

Contents

- “Topher’s Rules for Safe Swimming” poster
- “Let Topher be Your Guide” cloze activity sheet
- “What is Buoyancy?” science activity sheet
- “Why Do Humans Float?” study sheet
- “Helping Jason and Holly be Safe Swimmers” art activity booklet

Materials

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

Swimming

Suggested Application of This Material

- Show student the swim section of the video (10:30 minutes).
- When video pauses, turn of VCR and TV.
- Conduct a class discussion. Ask students to recall the rules they remember Topher discussing with Holly and Jason.
- Refer to your “Topher’s Rules for Safe Swimming” poster.
- Return to the *Safe Passage* video for the end of the swimming module (2:30 minutes).

“Let Topher Be Your Guide”

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

Buoyancy

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

“Helping Jason and Holly to be Safe Swimmers”

- Distribute either the illustrated or blank version of the activity booklet.
- Cut the pages in half horizontally, fold and staple.
- Students may refer to the “Topher’s Rules” poster to get ideas and complete the sentence blanks.



Topher's Rules for Safe Swimming

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



Let Topher Be Your Guide

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

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

Yo! Dudes and Dudettes!

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

m_____ dangers in and near the water. Each year, thousands of children are h_____ because they don't use the rules for safety near the water. Be smart, like your pal Topher, and learn the rules for w_____ s_____.

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

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

The next rule is don't ever go swimming without a b_____.

Your buddy may save your life if an a_____ happens.

(More)

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

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

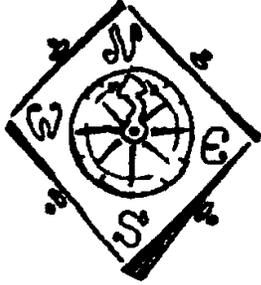
By now I bet it seems like grown-ups want to take all the f out of going to the beach! But rules are cool because they help keep us s. Here are three more rules I want you to remember:

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

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

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

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



What is Buoyancy?

Conduct the Following Experiment

First, predict which of the objects listed below will float. Next, place the objects one at a time in a large bowl or pail filled with water. Watch what happens. Record what you see on the chart below.

Observation Chart (Fill in one Arrow)

	Predict		What Actually Happens?	
	Float	Sink	It Floats	It Sinks
1. Large metal paper clip				
2. A pencil				
3. A small, empty glass or plastic bottle with cap				
4. A piece of Styrofoam				
5. An empty plastic 35mm film canister				
6. A 35mm film canister filled with sand				

Find some other objects and place them in the water. Below, tell which ones float and which ones sink.

Now try this and discuss what happens:

Push the empty bottle under water. What happens? What happens when you fill the bottle halfway with water, cap it, and put it back in the bowl or pail? What happens when you completely fill the bottle with water, cap it, and put it back in the bowl or pail? Why do you think some objects sink while others float?

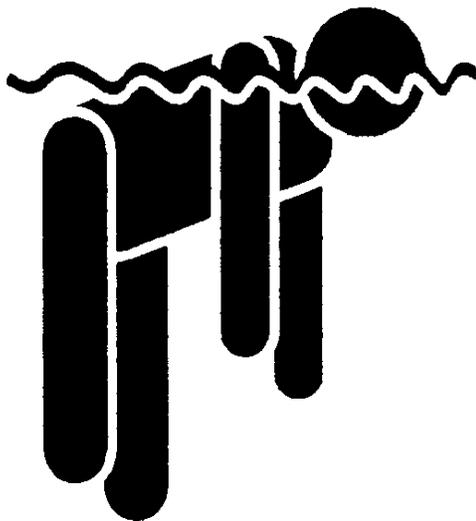
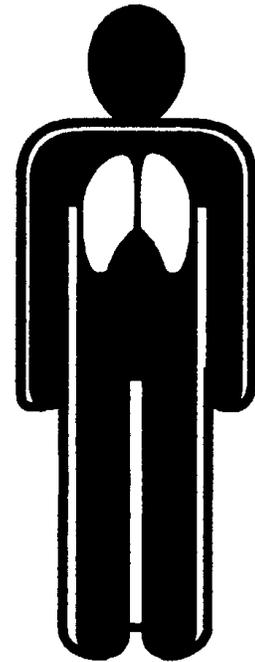


Why Do Humans Float?

Birds and animals like ducks, geese, otters, and beavers swim and float naturally in the water. People have to learn to swim, but we can float in the water. To “float” means to stay up at the top of the water without sinking to the bottom. The water holds up or buoys our bodies.

People are buoyant because they have air in their lungs. We also have a layer of fat on our bodies. Because the air in our lungs and the fat on our bodies are lighter than the same amount of water, we float.

When you are in the water and get tired of swimming, you can float. When you take a swimming course, you are taught survival floating.



People can float on their backs, but our natural floating position is almost vertical, with the face down. To breathe, you have to lift your face out of the water.

Objects that are heavier than water will sink to the bottom. Things like Styrofoam coolers and kickboards, inner tubes, and life jackets float because they have a lot of air in them. Air is lighter than water so things filled with air

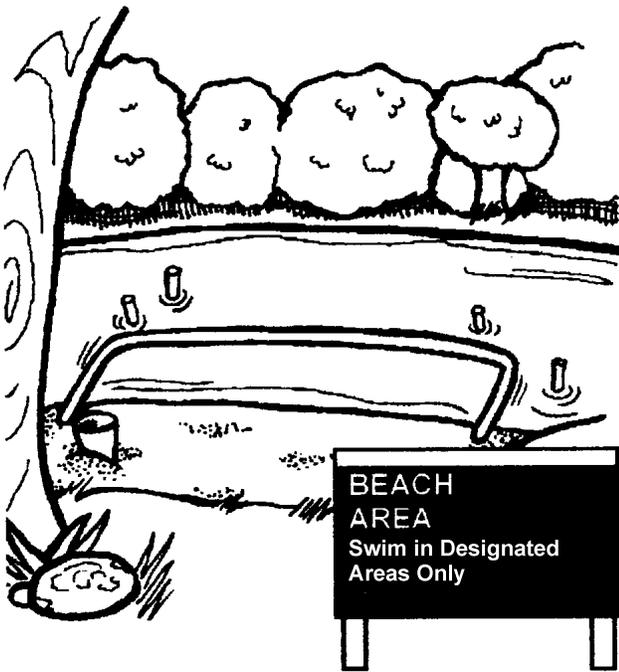
float on the water. Things that float can be used to help save people who are drowning.



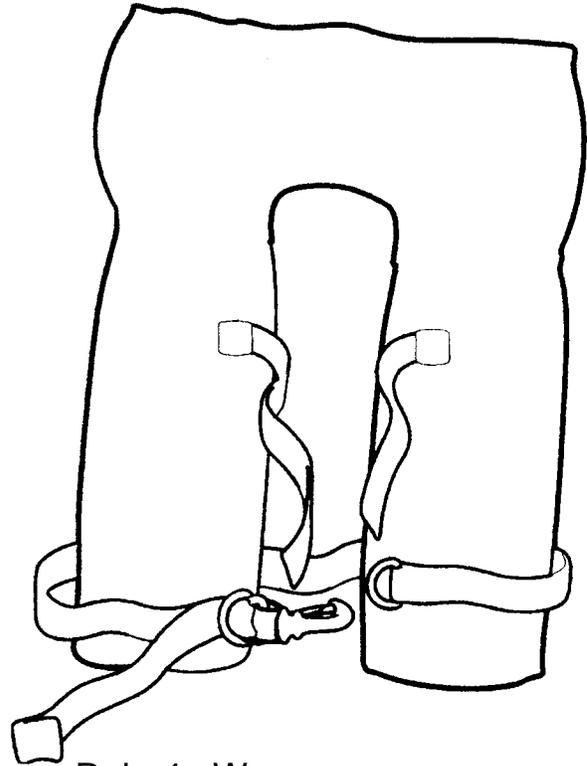
Rule 7: Don't _____
into dark water.



Helping Jason & Holly To be Safe Swimmers



Rule 3: Swim in a _____
_____ area.



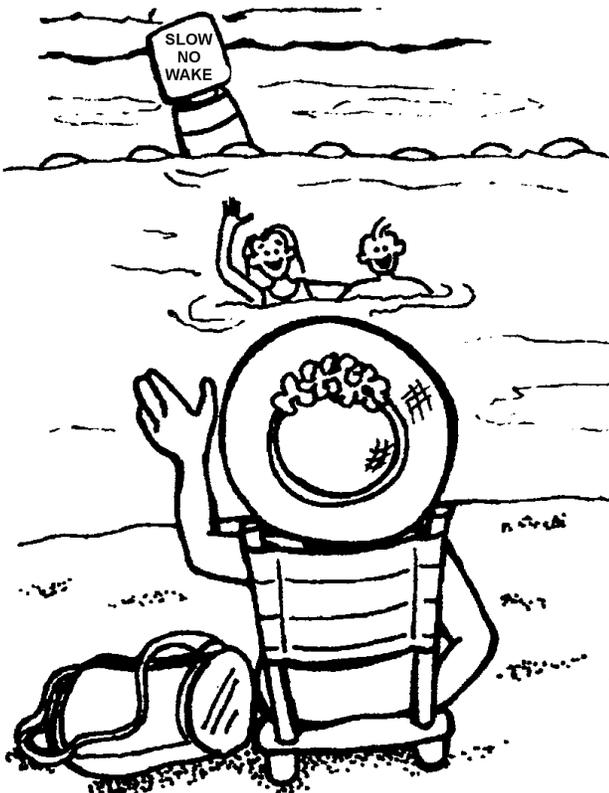
Rule 4: Wear a _____
jacket if you can't swim.



Rule 1: Learn to _____



Rule 6: Obey "No Swimming" _____



Rule 5: Make sure an _____
watches while you swim.



Rule 2: Always swim with a _____



Helping Jason & Holly To be Safe Swimmers

Rule 7: Don't _____
into dark water.

Rule 3: Swim in a _____
_____ area.

Rule 4: Wear a _____
jacket if you can't swim.

Rule 1: Learn to

_____ .

Rule 6: Obey "No Swimming"

_____ .

Rule 5: Make sure an _____
watches while you swim.

Rule 2: Always swim with a
_____ .

Safe Passage

Use this letter to tell your family something that you learned about water safety. Start a conversation by reading your letter at the dinner table.

Dear _____ ,

In school we are learning about water safety. Today we studied

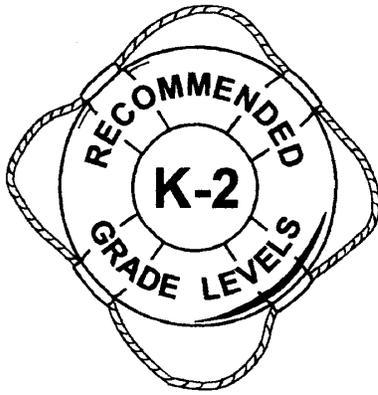
_____ and I learned that

It is important to know about _____

because _____

Let's remember this next time we _____

Signed:



Contents

- “Wanda’s Rules Around Dams, Rivers & Canals” poster
- “Water’s Long Journey” activity sheet

Materials

- *Safe Passage* video
- Blackboard, dry board, overhead projector or large sheets of paper
- Follow the Water from Brook to Ocean by Arthur Dorros, or
- Follow the River by Lydia Dabovich

Rivers & Dams

Suggested Application of This Material

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

“Water’s Long Journey”

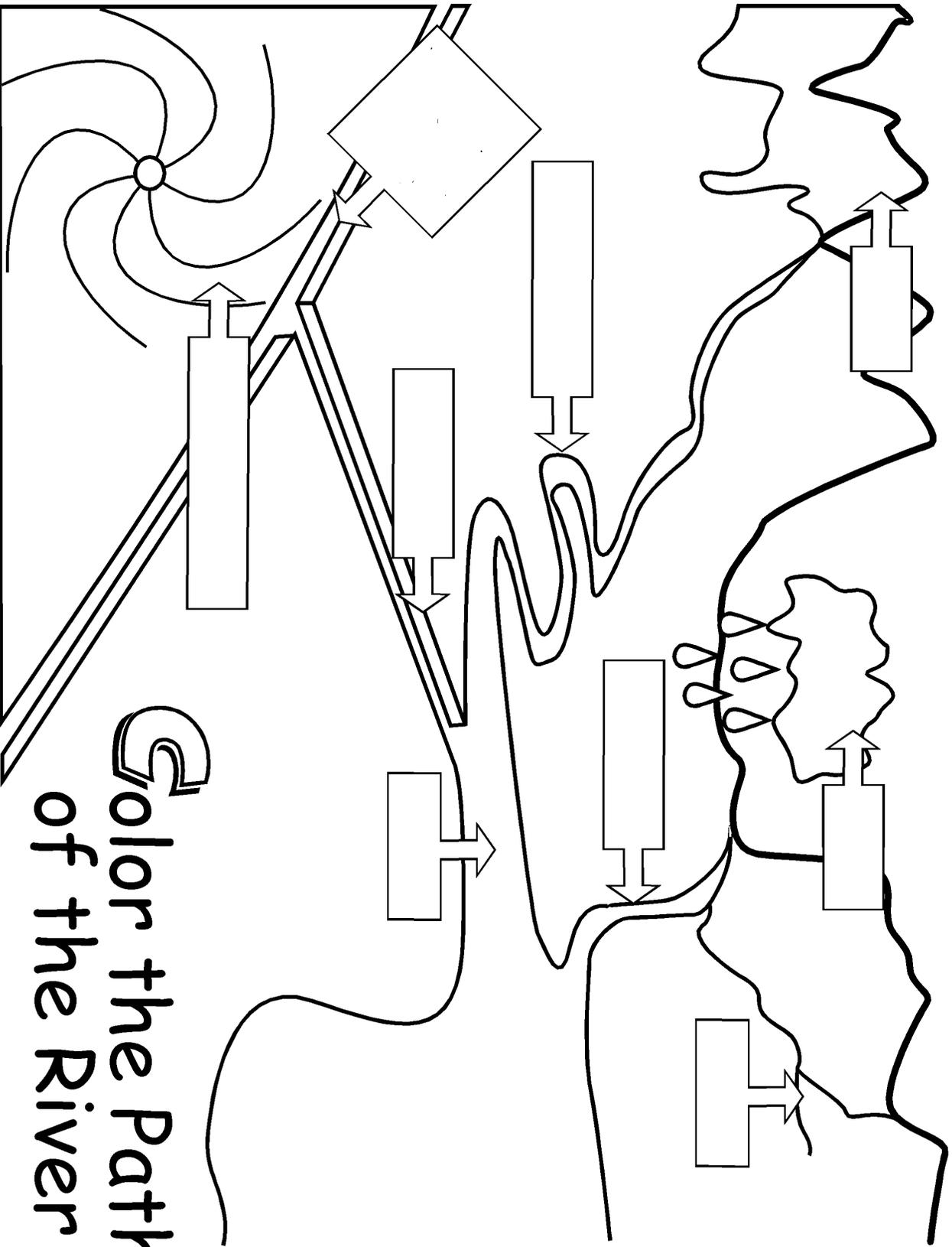
- After viewing the video segment, read Follow the Water from Book to Ocean by Arthur Dorros or Follow the River by Lydia Dabovich to the class.
- Discuss how water safety rules apply to different scenes in the books.
- Following the reading, ask students to work alone or with a partner to complete the “Water’s Long Journey to the Ocean” activity sheet.
- Lay the two pages horizontally and tape or glue them together.
- They may cut out the vocabulary words and paste them on the drawing or write each word in the appropriate section of the drawing.

Wanda's Rules Around Dams, Rivers & Canals

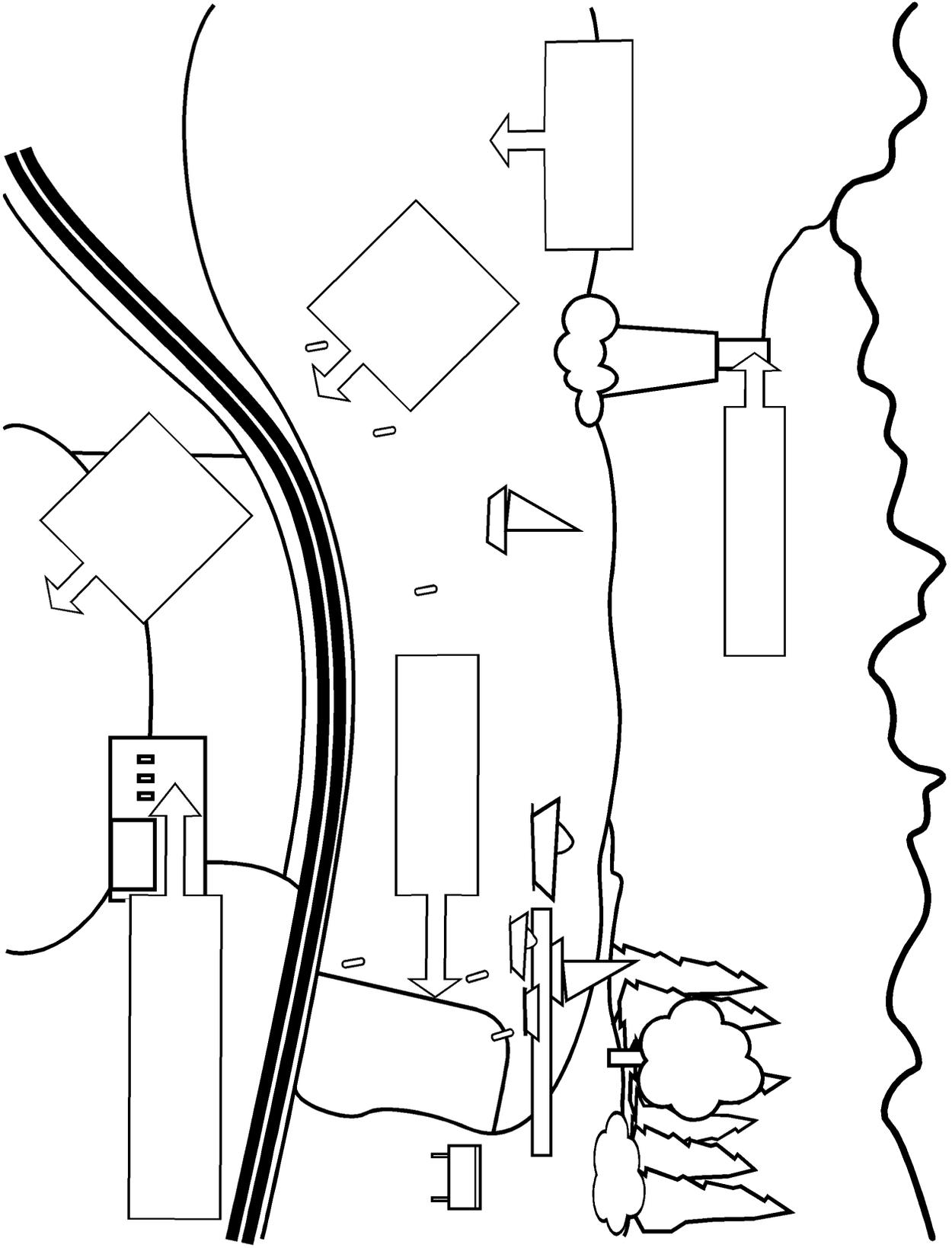
1. Never boat just above or just below a dam. Do not go past buoys, signs, ropes or lights that warn of a dam. Don't boat or paddle near a low level dam.
2. Stay away from canals - currents and undertows hide beneath the surface.
3. Remember that rivers can have strong currents and hidden dangers. Some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



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

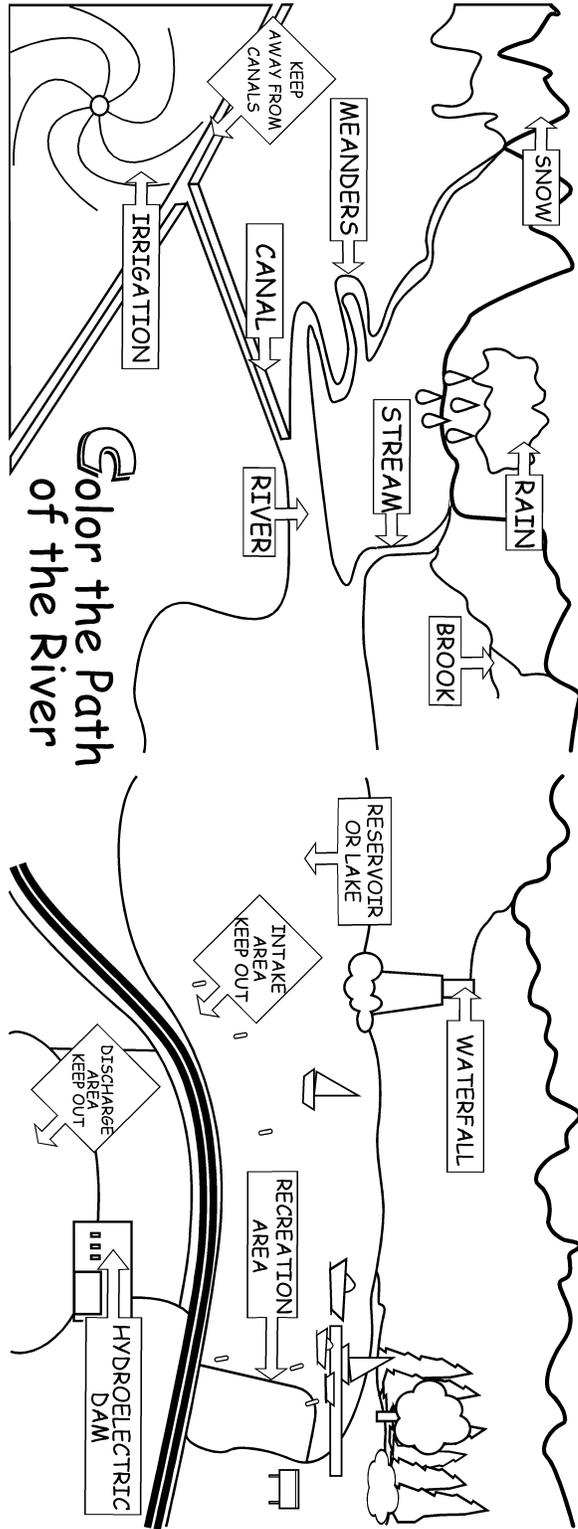


Color the Path
of the River

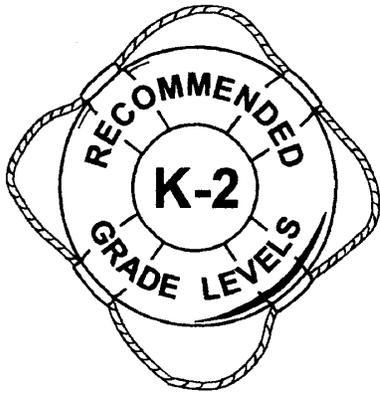


RAIN	RESERVOIR OR LAKE
SNOW	RECREATION AREA
BROOK	WATERFALL
STREAM	HYDROELECTRIC DAM
MEANDERS	INTAKE AREA KEEP OUT
RIVER	DISCHARGE AREA KEEP OUT
CANAL	
KEEP AWAY FROM CANALS	
IRRIGATION	

Answer Key



Color the Path
of the River



Contents

- Background information on drownings and boating accidents
- “Scully’s Tips for Boating Safety” poster
- Full color pictures of boats and boating activities
- “Design Your Own PFD” art activity
- “Make a Match” reading and matching worksheet

Materials

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

Boating & Fishing

Suggested Application of This Material

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

“Wear Your PFD” Pictures

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

Design Your Own PFD

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

Make a Match

- Students complete the sentences by filling in a missing word from the word list.
- Students may color the pages, if they wish.

Background Information for Instructors

Each year in the United States there are about 6,000 boating accidents resulting in over 1,000 deaths and several thousand injuries. Most of these happen on small inland bodies of water in good weather – usually because of capsizing or falling overboard.

Your local Corps of Engineers project or district public affairs office can provide information on statistics for your area, along with information on local laws regarding life jackets, boating, and fishing.

A few facts about types of boats:

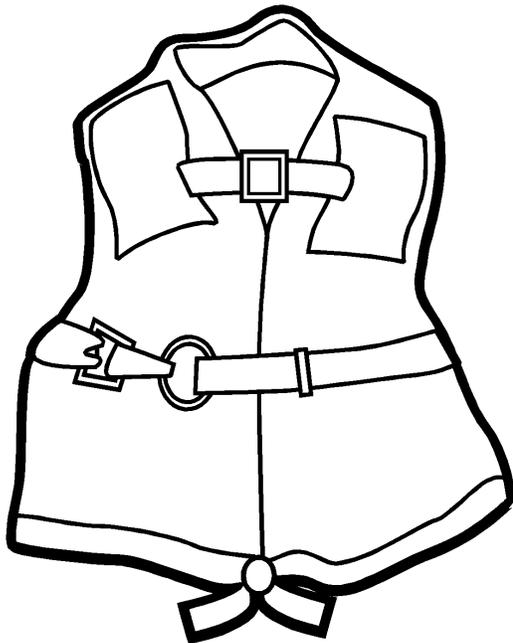
- Canoes and kayaks are made of aluminum, fiberglass, wood or keulai. They have no motors. You must use paddles or oars with these boats. They are unstable, but they can navigate in rough or turbulent water.
- Inflatables are made of tough, neoprene-coated fabrics that are resistant to tears or punctures. Very buoyant and stable, they have several air chambers so they can still float if one chamber is punctured. These are also powered manually by paddles or oars.
- Sailboats come in many different sizes though most are small. Some are used for racing. They have a mast and one or more sails. Large sailboats have auxiliary power and can cruise anywhere in the world.
- Sailboards are a cross between surfboards and sailboats. The operator stands on the board and controls the craft by using his or her hands to move the sail to catch the wind.
- Personal watercraft are small boats powered by an inboard engine and a jet pump mechanism. They can operate in shallow water and can carry one, two or three riders. Some are ridden in a sitting position, others while kneeling or standing. They can speed up quickly and are made to allow the rider(s) to fall safely overboard and then reboard.
(On the *Safe Passage* video Holly pulls the cut-off lanyard attached to her life jacket to stop the PWC.)
- Utility boats are made of aluminum, have outboard motors, and are often used for fishing.
- Runabouts are pleasure craft made of fiberglass or aluminum. They have outboard engines, some are used for water skiing, some for cruising at high speeds, and others, like bass boats, for fishing.
- Cruisers are large boats (between 18 and 60 feet.) They may be equipped for extended stays on the water with a kitchen (galley) and a lavatory (head).

Scully's Tips for Boating Safety

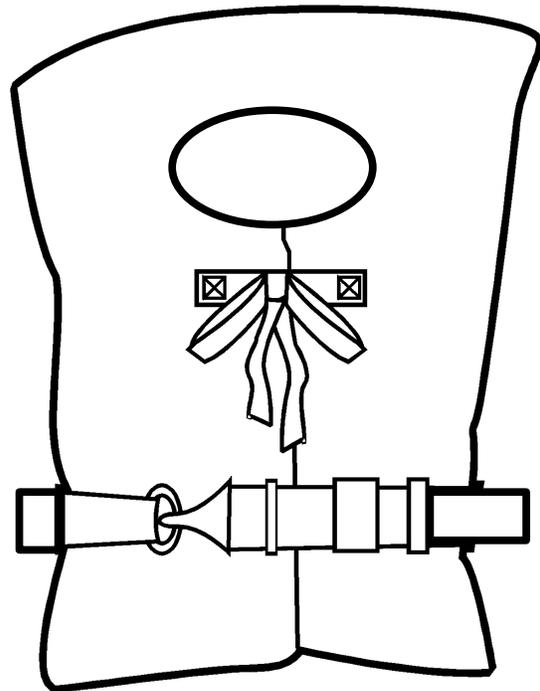


1. Know your boat - each boat has its own purpose. Use your boat correctly.
2. Always wear a life jacket while riding on a boat.
3. Make sure an adult is operating the boat.
4. Don't go on the boat if the operator has been drinking alcohol.
5. Ride a PWC only with an experienced adult driver.
6. Don't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

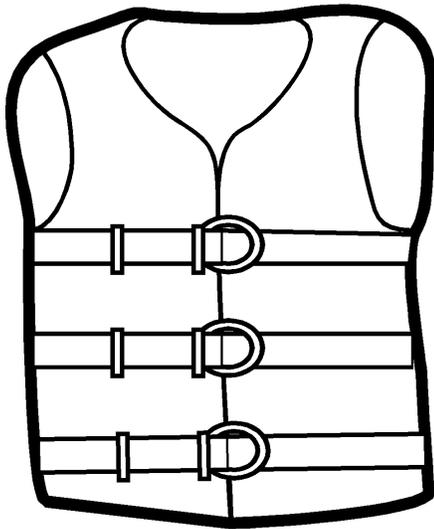
Design Your Own Personal Flotation Device



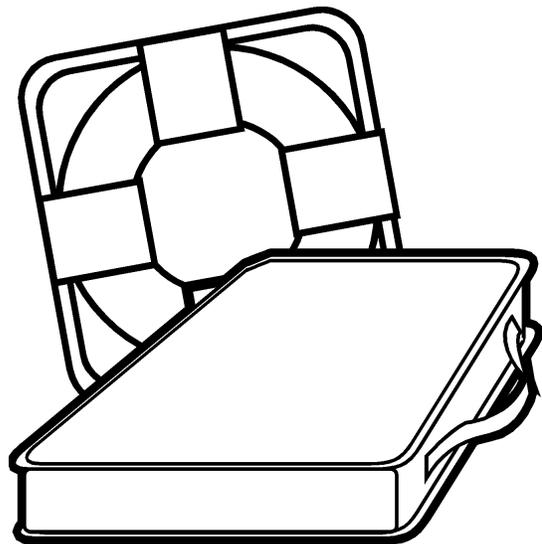
Type I (Off-Shore Life Jacket)
Best flotation for open, rough, or remote waters. Turns most unconscious wearers face up in the water.



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



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



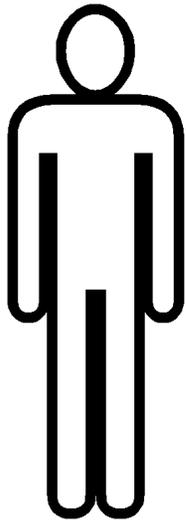
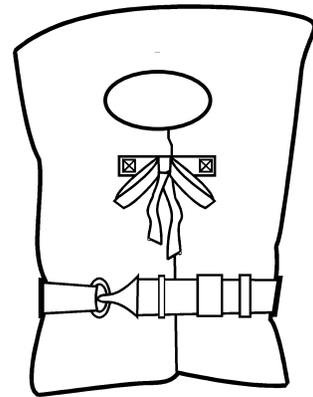
Type IV (Throwable Device) Good backup for wearable life jackets, some can be used as seat cushions. Not suitable for non-swimmers.



Make a Match

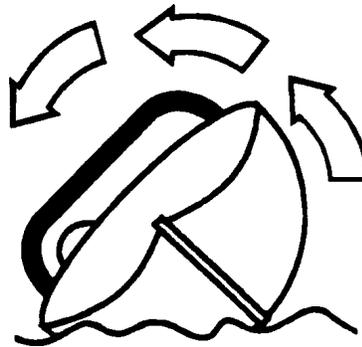
Finish the sentences below by choosing the correct word. Use the pictures to help you. Write one letter of the word on each line.

1. Always wear a _____



2. Don't _____

in a small boat.

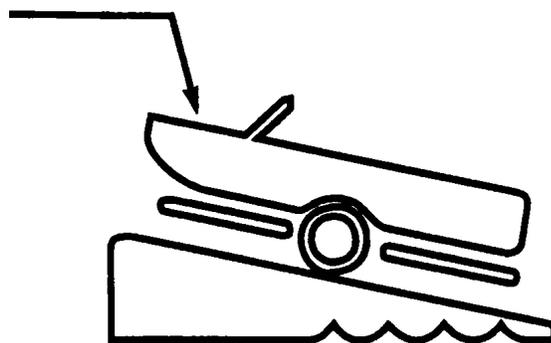


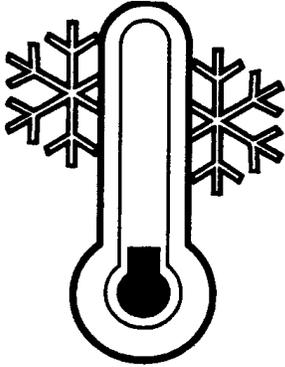
3. A boat can _____

in the water.

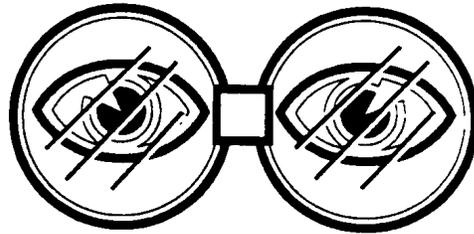
4. Riding on the _____

of a boat is dangerous.

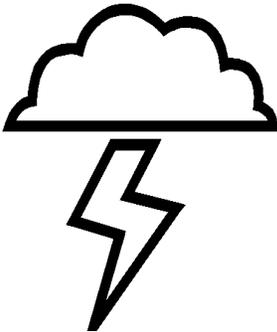




5. You can get hypothermia if the water is too _____ .

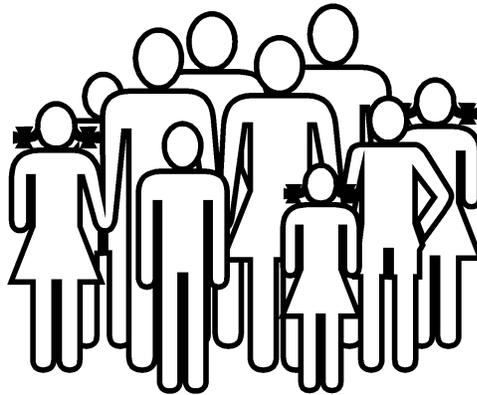


6. Every boat needs someone to be the _____ .



7. Watch out for bad _____ .

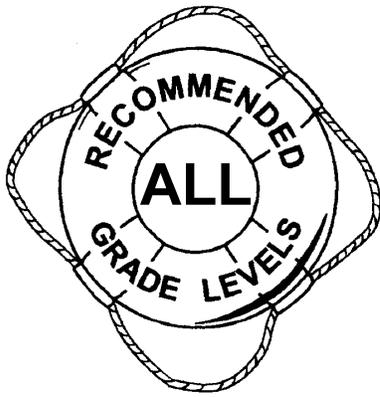
8. Don't put too many _____ in your boat.



WORD LIST

weather cold capsize life jacket

stand lookout bow



Materials

Great Life Jacket Race

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

Life Jacket “Style Show”

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

Sink Fast Demonstration

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

Version II

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

Captain Alcohol

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

Boating & Fishing Games

Great Life Jacket Relay Race

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

Life Jacket “Style Show”

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

Sink Fast Demonstration

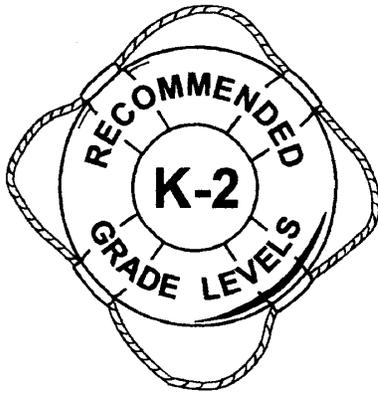
- Set four chairs in a row at the front of the classroom to represent seating inside a boat. Choose four students to be boat passengers and sit in the boat.
- Place a life jacket, ski belt, or boat cushion under each seat (this is where most people store PFDs when boating)
- To make the demonstration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

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

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

Captain Alcohol

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



Contents

- “Sam’s Guidelines for Water Rescue” poster
- “What Do You Do...” activity sheet
- “Find a Float” role-playing activity (described at right)

Materials

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

Rescue

Suggested Application of this Material

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

What Do You Do When Someone Can’t Get Out of the Water?

- Students color and cut out the four squares from the first page and paste them in correct order on the second page.
- Review the sequence of a rescue and discuss each rule. Have students remember that following these rules helps to keep them from getting into trouble while trying to help someone else.
- Before taking any steps in a rescue, you must be wearing a life jacket and secured so that you don’t get pulled into the water.
- Practicing a rescue helps prevent or minimize panic when something does go wrong.

Find a Float: Non-swimming Rescue Techniques

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

something to float on or by extending something from shore and pulling the victim to safety. This kind of rescue can be made using common items found at a beach or picnic setting.

Situation #1

Explain to the students that there is a victim drowning just two or three feet beyond the water line. Without crossing the imaginary water line, ask volunteers to demonstrate what they would use from the beach or picnic setting to rescue the victim from shore. As volunteers use the items found at the scene, remove those items and have another student demonstrate a rescue technique. (Challenge the students to find an object that will reach to the victim first – see if they remember to brace themselves or put on a life jacket.)

Situation #2

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

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

Sam's Guidelines for Water Rescue

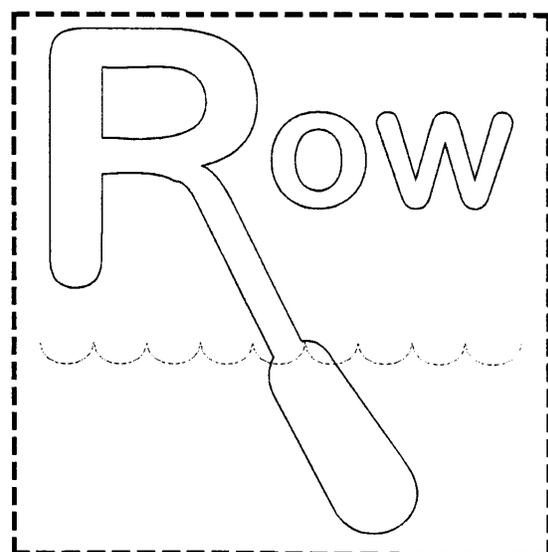
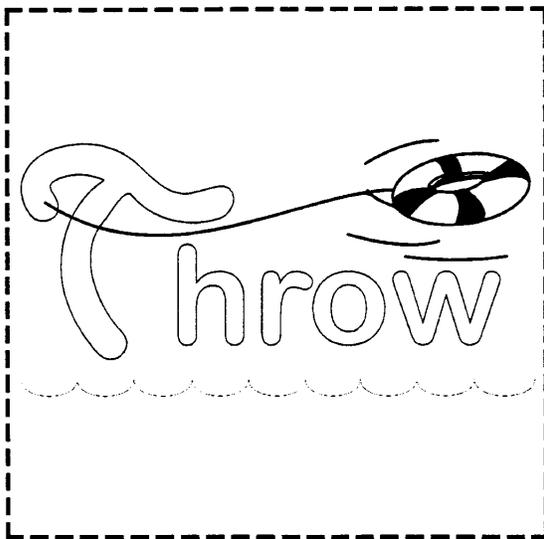
1. REACH: Hold on to the dock or your boat and reach your hand, a boat oar, a fishing pole, or whatever you have nearby, to the person
2. THROW: If you can't reach far enough, toss things that float for the person to grab
3. ROW: If you're in a boat, use the oars to move the boat closer to the person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



What do you do when
someone can't get out
of the water?



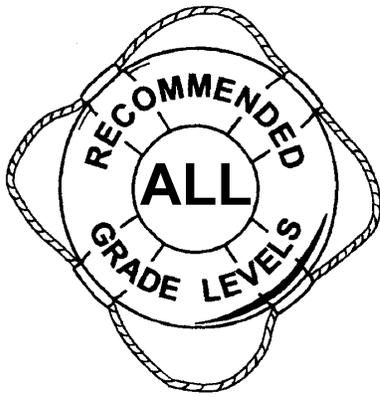
Color and cut the pictures from this page and glue
them in the right order on the next page.



What do you do when someone can't get out of the water?

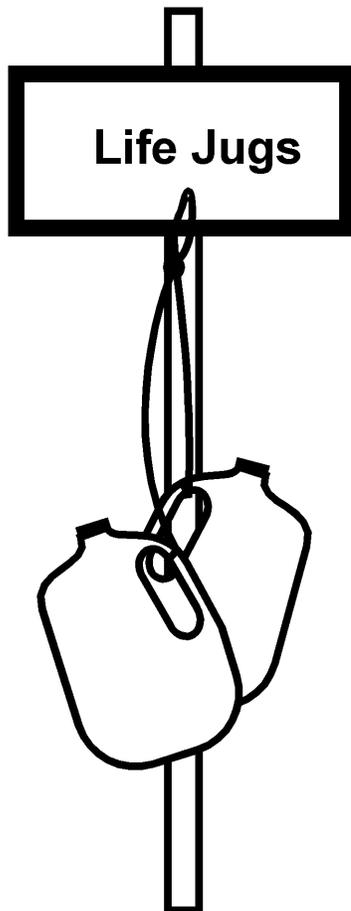


If you solved the riddle of the compass, you will know the exactly what to do in case of an emergency. Sam says ...



Materials

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



Make Life Jugs

Making Life Jugs

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

Displaying Life Jugs

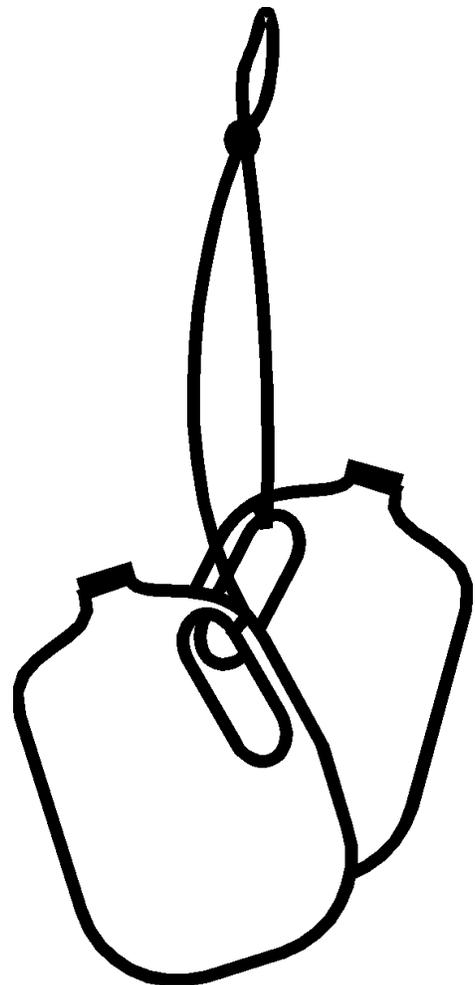
- Hang jugs on a peg on a metal or other permanent post
- Place a sign over the jugs to ask visitors not to remove the jugs except in an emergency
- You may make an illustration or explanation of the purpose of the jugs

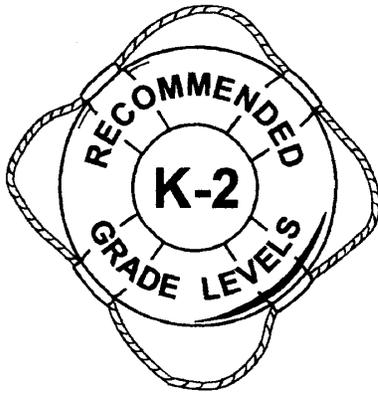
Using Life Jugs

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

Where to display Life Jugs

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





Contents

- Master copy of alphabet book to duplicate and assemble

Materials

- Long arm stapler
- Crayons
- Scissors or paper cutter

Alphabet Book

Suggested Application of This Material

Duplicate and assemble the booklets or have your students fold and staple them

Assembly steps:

1. There are eight single-sided master pages. They are numbered in the center at the bottom of the page
2. Copy page two to the back of page one and repeat the process for the remaining pages. If you have a copier that will make two-sided copies, put the pages into the machine in the correct order and set the copier to the proper setting so that the copies are two-sided
3. You will only need half as many copies of the last set of two pages and there will be one blank page on the inside front cover
4. Cut the copies in half horizontally on the dashed line and alphabetize the pages
5. Fold the pages on the dotted line and staple
6. Ask students to fill in the missing word individually, with a partner, or as a class activity. They may then illustrate the ideas and color the pages

Answer Key

A	Afloat	S	Swim
B	Boat	T	Think
C	Cushion	U	Undertow
D	Dive	V	Vacant
E	Emergency	W	Water
F	Fishing	X	eXtra
G	Gusty	Y	Yell
H	Hypothermia	Z	Zapped
I	International		
J	Jacket		
K	Keep		
L	Life (Jacket)		
M	Murky		
N	No (Swimming)		
O	Obey		
P	P F D (Personal Flotation Device)		
Q	Quit		
R	Reach		

Z

The ABC's Of Water Safety

Get away from the water in a storm or you could get z_____ by lightning.

By _____

X

A

Be __x_____ careful around cold water.

Learn how to stay a_____ in the water.

Y

Y_____ for help when someone
is in danger.

B

W

Don't swim near a b_____ .

Check the w_____ for
shallow areas and hidden objects.

V

C

A v_____ beach
is no place to play alone.

Carry a floating seat c_____
in your boat.

T

E

Th _____ before entering
the water.

Dial 9-1-1 in an e_____
Stay calm. Say where you are,
tell what happened.

D

Don't d_____ head-first
into the water.

U

The swift water of an
u_____ can carry
you away. Stay out!

F

Don't go f_____
alone.

S

Learn to s_____ and
always s_____ with a
buddy.

R

To rescue someone in the water,
r_____, throw, row but don't
go.

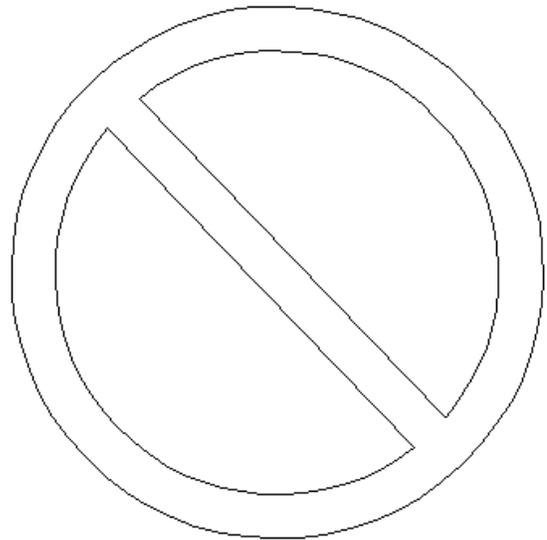
G

Don't boat when it's g_____ or windy.

P

Wear a P ____ ____ (a life jacket)
for swimming or boating.

I



You don't have to be able to read
English to know that this
i_____ sign means NO.

H

Cold water can cause
h_____ and your
body will lose heat fast.

Q

Q_____ swimming and
boating when you see a storm.

J

Wear a life j_____ in the
water, on a dock, or in a boat.

O

O_____ signs that say "No
Swimming" or "Keep Out".

L

M

Wear a l_____ jacket on a dock or in a boat.

Swimming or diving in m_____ water can be dangerous.

L

M

Wear a l_____ jacket on a dock or in a boat.

Swimming or diving in m_____ water can be dangerous.

N

K

Don't go in the water if the sign says "N__ Swimming".

K_____ away from canals because they are dangerous.

N

K

Don't go in the water if the sign says "N__ Swimming".

K_____ away from canals because they are dangerous.