

*Boat Safe Activities
for kids of all ages*

For additional information concerning this program contact:
Mandatory Boater Education Coordinator
Oregon State Marine Board
503-378-5158

Oregon State Marine Board

Junior Boater Program

Mission Statement:

The Junior Boater Program introduces concepts of boating, water safety and aquatic stewardship to elementary and middle school children. The program engages participants in fun, hands-on, boating, water safety and aquatic activities.

Goals:

- Teach safe boating practices.
- Introduce young people to boating.
- Provide an easy-to-use, interactive program that can be presented in many different settings by individuals or organizations that are interested in promoting boating and/or water safety.

Overview:

- The Junior Boater Program consists of a series of activities designed to teach kids about basic safe boating practices. Each activity includes student learning objectives, materials/equipment list, step-by-step instructions and discussion points. The activities can be presented in almost any setting, including safety fairs, summer camps, classrooms, and boat shows that involve thousands of people in communities throughout Oregon.
- It is not necessary that those who present the program have an extensive knowledge of safe boating principles because the course materials are comprehensive and the activities are easy to present. Teachers, youth organization leaders, members of boating clubs, marine patrol officers and many others can deliver the Junior Boater Program.
- The Junior Boater program materials can be downloaded from the Oregon State Marine Board (OSMB) web site at www.boatoregon.com. Six complete sets of equipment such as life jackets and other teaching aids are stored at the Salem office and can be reserved by contacting the boater education section of OSMB.
- The activities should be set-up where children can move around safely and participate in each activity independently or in groups. An Oregon Junior Boater certificate should be given to each participant and be stamped or initialed on the back to track participants (if needed). When the participant(s) has finished all of the stations, they will sign the Captains Log (this is required to help track number of kids who participated), have their certificate signed and be given a safety whistle (or other water safety goodies.)
- There are a total of nine activities to choose from. In order to be certified as a Junior Boater, a participant must successfully complete a minimum of three activities: Type IV Toss, PFD Fitting and/or Relay and Boat Entry. All other activities are optional. The number of activities you can offer will be determined largely by availability of staff, space and time.



Oregon Junior Boater Equipment

The Oregon State Marine Board in Salem, Oregon has a total of six Junior Boater kits available. They can be borrowed free of charge for boating safety and water safety events. Call the Mandatory Boater Education Department at 503-378-5158 to reserve.

KIT CONTENTS

- Captain's Log
- NOTE: YOU MUST RETURN THIS FORM TO THE MARINE BOARD SO THAT WE CAN TRACK NUMBER OF KIDS WHO COMPLETE THE PROGRAM. THANK YOU!
- Three sets of Oregon Junior Boater Activity Instructions
- 3 less than 50 lb lifejackets
- 1 less than 50 lb lifejacket with head cushion
- 4 Youth Size lifejackets 50-90 lbs.
- 4 Adult Type III lifejackets
- Inflatable Boat: Sevylor K85
- 3 automobile inner tubes (best to inflate these at gas station before event)
- Sevylor Electric Pump (this works great for the raft, but takes a LONG time to fill up the inner tubes.)
- 3 Float Cushions with rope attached
- 3 Whistles (for use by instructor in sound signal activity)
- 2 sets of 3X 5 cards marked A, B, C, D, X, Y, Z
- Laminated Flashcards of Buoys - 14 total
- Portable Side-light (red/green)
- Portable White Light
- Masking Tape
- Waterproof First Aid Kit
- Set of Sharpie Pens
- Certificates to Give as Awards
- Whistles to Give as Awards
- Two *Boat Oregon* manuals for boating safety reference



Junior Boater Program: Activity Sheet #1

Personal Flotation Device (PFD) Fitting

(MAY BE COMBINED WITH PFD RELAY ACTIVITY #4)



**REQUIRED
ACTIVITY!**

Learning Objectives:

The student should:

- Demonstrate that he/she knows how to select and put on a PFD properly.
- Describe that a "properly fitting" PFD is snug around the torso and when lifted by the shoulders will not rise above the halfway point on the ear.
- Know that all kids 12 and under are required by law to wear a lifejacket when on board a boat.

Required Materials/Equipment:

- One PFD of the appropriate size for each of the participants
- Tape for start and finish lines

Set-up:

Arrange the PFDs on the floor or table. On the floor near the PFDs mark a "start" line and approximately 6 to 10 feet away mark a "finish" line. Find a PFD that fits you well and set it aside for demonstration purposes.

Instructions:

- First, demonstrate how to select and put on a PFD. Hold up a PFD that fits you and show it to the group. Explain that a good lifejacket:
 - Is approved by the USCG (show them the label)
 - Is in good condition (no rips, tears, broken straps)
 - Is comfortable (smart boaters of all ages always wear their lifejackets and all kids 12 and under **MUST** wear their lifejackets when on board a boat, so pick one that you like to wear)
 - Fits properly (Put on the PFD to demonstrate proper fit)
- As you put it on, explain that a properly fitting PFD is one that is snug around the torso and when lifted by the shoulders will not rise above the halfway point of the ear. Demonstrate this by pulling up on your PFD. Leave your PFD on for the rest of the activity.
- Tell participants it is now their chance to try.
- Tell them that at your signal, they should pick out a PFD, put it on properly, and run/walk to the finish line. (You can have individuals do this one-by-one and time them or if you have a large enough group, you can combine this exercise with the PFD Relay, Activity Sheet #4.)
- At the finish line, check participants for proper fit. If they picked a PFD that does not fit or that is not properly tightened, send them back to try again or help them get it right.

Discussion Points:

It is important for everyone - even excellent swimmers and experienced boaters to wear a PFD when aboard a boat. In Oregon, all kids 12 and under are required by law to wear a jacket on boats that are underway. PFD's work best when they are correctly fastened - make sure that your PFD is the right size for you and that you know how to put it on. If parents are present, explain in detail how to check the PFD for fit and serviceability and how to check for USCG approval.



Junior Boater Program: Activity Sheet #2

Small Boat Entry and Exit



Learning Objectives:

The student should be able to:

- Safely get in and out of a small boat
- Safely load equipment into and out of a small boat

Required Materials/Equipment:

- Inflatable boat or canoe
- 3 large automobile inner tubes
- Minimum of two items of equipment (first-aid kit, drinking water, float cushion, paddle, etc.)
- Electronic air pump to inflate boat and tubes (Suggest filling tubes with air at gas station)

Set-up:

Inflate the boat and partially inflate the tires. (It will be much quicker if you can inflate the tires at a nearby gas station.) Set the boat on top of the inner tubes to simulate the unstable situation of getting in and out of a small boat in the water. Test the set-up to make sure the boat is not TOO unstable. You can make it more stable by inflating the tires more completely and/or ensuring that they are placed correctly under the boat. Scatter the equipment in an area near the boat.

Instructions:

- First, discuss that many accidents take place right at the beginning of a fun day of boating. No matter how excited we are to climb aboard, we should always be careful to load our gear and ourselves carefully. Ask for two to three volunteers.
- Instruct the participants to place all desired equipment alongside the middle of the boat.
- Instruct participant #1 to approach and enter the boat, directing him or her to step into the middle of the boat, facing forward and crouching or squatting to keep body weight low while grasping the sides of the boat if possible, and then sit down, sliding toward the back of the boat to take a seat.
- Instruct participant #2 to hand equipment into boat to participant #1.
- Instruct participant #2 & #3 to approach and enter boat near the middle one at a time until they are all in the boat.
- Ask them some questions about getting into the boat. Was it easier when they were low in the boat? Did certain things make the boat rock? Did they trip over any gear? Did they try to make sure they didn't load too many heavy items in one part of the boat? Ask them to talk about anything that made getting in more or less difficult.
- Instruct them to get out of the boat and unload their gear, using what they've learned.
- Give each student a chance to practice boat entry and exit, either alone or in groups.

Discussion Points:

The task of getting in and out of a small boat can be deceptively simple. In fact many of the accidents involving falling overboard take place during boat entry or exit. It is important to practice loading gear appropriately and distributing the weight of gear and people evenly. Stepping in and out near the middle of the boat, trying to keep at least three points of contact (i.e., two feet and one hand) touching the boat and keeping body weight low will help things stay more stable. Of course, putting your lifejacket on before getting on board is a great idea too as it will keep you floating even if you do fall in!



Junior Boater Program: Activity Sheet #3

Type IV PFD Toss



Learning Objectives:

The student should:

- Identify that a Type IV PFD is a throwable flotation aid
- Learn that one Type IV PFD is required on most powerboats
- Practice throwing a Type IV PFD at a target up to ten feet away
- Practice how to grab and hold onto a Type IV PFD if it is thrown to them in the water

Required Materials/Equipment:

- One Type IV PFD (float cushion) for each throwing station.
- One target for each station (hula hoops works well or mark an X on the floor with tape.)
- Tape to mark a throwing line for participants to stand behind.

Set-up:

For each station mark a throwing line with tape. The line should be straight and about two feet in length. Make sure to leave at least three feet of space between each station. Place the target(s) approximately ten feet away from the throw line(s). Place one Type IV PFD at each station.

Instructions:

- Hold up a float cushion and explain to students that it is also known as a Type IV PFD. Ask them if they know what it might be used for on a boat. (Answer: to throw to someone if they fall overboard.) Explain that in Oregon powerboats over 16 feet in length must carry one of these on board the boat and it must be placed so that it can be grabbed quickly in an emergency. It is always a good idea to have one aboard. Now let's practice!
- Ask the participants to line up single file behind the throwing line and instruct each participant to take a turn throwing a type IV PFD at the target.
- Assist the participants as they toss the PFD if needed. It is usually easiest to grab the PFD by one of the handles and toss it underhand, although each person may have their own technique. Whatever technique they choose, it is important that they maintain their balance as they throw. For some small children this may be awkward so you may want to assist them or move them closer to the target.
- After a participant takes his or her turn throwing the PFD at the target, they move forward, retrieve the PFD, and take it back to the next person in line (or if attached to rope they can practice pulling the rescued person in.)
- Each participant should practice the activity until he or she can throw the PFD within arms reach of the target.
- Once they have successfully thrown to the target, ask them to show you how they might best hold onto this float cushion if it was thrown to them. Answer: hug the cushion tight to your chest. Never put it on like a backpack unless you want to float face down.

Discussion Points:

It is important that all passengers on a boat know what to do if a person falls overboard. One of the first things to do, especially if the person in the water does not have a lifejacket on, is to throw them a PFD so they can hold on to it to help them float until you can reach them. All boats over 16 feet in length (except canoes and kayaks) must have a Type IV throwable PFD on board that is placed where it can be grabbed quickly in an emergency.



Junior Boater Program: Activity Sheet #4

PFD Relay

Combine with
PFD Fitting
Activity #1

Learning Objectives:

The student should:

- Demonstrate that he/she knows how to select and put on a PFD properly.
- Describe that a "properly fitting" PFD is snug around the torso and when lifted by the shoulders will not rise above the halfway point on the ear.
- Know that all kids 12 and under are required by law to wear a lifejacket when on board a boat.

Required Materials/Equipment:

- One PFD of the appropriate size for each of the participants
- Tape for start and finish lines

Set-up:

On the floor mark at least two "start" lines and approximately 6 to 10 feet away mark two "finish" lines. (If you will have more than two teams competing, set-up more lines.) The distance between the start and finish lines depends on available space and the age and abilities of the participants. Find a PFD that fits you well and set it aside for demonstration purposes. Set the rest on the floor near the start lines; making sure you have a varied selection of sizes at each station.

Instructions:

- Make certain that when doing this activity, you combine it with activity #1 (PFD Fitting) so the participants know how to select and put on a PFD properly.
- After you are done demonstrating what a properly fitted PFD looks like, form the participants into even teams in single file lines behind the start line.
- Instruct the participants to properly put on a PFD, then run or walk to the finish line where their lifejacket will be "inspected" by an instructor. Team members are allowed to help each other get the lifejacket on correctly.
- At the finish line an instructor should check that the jacket is snug around the torso and cannot be easily pulled above the halfway point on the ear. If the student picked a PFD that does not fit or that is not properly tightened, send him/her back and have their team help them try again or the instructor can help them get it right. Once they get it right, they should return to the start line and tag the next person in line.
- The next team member in line should then put on a properly fitted PFD, get checked and return, etc...
- The team with all persons completing the task first is the winner.
- After the relay is over, ask if there is anyone who did not get to put on a lifejacket. If there are students who did not, run the relay again and have these kids go first. The intent is to give each student a chance to put on a lifejacket at least once.


Discussion Points:

It is important for everyone - even excellent swimmers and experienced boaters to wear a PFD when aboard a boat. In Oregon, all kids 12 and under are required by law to wear a jacket on boats that are underway. PFD's work best when they are correctly fastened - make sure that your PFD is the right size for you and that you know how to put it on. If parents are present, explain in detail how to check the PFD for fit and serviceability and how to check for USGC approval.



Junior Boater Program: Activity Sheet #5

Small boat sinking exercise



Kids 12 and under are required to wear a lifejacket!

Learning Objectives:

The student should:

- Understand why it is important to properly *wear* a lifejacket when on a boat
- Understand that it is difficult to put on a lifejacket quickly in an emergency

Required Materials/Equipment:

- 3-4 lifejackets of various sizes, two of them should be too small or too large for participants
- A watch or clock with a second hand
- Inflatable boat or canoe
- 3 large automobile inner tubes
- Electronic air pump to inflate boat and tires
- If no boat is available, four folding chairs can be used instead.

Set-up:

Inflate the boat and partially inflate the tires. Set the boat on top of the inner tubes to simulate the unstable situation of getting in and out of a small boat in the water. Test the set-up to make sure the boat is not TOO unstable. You can make it more stable by inflating the tires more completely and/or ensuring that they are placed correctly under the boat. Tie one of the PFDs straps in knots and tie it to the side of the boat. Place another PFD inside a plastic garbage bag and tie it closed. Place it and the other two lifejackets on the floor of the boat. If using chairs, set the seats up similar to how they would appear on a boat. Place lifejackets under each chair, remembering to leave one stored in a plastic bag, and one tied to the chair it is under.

Instructions:

- Ask for 3-4 volunteers (depending on the size of the boat.)
- Seat participants in boat or folding chairs. Try to match students up with lifejackets that are too small or too big for them. DO NOT HAVE THEM PUT ON THEIR PFDs.
- Describe the following scenario: "You are out enjoying a beautiful day of fishing when suddenly a thunderstorm blows in and whips up the wind and waves around you. (You can rock the boat a bit for excitement.) A large wave comes over the stern (back) of the boat. You have 30 seconds to before your boat will sink. Those of you who have your lifejackets on "survive" those who don't will "drown." Put on your lifejacket as quickly as you can. "
- The participants will then struggle to get their lifejackets on. Some of them may be able to do it, but they will most likely run out of time.
- Once the time is up, ask each participant, did they survive? What problems did they run into? How about the person who had the lifejacket in the plastic bag? It may have been dry, but was it easy to get to? How about the one that was tied to the boat? Were the lifejackets the right sizes?

Discussion Points:

It only takes about one minute for a boat to sink. When crisis occurs, it is vital to know where your PFDs are located and to be able to access them quickly. Emphasize the importance of taking a minute to put your lifejacket on before you leave in a boat rather than waiting for a situation when you need it. It is very common for people to leave their lifejackets stored in bags or tied to the boat rather than knowing where they are and having them ready.



Junior Boater Program: Activity Sheet #6

Traffic Control: Know Your Markers

Learning Objectives:

The student should:

- Understand that there is a need for traffic control markers on waterways just as on roads
- Learn to recognize some of the most common navigation aids
- Practice navigating through a model waterway

Required Materials/Equipment:

- Navigation Markers Flashcards or Signs, including:
 - Boats Keep Out Buoy
 - Controlled Area Buoy
 - 4 Green Can Buoy Channel Markers
 - Diver Down Flag
 - Danger Buoy
 - Information Buoy
 - 4 Red Nun Buoy Channel Markers
 - Code Flag Alpha

Set-up:

This activity works best when there are at least 10 - 12 participants. Make sure there is enough space to allow participants to create a "model" waterway. One person will be selected as the boat that will navigate the waterway. You can also choose to set up a course of your own if you will not have enough participants to act as markers.

Instructions:

- Brief the participants each of the eight markers listed above. Show them each one and talk about how to interpret the "code" on the markers
 - Orange diamond with a cross in it = Boat Keep Out!
 - Circle = speed zone or other limit in this area
 - Diamond = Danger or Caution!
 - Red Buoys mark the channel, keep them on your right as you head upstream
 - Green Buoys mark the channel, keep them on your left as you head upstream
 - Diver Down Flag or Code Flag Alpha means there are divers in the area
- Ask for a volunteer who would like to navigate their way through a waterway.
- Shuffle the flashcards and give one to each of the remaining participants. Acting as a team, the group of students (all but one) should huddle to decide on the layout of the waterway they are defining.
- Once the team has positioned themselves, the volunteer proceeds to make her way through the course. Correct navigation around markers are awarded plus point values, incorrect decisions are given negative values. As additional reinforcement, the highest negative values should be given for violating the DANGER or BOATS KEEP OUT markers.
- At the completion of each boat's navigation, a new boat (participant) should be chosen and the remaining members should create a new course.

Discussion Points:

Just as it is important to be able to read road signs when driving your car, it is important to be able to understand the signs you see on the water. This activity challenges participants one at a time to recognize markers and navigate safely. Knowing these markers can help make it easier for you to find your way on the water, stay out of trouble and have more fun!



Junior Boater Program: Activity Sheet #7

Skipper Says (like Simon says) Sound Signals

Learning Objectives:

The student should:

- Learn the basic sound signals that boaters use to let others know which way they plan to maneuver (including turning port or starboard, backing up and danger signal.)
- Practice taking the appropriate action when these signals are made.
- Identify the sound signal that you would hear in an emergency or when another boat is giving you a warning.
- Learn and practice a visual signal to use if your boat is in trouble and you need assistance.

Required Materials/Equipment:

- Whistle for the instructor
- Index cards with the sound signals listed on them
 - One short blast = Turn to starboard (right) - It means I'm going to turn right.
 - Two short blasts: = Turn to port (left) - It means I'm going to turn left.
 - Three short blasts = Take one step backwards - It means I'm going to back up.
 - Five or more short blasts = Quickly take action to avoid collision by taking three steps forward. This signal is the way boats give a warning - It says your boat is in danger or I don't understand what your boat is doing!
 - Help! = Wave arms up and down, crossing over the top of your head. This means you need help. Perhaps your engine has failed or someone on board is hurt.

Set-up:

- Make sure you have enough index cards for each participant to have one. Also ensure that you have enough room for the students to spread out in rows facing you.

Instructions:

- Explain to the students that to help avoid accidents, boaters often communicate their intentions by using sound signals. They make these sounds with a horn on their boat or perhaps by using a whistle. Tell them you will now do an activity that will help them to learn to recognize these signals.
- Organize students in rows facing you and pass out an index card to each student.
- Run through the signals one at a time and have the students make the appropriate movements. Note that the last one, help, is to be used only when your boat is in trouble and you need assistance.
- Then play the game by making any one of the signals at a time and then watching to see if they make the right movements. You might have them refer to their index cards at first, but then continue playing without them. If a participant makes the incorrect movement they should sit down. Continue until you have a winner.

Discussion Points:

It is critical that boaters learn to use and recognize sound signals, especially if they will be operating on busy waterways. Probably the most important to recognize is the danger signal of five short blasts. It is also important to know how to signal for help if you need it.



Junior Boater Program: Activity Sheet #8

Boating Terms

Learning Objectives:

The student should be able to:

- Identify the BOW and STERN of a boat
- Designate the PORT and STARBOARD sides of a boat.

Required Materials/Equipment:

- Line, approximately 30 feet in length or inflatable boat if available
- 4 each Cards, index, 5" x 8", marked "A", "B", "C" and "D" respectively

Set-up:

Using a piece of line approximately 30 feet in length, layout on the ground or floor the outline of the deck of a small boat approximately 12 feet long and 6 feet wide. Or use an inflatable boat if available.

- Place an index card marked "A" in the front end of the boat. BOW.
- Place an index card marked "B" in the rear end of the boat. STERN.
- Place an index card marked "C" along the boat's right side as you face the bow. STARBOARD.
- Place an index card marked "D" along the boat's left side as you face the bow. PORT.

Instructions:

Explain that one of the first things a person should do if they are going to operate boats is to learn a few useful boating terms that describe the parts of a boat. This way when you're on board and someone yells to you: "There is a rock off the port bow." You will know what he/she is saying to you and which way to turn so you miss the rock.

Single participant activity:

- Instruct student to stand or sit in the bow, then stern, port side, and starboard side of the boat.
- Discuss that a good trick to remember that port = left is that both the words port and left have four letters in them. Starboard = right both are longer words.
- Evaluate participant's understanding by asking them to do it again and/or by asking them, "What is Index Card A marking? How about B? etc... Then ask, so where is that rock off the port bow? How about the whale off the starboard side?")

Group activity:

- Ask for four volunteers. Instruct participant #1 to stand in the bow, #2 in the stern, #3 on the port side, #4 on the starboard side. Ask each one to state what part of the boat they are in. i.e., I am on the port or left side of the boat. I am in the bow or front of the boat.
- Discuss the memory aid described above to help remember port and starboard.
- Evaluate each participant's understanding by asking them, "What is Index Card A marking? How about B? etc..."

Discussion Points:

Knowing boating terms will help make boaters more comfortable when they are on board and ensure that they understand one another.



Junior Boater Program: Activity Sheet #9

Small boat navigation lights

Learning Objectives:

The student should be able to:

- Identify correct locations of navigation lights on a small power driven vessel

Required Materials/Equipment:

- Line, approximately 30 feet in length or inflatable boat if available
- 3 each Cards, index, 5" x 8", one marked "X", one marked "Y" and one marked "Z"

Set-up:

Using a piece of line approximately 30 feet in length, layout on the ground or floor the outline of the deck of a small boat approximately 12 feet long and 6 feet wide. Or use inflatable boat if available.

- Place card marked "X" on outside of the boat on its left (port) side near the tip of the bow.
- Place card marked "Y" on outside of boat on its right (starboard) side near the tip of the bow.
- Place card marked "Z" outside the boat outline at the center of the stern.

Instructions:

- Explain that when boats travel at night or in periods of low visibility such as fog or rain, they are required to display lights. These lights help others to see you and to figure out what kind of a boat you are.
- Small powerboats have a red light on the port or left side of the boat near the bow and a green light on the starboard or right side near the bow. They also must display a white light that shines in all directions. This is located near the stern of the boat. All of these lights should be displayed whenever the boat is moving.
- Show participants what you mean by pretending that you are a boat, hold the combination side lights in front of you and the and the white light up and behind your head.
- When at anchor a boat should display only its all around white light. (Turn off the combo lights.) This lets other boats know that you cannot quickly move out of their way.
- A good trick to remember which side the colors go on is that red, port, and left all are shorter words than green, starboard, and right.
- Give one participant the combination sidelight and another the white light and instruct them to stand in the right place in the boat outline. When they are ready they can turn on the lights. Then say, "Now you are at anchor, what lights should you display now?" The person should turn off the green and red lights. Thank them and ask them to return to the group.
- Evaluate each participant's understanding by asking, "What light goes with index card X? How about Y? How about Z? Why is it important to have the proper lights showing at night?"

Discussion Points:

All boats are required to display lights in periods of low visibility and at night. Different types of boats display different types of lights (for example sailboats and powerboats have different light configurations). This helps boaters determine what boats are approaching them and how they should properly maneuver to avoid collision. This activity focuses on the proper light display for small power driven boats. Any boat that is at anchor is required to display only an all around white light.

