizes that, as one of his golden rules, it doesn't matter whether the water is 6 or 100 feet deep, if you can't swim and the water is over your chin, it is dangerous! Learn how to Swim!! (During the preceding and the following, Freddie may speak for himself or through the instructor).

Freddie's Golden Rules: In addition to learning to swim, there are three other Golden Rules. They were taught to him by his mother and father many years ago.

#1. Don't swim in water that's over your head. Why? Because if you get tired of swimming, you can just stand up and rest. Remember, you can swim just as easily in 2 1/2 feet of water as 6 feet.

#2. Always have adult supervision; never swim alone.

#3. If you don't know how to swim, and you're planning to be near or on the water, wear a PFD. What is a PFD? It's a Personal Flotation Device, one that keeps you floating in the water. (Place PFD on instructor and leave it on for the rest of the program).
Freddie would like you to meet his family. They have more ideas on being safe around the water.
(Slide Show may be used to accompany this program).

 (After the slide show, pass out Freddie coloring books and Golden Rules sheet). Color in your favorite picture now while Freddie watches. Make sure you show your mom and dad Freddie's coloring book and his golden rules.

In conclusion, let's go over Freddie's rules:

      #1. Learn to swim!
      #2. Never swim in water over your head!
      #3. Always have adult supervision.
      #4. If you can't swim, wear a PFD.

SUGGESTED MATERIALS & EQUIPMENT: Freddie Fish costume, Freddie Fish Coloring Books w/crayons, Freddie slide program, and PFD (Type II & V).

TOPIC/SUBJECT: Water Safety
TARGET AUDIENCE/AGE LEVEL: Mentally retarded, intelligence level K-7 years old.
TIME: 25 minutes
THEME: Water Safety is important to take seriously.
GOAL/PURPOSE: To teach the students the importance of water safety and Freddie Fish's Golden Rules.
OBJECTIVE(S): At the end of the program, students will understand that water can be dangerous and that they should not wade in or be near water without proper supervision.

DESCRIPTION:
Introduction:

Did you know that there is a 7 foot fish around here? Can you imagine what he looks like? 7 feet tall !!! (Indicate size with outstretched arms). We call him Freddie Fish. Now everybody draw what you think Freddie Fish looks like. (Have paper and crayons for the children).

Okay, everybody hold up your paper and we'll have Freddie come in and pick the drawing that looks most like him. (Enter Freddie, chooses best resemblance).

Take Polaroid picture of class with papers held up on either side of Freddie. Have winner in front of Freddie. Leave photo for students.

Freddie has something important to tell everyone of you. Freddie: Always make sure when you're in or near the water that you group leader is with you. And now I'd like you to meet my family, we've made a movie just for you. (Start slide program).

Freddie: There you have it - safety on the water-but remember-most important-when you're near or in the water make sure your group leader, partner, or sponsor is with you!

Freddie's Golden Rules:
      #1. Learn to Swim!
      #2. Never Swim in Water Over Your Head!
      #3. Always Have Adult Supervision!
      #4. If You Can't Swim, Wear a PFD!

SUGGESTED MATERIALS & EQUIPMENT: Freddie Fish costume, Freddie Fish slide program, construction paper, crayons, and Polaroid camera.

"Knot Safe"

TOPIC/SUBJECT: Basic Knot Tying and Usage
TARGET AUDIENCE/AGE LEVEL: All Ages
TIME: 45 minutes
THEME: Knowing how to tie some basic knots could make your boating experience more pleasant.

GOAL/PURPOSE: While boating the audience will know when and how to properly tie the knots demonstrated during the program.

OBJECTIVE: The audience will be able to demonstrate how to tie and identify their uses for at least three different types of knots used while boating.

DESCRIPTION:
A. Introduce yourself and your program. Share some experiences that you know of and ask the audience if they have or know of someone that has had a good or bad experience while boating that involved the use of knots.
B. Pass out pieces of rope. If you don't have enough rope for everyone in the audience have them divide up into small groups and share the rope. Demonstrate to the audience how to tie various knots and explain when the knots should be used.
C. Have the audience practice tying the knot you are demonstrating before mo ving to the next knot.
D. It might be helpful to develop ways to help the audience remember how to tie the knots. For example with the bowline you could tell a story while demonstrating how to tie the knot. The story could go something like this. The ground squirrel comes up out of it's hole (bring the loose end of rope up through the loop), under the log (take the loose end under the rope), then ran back into it's hole (take the loose end of the rope back through the loop), and shut the door (pull the knot tight).
E. After you have demonstrated the knots you could set up various situations for tying knots and ask someone in the audience to tell you what knot they would use and demonstrate how to tie it.
F. If time allows possibly ask the audience if anyone kno ws of any other knots that would be useful while boating. If someone knows of one ask them if they would demonstrate it for the audience.
G. The illustrations that are included with this program could be used as a handout sheet.

SUGGESTED MATERIALS AND EQUIPMENT:
Pieces of rope approximately 18 inches in length
Copies of knot illustration handout

Life Jacket: Get It On!

TOPIC/SUBJECT: Life Jackets & Water Safety
TITLE: Life Jacket: Get It On!
FORMAT: Campfire Program
TARGET AUDIENCE/AGE LEVEL: Early 20's
LENGTH OF PROGRAM: 20 minutes
THEME: Get it on for those who love you.
GOAL/PURPOSE:
1) The audience will understand why it is important to wear a life jacket when taking part in water related activities especially after drinking alcohol.
OBJECTIVE(S):
1) Participants will be able to explain 3 reasons why it is so important to wear a life jacket while drinking alcohol around water
2) Audience will wear life jackets while on or near the water and will encourage others to do so.

DESCRIPTION:
Explain activity: Water Safety Wheel of Fortune
We will ask a question relating to life jackets. If you know the answer, raise your hand. If you get the answer correct then you will get a chance to spin the prize wheel and select a letter or vowel that you think might be in the phrase. If what you chose is in the phrase, you get the prize. If you think you know the phrase, you have 10 seconds to solve it.

While the wheel is spinning there are discussion points after each question. After the phrase is completed, discuss how it relates to life jackets and alcohol.

Questions to ask the audience before they spin the prize wheel:

1. How many drinks of alcohol does it take to impair your reaction time and judgment on the water?
   a. 3
   b. 1
   c. 2
   d. 5
Explain how driving a boat can be more hazardous than driving a car because people may not know there are rules of the road for both. Also, mention how those under the influence often misjudge their swimming capability in open waters. It's not like a pool where safety is usually nearby. Many have drowned trying to swim farther than they are able.
2. If you fall into cold water to prevent death by cold water shock and eventually hypothermia you should.
   a. Wear a life jacket
   b. Leave on all your clothing
   c. Leave on your shoes
   d. All of the above
Explain the stages that usually kill someone in cold water e.g. gasp reflex, incapacitation, hypothermia, post-rescue collapse. Also, mention how shoes and clothing can help you float in "HELP" position.
3. True or False. After drinking when you fall into the water or even while swimming underwater you can easily become confused and lose track of which way is up.
Explain how we've all heard stories about people who were great swimmers but they drowned. If they were under the influence this is often why.
4. Research has shown that after four hours of boating you may act intoxicated without ever having taken a drink due to fatigue caused by…

     a. Long exposure to noise and vibration
     b. Sun, wind and glare
     c. All of the above

What this means is that if you're drinking, it doubles the affects of the alcohol in reducing your response time and judgment.

5. What silent but deadly gas can kill you on or around a boat?
     a. carbon monoxide
     b. carbon dioxide
     c. Flatulence

Explain how CO is lighter than water so it floats on top of the waters surface. When swimming around a boat with a faulty generator or motor running, people who inhale CO drown quickly with no warning because it has no smell.

6. For a life jacket to work properly it needs to be…
     a. easily accessible on your boat.
     b. worn and buckled up properly.
     c. the same color as your boat.
     d. throwable

Explain how you have to wear it, make sure it fits, and buckle it up for it to work.

7. What is the average amount of time it takes an adult non-swimmer to drown?
     a. 20 seconds
     b. 60 seconds.
     c. 3 minutes

Explain how children only take 20 seconds and this is why it is so important to watch them closely and teach them to swim well.

8. How much water does it take to drown?
     a. 1 Tablespoon
     b. 12 ounces
     c. 1 gallon

Explain how it only takes enough water to cover your mouth and nose and sometimes less than a Tablespoon to stop your lungs from functioning.

9. On Corps of Engineers managed lakes and rivers what is the leading cause of drownings?
     a. Alcohol
     b. Falls overboard
     c. Exceeding abilities
     d. Boat crashes

Explain how most people who drown are exceeding their swimming abilities in nondesignated swimming areas. Not at a beach. The 2nd highest reason is falls overboard. We speculate that alcohol is involved more often that what is reported. Autopsies are sometimes not performed plus that is difficult information to obtain.

10. While swimming around a boat you should?
     a. Wear your life jacket
     b. Be aware of carbon monoxide
     c. Swim with a buddy
     d. All of the above

Explain how it is not only important to have a buddy swimming with you but people on the boat should be aware of where you are as well.

11. Life Jackets should be worn by?
     a. All those who don't know how to swim
     b. Kids under the age of 13
     c. Those who swim well
     d. All of the above

Explain that the law in MO only requires children 7 and under (IL under 13) to wear a life jacket, but because of many of the reasons we've discussed i.e. alcohol, carbon monoxide, gasp reflex etc. it is a good idea to always wear them on or around the water.

Other questions…

Hold up a life jacket and ask what type of life jacket it is.

Hold up an inflatable life jacket and ask if it is Coast Guard approved.

Hold up a ski belt and ask the same thing.

Ask if anyone can demonstrate how to place a throwable PFD on correctly and have them demonstrate it.

Can this life jacket flip you over if you are unconscious?

Etc, etc, etc

Phrases:

"Use Some Protection"

After phrase is completed hand out sunscreen packets. What are you handing out? You never know when you might need one of these and the phrase was use some protection. Sunscreen is protection that everyone needs but that is not the most important thing you need while on or near the water especially if someone is consuming alcohol. Explain the inner ear imbalance or delayed response due to alcohol.

"Inflatable"

Wear a belt type inflatable life jacket throughout the program and after this phrase is completed search for an inflatable life jacket to show the audience. Pull out a beach ball, arm floaties, air mattress, etc. Where is that life jacket? Does anyone know? Assisting ranger points out that you are wearing it. Explain that yes indeed you are wearing an inflatable life jacket. Have someone volunteer to wear the inflatable life jacket and deploy it. Show both the belt and suspender type of inflatable life jacket.

"Wet and Wild"

Explain that while have a good time on the lake with friends which can get wet and wild you should always know your limits and if you are planning on swimming off your boat wear a life jacket and be aware of carbon monoxide.

"Size Does Matter"

Have volunteers put on life jackets that are different sizes and have the audience decide if they fit properly or not. Explain how they should fit and the importance of them fitting properly.

Conclusion: We hope you've learned a few reasons today why you should wear your life jacket on or around the water, even if you're a good swimmer and especially if you're partying. We'll have more water safety information at the kaleidoscope activities on Tues afternoon. Remember we're all loved by someone so "get it on for those who love you!"

SUGGESTED MATERIALS & EQUIPMENT:

Prize wheel, prizes, flip chart for phrases, unscented markers, duct tape, life jackets (all kinds including belt pack), inflatable things, sunscreen packets, questions on note cards, Seamoor "Life Jacket: Get It On!" stickers

WINTER SAFETY QUIZ GAME

FORMAT: This program consists of a quiz game to reinforce an ice safety program but can be run separately.
TARGET AUDIENCE/AGE LEVEL: Gr. 2 – 5.
LENGTH OF PROGRAM: 15 – 20 minutes.
THEME: Winter activities require special attention to potential hazards near frozen lakes, ponds and rivers.
GOAL/PURPOSE: The goal of this program is to raise awareness of basic winter ice safety.
OBJECTIVES: Following this quiz game, students should be able to:
1. Know safe thickness for walking, snowmobiling, vehicles.
2. Know to dress in layers for best protection against exposure to winter weather.
3. Stay safe by getting help when someone falls through the ice.

DESCRIPTION:

      Introduction:

          A set of questions is created and printed onto large print cards, with answers. A display board is beneficial in order to keep items and visual display safe during transportation and use. This quiz game is run by calling up a volunteer from each class who then will roll the dice and pick a question to be answered by his classmates.   Repeat this process until each class has a turn. If time allows, it is possible to have a round where the student will ask their own teacher a question.   Classes often become competitive and this seems to help focus their attention on the basic safety points.

      Main Body:

          Leader: Welcome to our "lightning round" of the Winter Safety Quiz Game. Each class will send up a volunteer to read a question to his/her own class. This will repeat until each class has a chance. If time allows we will do 2 rounds- the 2nd round the student will read the question for his/her own teacher to answer. The class will serve as a "lifeline" that can provide an answer if necessary.   Let's get started. First Class, who will be first? Come on down!   What is your name and whose class will you read for?
Ok Tracy, you are reading for Mrs. Sweeney's class- roll the dice and pick a question. (Repeat process until entire group and if time allows, teachers have participated)

WINTER SAFETY QUIZ GAME QUESTIONS

1. HOW DEEP DOES ICE NEED TO BE FOR SOMEONE TO WALK ON IT SAFELY? Ans.: 4 inches.

2. AT WHAT TEMPERATURE DOES WATER FREEZE?
Ans.: 32 degrees F.

3. T/F? IF YOU FALL THROUGH THE ICE YOU SHOULD TAKE YOUR EXTRA CLOTHES OFF.
Ans.: No, any added insulation will help keep you warmer.

4. HOW FAST DO ICE TRUCKERS NEED TO DRIVE TO BEAT THIN ICE? Ans.: Trick Question! Ice thickness not speed is important for safety.

5. T/F   SNOW COVERED ICE IS SAFER. Ans.: False, ice thickness is the key factor not snow cover.

6. WHAT ARE 2 SIGNS OF HYPOTHERMIA? Confusion or unconsciousness.

7. T/F   WHEN A DOG FALLS THROUGH ICE YOU SHOULD RUSH TO RESCUE THEM. Ans.: False, call 911-stay safe.

8. WHAT CAUSES FROSTBITTEN SKIN TO TURN COLORS?
Ans.: Circulation is cut off to extremities and discoloration may occur.

9. HOW THICK MUST ICE BE FOR ICE TRUCKERS TO DRIVE ON IT?   Ans.:   24 inches.

10. HOW THICK DOES ICE NEED TO BE FOR A SNOWMOBILE TO DRIVE OVER IT?   Ans.: 5 inches.

11. T/F   ICE ON A RIVER IS SAFER THAN LAKE OR POND ICE DUE TO WATER CURRENTS. Ans.: False, river currents make river ice dangerous due to changes in air space under ice.

12. T/F   WHEN SOMEONE FALLS THROUGH THE ICE YOU NEED TO CALL 911.   Ans.:   True.

13. NAME THE TOOL ICE FISHERMAN USE TO DRILL ICE HOLES.   Ans.: Auger.

14. T/F   ICE CONDITIONS ARE SAFE FOR THE SEASON ONCE ICE FREEZES SOLID.   Ans.: No, ice thickness needs to be checked regularly by adults.

15. NAME 2 FUN ACTIVITES KIDS DO ON ICE.   Ans.: Skating, hockey.

16. WHO SHOULD YOUR PARENTS CALL TO CHECK ON ICE SAFETY? Ans.:   Fire Dept. or Police Dept.

17. IF YOU FALL INTO THE ICE, WHY SHOULD YOU KEEP YOUR ARMS UP OUT OF THE WATER? Ans.:   Keeping your head up keeps you from drowning, should you become unconscious.

18. T/F   DRESSING IN LAYERS OUTSIDE WILL KEEP YOU WARMER.   Ans.: True.
CONCLUSION:
        Leader: What an awesome "lightning round" of the Winter Safety Quiz Game".
You have learned how to be safe during your winter activities. Have a great winter and we will see you out at the lake.   Thank you for your attention. Be Safe!

SUGGESTED MATERIALS & EQUIPMENT: Display board of winter activities and possible hazards (can have pockets to hold questions), Dice, Water Safety Handouts and Posters, Well written questions-age appropriate

SOURCE OF ICE THICKNESS INFORMATION: Massachusetts Division of Fisheries and Wildlife
Mass.wildlife@state.ma.us

Originator: Glenna L. Vitello   Year Originated: 2009

AUDIO VISUAL PROGRAMS

"Safe Passage"

Topics: Swimming, Boating, Personal Watercraft, and Dam Safety
Target Age K-6
Time: Classroom Version: 38 minutes, Program Version: 33 minutes

Description:
While visiting their grandparent's cabin on the lake, Jason and Holly discover a marooned boat containing a mysterious compass that takes them on a magical adventure. In order to get a safe passage home, they must learn the rules of water safety and learn to work together as a team. The video is comprised of four scenarios pertaining to water safety, one on each topic. The classroom version includes a break in between each scenario, so that discussion and activities can take place. K-6 curriculum and an activity book for this production are available from the USACE National Water Safety Program.

_____

"The Young and the Reckless"

Topics: Boating and Water Safety
Target Age: Junior and Senior High School
Time: 21 minutes
Description:
Driving a boat versus driving a car…the 'competition'. When the driver's education teacher from Lewis and Clark High School announces his latest class assignment, a more surprising challenge emerges between Ashley and Russell, two of his students. Ashley is certain her dance routine approach is a sure winner; Russell uses his personal video camera to capture interesting demonstrations and interviews. Both share some important water safety facts along the way towards winning the class vote.

_____

"Wear it Right"

Topics: 5 key steps to wearing the right live jacket
Target Age: Adults
Time: 15 minutes
Description: Life jackets save lives! Learn the five important points of choosing and fitting a life jacket. Learn why it's important to know the water, know your limits and wear a life jacket. A brochure and a poster accompany this production.

Source:
    All of the above productions are on one DVD called "Water Safety for the Ages" and it available from the U.S. Army Corps of Engineers National Water Safety Program.

"ride Safe, ride Smart"

Topic: Personal Watercraft Safety
Target Age: 5th - Adult
Time: 16 minutes

Description:
Before you drive a personal watercraft (PWC) there are a few things you need to know besides where the throttle is located. Ride Safe, Ride Smart is a fun way to learn the basic rules of the waterways. How close can I ride to another boat? How old do I have to be to ride a PWC? Where can and can't I ride? These may be just a few of the questions you may be asking yourself. You could risk it and learn the hard way, but why not do it the easy way. Sit down, relax, and watch this video. This video will explain the basics that you need to know before you operate a PWC. Enjoy the ride!

Source:
U.S. Army Corps of Engineers National Water Safety Program

SKITS AND SCRIPTS

Commander Seamoor of the Intergalactic Water Safety Patrol

Ranger: Hello girls and boys. Thank you for inviting me to your school. My name is Ranger _____.
I am a Park Ranger with the U.S. Army Corps of Engineers. I work at Rend Lake. How many of you have ever visited Rend Lake? Great! My job as a Park Ranger is to help people and also I make sure that all the rules are followed. I want people to be safe when they visit Rend Lake so they won't get hurt or won't hurt anyone else. I had an experience this past summer that I don't know whether I should share it with you or not because some people say I was dreaming. But I don't think I was. You tell me what you think.
It all began one clear night when Ranger Smith and I were out patrolling. We had just finished locking the gates at the South Sandusky Beach when all of a sudden we saw a fiery ball come streaking across the sky. We looked up just in time to see it splash into the middle of Rend Lake. We hurried to the marina, put on our life jackets and crawled into the patrol boat so we could get a closer look. I expected to see a helicopter or an airplane wreck. But, there it was – here comes the weird part – instead of an airplane it was a tiny space ship. As we got closer the door suddenly SPRANG open and out jumped a funny little creature. He looked kind of like a little purple dragon with horns on his head, and webbed feet and hands. Then he spoke to me. I was shocked. But he was really nice. I would like for you to meet him ---

Seamoor: Hi Boys and girls.

 Ranger: Boys and girls I would like for you to meet Commander Seamoor of the Intergalactic Water Safety Patrol. He comes to us from the planet Floatalong.

Seamoor: Hi Boys and Girls. I am so glad to be here.

Ranger: Commander Seamoor's planet is located far away, near the little dipper. What I found interesting is that his planet is completely covered in water. Planet FloatALong has no dry land? Wow! Commander, I'll bet that it is dangerous for the people to live there.

Seamoor: There are some simple rules about being safe around water that my people learn when they are just babies. It is my job as a member of the IWSP to go to other planets and make sure that everyone else knows these rules too, so they can be WATER WISE like we are.

Ranger: That is too cool Commander Seamoor. He says that he goes to other planets and teaches people to be safe around the water. That is a very important job. Have you come to help us understand how to be Water Wise?

Seamoor: Yes I have. I have some great stories to share with you from around the galaxy. But I will need some help. Can you select a helper?

(Ranger chooses 1 students from the audience to help)
Ranger: On this board we have pictures of the planets that Commander Seamoor has been to. He would like to share one story from each planet to test our knowledge of water safety. Please pick a planet from the board. (Child picks one planet from the display board and hands it to the Ranger. Ranger turns it over and on the back is a water safety story.)I will read the story and it will be your job to see if you can match up the water safety rule that the alien broke. The reason he/she got into trouble.

Planet Sinkor – Glurp lives on Planet Sinkor. She never learned to swim. She was afraid of water. Her favorite food is called the choco reed. The problem is that the Choco reed only grows near rivers, lakes and oceans. One day when she was picking ChocoReed she fell into the water. She got water in her nose and mouth and couldn't yell for help. She was very lucky a grownup saw her struggling and threw her a rope.

Glurp didn't understand the most important water safety rule. Can you find which rule would help her out and put it near her on the board. (**Parent or Adult watch**)
Planet Gulp a Lot – Gandor lives on the planet Gulp-a-lot. He is very independent and likes to do everything **ALONE**. He plays alone, he skates alone, he even swims alone. One day Gandor went swimming alone and failed to come back home when he was supposed to. The people in his village searched for days and finally found Gandor holding on to a floating log in the middle of the lake. What important safety rule would have helped Gandor stay safe in the water? (**Never Swim Alone**)
Planet Divon – Squeegie (**Look Before You Leap**)
Planet Vulcon – Flo (**Only Swim in Safe Area**)

Ranger: Does it look like we have all the safety rules right? (go over the rules again briefly as you check) What do you think Commander? Looks like we are on the right track to learning how to be Water Wise aren't we.

Seamoor: That's right. Great job, kids.

Ranger: Hey, What's this? (picking up the pretend ray gun)

Seamoor: Put that down. THAT IS NOT A TOY! It's a particle disintegrator.

Ranger: Sorry, Commander, but you have some really cool gadgets here. What's this you're wearing? Is this some kind of space age shirt or something?

Seamoor: This is my device for displacing the **atomic structure of hydrogen and oxygen molecules resulting in a centrifugal lifting force proportional to my body weight**.

Ranger: Wow! That is pretty impressive. It looks very similar to what we have here on Earth. But here on Earth we call them Life Jackets. Some people call them PFDs, Personal Floatation Device. It keeps us floating when we are in the water.

Seamoor: WE learn early in our life that we must wear these when we are near the water. I like that term PFD. Can I use that term when I visit the next planet?

Ranger: Sure. Anything to help the Intergalactic Water Safety Patrol. We say – Wear it- It Floats – You don't!

Seamoor; May I see some examples of the PFD's you have on EARTH?

Ranger; Ok. But I will need some help on this one. Lets get some helpers to try these on. Seamoor the reason that we call it a PFD is because it is a PERSONAL Floatation Device. It is made just for the person wearing it. That means that it must fit right or it isn't considered a PFD. Let me show you.

Activity: Pick 4 kids to help. Hand each student one life jacket and tell them to put it on. Make sure to select jacket that is too big, one that is too small and one that is just right. One is not a life jacket at all. Need to select you students so that you have a student big enough to wear the big one and small enough to wear the small one so you can switch them at the end and everyone be correct. Point out that the blow up toys might keep you floating for a little while but they can't be trusted to save your life. What if they lose all the air in them? You may find yourself in big trouble. The throw cushion is to be hugged for life. Do not put it on your back or your face will go straight into the water.

Ranger: We try to make sure that everyone who needs a life jacket has one available. We loan PFD's out free of charge to anyone who wants to borrow one for a day. All they have to do is come by the Visitor Center and pick it up. When they are done boating they just bring it back. There really isn't any reason for a kid to be on

the lake without a PFD on. Besides, here in Illinois, it is the law that anyone under the age of 13 has to be wearing a PFD anytime that they are in a boat.

Ranger: Commander Seamoor. I know that the Intergalactic Water Safety Patrol teaches water safety throughout the universe, but don't you also help rescue people who have accidents around the water, too?

Seamoor: We sure do. That's our specialty.

Ranger: Is there anything you can teach us about that?

Seamoor: Of course, this is very important. Never pretend you are drowning – even if you think it is funny.

Ranger: Even if you are just clowning around and playing in the water?

Seamoor: That's right. It is never a funny joke.

Ranger: I think I understand. If you are always playing like you are drowning others won't be able to tell if you really **are** in trouble in the water will they?

Seamoor: That's right and it could be very bad.

Ranger: Yes, it could be. I learned in Ranger training how to recognize a drowning person. Many times you won't think a person is in trouble, they just slip below the water and disappear. But sometimes a drowning person will have a very distressed look on their face, have their head thrown back and be thrashing around in the water and they won't be yelling for help like you see on TV. This is because they probably have swallowed some water and it is blocking their airway. What do you recommend if someone is really drowning Seamoor.

Seamoor: I remember REACH, THROW, ROW and GO for Help.

Ranger: I think that is a really catchy saying. **Reach Throw Row and Go** for help! Let's go over that again. **Reach, Throw, Row and Go for help.** I'll bet we can get some of the kids to help us see how that works. Pick out 6 students.

Activity: Form two teams of three kids each. Have the first person stand in the circle. They may not move from that circle until their task has been accomplished. The others must stand back so the first person can do their task. They are to work as a team to save all the aliens. The first team that saves the alien wins! We are going to teach you what the saying REACH, THROW, ROW, and GO means by having you save the aliens using these methods.
     First person: must save the **five** drowning aliens by reaching with some type of reach item and bringing them in. They may reach with **any** of the reach items seen on the stage and may bring them in, in any manner they can. Getting them to the shore is their goal. Once they get the five aliens to shore they move on to the next person.
     Second person: Will have to throw the life ring to the drowning aliens. (Cones) Your goal is to get the life ring over the top of the drowning alien where they can hang on to it and you can pull them to shore. You may move on to the next person as soon as you **put the life ring over the top of the cone one time** or you may **hit the alien (cone) 5 times with the life ring.**
     Third person: Must row out to the alien on the boat (skateboard) load them onto the boat (skate board) and row back to the shore with them. As soon as they return to shore the next person may go.
     Forth person: Must **GO for Help.** The first team to save all their aliens and report the trouble to the Ranger wins.

Ranger: In real life you could go to any adult or if a cell phone or pay phone is available it is important to call 911 to get help on the way. When you call you should make sure you know where you are, stay calm and tell them exactly what is going on. Help will be on the way. Would you ever go out after another person that is drowning? Only if you are a trained Life Guard. If you aren't trained – Don't Go. Go for help instead.

Pick a winner to the activity. Give all volunteer a sticker.

Ranger: Commander you know I am feeling pretty good about these kids knowledge of water safety now. I can see that staying safe in the water is simple if you follow the rules.

Seamoor: That's my message for the people of the galaxy.

Ranger: Speaking of the people of the galaxy, I guess you're anxious to be on your way to visit other planets.

Seamoor: I really should be going. You have been a great group of Earthlings and you learn really fast.

Ranger: We'll miss you Commander Seamoor. Will you be back soon?

Seamoor: I'm never far away.

Ranger: WE will be watching for you Seamoor. I know that when I see a star twinkle in the night sky that you have just landed on another planet and will be teaching them how to be Water Wise too. See you later Commander Seamoor. And kids I will be watching for you at Rend Lake. I hope that you come to visit us and will be using what you have learned today when you are around the water. Thanks so much for listening to my story. But, tell me – do you believe that it really happened or do **you** think I was dreaming? Oh well, I'd better get back to work now. Remember, ALWAYS BE WATER WISE! See you at Rend Lake!

Detective Seamoor and the Case of the Missing PFD

Ranger: My name is Ranger _____. I am a Park Ranger for the U.S. Army Corps of Engineers at Rend Lake. How many of you have ever been to Rend Lake? How many of you like to go swimming or fishing? Great! An important part of a park ranger's job is to help people be safe around the water. That's what I would like to talk about today. Let me get a few things out of my water safety box before I begin. This is very curious. There is something missing from my box – I wonder what could have been there? What is this? A very soggy piece of paper. I'll bet it's a clue. Let me see what it says. (trying to unfold the wet paper, but can't seem to make any sense of the writing) Well, it looks like before we can begin talking about water safety we have a mystery to solve. What is missing from my water safety equipment box? I think this is a case for the greatest detective in the world - Detective Seamoor! He is a super duper crime fighter – he has seen all the CSI shows at least twice. What do you think? Shall we call Detective Seamoor out to help us solve this mystery?

Audience: YAAAAA

Ranger: Ok at the count of three I need everyone to call out Detective Seamoor's name. One, two, three. Detective Seamoor!

Seamoor: Hi boys and girls. Detective Seamoor is on the case. How may I be of assistance to you?

Ranger: Seamoor. Something is missing from my Water Safety Box. I can't teach water safety to these kids if my equipment is missing. We need your held in finding out what is missing.

Seamoor: Yes.

Ranger: I know that something was taken out of the box because there is an empty space.

Seamoor: Yes. Yes

 Ranger: They left a note, but it got wet and I can't read it.

Seamoor: Yes. Yes. Yes.

 Ranger: Is all you can say is YES, Seamoor?

Seamoor: Nooo. I mean this is terrible Ranger _____. We have a real mystery here. Did you get FINGERPRINTS? IDENTIFY SUSPECTS? PUT OUT AN APB? CALL THE PRESIDENT?

Ranger: Whoa Seamoor. Slow down. We don't even know what's missing yet, but I know it's important because anything that is used to save your life has to be important. You have to have the right equipment to be safe around the water.

Seamoor: Does it take a lot of equipment to be safe around the water?

 Ranger: Not much. Good equipment and proper knowledge of water safety is what you need to keep you safe. By the way - Do you kids know the important rules of water safety?

Seamoor: Let's go over them just in case there is someone here that doesn't know the rules of water safety.

Activity: 6 volunteers -

A PVC stand listing on one side location of sites such as showerhouse, telephone, shelter, etc. and on the reverse side is listed the water safety rules. This stand will be located to the side of the stage. Each water safety rule has its own card. Each card is taken off the stand one at a time and handed to a volunteer. The ranger will approach each of the volunteers and ask them to turn over their card to reveal the water safety rule. As a rule is revealed the ranger is to discuss the water safety rule with the crowd.

Seamoor: Hey, we still have a crime to solve here. I see a clue here. Do you see it kids? It is a clear as the nose on my face. Let's move one Ranger.

Ranger: Where is the best place to find water safety equipment Seamoor?

Seamoor: Grandma's house.

Ranger: Grandma's house? Nobody's grandma keeps water safety equipment at her house.

Seamoor: They do if your grandma is a sea serpent and lives in the water. My Grandma always keeps safety equipment handy.

 Ranger: I see what you mean Seamoor. Your Grandma must be a very smart Sea Serpent, but humans usually keep their safety equipment near the water on boats and at beaches.

Seamoor: I love the beach. But when I stay out in the sun too long my skin turns blue and hurts. Does that every happen to you?

Ranger: No Seamoor. I use sunscreen to keep my skin from getting RED. So should you Seamoor. It is very dangerous to go out for long periods of time without your skin being protected from the sun. Everyone needs to protect your skin from the sun while you are at the beach. There are also some other things you should do to keep yourself safe at the beach. Let's talk about some of them.

Beach safety activity.
2 Volunteers
Call up two volunteers and ask them if they can find one item that they could use to stay safe at the beach. They might pick from any of the items on the stage: reach pole, cooler, life ring, beach towel,
As the volunteers pick an item the Ranger will discuss how this item can help you stay safe on the beach. This is the time to discuss Reach, Throw, Row and Go For Help.

Seamoor: That was great but what about our mystery. Have you guessed what might be missing from your water safety equipment box yet? I know, Ranger. I have this mystery figured out. It is really very elementary my dear Ranger.

Ranger: Tell us Detective Seamoor. Tell us what it is that is missing from my WS box.

Seamoor: It is a PFD Ranger _____.   It is a PFD that is missing from your box.

Ranger: A PFD? What is a PFD? Do you kids know what Detective Seamoor is talking about? Help us out Seamoor. What is a PFD?

Seamoor: A PFD is a Personal Floatation Device. A LIFE JACKET of course.

Ranger: Yes, Seamoor you are right! It must be a PFD. I carry all different sizes of PFDs in my bag. Sometimes I go to water emergencies and PFDs are handy to have around. Not everyone wears a PFD and

sometimes they get into trouble in the water. I carry several different sizes in my water safety box so I can help out if a big person or a small person or an in between person gets into trouble in the water. Let's check this out to see if it really is a PFD that is missing from the box.
I need 4 helpers to help me to figure out which life jacket is missing.

PFD Activity:
4 volunteers from the audience
Life Jackets help people float and keep their head above water so they can breath. But not all life jackets are PFD's?   Let me show you how it works. Give each person one of the following items – inflatable toy, kid's life jacket, adult jacket, throwable cushion. Give the jacket that is big to the very smallest person. Give the smallest life jacket to the largest person. Begin by explaining that PFD means PERSONAL FLOATATION DEVICE. That means that it is just for you. Explain how the large life jacket would not be a PFD for a tiny person because it is too big and they might just fall out and drown. They would need a smaller jacket that fits them snuggly. The small life jacket would not be good for the large person because it can not fit around and be secured properly. The inflatable toy is not considered a PFD because it is made of plastic and full of air and not coast guard approved. Everyone needs to make sure that they get a wearable life jacket that is coast guard approved and fits them before they leave the shore. If you go out in a boat and suddenly have an accident – it is too late to think about getting your life jacket on then. It would be like seeing that you are going to be in a car accident and then deciding that you would put your seat belt on. There is simply not enough time to get it done.
The last person has a throwable device. It is Coast Guard approved and is designed to be thrown to a drowning victim, but not designed to be worn. If you are a victim in the water and someone throws the cushion to you – catch it and hold it close to your chest, do not put it on your back like a back pack. That will make your face go down into the water. Instead, hold it to your chest and wrap your arms around the cushion. Lock your fingers together in front of you. This will not help for very long if the water is so cold that your hands go numb and you might not be able to hold on to the cushion. That is why it is very important that you wear you life jacket any time you get on the water.

Seamoor: PFDs are great. I always wear one when I'm around the water.

Ranger: Good for you Seamoor.

(Seamoor moves away from the Ranger and acts uninterested in the Ranger and what he/she has to say)
Changing the subject …

Seamoor: This school is great. I like the teachers here. I bet they are great teachers. They wouldn't get mad at me like my teacher do.

Ranger: Why do your teachers get mad at you Seamoor?

Seamoor: Sometimes I bring my homework to school wet.

Ranger: How does your homework get wet?

Seamoor: I live in the water. It happens a lot.

Ranger: Wait a minute Seamoor. Does your homework by any chance look anything like this? (holds up the wet letter from the box) and don't I recognize that life jacket you have on?

Seamoor: Uh oh.

Ranger: Look closely Seamoor. Do you recognize this handwriting?

Seamoor: Do I have the right to remain silent?

Ranger: No Seamoor. Talk to me.

Seamoor: I wanted to take a boat ride but didn't have a PFD.

Ranger: OK

Seamoor: I saw your water safety box with a PFD that was just right for me.

Ranger: OK

Seamoor: I was just going to borrow the PFD for a few minutes and bring it right back but I forgot. I must have dropped my homework near the bag as I was leaving.

Ranger: OK

Seamoor: Is all you can say is OK?

Ranger: No. I mean, I'm glad you wore a PFD when you were on your boat Seamoor. Being safe is a very important thing. I am glad that you told me about borrowing it. But Seamoor, you know you should always ask permission before you borrow something that doesn't belong to you and remember that if you use water safety equipment you must always put it back just in case there is an emergency and someone else needs to use it. No harm done this time Seamoor. Well, it looks like that solves the mystery of the missing PFD, doesn't it Detective Seamoor?

Seamoor: I know. I'm sorry. It won't happen again. Are we still friends?

Ranger: Sure Seamoor. We'll always be friends. (To audience) We want to be your friends too. That's why we are here to ask you to always be safe around the water. We want you to be safe so you can enjoy swimming and boating for a long, long time. Don't we Seamoor?

Seamoor: Yes we do.

Ranger: Now that we have solved this mystery maybe we should be moving on. Thank you very much for allowing us to talk to you about water safety. We would like to invite you come to Rend Lake to swim and boat some day. But no matter where you are be sure to remember the rules of water safety wher you are around the water. Have a great day boys and girls. Tell the boys and girls goodbye Detective Seamoor.

Seamoor: Goodbye boys and girls. Stay safe.

King Seamoor and the Knights of Water Safety

Principal will do this intro:
Once upon a time there lived a magnificent king named Seamoor. This king traveled the lands in search of loyal, courageous subjects. To aid in his journey King Seamoor called upon the Ranger of the Lakes. Together King Seamoor and the Ranger of the Lake will find subjects who pledge to honor and uphold the duties of being a Knight of Water Safety. Let's welcome King Seamoor and the Ranger of the lake to our school.

King Seamoor: Thank You! Thank You!

Ranger: "We would like to say Thank You for having us here today. (point to Seamoor) This is King Seamoor and I am Ranger of the Lakes. We have come here today to find subjects loyal and courageous enough to become Knights of Water Safety. How many of you would like to become a Knight of Water Safety?"

King Seamoor: I must warn you that with becoming a Knight of Water Safety come many responsibilities and being a knight isn't an easy job is it Ranger.

Ranger: It sure isn't. First you must prove that you are worthy by passing some tests.

King Seamoor: What do these tests consists of?

Ranger: Well to become a Knight of Water Safety, you must have the knowledge and skills of how to be safe in and around the water. A lot of subjects "think" they know how to be safe, but we want to make sure they actually "do" know how to be safe.

King Seamoor: That is a good point. Sometimes what people say is different from what they actually do.

Ranger: That's right. We have even had some knights who pledged to be safe but when they were around their friends they were anything but safe.

King Seamoor: It doesn't look good when a Knight of Water Safety doesn't practice safety around the water.

Ranger: That's another reason we've come here today. These subjects look like people who know a lot about water safety and know how to practice it. (turn to audience) How many of you practice safety in and around the water?

King Seamoor: I can already tell we've made a good choice in coming here to look for subjects to dub Knights of Water Safety.

Ranger: King Seamoor why don't we get on with the tests. Who would like to try their hand at the first test?

Activity 1: (you will need 5 volunteers)
This is a test of knowledge. You will need **5 volunteers** for this activity. The audience will also be involved. In this activity, you will test the audience on their knowledge of the rules of water safety. You will read a scenario and it will be up to the helpers to decide which water safety rule goes with the scenario. After reading a scenario, a helper will pull a sword from the stone and with the help of the audience decide if the message on the sword goes with the scenario. The audience will help by agreeing or disagreeing with the rule the helper chooses.

    Scenarios:

-        You come upon a peasant standing next to a river. The peasant says he was just getting ready to jump in the water to go swimming and asks if you would like to join him. You walk over to the ledge and as you look below you notice some large rocks in the water. You quickly stop the peasant from jumping because he was just about to break which rule of water safety? (Look before you Leap)
-        You are out for a walk and you come upon a child swimming alone in a pond. The child seems to be safe, but you know that one rule of water safety is to what? (Always swim with a buddy, Never swim alone)
-        You overhear some fellow friends talking about going swimming near a waterfall. You have heard stories about how dangerous this can be. As a good friend you need to remind you buddies which rule of water safety? (Swim in designated areas)
-        The King has called on you to take the princess to the swimming hole. This will be the first time the princess has been around water. Since you always follow the rules of water safety, you know that it is very important for the princess to first learn to do what before playing in the water. (Learn to Swim)
-        The young oaf wants to go swimming and his parents can't go right now. His 6 year old friend says it will be ok if he goes along instead. What rule of water safety would they be breaking?

King Seamoor: Well Ranger, it looks like everyone has successfully passed the first test.

Ranger: The tests do get a little more difficult as we go, but I'm sure these subjects can handle it. They already seem to know a lot about water safety.

King Seamoor: They sure do. Why I would dub them all knights right now if I could.

Ranger: Let's not get ahead of ourselves now King Seamoor. Remember it is very important that we make sure these subjects really do know and understand all the rules of water safety. And even more importantly, that they know how to practice them.

Now that we know the 5 rules of water safety, let's look at some equipment you can use in the water to make yourself even safer.

King Seamoor: Let's pick 4 volunteers to help us.
Activity 2: (you will need 4 volunteer)
This activity involves the students learning how to recognize someone who is in trouble and the signs that indicate someone who is at risk of putting themselves in harms way.

The ranger will hand out jackets to two of the volunteers, a floatie to one and a cushion to the other.
-        The 1st volunteer will put on a lifejacket that is too small.
o   Student will have to identify that if a life jacket is too small then it will not keep you afloat.
-        The 2nd volunteer will put on a lifejacket that fits but that is not properly buckled or has a broken strap.
o   Student will have to identify that if a lifejacket is not properly buckled or is not in good working order and that it will not properly work and therefore won't provide the most protection for you.
-        The 3rd volunteer will put on a round floaty.
o   Student will have to identify that a round floaty is made of air and it can pop. What does the life jacket have in it? Foam. Foam will allow the jacket to stay afloat and will not deflate.
-        The 4th volunteer will be handed a cushion and asked how he would use it to save his life? The correct answer is to hold it to his chest and grasp his arms around it like the hug of life.
•   After activity give each of the volunteer their choice of either a tattoo or an iron on transfer. After everyone has returned to their seat briefly talk about how to be safe.
o   Always WEAR a properly fitting lifejacket. Just having it close won't do any good if you get thrown from the boat or if you fall in the water and your jacket is still on the shore.

o   Know how to use your safety equipment – don't let improperly worn equipment put you in harms way.

o   Never rely on a toy to save your life. Use it to have fun, but make sure you have your safety equipment too.

o   Have your **own** life jacket or your Personal Floatation Device. Don't try to borrow your mom or dad's jacket.

Ranger: We are nearing the end of our journey but I feel that we need to do one more test to assure that these students know how to use the knowledge that they have learned.

Seamoor: Yes, that is very important.

Ranger: If a person sees someone that they believe is drowning what would they do next to try to help save that person?

Seamoor: One thing for sure is they would never swim out to save the person in trouble unless they were a trained lifeguard.

Ranger: That's right King Seamoor. If you are not a trained lifeguard a person should never swim out to save a drowning victim. If you did the drowning person might just pull you under too. Then there would be two people in trouble instead of just one. So what should they do King Seamoor?

Seamoor: There is a saying that helps me to remember what to do. It is REACH, THROW, ROW and GO FOR HELP!

Ranger: That's great! Lets do a test to see how well these subjects understand this concept.

Activity 3: (select 3 volunteers)
This activity is to help students understand the importance of the slogan "Reach, Throw, Row and Go for Help".
Students will practice each of the steps involved in order to learn how to help someone in need.
Each of the students will have a task to complete. If the first task is not successful the second student must try the second task. If the second task is not successful then the third task must be attempted. If all fails the students must all GO FOR HELP!

-The ranger will describe the classic symptoms of a drowning victim. Head back, mouth open, distressed look on his/her face and thrashing of the arms.

o   Ranger will ask if the audience believes that a drowning victim will be continually yelling for help? The answer is no – drowning victims typically have water in their throat and sometimes their lungs and find it difficult to do anything but gurgle.

Reach: Student #1will use jousting pole to attempt to reach the targets. Student must get all 4 of the targets within 15 seconds in order to complete this task. If the task is not completed the next student tries their hand at their task.

Throw: Student will throw a life ring at a wizard hat (cone). The students must ring the cone at least one time or hit the cone 3 times in order to complete task. The student gets 5 tries to complete the task.

Row: Student will "row" in the wagon boat and retrieve the chalice. The students has a total of 30 seconds to complete this task.

If this task is not completed all volunteers must race over and GO FOR HELP!

<u>Go for help:</u> The last obstacle is to go for help. After completing the above obstacles, the students will run to the Go For Help sign. This will complete their test.

Ranger: These subjects have done a great job at saving the drowning subject that I believe I shall give each a new name.
- From now on you (the reach person) shall be know of as **Sir/madam Reach-so-well**, *the-saver-of-non-swimmers*
- The throw person shall be known of as "**Sir/madam Throwsstraight**," *throwing-to-those-in-need-of-help*
- The row volunteer will be **"SirMadam Rowsfar,"** *the-saver-of-the-sunk* and
- The person who goes for help will be **Sir/madam Seaker-of-help**, *the-caller-of-help to save those in need*

Ranger: King Seamoor, I think these subjects are certainly ready to become Knights of Water Safety. Don't you.

King Seamoor: I do agree!

Ranger: It's been tough work but I believe that all of these subjects have definitely proven that they have the strength and courage to uphold the title of a Knight of Water Safety. However, with becoming a knight there is a CODE of Chivalry" one must swear to.

King Seamoor: What is a CODE Ranger?

Ranger: This code lays out the duties and actions that a Knight must promise to uphold and honor. These are the rules that the knights will live by.

King Seamoor: The code of Chivalry sounds like it is a very important part of knighthood.

Ranger: That it is King Seamoor. So who here would like to take this pledge before we must go? Alright, if everyone wants to take the pledge we shall all take it together.

Now if you all would raise your right hand and repeat these very important words after me.

I shall pledge to honor and uphold the title of a Knight of Water Safety all the days of my life.
I shall pledge to never put myself in danger when trying to save another person's life.
I shall pledge to practice and respect all the rules of water safety.
Let's quickly go over these rules again. (restate rules of water safety)
> ***Learn to Swim**
> *** Never Swim Alone/Always swim with a buddy**
> *** Swim in Designated Areas**
> *** Look Before you Leap**
> *** Always have an adult watch you**

King Seamoor: Well Ranger I think our day has been a good one. And we now have more Knights of Water Safety to help us spread the word about staying safe around the water.

Ranger: Yes, King Seamoor this has been a very bright group. They really know their water safety rules. They will make very good Knights. I look forward to seeing them practicing their water safety rules next time they visit Rend Lake or any other body of water.

King Seamoor: Ranger of the Lakes, I believe our work here is done. We have successfully found subjects whom we can count on to uphold the title of a Knight of Water Safety.

Ranger: We probably should be on our way. There are still many lands we must search to find subjects worthy enough to uphold the title of a Knight of Water Safety. Thank you again for letting us be here today and remember to always practice safety in and around the water.

SERGEANT SEAMOOR OF THE CORPS OF DISCOVERY

Captain Lewis: Good day boys and girls. Thank you for inviting us to your school. My name is Captain Meriwether Lewis and this is my good friend Sergeant Seamoor. At the request of our great President Thomas Jefferson my partner Captain Clark and I are beginning a journey on this boat, called a keelboat, to explore new lands in the western part of America. We hope to find a way to travel by boat from St. Louis to the Pacific Ocean. We are calling ourselves the Corps of Discovery. Have you heard of our famous journey? The President asked us to stop in Illinois and recruit more members for our team of explorers.

Seamoor: President Jefferson is really a nice man isn't he Captain.

Captain Lewis: He is a nice man Seamoor. And he has a great vision for this country. He wants us to claim the lands we explore as new territory for the United States.

Seamoor: I can't wait to get started sir. Where is Captain Clark?

Captain Lewis: Captain Clark is in town buying supplies for the journey.

Seamoor: What kind of supplies do we need sir?

Captain Lewis: We need clothing and medicine and food. We may be gone for a long time Sgt. We need to plan well and **know before we go** all the problems we may face on our journey.

 Seamoor: Please sir. May we bring along plenty of my favorite food?

Captain Lewis: What is your favorite food my friend?

Seamoor: Squid sir.

Captain Lewis: Squid?

Seamoor: That's right sir. I love it. Barbecued, broiled, fried, baked, or shishkabobed!

Captain Lewis: I'm sorry Sgt. We can't pack squid in with our supplies, but when we get to the Pacific Ocean you can have all the squid you want. If we pack everyone's favorite food our boat will become overloaded and will likely sink.

Seamoor: What will we eat Captain Lewis?

Captain Lewis: Food is important for our survival. To be safe we have to know what to take before we go. Our boat will carry a small amount of food but we will have to hunt for food along the way to keep from starving when our food supplies run out. Bear, buffalo, and antelope meat should keep us strong and healthy. We need hunters to keep our team supplied with fresh meat.

 Seamoor: Let's choose our hunters now Captain Lewis.

Captain Lewis: Right you are my friend. I'll bet we have some fine hunters right here in the Kindergarten or first grade. Who would like to volunteer to be a part of our Corps of Discovery team?

DO HUNTING ACTIVITY

Captain Lewis: Great job everyone.

Seamoor: They were so good. Let's take them all with us.

Captain Lewis: Excellent idea Sgt. I would also like to present each member with a special medal that I have brought along. This medal is called the peace medal and I will only give it to only the most important people I meet along the journey. (Pass out the medals to all the hunters.)

Seamoor: Before we go, I need to know. Will we have to fight any sea serpents on our way to the Pacific Ocean?

Captain Lewis: Sea serpents? Surely you don't believe in purple animals with long tales and horns on their heads?

Seamoor: I've heard stories Captain.

Captain Lewis: Sgt, please close your ears. I have some information that's just for the kids.

Lewis to kids: Seamoor thinks he's human. He doesn't know he's really a sea serpent. Can you help me keep the secret? OK Sgt. You can listen now. Don't worry. Sea serpents aren't real. If they were real, I'm sure sea serpents would be friendly.

Seamoor: That's a relief.   When will Captain Clark be back?

tain Lewis: He'll be back soon, Sgt. He is out buying supplies for our trip and recruiting more men. It will take a good team, with special skills to make it all the way to the Pacific and back.

Seamoor: What kind of skills, captain?

Captain Lewis: We will need gunsmiths, carpenters, tailors, and so on. Each man will have to pull his own weight and be part of the team at all times, if we are to be successful.

Seamoor: What kind of team do you think we will make Captain?

Captain Lewis: I think these soldiers will make a great team, once we have taught them a few things.

Seamoor: Like what, Captain?

Captain Lewis: Well, for example, we need to teach them to work together like Buddies. Say, we have only one man on deck and he falls over board. If he doesn't have a "Buddy" to trust, there would be no one to save him. If these men work together, everyone will be safer.

Seamoor: What else do they have to learn to work as a team?

Captain Lewis: They have to learn to trust us Sgt. Seamoor. They need to know that we will watch out for them and help to keep them safe. It would be like these students going swimming without and adult watching them. They would never do that without someone there to keep them safe.

Seamoor: I think we should recruit some new soldiers and see what kind of team they will be.

Captain Lewis: That is a wonderful idea. Lets have 4 soldiers come up here and show what they are made of.

Exercise

Have the students try to move the two boards to walk to the end of the Keelboat. Stress how they have to work as a teamn to get the job done.

Seamoor: They did great captain. Much better than the soldiers did at the Falls of the Ohio. Remember when we got into a bit of trouble when we met Captain Clark in Louisville. That was a terrible experience. Let's tell the kids about it.

Captain Lewis: Of course Sgt. A few days ago we were floating peacefully on the Ohio River. It was a beautiful sunny day. Some of the men were fishing off the side of the boat. Off in the distance I began to hear a low roaring sound.

Seamoor: I thought it was thunder sir.

Captain Lewis: It was certainly a curious sound. The farther we moved down the river, the louder the sound. The river was flowing faster too. I looked ahead and saw a great cloud of mist rising from the river. All of a sudden I realized what was happening. We were about to see the Great Falls of the Ohio River.

Seamoor: We were about to go over the Great Falls of the Ohio River.

Captain Lewis: Yes indeed. I called all the men on deck and everybody began rowing as hard as they could to get us to shore, but the river was stronger than we were.

Seamoor: Our boat went right over the falls.

Captain Lewis: The boat plunged over and began rocking right and then left. Whitewater began washing over the deck of the boat as we bounced off one rock and then another. The men hung on for dear life. Poor Private Gibson was immediately washed off the boat and into the river. We watched as his head bobbed up and down in the water but we didn't know what to do to help him. We thought he would drown. Then Private LaBeche jumped into the river to help Gibson. He was immediately sucked under the water and he was drowning too.

Seamoor: He wasn't much help was HE?

Captain Lewis: No. That was a mistake for him to jump in like that. Those men were lucky to have survived.

Seamoor: We were all lucky.

Captain Lewis: We had a little damage to the boat and lost some supplies in the river. I believe when we get on the Missouri River we may come across more falls and rapids and other dangers that may harm us. We need a good crew of boatmen that can help us stay safe on the water.

Seamoor: Let's choose a crew>

WATER SAFETY

Captain Lewis: First of all my friends, we don't want to make the same mistake in the future that we made at the Falls of the Ohio. What could we have done better?

Seamoor: We have to know before we go what problems we may have on the river.

Captain Lewis: That's right Sgt. We should have had a plan for encountering problems like waterfalls or men falling overboard.

Seamoor: My father had a saying about how to help someone who is in trouble in the water.

Captain Lewis: What is the saying Sgt.

Seamoor: It goes Reach Row Throw and Don't Go.

Captain Lewis: Interesting. We could have used that knowledge to help Gibson and LaBeche when they fell in the River. We could have reached or thrown something out to them in the river and pulled them back on the boat. We could also have launched our canoe and rowed out to them and pulled them to safety. But what is the Don't go part Seamoor?

Seamoor: Ah yes. Don't Go. LaBeche never should have jumped in that water to save Gibson. He nearly drowned himself.

Captain Clark: And if he had gotten close too Gibson, Gibson probably would have panicked and pulled him under. Never swim close to a drowning person or you may become a victim too.

Seamoor: What could LaBeche have done to help Gibson?

Captain Lewis: I think that's where Reach Row and Throw come in. LaBeche was standing right by this pile of equipment here on deck. Pick something out he could have used to help Gibson by reaching, rowing, or throwing.

Pole: The pole is actually a tool we use to push the boat along against the river current. We put men on both sides of the boat to move upstream, but LaBeche could have reached out with the pole and let Gibson grab on. Let's try a man overboard drill using the pole.

Row: This paddle is actually a tool we use to move the boat in deeper water. We also use paddles on our smaller canoes. Someone could safely help a drowning person by paddling close to them and pulling them to safety onto a boat. Lets try a man overboard drill.

Throw: We use this rope to pull the boat over sandbars and through shallow water. We call it cordelling the boat. However you are right, this rope can be thrown so a drowning person can grab ahold and be pulled to safety. Lets try a man overboard drill.

Barrel: Someone chose the barrel. Actually that's an excellent choice. We use barrels to store our supplies. These barrels float. Anything that floats can be thrown to a drowning person to help them keep their head above the surface of the water.

These tools are all excellent for helping a drowning person but someone has to be at the right place at the right time to help a person in trouble.

Seamoor: What do you mean Captain?

Captain Lewis: In order to be safe around the water we have to use the buddy system. No one is allowed to be alone around the water. You must always work in pairs in case one of you gets in trouble and needs help. (explain how to recognize a drowning person)

Seamoor: I'll be your buddy Captain.

Captain Lewis: And I'll be your buddy Sgt. I think we are ready to begin our expedition.

Seamoor: Pacific Ocean. Here we come!

Captain Lewis: Right you are. I think we are well prepared now and we have a fine team.   Teamwork will get us to the Pacific Ocean Captain.

That's right. Teamwork and good planning, that's the best way to be safe and successful.

And now girls and boys I would like to introduce another valuable member of our Army team. Ranger
_____.

Ranger: Hello. My name is _____ and I'm a park ranger with the US Army Corps of Engineers at Rend Lake. The Lewis and Clark expedition taught us some valuable lessons. If I were going on a water voyage today I would be sure to include one very important piece of equipment. Can anyone guess what that equipment would be? It is called a PFD. IN 1804 they didn't have life jackets. They had to work as a team to stay safe. Can you remember how they might have worked as a team to get someone, who might be in trouble, out of the water if they fell in. There were 4 ways you can save a person who is in the water. Do you remember the 4 ways? REACH, THROW, ROW, AND DON'T GO.
This is why you **never go around the water alone**. You always need someone to help you out if you get into trouble. Lewis and Clark had a team of 37 members on the expedition. It took the whole team to get the job done.
I would like to thank you all for inviting us to your school to talk about the Lewis and Clark voyage and water safety. Remember that you can all be real heroes, just like Lewis and Clark, by doing everything the safe way. Thank you.

Background info:
Keelboats were generally built in Pittsburgh, Pennsylvania and it was here that Meriwether Lewis commissioned the boat used by the Corps of Discovery. The keelboat used by the Corps was sketched by Clark in his journal. It was 55 feet long and 8 feet wide, with a 3- to 4-foot draft. For propulsion it had a 32-foot sailing mast, 22 oars, a rudder, and a tiller for steering. Protection against hostile encounters were a swivel cannon on the bow and two smaller guns called blunderbusses. The boat included a cabin and lockers for storage that also served as walkways for poling, and had a total carrying capacity of 12 to 14 tons.

Proceeding into what is now Montana – farther west than any white men had ever gone on the Missouri – they are astounded by the wildlife: herds of buffalo numbering up to 10,000, and other game "so plenty and tame," John Ordway writes, "that some of the party clubbed them out of their way." (The men are eating 9 pounds of buffalo meat a day.)

(They travel in big keelboat (55 long, 8 feet wide, capable of carrying 10 tons of supplies) and two smaller boats called pirogues. Proceeding up Missouri River involves sailing, rowing, using setting poles, and sometimes wading along the bank to pull the boats with cordelling ropes. 14 miles is a good day's progress.)

SEAMOOR THE BUCCANEER

Captain Jack: Hello kids. My name is Captain Jack. Thanks for inviting me to your school. I'm pretty famous around these parts. Have ye heard of me? No. Have ye heard of the pirates of the Big Muddy? Well I be part of that crew. We used to be a bad lot, sneakin' and theiven' and always doin' things that wasn't safe. People feared my crew and tried to stay away from us because of the way we acted, but we've changed our ways. You might say we're a right friendly bunch now. We try to help everybody and do everything the safe way. We owe our new attitude to our little shipmate, Seamoor. He showed us that the best way to stay alive is to do everything the safe way. Seamoor, come in here and meet these kids.

Seamoor enters.

Seamoor: **Ahoy** mateys.

Captain Jack: Hi Seamoor.   You usually play a bit of music for me when you arrive. Do you have a song to sing today?

Seamoor: Sure thing Captain. (Seamoor plays a part of a safety song)

Captain Jack: Great song matey. Boys and girls you may notice my shipmate looks a little strange. Well, he's a sea serpent. Some people think sea serpents are sort of mischievous. Actually, Seamoor is a good friend and a jolly fine fellow. He's an expert on how to be safe in and around the water. That's why he's my favorite shipmate. In fact, he saved the life of my first mate Black Dog. Ain't that right Seamoor?

Seamoor: I was lucky. When Black Dog got in trouble, I knew what to do to save him. I don't like to brag, but sea serpents aren't just cute, we're smart too.

Captain Jack: It happened like this kids. We was all on our ship and Black Dog was scrubbin' the decks. Well, he's a show off you know, and he was dancin' around the deck on his good leg and everybody was a laughin'. Before you know it, he stepped on a bar of soap, slipped, and quicker than a wink he was over the side of the ship and into the water. We looked into the water and Black Dog was flappin' his arms and bobbin his head. He looked like he was really enjoyin' himself.

 Seamoor: That's the way a person looks when they're drowning Captain Jack. He was trying to keep his head above the water and get a breath of air.

Captain Jack: Well how was I to know he was in trouble. He didn't even yell for help or anything.

Seamoor: Drowning people can't yell Captain. They have water in their mouth and throat. They usually don't make any noise at all.

Captain Jack: It's a good thing you threw one of <u>them there</u> things to Black Dog or he woulda been a goner.

Seamoor: That thing is called a life ring. And it is made to throw to someone that is in trouble in the water.

Captain Jack: I remember also how you stopped me from jumpin' in the water to save him, we woulda both been in trouble then. He woulda pulled me under, too. Shiver me timbers! I hate to think about what might have happened if you hadn't stopped me Seamoor.

Seamoor: I think we need to show our friends some other things they can do to save a person who is in trouble in the water.

Captain Jack: The first thing you can do is **wear** something that Seamoor has on, when you are near the water. Do you kids know what that might be kids?

Seamoor: That's right. It is a life jacket or some people call it a PFD. Do you know why they call it a PFD Captain?

Captain Jack: I reckon that it is because it is your own. It's your Personal Floatation Device. I'll show you what I mean. (Captain Jack asks for a volunteer and tries different life jackets on the volunteer until he finds the one that fits just right. As he goes through the different sized jackets try the toy parrot too. And point out that it is not a lifesaving device, but a toy after you find the life jacket that fits just right Capt Jack might want to put on a jacket himself and say that he always wears a life jacket when he is sailing now. Captain Jack would wear the jacket for the rest of the program) Seamoor, Once I heared of a way to remember how to save a person who is drowning. It was a rhyme or something, but I can't seem to remember it right now. Can you help me to remember that little rhyme.

Seamoor: Sure Captain Jack. You mean **REACH, THROW, ROW, and GO!** Captain**?**

Captain Jack: Aye, that's it. Let's go through that again a bit slower so the little buccaneers can understand it.

ACTIVITY: Ask for 3 volunteers from the audience.

Capt Jack: Now lets see. What was the first thing that Seamoor said? **Reach**. What would we have around here that would be good to reach to a drowning person so as they could grab ahold of it and you could pull them in to safety? (Guide them to the paddle and have them reach to the cutout silouette of the drowning person or they can reach to Captain Jack.
The next volunteer is asked if the could find anything that they think might float that they could throw to a drowning victim. We have already seen that we can throw a life ring to someone and they can grab it, how about something else? (guide them to the rope with floating ball on it)
Discuss that if you are in a boat you can row up next to the drowning victim and then REACH with the paddle or oar to allow the victim to grab ahold and pull them to the boat.
The last volunteer is instructed to GO! Don't go in the water after the victim, but go for help!! Go to the closest telephone, go get a cell phone and phone 911, go for someone that would be able to lend you a hand! But never, ever go in the water after the drowning victim. They will surely pull you under with them. Then there will be two drowning victims instead of one.
(Thank the volunteers and give them an eye patch or button as a thank you. Have them be seated)

Seamoor: Everybody needs to know what to do if one of their friends gets into trouble in the water. You never know when someone might need your help. And never act like you are in trouble when you really aren't.

Captain Jack: Aye. You should always be prepared to help a shipmate in trouble.

Seamoor: You know Captain we haven't talked about your favorite subject yet.

Captain Jack: Aye matey. It's time to talk about my favorite subject: gold, jewels and great fabulous wealth. Every pirate loves treasure. I've hunted it all me life. I've searched from Tora Bora to Pango Pango for wealth.

I've had some great adventures while hunting treasure. Did I tell you about the time I fought headhunters on Skull Island while looking for treasure?

Seamoor: That's a great story Captain, but…

Captain Jack: Did I tell you about the time Captain Blackbeard had me in chains for stealing his treasure and I escaped from his ship and I rode a WHALE all the way to Hawaii?

Seamoor: That's a great story too Captain, but…

Captain Jack: I tell you shipmate, hunting treasure is exciting. You know Seamoor, I've found my fair share of treasure. I wasn't so good at hunting treasure until I learned the secret from the best treasure hunter of all, CAPTAIN BLOOD himself. The trick to finding treasure is to follow the pirate's code. Learning the code was my most exciting adventure.

Seamoor: Tell us about it, Captain.

Captain Jack: We was sailing down by the equator. Things were going reeeeeeal smooth. One day ol' Black Dog yells out "Ahoy Captain. Strange cloud approaching fast." Well I looked to the West and sure enough. A strange black cloud was coming toward us fast. And coming down from that cloud was a great whirling spout.

Seamoor: A whirling spout! What was it Captain?

Captain Jack   It was a great and terrible typhoon, shipmate. A waterspout that was twice as big around as our ship. The spout descended on us. The ship and men were all sucked up into the cloud and spun round and round at a horrible rate. Soon enough the great black cloud spit us out onto the surface of the DEAD SEA. We were in bad shape. Men were clinging to anything that would float. I was desperately tired and knew that I couldn't swim much longer. Then I spied a beautiful barrel floating toward me on a wave. I grabbed ahold of that barrel and hung on for dear life. That floating barrel kept my head above water and it saved my life. When we was all rescued I kept that barrel because it was sure a lucky thing to have.

Seamoor: Wow. You're lucky to be alive, Captain.

Captain Jack: Aye Matey. Tired and thirsty I removed the top from that old barrel and found something very interesting inside. It was a bunch of notes written by Captain Blood himself.
It was Captain Blood's PIRATE CODE and I want to share it with you right now.

PIRATE'S CODE ACTIVITY: Ask for 5 volunteers. Allow <u>one</u> volunteer to reach into the barrel and get a note out. Have that student unroll the note and read it to the audience. Captain Jack explains briefly what each part of the code means. One by one the volunteers read the notes and hold the paper up in front of them for the audience to see.

Captain Jack: Now that we understand the Pirate's Code let's get down to business and open the treasure chest. If we're luck there will be enough treasure in the chest that we will all be able to take some of ol Captain Blood's treasure home with us.   But wait! We don't have a key! How will be open the chest without a key? Where do you think the key is? Look! (turning over the lid to the "barrel") what is this? It appears to be a clue. Maybe it will tell us where Captain Blood has hidden the key to the treasure chest. Let's read it.
The clue in the top of the lid says:
"The Letters are written in blood you see

Captain Jack: Now that we have found the key. (Go over to the treasure chest and start to uncover the chest.A note is written and attached to the front of the treasure chest. The note is covered up by a cargo net so no one can see it until you move the net) Look Kids another note from Captain Blood. Let's see what it says this time:

"One treasure within this chest

Is much more precious than all the rest"

Wow what do you think that means? What could be the most precious treasure? Gold and Jewels? Rubies and Sapphires?

(Captain Jack opens the treasure chest full of gold and jewels. On the lid in large letters is the word "LIFE". Captain Jack removes the sign and holds it up to the crowd.)

What does this say boys and girls. I think this is what Captain Blood was trying to tell us was the most important treasure in the world. Well Seamoor my friend, now that I think about it. Captain Blood is right. There really isn't anything more precious than LIFE.

Seamoor: That's why you should always remember the Pirate's Code. In honor of Captain Blood lets go over the pirates code one more time.

Everyone yells it out!
What is "P" for? **Always have a Parent or adult watch you near the water**
Only Swim in a designated area
Learn to Swim
Look before you leap
Swim with a BuddY

Captain Jack: The pirate's code is great so try to remember it if you are near the water. Now boys and girls Seamoor is in need of a little shut-eye and I have to go to the galley. I hope to see you next time my travels bring me this way. Well it's time for me to raise anchor and be off for now. Farewell friends and keep your head above the water and your life jackets tightly buckled.

(Seamoor is sleeping and Captain Jack goes to the back of the set. The Ranger who has been operating Seamoor comes out and says:

Hello everybody. My name is Park Ranger _____ with the U.S. Army Corps of Engineers and I am from Rend Lake. I hope you enjoyed our program "Seamoor the Buchaneer" today. Captain Jack and Seamoor will be traveling all over Southern Illinois telling kids about how to be safe around the water during the next month. I hope you enjoyed seeing Seamoor and Captain Jack. We would like for you to do your part by helping us spread the word about how to be safe around the water. To do that remember always remember to follow the Pirate's Code. Tell you parents and friends about what you have learned today and tell them to follow the code, too. We want everyone to be safe when they are in or around the water so you can all come to Rend Lake and visit us. And always remember the message of Captain Blood. Your **LIFE** is the most important treasure of all. See you again. Bye for now~!

End of program.

THE LAND BEFORE WATER SAFETY

CHARACTERS - Park Ranger and Seamoor Safety

Park Ranger: My name is _____. I am a park ranger for the U.S. Army Corps of Engineers at _____. I am also a wannabe paleontologist. A paleontologist is a person who hunts for clues about the past. I dig around in the dirt and rocks looking for fossils and bones of dinosaurs so we can learn what life was like on earth millions of years ago. Digging for fossils is hard work, but I have an assistant that helps me out and I brought him with me today. My assistant's name is Seamoor Safety. Seamoor would you please come out and meet our friends.

Seamoor: Hello boys and girls.

Park Ranger: Seamoor, I was just about to share our exciting news with the boys and girls.

Seamoor: Cool, I am glad that I made it in time to share the news.

Park Ranger: While Seamoor and I were looking for interesting bones and fossils we made an amazing discovery. We found dinosaurs that no one ever knew existed before. Show them what you did when we made our discovery Seamoor. *Seamoor spins around and runs siren.*

Seamoor: I was really excited and had a good reason to be. Let me tell you about these amazing dinosaurs that we found. These dinosaurs all lived near the water. We studied their bones and figured out what they looked like and how they behaved. It was a lot of hard work.

Park Ranger: Yes, it was hard work Seamoor but it was worth it. *Pick up a rock.* This is a fossil of the toe bone of a Sinkosor. This is what we believe the Sinkosor looked like. *Hold up a picture of the Sinkosor.* Sinkosor was a very strange animal. It lived in the water, but it couldn't swim. The Sinkosor was ok as long as it stayed in shallow water, but if it accidentally tripped or stepped in a deep hole it wasn't able to help itself.

Seamoor: The Sinkosor didn't do very well did it Ranger _____?

Park Ranger: No Seamoor, it didn't do very well at all. Sinkosor became extinct because it never learned to swim. This should teach us all a very valuable lesson. Seamoor, what is one way to be safe and survive in and around the water?

Seamoor: Learn to swim. Kids let's say that together. Learn to swim.

Park Ranger: That's right. Learn to swim. Take lessons from an instructor or have and adult teach you how to swim. Don't be a Sinkosor. Learn to swim. The Sinkosor probably would have been ok if someone was watching to make sure it was safe. Like one of its parents or another adult who could have helped when it got into trouble.

Seamoor: You mean someone like Buddysaurus Rex.

Park Ranger: That's right, a Buddysaurus Rex would have been a good choice. The Buddysaurus Rex was a very interesting dinosaur. This is a picture of what we think that the Buddysaurus Rex looked like. *Show picture.* It had two long necks and two heads and it was a water safety superstar.
Seamoor: Superstar is right. A very important water safety rule is never swim alone. Always swim with a buddy. Buddysaurus Rex never went anywhere without its buddy. It never swam alone.

Park Ranger: Seamoor, why would anybody ever swim alone?

Seamoor: I don't know Ranger _____ because even good swimmers can sometimes get into a situation where they need help. Whenever you swim make sure an adult is watching you in case you need help. Unlike the Buddysaurus Rex we don't have two heads so we should never swim alone. Always swim with a buddy.

Park Ranger: That's right, Seamoor. Kids we should never swim without a what? (Pause for an answer) A buddy that is right. Seamoor, it sounds like the Buddysaurus Rex did everything right.

Seamoor: Well not exactly, one day it made a very big mistake. One thing that we think that this dinosaur liked to do is swim near a volcano. One day while the Buddysaurus Rex was swimming near the volcano it exploded. Fire and rocks went everywhere and Buddysaurus Rex was never seen again.

Park Ranger: It didn't have to happen that way. Buddysaurus Rex could have chosen a safer place to swim. You should always choose a safe spot to swim and never swim near a dam, in swift water, or in an area where there are a lot of boats.

Seamoor: There are plenty of places that are safe to swim in. Pools and public beaches are generally the safest place to swim and they are a couple of places that are referred to as designated swimming areas. To be safe always swim in a designated area.

Park Ranger: Our last discovery was very interesting. Remember how we found it Seamoor?

Seamoor: What do you mean we found it? As I recall it we were searching along a jungle river when we came to a cave entrance covered with all kinds of plants and other stuff. I went in first to check out the cave, because Ranger _____ was too scared to enter the cave. It was very dark and I could hardly see a thing. Then all of a sudden I heard this terrifying sound. I was getting really scared but I stood my ground and soon realized it was bats. It seemed like millions of them flying over my head. Since I couldn't see anything and had encountered enough bats for a lifetime I decided to head back to the cave entrance. I was almost to the entrance when I rolled over something and got stuck. I yelled for Ranger _____ to come and help me. (She or He) pushed me off of whatever I was stuck on. We decided to pick it up and take it outside with us. Ranger _____ why don't you tell them what I was stuck on.

Park Ranger: It was a tooth of a Leapadactyl, which was a flying dinosaur. Its wings were huge. It would hunt for food by flying real close to the water. When it saw a plump tasty fish swim by it would plunge into the water after it. It appears that the Leapadactyl was not the smartest dinosaur that ever existed because at times it would not look before it leaped into the water.

Seamoor: You are right Ranger _____, I don't think that the Leapadactyl was very smart because this is what happened to it. One day Leapadactyl was very hungry and it saw a fish in the water that looked really good. It swooped down from the sky and plunged into the water after the fish, but it was not a fish it was a log. The Leapadactyl landed head first on the log.

Park Ranger: That sounds terrible. I bet the Leapadactyl never made that mistake again.

Seamoor: Oh Ranger _____, the damage was terrible. The Leapadactyl never recovered from the plunge. Sometimes water looks deeper than it really is. Logs, rocks, and other things are right below the surface and we can't see them. That is a good reason why we should never dive into unknown water. You should play it safe and look before you leap. Kids repeat after me. Look before you leap.

Park Ranger: Seamoor and I have studied these dinosaurs for a long time and we have learned a lot from them. The main thing that we have learned is that you should always play it safe in and around the water.

Seamoor: These dinosaurs might have still been with us if they had only realized some simple water safety rules; learn to swim, swim with a buddy, swim in designated areas, and don't dive – look before you leap. Kids lets repeat those rules together. Learn to swim, swim with a buddy, swim in designated areas, and don't dive – look before you leap.

Park Ranger: Seamoor and I would like to thank you because we have had a lot of fun sharing with you what we have learned about the past. These dinosaurs no longer roam the earth, but that doesn't mean that they still don't have something to share.

Park Ranger and Seamoor together: If you don't play it safe in and around the water you might become extinct.

A VOTE for Seamoor is a VOTE for Safety!

Ranger: Hello girls and boys. My name is _____. I'm a park ranger with the U.S. Army Corps of Engineers. I'm excited to be here today because I have brought along a very special guest I want you to meet. He's from right here in southern Illinois and has recently agreed to be the peoples' choice for the next President of the United States. He is a member of the Homewater Safety Team and his name is Seamoor the Water Safety Sea Serpent. I'd like for everyone to give Candidate Seamoor a warm welcome.

Seamoor: Hello everybody.

Ranger: Hello Seamoor. We know you must be very busy right now. Thank you for taking the time to come and visit with us today.

Seamoor: I love visiting with my friends at _____ School.

Ranger: And we love you. Candidate Seamoor I would like to ask you a few questions about your campaign plans so the girls and boys understand why you are running for President.

Seamoor: Sure, I have nothing to hide.

Ranger: Great. Candidate Seamoor, why have you decided to run for the office of President of the United States of America?

Seamoor: First Ranger _____, I am not running. I have weak ankles so I'll be walking or swimming for President.

Ranger: OK. You have weak ankles so you won't be running. You'll be walking or swimming for President. Anything else?

Seamoor: Yes. I don't want the office. I have my own office. I just want to be President.

Ranger: But Seamoor, the President always moves into the Oval Office located on Pennsylvania Avenue in Washington D.C. It goes with the job.

Seamoor: I'll keep that in mind.

Ranger: Next question Candidate Seamoor. What political party do you represent?

Seamoor: Oh that's easy. I'm with the POOL PARTY. I just love water slides and diving boards and cooking hamburgers.

Ranger: No Seamoor. I'm talking about the POLITICAL PARTY. You've seen all the candidate's signs. Some are democrats and they are represented by a picture of a mule and the republicans use the elephant as their symbol. Which one is your party?

Seamoor: Interesting! I've never thought about having a party with mules and elephants before. No, not a good idea, I might get stepped on.

Ranger: Right you're pretty small. You might get stepped on by an elephant or a mule.

Seamoor: I think I'll stick with the POOL PARTY and we are represented by a **Life Jacket**.

Ranger: So, the Pool Party is represented by one of these (holds up a Life Jacket). Great idea, Seamoor. Do you wear one of these when you are campaigning?

Seamoor: Oh sure. I wear one any time I am around the water.

Ranger: Good choice. Let's talk about that.

PFD Demonstration. (4 volunteers) Presenter selects four volunteers from the audience. A volunteer that is large in stature and one that is small in stature should be selected as well as two other volunteers. One volunteer is handed a blow up toy and one a Type IV throw-able seat cushion. The large person should be handed the small PFD and the small person should receive the large life jacket. The presenter should begin by discussing how a life jacket is sometimes called a "PFD" and that stands for "personal" "floatation" "device." The word Personal means something that is yours. Floatation is something that floats on the water. You then describe to the students that what makes a life jacket float is that it has a special foam inside. All of the life jackets that you are seeing today have that special foam inside that makes them float. Ask the students if they think that all of these volunteers have on a PFD (Personal Floatation Device.) Then go down the row and describe how each of the life jackets is or is not a "Personal" floatation device. If it is too small it won't provide the floatation that is necessary to keep the victim floating for an extended period of time and if the jacket is too big it might fall off or the person might slip out of the jacket. After describing how important it is to have a life jacket that fits move on to the cushion. Describe to the kids how they should never put the straps around their neck and that they will stay afloat if they hug it to their front side. Many kids will try to wear the cushion straps like a backpack. This is a good opportunity to show them that if they are wearing it on their back and fall in the water that the cushion will come to the surface and push their face into the water. Wear it on their front side and hug it like a teddy bear. When you get to the blow up toy ask the students what was inside the life jackets (foam) then ask them what is inside the floatie (air.) What will happen if the air comes out of the floatie? It will not hold you up any longer. What would happen if you got a hole in the life jacket foam? It would still hold you up. Tell the students that they should remember that floaties and things with air in them like a raft or tube has air in them and that they shouldn't depend on them to keep them safe.

Ranger: That was great. That's some very important information to understand. Now Candidate Seamoor, Let's talk about what you want to accomplish when you're elected President.

Seamoor: You know Ranger _____ I'm really worried about that.

Ranger: What are you worried about Seamoor?

Seamoor: I don't want to be electrified. I'll bet that hurts.

Ranger: No Seamoor. Not electrified. Elected. Elected. That means when people vote for you and you become President. Everything will be fine. Let's move on. What is the first big CHANGE you want to make after you are elected and you move to the White House?

Seamoor: Good question Ranger _____. I've thought very carefully about that.

Ranger: If you are running for President you must make some changes. What changes will you make?

Seamoor: Ranger _____. The thing I intend to change first is that there will be NO MORE DROWNINGS!

Ranger: That's a great idea, but that will be a VERY hard thing to do. How do you intend to not have any more drownings?

Seamoor: I intend to teach all the kids how to stay safe around the water and how to recognize a person if they are drowning. The kids will teach the big people how to stay safe around the water and voila no more drownings!

Ranger: Well Seamoor, does the POOL PARTY encourage everyone to obey the 6 rules of water safety?

Seamoor: Of course. Every member of the POOL PARTY observes the water safety rules at all times when they are around the water. Let's talk about them.

Ranger: OK

Water Safety Rules Activity. 6 volunteers   Rules of Water Safety include: 1. Wear a Life Jacket when around the water; 2. Learn to Swim; 3. Swim with a buddy; 4. Have an Adult watch you Swim; 5. Never Dive Head first in unknown water; 6. Swim only in a designated swim area.

Ranger: Great. If everyone follows these rules they will stay safe around the water. As you know Seamoor we have just elected a new President, so you're in for a LONG campaign. It will be 4 long years of campaigning. Do you think you are up for the task?

Seamoor: That's OK. I like campaigning.

Ranger: What do you like best about campaigning?

Seamoor: S'mores! And I like sitting around the campaign fire roasting marshmallows, singing songs and telling stories.

Ranger: Seamoor I think you are talking about CAMPING. I didn't say camping, I said campaigning. That means going around and telling the people what you stand for and what you intend to do for them when you become president. OK. Do you have any special plans for the ceremony when they swear you in as our next President?

Seamoor: First of all Ranger, there will be no swearing!   I think we'll just have a bunch of people over to swim at the White House pool.

Ranger: The White House pool is a good choice and I'm confident that you will make sure everyone observes the water safety rules and that everyone is prepared for any water safety emergencies.

Seamoor: Oh yes, I plan to show every guest how to be safe around the water and how to help if someone is drowning.

Ranger: That sounds great! We could start by showing these students how to be safe around the water and how to recognize a person that is drowning if you'd like.

Rescue Techniques Exercise (2 volunteers) Begin this demo by asking the students if they know what a drowning person looks like. Ask them how many believe that a drowning person will always yell for help like you see in the movies. Point out to them that drowning is almost always silent. A drowning person usually can't yell for help because they have water in their mouth and throat and can't yell. They typically have their head thrown back and are grasping at the top of the water. Tell the students that if

they see someone that exhibits this action that they should consider this person in trouble in the water and they should help. To help we remember three words "REACH , THROW AND GO!" Remind the students that we never "go" out to try to save a drowning victim. If they are not trained in lifesaving techniques they too might become a victim if they go out after a drowning person. Instruct the students to find something in the area they can reach to the drowning victim. Familiar items that would typically be found at a beach should be available for them to choose. Items could include a reach pole, a beach towel, a stick, a swim noodle, etc. All of these items could be used to Reach to a drowning victim and still keep distance between them and the victim. Next they should be told to "THROW" something that floats to the victim. If you have a life ring that could be thrown. If they don't have a life ring they should find something else that floats to throw or push out to the drowning victim. Students should learn that common things such as a cooler or a half empty plastic jug with a lid on it will float and could be used as a life saving device. Remind them that cooler has that special foam in it that makes it float. They could even use a floatie to save someone's life. Even though it is considered a toy if they are in trouble in the water they should remember to use ANYTHING that floats to try to help the victim. And finally – GO – for help! Get someone to help! Call 911! Get a Park Ranger, an adult, anyone that might be able to help save the drowning person.**

Seamoor: I think it is very important that we teach everyone what to do in case of an emergency.

Ranger: I understand I think that is a great idea Seamoor. I think it is time to let the students go back to class now. Is there anything that you would like to tell the kids before we leave?

Seamoor: A Vote for Seamoor is a Vote for Safety. I plan to **"CUT ALL DROWNINGS AND INCREASE KID'S FUN."** If we do this I know that we will have a great time around the water. Thank you very much for being such a great audience Boys and Girls and don't forget to be safe around the water.

Ranger: I think you really are the People's choice and I think you're just what our country needs candidate Seamoor, don't you kids? You have our Vote Seamoor. Good luck in your campaigning and we'll be watching for the POOL PARTY symbol every time we are around the water.

Seamoor Safety School Programming Lessons Learned

1. Plan for no more than 30 minutes setup and 30 minutes take down time – If presenting programs in gymnasiums at small schools they are typically used for both PE classes and recess play, especially if the weather is bad. The least amount of inconvenience to the teachers the more they are willing to allow you to speak to their class.
2. If planning several programs for one month, be aware of "state testing" schedules. Most teachers prefer not to have programming around the start of state testing. They prefer to wait until after state testing is over.
3. Program length should be no more than 45 minutes total and 30 minutes is better. This seems to fit well into one class period and is not so long that the students get bored with the subject.
4. Have a backup plan if the robot does not work - mechanical equipment tends break down at the most inopportune times. But the show must go on. Most of our scripts can be done either with a single Ranger or two Rangers. The Ranger that was to be the voice of Seamoor sometimes can help out on stage. They should know the program script as well and be able to step in, in the event the robot doesn't make the call at show time.
5. Keep it light and fun. Water safety is a life lesson. If it is fun the kids have a better chance of remembering shat they have heard.
6. Most schools have a PA system that they are glad to let you use. This saves several minutes of setup time and cuts down on items that have to be transported to your program.
7. Remember when planning your program and your props that you have a very limited amount of space. Unless you have a box trailer, everything including the robot will have to be transported in the vehicle you have available. Plan accordingly. Make the best use of your space. Hint: Storage bins can be used as props and carrying cases; pop up display frames make great backdrop screens and are easy to set up and take down and are compact to transport.
8. A programs can be repeated every 5-6 years. So, if storage space allows, save your props and recycle the others into your next year's program.

PROPS:
Simple is good.
The majority of the props that we use are everyday items that the ISOP dept staff has made to look like something else. If you have an artist or a very crafty person on staff you have a definite advantage.
Our props range from a make shift cannon made from a cardboard sono tube (like they use to pour a round pillar of concrete) mounted on a two wheel dolly using a black balloon as a cannon ball, to inexpensive items that we have ordered from a novelty shop such as a fake dinosaur tooth.
Some of the other props that we have crafted include: a dinosaur head made with paper mache', molten rocks made from spray foam insulation and painted to look like cinders, a large wooden "rock" made to hold the king's swords, a child's wagon became a boat with little effort, a dinosaur egg was made from a large plastic Easter yard ornament which we painted and spackled to look like it had a cracked shell and a tripod became a rocket ship.

The BACKDROP:
The backdrop gives the program a little interest and also provides an area to hide some items that are not used during the program i.e. Seamoor cart, Seamoor drape, carrying boxes, etc.
For our backdrop we use a 10 ft popup display frame (minus the carpet strips.) It is lightweight, yet sturdy, folds up quickly, and takes up a minimal amount of space in the vehicle.
If you want to use the carpet strips as your backdrop you can Velcro items to it. If you choose to make a painted backdrop, I can suggest using rubber backed drapery lining material (JoAnn Fabric sells rubber backed "Rain No Stain" $4.99/yd.) The nice thing about using this material is that it can be painted with acrylic paints, does not get stiff, and stays pliable enough to be folded or rolled for easy storage and transport.

To use material for your backdrop sew pockets on the corners so it fits snugly on the popup display frame (pockets similar to the corners of a bed sheet.) They will slip over the ends of your frame and stay nice and snug. You may have to add some ties to the sides to keep it from flapping. Be sure that when you are measuring for the amount of material needed that you allow for the concave or convex angle of the frame. This takes additional material than a straight frame does.

We have our backdrops painted by the local High School art class or art teacher. They are usually very willing to do a backdrop for a small donation to the art club fund. Our local high school and grade school are in close proximity and the older students love to come to the program to see how their artwork is being used. This gives them a sense of ownership it also exposes them to the water safety message when they come to watch.

The "HIDEOUT"
No more looking for a place to hide when you are operating the controls to Seamoor. Our hideout is a part of the back drop of the program. This allows for the operator to be a part of the program and is not stuck in a closet, under the bleachers, or behind a door where the kids can see him/her.

We purchased an inexpensive 10' x 10' pop up tent from the local Wal Mart (the cost was less than $80.00 and cheaper in the off season.) Surrounded by a painted canvas that matches the backdrop, it serves as the perfect "hideout" for the Seamoor operator.

How to create the hideout: With a little work the cross beams of the tent can be removed allowing you to pop the frame up without having to spread it the total 10' width. You will need the full 10' height, but will only need approximately 5' x 5' inside dimensions - just enough for an operator sitting in a chair. Sew two widths of 60" material, the length that you will need to go all the way around the outside of the frame, together. Hold the material up and mark where the outside frame corners are located. Add Velcro to these locations on both the frame and the material. This will be secure enough to hold the material onto the frame during the program. Prior to having the canvas painted, have the Seamoor operator sit inside the "hideout" in a chair which is the same height as the chair that they will sit in when operating during the program. Mark the location and cut some small "windows."   We then cover the "window" holes with several layers of black nylon screen wire. It can easily be sewn on with a standard sewing machine and allows the operator to see out, but the audience cannot see in. Sewing is best done prior to having the canvas painted. But be sure to cover the window screen when the canvas is being painted. Otherwise you will fill the screen with paint and the operator will not be able to see out. The canvas can then be painted. Incorporate some type of dark area (knothole in wood or a dark window if it is a building) into your canvas painting where the windows are located. This will make the window area less noticeable.

Be sure when you are marking the location of the windows that you locate the area where the two pieces of canvas come together to the back of the hideout away from the audience. You will enter and exit the hideout prior to the and after the program through this opening. This way if you need to get out of the hideout during the program you can do so discreetly (forgot batteries in suitcase outside the hideout, left script on chair outside the hideout, etc.) and not disrupt the program or give up your location to the audience. Once you get the "canvas" sewn you can repaint it several times to work with new program scripts year after year.

"The Adventures of Sandy and Sally"

TOPIC/SUBJECT: Water Safety Puppet Show
TARGET AUDIENCE/AGE LEVEL: 3 years and up
TIME: 15 minutes
THEME: Don't forget to play it safe while you are having fun at the beach.
GOAL/PURPOSE: To teach the importance of following rules and being safe.
OBJECTIVE(S): To inform the audience of the rules and safety habits when swimming or near water.

DESCRIPTION: Script

Sandy - Hi, my name is Sandy.

Sally - And I'm Sally.

Sandy - We're here to talk to you about water safety.

Sally - Yeah, and cool ways to enjoy your summer.

Sandy - And how to do it safely.

Sally - One of the best ways to keep cool is to go swimming. There's nothing like having the beach all to yourself, just swimming the day away and...

Sandy - Wait a minute, you don't go to the beach and swim alone?

Sally - Yeah, I do it all the time.

Sandy - Didn't you know that it could be dangerous and you could drown?

Sally - How's that?

Sandy - If you get into trouble in the water who would help? No one, and that can lead to a serious injury or even death.

Sally - I never thought of it that way, so do you think you can go with me to the beach?

Sandy - Sure, let's go, but first let's get life jackets to wear.

Sally - Oh, I don't need a life jacket. I can swim like a fish.

Sandy - Whenever you are around the water it's always best to wear a life jacket.

Sally - But I don't like them and they leave me with a bad tan line.

Sandy - Life jackets can be fun, whenever you get tired they can keep you afloat and they're also good to help us learn to swim.

Sally - Well okay, I guess I'll borrow my brother's life jacket, he won't mind.

Sandy - You can't wear that, look at it, it has holes in it and water will weigh it down when your swimming.

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Sally - You're right. It's not safe to wear a worn out life jacket. I'll get Dad's jacket - it's new and I'll have plenty of room to move around in it.

Sandy - It's a good life jacket, but it's too big! You will slip right out of it, you need one that's not too big or too small, but one that fits you.

Sally - Okay, Okay, I'll get one for my size.

Sandy - That's better. Another thing to remember is to follow all safety rules of the beach.

Sally - What kind of rules?

Sandy - Like no food or glass bottles should be brought on to the beach.

Sally - You mean I can't eat when I go to the lake?

Sandy - You can eat but only in grassy areas so the beach doesn't become trashy and smelly from dropped food and wrappers.

Sally - What about drinks, can't I have a Pepsi or Kool-Aid?

Sandy - Sure, but only if they are in plastic or aluminum containers. Glass bottles can break causing serious injury to those who might step on the glass.

Sally - I see, it's best to keep the beach clean for everyone to enjoy.

Sandy - Yes, that's it! So everyone can have a good time and a safe beach to play on.

Sally - Okay, last one to the buoys is a rotten egg!

Sandy - Wait a minute, those buoys are not for playing on. They are there to keep swimmers in the swimming area where it's been cleaned from debris like sharp rocks and tree limbs, and to let boaters know not to come near the area. That's where you'll see no boat buoys floating outside the swimming area.

Sally - I guess it's wise for swimmers not to go past the buoy, because it's very dangerous.

Sandy - That's right. You can get hurt by a boat or sharp objects so stay in the swimming area.

Sally - I now understand how important it is to follow the rules to play it safe in and out of the water.

Sandy - Great! I hope all the boys and girls remember to be safe around the water.

Sally - Yeah, and to always take a buddy along when going to the lake.

Sandy - Let's Go!   Have a safe and enjoyable summer.

SUGGESTED MATERIALS & EQUIPMENT: Two puppets, a box or puppet stand to stand behind, and life jackets (different sizes to show which one is the right one to wear).

"The Story of Ranger Willie B. Safe"

TOPIC/SUBJECT: Water Safety
TARGET AUDIENCE/AGE LEVEL: All ages
TIME: 10 - 15 minutes
THEME: Members of Ranger Willie B. Safe's Safety Team make safe choices while around the water.
GOAL/PURPOSE: Participants will realize the importance of being safe on or around the water.
OBJECTIVE(S): Participants will be able to name at least 3 water safety principles and associate the "thumbs up" sign with safety.

DESCRIPTION:
A. Have a cassette player with the "The Story of Willie B. Safe" song ready to play.
B. Hand out a copy of "The Story of Willie B. Safe" song to everyone in the audience. First have everyone listen to the song without singing. Encourage audience participation in singing the song the second time it is played.
C. Before playing the song the second time ask for volunteers to come up to the front of the audience to act out the song. The number of volunteers can vary.
D. Distribute the props to the volunteers and explain to them what they will need to do.
- Five volunteers can hold one of the different que cards. The remaining cards can be distributed throughout the audience. When the volunteers holding the cards hear the phrase that is on their card they should hold it up for everyone to see.
- One volunteer can blow up and hold two balloons. The volunteer should not tie the balloons. They let go of the balloons on the "don't depend on inflatable toys" phrase.
- The volunteer that wears the life jacket models it during the "PFD" section of the song.
- If you use a wheelchair, have one volunteer sit in it and another one push it towards the audience during the "Never Dive" section of the song. The volunteer could also wear a neck brace during this section of the song.
- The volunteer that wears the big sunglasses starts looking around at the audience during "those watching are sure to see" phrase of the song.
- A volunteer can hold the minnow bucket and they toss it somewhere near the audience during "something nearby that floats will do" phrase of the song.
- During the "hold out a paddle and pull them to you" phrase of the song, the volunteer holding the boat oar reaches it out to someone.
- Everybody hugs one another during the "Lots More Hugs" section of the song.
E. When the song is over, let everyone know that they are now a part of Ranger Willie's Safety Team. Encourage everyone to give you a thumbs up for safety. Explain to the audience that if they ever see you again to give you a thumbs up and then you will know that they are part of Ranger Willie's Safety Team. Also, encourage them to give other people a thumbs up for safety when they see them being safe.

SUGGESTED MATERIALS & EQUIPMENT:
The Story of Willie B. Safe song sheets, "You Can't Keep a Good Life Jacket Down!" cassette – "The Story of Willie B. Safe" song
- minnow bucket   -balloons   -boat oar   -neck brace (optional)
- life jacket   -large sunglasses   -tape player
- microphone   - wheelchair (optional)
3 of each: Learn to Swim, PFD, Never Dive, Swim with a Buddy, and Lots More Hugs signs

"Water Safety with Ranger Willie B. Safe"

TOPIC/SUBJECT: Water Safety
TARGET AUDIENCE/AGE LEVEL: All ages
TIME: 15 - 20 minutes (beach program using 1 - 2 skits)
      30 - 45 minutes (campground program using 3 - 4 skits)
THEME: Many people die every year because they do not follow basic water safety principles.
GOAL/PURPOSE: The audience will realize the importance of being safe on or near the water and be motivated to learn more about water safety on their own.
OBJECTIVE(S): At the completion of the program the audience will be able to identify 1 or 2 rules of water safety and will associate the thumbs up sign with being safe. The audience will wear their life jackets and will encourage others to wear theirs. At the completion of this program, the audience will respect the water and will not take the importance of being safe around it for granted.

DESCRIPTION:
    A. Set up the skits so that they are visible to the entire audience.
    B. It is ideal to choose volunteers for the skits before your program starts. This keeps your program moving along smoothly without interruptions. If this is not possible, take a few minutes during the program to get volunteers.
    C. Remember the volunteers should be willing to participate. Explain to them briefly what they are going to be doing.
    D. Explain to the volunteers what their parts in the skits will be. Let them know that they act out their part according to what you say during the program.
    E. The skits involve the volunteers being in unsafe situations on or near the water.

SKITS:
    Fishing from the shore / Reach, Throw, Row, Don't Go
    Kid on an inflatable raft / Swim with a buddy
    Alcohol and boating can be a deadly combination
    Be Dam careful (or It Can Suck the Life Out of You)
    Hotdoggers stay home
    Life jacket fashion show / Life Jackets: They Float. You Don't.

    A. Skits are attached and can be changed to fit your needs or different skits can be used.
    B. Have music playing while the audience is entering to set the mood. Preferably music pertaining to water safety.
    C. Welcome everyone to your program, introduce yourself, and explain your program briefly. Try and state the theme somewhere in the introduction.
    D. Ask for a volunteer to be your assistant. Pick a willing volunteer, preferably from the age of 10 -12 years old. The volunteer will be Park Ranger Willie B. Safe. Provide a ranger hat and life jacket for Ranger Willie.
    E. You and Ranger Willie interact throughout the program. You ask Ranger Willie if the participants in the skits will be safe. You may need to provoke Ranger Willie using questions to encourage the correct response.
    F. Don't embarrass or humiliate your volunteers in front of everyone. Remember you need them, so make them feel comfortable.
    G. After it has been explained why the participants in the skit were not safe and what should be done to be safe, tell Ranger Willie that he/she was right and give them a "thumbs up for safety".
    H. Have the audience give a "thumbs up for safety". This should be done after each skit and at the end of the program.

I. Explain to the audience that if they ever see you again they should give you a Thumbs Up For Safety. They can also give the thumbs up sign to other people that they see being safe. This will help your audience recall your program and remember to be safe.
J. Thank your volunteers for assisting you and give them something for helping.
K. Wrap up your program with a strong conclusion. Repeat the theme one more time. Thank everyone for coming.
L. Have handouts for the audience and encourage them to take them.
M. Tell the audience about upcoming programs or have flyers available on them.
N. Let the audience know that they may ask questions, concerning the program, your agency or project at the end of the program.

SUGGESTED MATERIALS & EQUIPMENT:
Skit materials are included with the scripts
Water safety music   Sound system and microphone   Handouts and flyers
Prizes for volunteers   Ranger hat and life jacket for Ranger Willie

FISHING FROM SHORE / REACH, THROW, ROW, DON'T GO SKIT
Items Needed: Fishing pole, Long stick or something to reach with,Cooler or something to throw that floats, Two volunteers, preferably adults

One volunteer will be a fisherman acting like they are fishing from shore. Give them a fishing pole for a prop. The other volunteer will be a passerby that may need to help the fisherman.

The fisherman slips into the water and can't save himself. The passerby thinks about jumping in to save the fisherman, but is encouraged by the audience not to do so. The passerby then finds a long stick to try and reach the fisherman, but the fisherman is just out of reach. The passerby notices a cooler that belongs to the fisherman. The passerby empties the cooler and places the lid back on it. Then the passerby throws the cooler out to the fisherman. The fisherman reaches for the cooler and uses it to float on. The fisherman floats close to the shore and is saved.

Explain reach, throw, row, don't go and why you should wear a life jacket near the water even if you don't intend to get into the water. Remember to interact with Ranger Willie and give he/she the thumbs up sign. Have the audience also give the thumbs up for safety sign.

KID ON AN INFLATABLE RAFT / SWIM WITH A BUDDY SKIT
Items Needed: Inflatable raft
           3 or 4 volunteers portraying the following:
           one child that will be on the raft, one swimmer, one or two parents

The kid is floating several feet from shore and it looks as though no one is paying any attention to the child. The raft hits a stick in the water and starts to leak. The kid panics and falls into the water. The kid does not know how to swim and the depth of the water is over their head. They try to yell, but no words come out. The kid starts waving and thrashing their arms in all different directions. The kid goes under the water. Wait 5 seconds. But luckily a person swimming nearby noticed the kid go under the water. The swimmer pulls the kid out of the water. The kid's parents are enjoying lunch several feet away and wonder what all of the commotion is about. They realize it is their kid being carried out of the water. In a panic they run to see if their kid is ok. Luckily the kid is alive.

Explain that a child can drown in only 20 seconds, swim with a buddy, and don't rely on inflatable toys.

ALCOHOL AND BOATING CAN BE A DEADLY COMBINATION SKIT

Items needed: Two volunteers as boaters   Mock boat   Cooler

Two boaters are enjoying a beautiful day on the lake. While enjoying the lake they are also enjoying something else, alcohol. They are boating along with nothing to worry about. The alcohol is effecting their vision, coordination, judgement, and balance. As the day goes on the boaters start getting a little careless; yelling, standing up, horsing around, and making their boat go faster and faster. The boaters do not realize that they are headed straight for a bridge. When they do realize it the driver tries to swerve, but it's too late and they hit the bridge with such force that it throws them both out of the boat. Ask Ranger Willie and the audience if they think the boaters survived.

Explain that more than 50% of all boating accidents involve alcohol, know when to say when - drink in moderation and the best thing to do is leave the alcohol on shore.

BE DAM CAREFUL or IT CAN SUCK THE LIFE OUT OF YOU SKIT

Items Needed: Mock boat   "Dam" sign   No boat buoy (optional)
              Fishing pole   Life jacket   One volunteer fishing from boat

The boater is having no luck fishing, but they have heard that there are a lot of fish near the dam. They decide to check it out. Their fishing luck increases the closer they get to the dam, but they notice a lot of fish right up next to the dam. The boater notices the no boat buoys, but pays no attention to them because the water looks calm. The fisherman is right about the fish and catches a nice one that is a fighter. The fight continues and is nearly over when the fisherman decides to stand up. They lose their balance and fall overboard, but they are safe because they are wearing their life jacket. But wait, the fisherman is pulled under the water and cannot be seen. Ask Ranger Willie where the fisherman went.

Explain to the audience that they should stay clear of a dam's intake and outtake, because they can suck the life out of you. Interact with Ranger Willie to explain the undertow near dams and why it is important to obey warning signs and buoys.

LIFE JACKET FASHION SHOW SKIT

Items needed: Five different types of PFDs   Five volunteers

Have the volunteers come up and each one gets a different type of PFD to model. One at a time have each volunteer show off their PFD.   Describe each PFD as it is being modeled. With a little audience encouragement the volunteers will usually strut their stuff. After the fifth volunteer is done explain why it is important to wear a life jacket on or near the water. They float, you don't, and an unconscious person can't swim or try to save themself. Explain state laws throughout the show.

HOTDOGGERS STAY HOME / PWC OPERATION SKIT

Items needed: One volunteer as PWC operator   Life jacket

Look, there is a person who is enjoying this nice day riding their Jet Ski. Looks like they are being pretty safe by wearing their life jacket. The PWC operator notices a boat making a big wake and has heard that it can be dangerous to jump wakes, but there are not a lot of boats around and wonders how dangerous could it really be anyway. They jump the wake and don't see any danger in it and it is really fun. The boat throws a huge wake that can't be resisted. The PWC operator notices that they can probably get the biggest jump the closer they get to the boat and decide to challenge it. They take off anticipating the jump. They do not realize that there is a boat approaching on the other side of the wake. They are in mid-air before they notice the oncoming boat and by then it is too late to do anything about it. Luckily the oncoming boat sees the Jet Ski and turns before they collide. Ask Ranger Willie what the PWC operator could have done differently to avoid that close call.

Explain that a PWC should be operated safely and hotdoggers should stay home. Explain that not all PWC operators are hotdoggers and that the operators that are not being courteous should stay home before they ruin the sport for everyone.

"Why Ducks Don't Drown"

TOPIC/SUBJECT: Water Safety
TARGET AUDIENCE/AGE LEVEL: Elementary School
TIME: Varies
THEME: Ducks do not drown, and people shouldn't either.
GOAL/PURPOSE: To teach the audience how to identify and rescue a drowning victim as well as how hypothermia can kill.
OBJECTIVE(S): The audience will be able to identify a drowning victim and the reach, throw, row, don't go rescue techniques. Also they will realize that hypothermia can kill us.

DESCRIPTION:
As written below this is a lecture-type program. To increase the ability of the listener to retain this knowledge it is recommended to incorporate various interpretive techniques such as interactive activities into this presentation.

Begin by asking students how many have visited lakes, ponds, or swimming pools. During this course we will focus on water safety pertaining to lakes, but the information can carry over to most water activities.

Ducks don't drown, but unfortunately people do! Approximately 8000 persons drown each year in the United States. Drowning is the second leading cause of death in the U.S. for persons from 4 to 44, exceeded only by motor vehicle accidents.

Can you think of ways that ducks are specially adapted for the water so they don't drown? Can you also think of some reasons why people do drown? Man is an animal that is in or near the water mainly for recreation. The most basic reason people drown is that they are unable to stay afloat for some reason. This might be caused by a variety of factors which include; an inability to swim, knocked unconscious in an accident, have been drinking, loss of body coordination in cold water, or sudden panic. Ducks on the other hand are specially suited to their water habitat and possess various adaptations that allow their survival there.

Let's look at some of a ducks water survival adaptations:

The most basic adaptation necessary is the ability to stay afloat without constantly using energy to swim. Many ducks have accomplished this by having hollow bones that add buoyancy. A duck's thick coat has hundreds of feathers that interlock, trapping air in-between and thus also increasing their buoyancy. Of course, the webbing between ducks toes allow swimming with reduced effort.

Have any of the students visited a lake or pond in the winter? If so, they might have seen ducks sitting in near freezing water, often surrounded by ice covering most of the lake's surface. How can a duck survive in this cold water? A ducks thick coat of feathers with its trapped air spaces conserves body
heat and provides good insulation. Ducks also constantly oil their feathers from an oil gland beneath their tail that makes their feathers waterproof. A thick layer of fat beneath the skin adds additional insulation. In freezing temperatures, the blood flow to ducks feet is basically shut off. This prevents the blood circulating through the ducks feet from rapidly cooling the rest of the body.

Can you imagine having your feet in a lake in December? BRRR!!! We're definitely not adapted like a duck. However, man has common sense, special tools suck as life jackets and the ability to reason. So although we're not specially adapted to life in the water, most drownings could be prevented. Remember, Ducks Don't Drown...People Shouldn't Either.

We talked about a ducks adaption such as hollow bones that allow it to float without a conscious effort. Because we aren't adapted to float, we tire easily if we're in the water for a long period and we can't stay afloat if we develop severe cramps, lose body coordination, or panic. This is why its important to wear our life jackets or personal floatation devices (PFDs) which act like the air spaces in a ducks body and allow us to float without effort.

It is required by law to have a PFD of the proper size for every person on board a boat. However, it isn't required that persons wear them. Do you think you should wear them? What are some reasons you can think of why people should actually wear their PFD, rather than just having it on the boat?

As with seat belts, many people do not like to wear PFDs because they view it as an inconvenience. They feel it restricts their movement or interferes with getting a tan. However, the inconveniences are far outweighed by the potential for saving your life.

In boating accidents, 8 out of every 10 people that drown weren't wearing a PFD even though one was available on the boat. In addition, if a person cannot swim and is struggling to stay afloat they will usually drown within 60 seconds.

Ask students to describe what they think a drowning person would look like. Victims generally do NOT cry out. They are too busy trying to breathe. Toward the end, most lapse into involuntary motions; pushing down on the water, arms outstretched, bobbing to the surface, mouth open but making no sound, head tipped back for maximum air intake. Also, near-drowning persons may not be able to see. To be saved, they must be touched by a rescue device.

If you see someone in trouble, it's natural to want to swim to him or her, but DON'T! If the person you are trying to rescue panics, both of you may be in trouble. (Especially if you aren't trained in life saving). When it comes to rescuing someone from the water, the rule is to "Reach or Throw, but Don't Go!

Drownings occur as often in spring and fall as in the summer. Most victims that were boating never intended to go into the water. A sudden fall overboard or a boat capsizing finds the boater suddenly in the water.

Can someone define hypothermia? Hypothermia is the loss of body heat, in this case to the water. If you are suddenly in cold water from a boat accident, don't try to swim to shore. Swimming will increase the rate of heat loss from your body and you will fatigue quickly in cold water. If possible hang onto or get into your overturned boat. Again, it's important that you are wearing your PFD when the accident occurs. Like the ducks thick feathers, it will help insulate and hold in your body heat. Keep your head above water and if there is more than one person, huddle to share heat. Unlike a duck that can slow circulation to its exposed legs, we must try to reduce the body surface area exposed directly to the cold water. If you are alone, draw your knees to your chest and clamp your arms to your sides. This can reduce heat loss up to 60 percent.

Likewise, when swimming, the effects of cold water can be dangerous. Don't dive or jump into cold water. When cold water covers your body all of a sudden it can cause you to gasp, inhaling water whether you mean to or not and fill your lungs with water.

Even champion swimmers have drowned in cold water. In cold water, the body losses heat faster than it can produce it. The first sign is shivering, then severe cramps and poor muscle control. Fatigue can be so severe you may find you can't move your arms or legs. If you're in water over your head, you will probably drown. In cold water, swim near shore, stay in shallow water and get out if you feel chilled. Better yet, wait for the water to warm up!!

Ice Safety Skits

FORMAT: This interpretive program includes an ice bath, skits and a winter safety quiz.
TARGET AUDIENCE/AGE LEVEL: K – GR. 4
LENGTHOF PROGRAM: 30 - 45 mins.
THEME: Outdoor winter activities can be risky near frozen lakes and rivers.
GOAL/PURPOSE: The goal of the Ice Safety Program is to raise children's awareness of potential risks associated with winter activities near or on local water bodies.
OBJECTIVES: Following the program students should remember:
>   1. Know safe ice thickness for walking, fishing, snowmobiles and vehicles.
>   2. Dress in layers to prevent overexposure to weather conditions.
>   3. Stay safe by getting help if someone falls through the ice.

DESCRIPTION:

      Introduction: This program is an extension of our summer water safety program. It is held in a large room such as a cafeteria or gymnasium. A group of under 100 is most ideal. 2 tables are set up with an ice bath, towels and display boards.   The ice bath consists of a plastic tub filled with ice and water. Students and adults are encouraged to dip their hand into the ice bath for approximately 1 minute to remind them of how cold they become when they fall through a hole in the ice. The ice bath is set up for the entire program with 5 students dipping their hands at one time. This can cause a bit of distraction but has been found to be a valuable learning tool. Often, it is ideal to ask the school principal to "test the ice bath first". This instantly draws the kids' attention. As students are called up for the ice bath, the main program begins.

Main body:

      3 Sections   (Ice Depth, Hazards, Emergency Scenario Skits)

Ice Depth   Leader will ask entire group questions, students raise hands and leader will pick one to answer and then add brief follow up statement after correct answer is given.

Leader: What outdoor winter activities do you like?
Students reply: Sliding, Hockey, Snowboarding, Ice Fishing.
Leader: We will find out what ice thickness is safe for your favorite activity and how that is determined.
First, how thick must ice be for you to safely walk on it?
(students will raise hands with many answers)
Correct answer: 4 ins.
This must be determined to be safe every day as winter weather fluctuates.

Leader: How thick must ice be for safe snowmobiling?
 (students will raise hands with many answers)
Correct answer: 5 ins.
The conditions must be checked before snowmobiling.

Leader: How thick must ice be to safely drive a car or small truck on it?
(students will raise hands with many answers)
Correct answer: 8-12 ins.
Beware of conditions and stay away from areas where cars are driving on ice.
This will weaken the ice and increase risk.

Leader: How think should ice be for a medium truck to drive on it?
(students will raise hands with many answers)
Correct answer: 12-15 ins. Trucks are a favorite for visitors to recreational areas.

Leader: Has anyone ever seen the "Ice Truckers" program and know how thick ice must be for them to drive safely?

(students will raise hands with many answers)

Correct answer: 24 ins.

This is a very risky activity that we would caution against.

Thank you for answering these questions, you will now know how to stay safe near ice.

<u>Hazards</u>   Leader will share information about what to do when falling through ice and a short session (age appropriate) on frostbite and hypothermia. A photo display is available for further information.

Leader: If you are out on a frozen pond, lake or river and fall through the ice what is going to be most important until you are rescued?

(students will offer many answers)

It will be important to remain calm, and keep your arms and head up out of the water. This will help prevent drowning if you are waiting awhile and may become

tired or unconscious.

(Students are asked to hold up their arms for a few minutes, shoulder high as if immersed in ice water. Their arms become very tired and it helps to see who is paying attention).

Leader: One risk that may be faced when overexposed could be frostbite.

Can anyone tell me what frostbite is?

(Students may offer answers that are helpful)

Leader: Frostbite occurs when cold temperatures reduce circulation in hands, feet or other exposed skin. This can cause numbness or discoloration. Often, this will require medical care.

Another risk if not properly dressed outdoors is hypothermia.

Has anyone ever heard of this problem?

(Students will offer many answers)

Leader: Hypothermia is the result of the body's core temperature going down. It can cause one to be drowsy, shiver, or even become unconscious. Medical attention is needed at once.

<u>Emergency Scenario Skits</u>   Leader will choose one or more skits to reinforce points already focused upon. The skits take about 5 - 10 minutes each depending upon age of students, and unpredictable factors.   Typically 1 or 2 skits are done with 3 student volunteers and 1 adult volunteer. Leader chooses volunteers and assigns role, narrates as students act out skit.

Skit #1   "Loose Dog"

 Leader chooses 2 students to be out walking their dog, (played by 3rd student).   Students walk dog around room on leash (they hold hands to simulate this) dog gets loose and runs off, falling through hole in ice (student runs to towel on floor and sits down, begins to bark with the paws up).

1st student runs after dog and also falls in (sits on towel with hands up out of water).

2nd student views scene, thinking about the danger, runs off to call 911 (student runs over to doorway and pretends to call 911).

Leader encourages entire group to hold their arms up again like the student in the ice hole.   Luckily, the student returns with a rescue squad (played by teacher volunteer) who safely rescues student from hole with throw-rope, as the dog has climbed out and run home. Students are wrapped up in blankets and skit ends.

Leader: Thank you for helping with this skit. It is important to remember because every year kids drown during similar scenes. Beware of putting yourselves in danger.

Skit #2   "Ice Fishing With Uncle Bob"

 Leader chooses 3 student volunteers, 1 adult to go ice fishing with Uncle Bob.   Often, a small student is chosen to be Uncle Bob because we say that he weighs 400 lbs. and the kids just roar.

Leader narrates: Uncle Bob (1st student) has decided to spend Sunday morning teaching his nephews (2nd and 3rd student) how to ice fish.   It is pretty cold out and his 2 nephews are watching him catch huge fish.   As he reels them in, he has them come close to help pull the fish through the ice and there is a huge crack! Uncle Bob

and one nephew fall through the ice.   Since Uncle Bob weighs 400 lbs., he tosses his truck keys to his other nephew and tells him to crawl away from the hole and call for help. There is a cell phone in the truck and he calls for help. (Student stays safely back until help comes). Meanwhile, Uncle Bob and his nephew are holding their hands up out of the water to stay safer while waiting. The fire department arrives (teacher-volunteer) with their rescue sled and other equipment and free Uncle Bob and his nephew from the ice hole. The rescuers take care of the group and they are all fine.

Leader: Thank you for helping with this skit. Beware of how much pressure is put on a small area of ice. Everyone stand up and notice that all your weigh is centered on the area where your feet are. That is why it can be safer to crawl away from a hole in the ice.

Skit #3 "Dave Snowmobiling"   Leader chooses 3 student and 1 adult volunteers.

Leader narrates: The 1st student is recruited to be Dave driving a snowmobile over a field. The 2nd student is riding with Dave. The 3rd student, a cousin, is waiting for a turn to have a ride. The "ground" begins to rumble and a giant hole opens up and the snowmobile, Dave and his son fall into an ice hole-the field was a pond.   The two in the ice are so surprised! The cousin waiting for a ride calls 911 on his cell.

About 15 minutes later, after Dave and his son fell through the ice, a rescue squad

(teacher-volunteer) arrives with equipment to rescue Dave and his son, providing first aid to ward off hypothermia.   The two are pulled from the ice and warmed up in the rescue vehicle with blankets and cocoa. They will all be fine.

Leader: Thank you for helping with this skit. This year there was a news story of a

family snowmobiling and 3 did not survive a similar accident. A grandfather, daughter and granddaughter were lost.   Beware of where you are at all times.

CONCLUSION: Leader: There is always a risk when near frozen lakes, ponds or rivers. Beware of the risks. Remember adults need to check ice depths regularly.

As with any emergency, if you fall through the ice-remain calm and hold your arms and head up out of the water. If you are near someone who has fallen through the ice, keep yourself safe and call 911.

SUGGESTED MATERIALS & EQUIPMENT: Ice Bath   (Plastic tub, ice, water, small towels),
a Life jacket, throw-rope, photo display, water safety handouts, 2 tables, 2 chairs, large towel (simulates hole in the ice)

SOURCE OF ICE THICKNESS GUIDELINES: Massachusetts Division of Fisheries and Wildlife
Mass.wildlife@state.ma.us (Ice Strength and Safety Tips)

ALTERNATIVE FINALE:
As an alternative finale to this program, it is possible to add the Winter Safety Quiz Game.   It is easily adapted to other age groups and can be used to include teachers.   Groups have found it to be a valuable tool for reinforcing the topic of Ice Safety.

Originator: Glenna L. Vitello   Year originated: 2007

CONTESTS

"Water Safety Poster Coloring Contest"

TOPIC/SUBJECT: Water Safety Poster Coloring Contest
TARGET AUDIENCE/AGE LEVEL: All ages
TIME: 30 minutes
THEME: Water Safety is important to communicate to others, especially through posters.
GOAL/PURPOSE: Participants will understand knowing water safety can be fun.
OBJECTIVE(S): To create a water safety poster that reminds the participants of the importance of water safety.

DESCRIPTION:

A. Locate an enclosed area, or outside (but in the shade and protected from wind), set up several tables in the shape of a horseshoe.

B. For inspiration, put up several of the large colored water safety posters around this work (coloring) area. These posters are available through water safety products.

C. Before the children begin creating their own posters, use about 10 minutes to go through water safety material that is suitable for giving the children several messages and ideas.

D. Tell the children to try to have a sub-theme, although the overall theme is Water Safety. Possible sub-themes are:
> Don't Drown Your Dreams
> PFD...Your Vest for Life
> Water Safety is Our Concern - Please Make It Yours
> When You Boat - Be Prepared to Float
> Water Safety - Be Aware - Be Alive
> Water Safety is a Family Affair
> Wear A PFD - Your Friend for Life
> Water - Live to Enjoy It
> Water - Respect It or Regret It
> The Corps Wants You - To Be Water Safe
> PFD - Are you putting me on?
> Drownings Don't Just Happen -- Think Water Safety
> Children, Don't Take Your Eyes Off Of Them
> Invest in Life - Wear a PFD
> Learn How to Swim - The Life You Save Could Be Yours
> Reach or Throw - Don't Go

E. Posters are judged on creativity, clearness of message, suitable message, or other categories.

F. Try to find a place to display the posters.

G. Each participant of the contest should receive a certificate.

SUGGESTED MATERIALS & EQUIPMENT: Crayons, markers, and other material children can draw with (paints, and stamps work too!). Paper or half-size poster board is also needed.

SPECIAL EVENTS

"Water Safety Festival"

TOPIC/SUBJECT: Water Safety Festival
TARGET AUDIENCE/AGE LEVEL: All ages
TIME: 6-8 hours
THEME: When taking part in water-based activities, one should always practice water safety.
GOAL/PURPOSE: To increase the visitor's knowledge of water safety, in turn, decreasing the number of accidents, injuries, and fatalities on the lake.
OBJECTIVE(S): Visitors will know water safety skills that they can use when recreating on/or in the water.

DESCRIPTION:

A. Establish a date, time, and location of the event.

B. Develop a list of topics/activities that you would like represented at the festival.

C. Check area for various resources that could be used for the event. This could be boat dealers, water ski clubs, B.A.S.S. Master organizations, local, state, and federal agencies, personal watercraft organizations, etc. Establish a point of contact for these organizations and agencies, and keep them informed of the proceedings.

D. Create a letter or festival newsletter that could be periodically sent to participants. Various articles applying to the event as well as water safety topics could be included in this newsletter. Perhaps participants would be interested in contributing an article to the newsletter.

E. Establish a Water Safety Festival Committee, and assign members of the committee certain tasks so as to decrease your work load. For those lakes that have a Water Safety Council, this would be an excellent place to start. This committee should include a representative from each participating agency or organization (if possible). Involve the participants!

F. Schedule dates for organizational meetings prior to the Water Safety Festival. These meetings will offer an opportunity for participants to discuss displays and presentation ideas, and to brainstorm on other possible persons or organizations that might be interested in becoming involved in the festival. Other topics discussed at these meetings include display set up and take down, scheduling of events for the day of, advertising and policies.

G. Schedule a show on the event at a local television station. This show could be 1/2-1 hour in length. Encourage participating organizations to send a representative to take part in this show. Interviews on local radio stations and television news broadcasts is also a good source of passing the word.

H. Develop posters advertising the event, and arrange printing the same.

I. Arrange to have a sound system for the day of the event.

J. Establish and mark land and water presentation areas.

K. Volunteers could be used to assist in set-up, traffic control, and at displays. The Coast Guard Auxiliary could also provide assistance. Some local Coast Guard Auxiliary units provides safety patrols for the perimeter of the water demonstration area.

L. Arrange for a local radio station to do remote broadcasts from the festival (most radio stations will do this free of charge).

M. Plan/Develop a Corps display for the festival.

SUGGESTED MATERIALS & EQUIPMENT: Corps display, buoys to mark the water demonstration area, some type of dock for participants to use, picnic tables (or other kinds) for displays, banners advertising the festival, and directional signs.

NOTE: If you wish to develop a Water Safety Festival, it is recommended to start small, and work your way up - it's a learning experience. The events/displays need to be entertaining as well as educational in order to attract and keep visitors interested. Also, avoid "down time" between presentations to keep the audience interested.

"Water Safety Messages for Shoppers"

TOPIC: Water Safety
TARGET AUDIENCE/AUDIENCE: To decorate the bags – 3rd through 6th graders, distribute bags to Adults
THEME: Everyone should be made aware of general water safety principles.
GOAL: Students will learn basic water safety principles, will practice them, and encourage others to do so also.
OBJECTIVES: Students and shoppers will be able to recall one water safety principle.
Students will have fun decorating the bags and shoppers will enjoy receiving the bags.

ACTIVITY PLAN:

A. Contact grocery stores that use large paper bags. See if the manager will let you "borrow" enough bags so that each student (Grades 3rd –6th) in the local school can decorate one. At least one side of the bags needs to be blank. Grocery stores usually get bags in bundles of 500.

B. Explain the program to the manager. Let them know what the students are going to do with the bags and explain the goal of the program. Explain that you would like the bags distributed during National Safe Boating Week and that the bags will be returned a couple of days before it starts.

C. National Safe Boating Week is around the third week in May.

D. Contact the principles at the elementary schools to see if they would like their students to participate in this program. Explain the program to them. Let them know that you will drop off and pick up the bags at the schools.

E. Each student gets one bag to decorate. They decorate their bag with pictures and messages pertaining to water safety.

F. The bags can be decorated with colored pencils, markers, or paint. Items can also be glued on to the bags as long as the bag lies flat when it is finished.

G. Students can put their school name and their name (first name only) on the bags.

H. Teachers should encourage the students to be creative.

I. If the teacher would like for the students to decorate more than one bag they can do so as long as there is enough bags for everyone.

J. Here are some things that you might want to provide the teachers.
   1) A water safety reference packet that includes instructions on how the students should decorate the bags, posters, brochures, stickers, etc.
   2) Program or Assembly on water safety
   3) Videos and activities on water safety
   4) Inform them of water safety web sites that they can visit such as http://watersafety.usace.army.mil or www.safeboatingcouncil.org

K. Give the schools a month to decorate the bags.

L. Pick up the bags from the stores and take them to the schools. After the students are done decorating the bags pick them up from the schools and return them to the schools a couple of days before National Safe Boating Week starts.

M. Inspect the bags before you take them back to the stores. Make sure the water safety message is appropriate and that the student's full name is not on the bag.

N. Send a thank you letter to the schools and stores that participated in the program.

O. This is a fun and inexpensive way to spread the water safety message.

SUGGESTED MATERIALS & EQUIPMENT:
Large paper grocery bags supplied by grocery stores
Decorating materials provided by the schools
Water safety brochures, posters, and other information

DISPLAYS

"Boating Safety Walkaround"

TOPIC/SUBJECT: Proper safety equipment on board, along with other suggested items, is necessary. Water safety message can be spread where the rubber meets the road.
TARGET AUDIENCE/AGE LEVEL: Children and Adults
TIME: 30 minutes
THEME: Safety equipment and other related items must be on the boat in order to help.
GOAL/PURPOSE: To point out the importance of being prepared when going boating. In the absence of a state requirement for licensing of boat operators, use as an interpretive tool to inform the public.
OBJECTIVE(S): Participants will be able to see what kind of safety equipment is required for the size of boat on display as well as other type boats; provide checklist of items, water safety brochures, stickers, etc.

DESCRIPTION:
Get the trailer, boat, and other boating safety items to site where activity is occurring; visual impact is greater when you can demonstrate what is needed. Ask boaters launching to show you their safety equipment, and can recommend needed equipment. In instances where the boater does not have necessary required equipment, it is allowed to require that they go purchase equipment before they launch.

BOAT RAMP - Park adjacent to loading/unloading area, and display safety banner and equipment. As boaters prepare to launch, ask to check their safety equipment, provide checklist, brochures, buoy information, etc. Clean/neat boat a must. Total time: 2-3   minutes.

SCHOOLS - Take a trailer boat to schools for water safety programs. Distribute coloring books, stickers, etc. Describe equipment and what it is used for. Total time: 30 minutes.

SUGGESTED MATERIALS & EQUIPMENT: Clean project boat with all required safety equipment and suggested boating items. In addition, water safety brochures, stickers, coloring books, etc. can be distributed.

"Take Boating Safety Serious!"

TOPIC/SUBJECT: Boating Safety
TARGET AUDIENCE/AGE LEVEL: All ages
TIME: 2-3 hours (8 hours at Sport Shows)
THEME: Take boating safety serious!
GOAL/PURPOSE: To promote boating safety on Corps of Engineers projects.
OBJECTIVE(S):

A. By using a borrowed, wrecked boat, getting water safety messages across to the public.

B. To make people aware of the importance of having the proper equipment and boating sober.

DESCRIPTION:

A. Call an area marina, boat dealer, or insurance company close to the project. Ask for a boat that could be used to display at a water safety event or at the beach on a designated weekend.

B. The boat should be placed in a highly visible area, like just off the sidewalk heading down to the sand at the beach.

C. Post posters around the display that contain water safety messages.

D. This works well, because people are always very curious about wrecks. When they see the damaged boat, they will naturally come over to look at it. A couple of park rangers are standing by to hand out water safety information and explain the cause of the damage.

E. Boats that have been wrecked due to an impaired operator or burned because of lack of proper equipment are ideal. This works well because people are more likely to remember the damage that they see.

F. This can be useful for hunting and fishing shows as well.

SUGGESTED MATERIALS & EQUIPMENT: Make up posters with water safety messages. Also need water safety literature and information.