

WOW ON THE WATER

Resource Manual

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WOW ON THE WATER

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INTRODUCTION

WOW–Wonderful Outdoor World began in 1995 during discussions at a Partners Outdoors session, as leaders of the nation’s outdoor recreation community reviewed data on recreation participation by American youth, and especially urban and minority American youth. The news was not good. Despite abundant opportunities for an amazing range of recreational activities across the nation, American youth are actually participating at a markedly lower rate than participation by youth ten and twenty years before. For virtually every traditional outdoor recreation activity – hiking and fishing, camping and boating, skiing and more – participation is down by 10% or more.

Several participants at the Partners Outdoors session committed to a public/private effort to overcome barriers to recreation participation by youth, developing an initiative that brought outdoor fun normally associated with travels to wildland settings to overnight campouts in the heart of America’s cities. In partnership with local park and recreation agencies and community groups, the new program was designed to operate within blocks of the homes of the targeted youth – those who appeared least likely to participate in outdoor adventures. The targeted youth were urban, economically disadvantaged and non-Caucasian in race.

The program was piloted in Los Angeles, largely because of the leadership of The Walt Disney Company and the Los Angeles Department of Recreation and Parks. It evolved significantly, including the important addition of paid counselors with both skills and an ability to relate to the targeted youth – a significant challenge to the mostly white, mostly middle-class volunteers drawn from federal agencies and recreation and entertainment firms. It was immediately clear, though, that WOW had tremendous potential. Media highlighted the Los Angeles campouts repeatedly and requests for WOW programs were received from more than a dozen cities.

WOW’s success continues today through established and on-going efforts in Los Angeles, Phoenix, Tucson, Denver, Washington, Salt Lake City and Albuquerque – as well as special events across the nation. Through partnerships with federal, state and local agencies, non-profit, and for-profit organizations, we are unlocking America’s natural health and fitness centers for city kids. WOW has played a role in six Tournament of Roses parades and has been highlighted at the White House by President George W. Bush. Cabinet members from the Clinton and Bush Administrations have taken part in the program. In most WOW cities, our campers are offered chances to continue beyond the initial campout with a WOW II expedition to a more traditional outdoor recreation setting. And in every case, WOW campers are urged to become parts of organizations like the Boy Scouts and Girl Scouts, the YMCA and YWCA, the Boys and Girls Clubs and other organizations with active outdoor recreation programs.

WOW has won awards and recognition and will continue to grow. Yet the WOW Executive Committee recognizes that the overnight campout focus of WOW adds complexity and limits the number of participants. Moreover, WOW's involvement with water and water-based recreation is limited – often limited to casting fishing lines at cardboard targets on fields of dirt and weeds. The WOW Executive Committee has therefore approached old and new partners to develop a new concept: *WOW on the Water*.

WOW on the Water will target the same kids. The overnight camping experience, however, will be replaced by a full-day, adventure-packed learning experience on and near urban bodies of water. Water is a recognized magnet for outdoor fun, hosting many of the most popular recreation activities. Water is also an especially critical environmental issue – an issue involving both quality and quantity.

Like the original WOW--Wonderful Outdoor World program, *WOW on the Water* is anchored in a partnership of public/private partnerships. The legal basis for both programs is a Memorandum of Understanding (MOU) in force through September 30, 2007. A copy of that MOU is found later in this document. Principal partners in *WOW on the Water* include the Bureau of Reclamation, the American Recreation Coalition, the National Marine Manufacturers Association, the Marina Operators Association of America and the Professional Paddlesport Association. Other federal, state and local agencies and private organizations will take an active part in *WOW on the Water* nationally and locally,

September 15, 2003

WOW ON THE WATER: GOALS AND OVERVIEW

There is growing awareness of the physical and mental benefits associated with active fun outdoors and increased concerns about the consequences of inadequate and declining levels of physical activity among all Americans, and especially among youth. The Centers for Disease Control and Prevention has documented a steady and alarming rise in obesity in this country over two decades and has estimated the consequences of obesity as 300,000 premature deaths annually and nearly \$200 billion annually in additional medical costs to individuals and public agencies. The incidences of youth diagnosed with adult-onset diabetes has mushroomed.

It is well understood that adult recreation patterns are largely established in childhood. Few adults participate in recreational activities they did not first enjoy as children. Yet data is clear that America's youth are participating less in the diverse range of activities enjoyed on public lands and waters than their counterparts of past decades. This is alarming.

In addition, it is well documented that not all Americans benefit equally from the wonderful shared legacy of America's public parks, forests, wildlife refuges and other public places. Participation by African Americans in outdoor recreation on public lands is especially low, and is generally attributed to a lack of tradition, lower economic levels and heavily urban residential patterns. Many African American households lack access to the recreational equipment key to maximizing the fun of recreational experiences. Yet African American youth are especially impacted by obesity and are at least as needy as other American youth for the assistance physical activity provides in dealing with stress.

For this reason, urban African American youth, as well as other economically disadvantaged and urban youth, will be a primary target of *WOW on the Water*.

WOW on the Water is a day-long experience merging fun with learning. The program is comprised of four core elements. The first for all participants is a **Water Safety and Awareness Session** designed to ensure that recreational activities on and near waters stay fun, not tragic. The subsequent three elements are each 60 to 90 minutes in length and, based upon the number of participants, may be planned sequentially or on a continuing basis, with participants rotating through each in any order. They are:

- **Passport to Fishing and Boating**
- **WOW – I didn't Know Water Did That!**
- **A Boating Adventure**

WOW on the Water will initially be offered to existing WOW-Wonderful Outdoor World local programs. In addition, cities without a WOW program but with a broad mix of supporters for *WOW on the Water* will be encouraged to apply for designation as a *WOW on the Water* sponsor. Requirements for *WOW on the Water* operations resemble those for WOW's camping program, and it is expected that many operations will utilize common volunteers, staff and equipment. A listing of current WOW local programs is found in the appendix to this guidebook.

WOW on the Water was inaugurated in Washington, D.C. during Great Outdoors Week 2002. Several hundred inner city kids were introduced to canoeing and fishing and had a fun lesson in aquatic science on the Anacostia River. Since then the program has attracted the attention of potential partners and cities across the country.

Additional pilot *WOW on the Water* events have taken place at Lake Mead, utilizing the Outside Las Vegas's Forever Earth partnership, and as part of Great Outdoors Week 2003. Each of the pilots have included hands-on research regarding water quality and fisheries; fun physical activities and an on-the-water activities fair to introduce the youth to diverse aquatic fun.

WOW on the Water is especially important because water is a traditional magnet for outdoor recreation and leisure activities. Basic safety information and introductions to recreational activities provided to youth will produce life-long benefits to individuals and society.

WOW on the Water includes a Curriculum/Program Manual developed by a team of environmental education professionals and focusing on aquatic activities and lessons suitable for various locations. In addition, *WOW on the Water's* national partners will provide journals for participating youth and assist local programs in securing equipment ranging from boats to fishing rods which will make each event enjoyable and educational.

TYPICAL WOW ON THE WATER SCHEDULE

8:30 am	Registration and T-shirt hand-out
9:00 am	Welcome and program overview
9:10 am	Water Safety and Awareness (all)
10:00 am	Break (water, restrooms and more)
10:15 am	Session 2: Passport to Boating and Fishing WOW – I Didn't Know Water Did That! A Boating Adventure
11:45am	Lunch break
12:15 pm	Activity: "Money Down the Drain"
12:30	Session 3: Passport to Boating and Fishing WOW – I Didn't Know Water Did That! A Boating Adventure
2:00 pm	Break (water, restrooms and more)
2:15 pm	Session 4: Passport to Boating and Fishing WOW – I Didn't Know Water Did That! A Boating Adventure
3:45 pm	Final Gathering
4:00 pm	End of WOW on the Water Session

WOW ON THE WATER: STUDENT JOURNAL

“Water, Water Everywhere!”

•AQUA BODIES (*Project WET Curriculum and Activity Guide*, pg. 69)

-Bodies of most living organisms are at least 50% water. Do students think humans have water in their bodies? Have students guess what percentage of their bodies is made up of water. Explain that the percentage of water in their bodies is approximately 70%!

ACTIVITY

-Supplies needed: butcher paper, crayons, calculators, paper, pencils

- Procedure:

→Have students get in groups of 4 or 5. Choose one of the group members as the person to be traced. The rest of the group will trace the body shape of that individual onto the butcher paper.

→Explain to students again that the human body is composed of about 70% water. Using crayons, have the students color about 70% of the figure that they have traced onto the paper all one color. Using a contrasting color, have the students color the rest of the body. Discuss how essential water is to our bodies.

→Ask students to calculate the approximate amount of water in their bodies. Use the following formula:

body weight x 0.70 = amount of water

EX: 100lbs x 0.70 = 70lbs of water

→Containers can then be filled to demonstrate how much water is in their bodies. Call on a few students to tell the group how much water is in their body and hold up containers for children to visualize this. (1 gallon of water weighs 8.3 pounds. Using the example of body weight as 100, we can therefore calculate that about 8.4 gallons of water are inside that individual – 70lbs x 1 gallon/8.3lbs = 8.4 gallons.)

-Discuss:

Present the following situation to the students:

Two people are stranded in a desert. One person has a basket of food including canned meats, bread, cake, etc. – enough to last a month. The other has only a one-month’s supply of water. Which of the two will survive longer? Compare how long we can go without food (about a month) to how long we can go without water (about 3 days).

-Conclusion:

Our human bodies are about 70% water. If humans lose more than 8% of their body water, they will die. What happens if humans fall slightly below the 70% mark? Explain dehydration and preventative measures.

•FOODS ARE MADE OF WATER, TOO!

-What do a potato chip, a carrot, and some grapes have in common? Water of course! All foods are made up of varying amounts of water. Have the students guess the percentage of water in each of the foods.

ACTIVITY

-Supplies needed: banana, grapes, oranges, carrots, tomatoes, lettuce, potato chips, cutting knife

-Discuss: Display a variety of foods (fruits, vegetables, junk food, etc.). Explain that just as humans are composed of about 70% water, plants and animals are the same way. Whether you are investigating a desert plant, such as a cacti which are 90% composed of water, or an ocean animal, organisms are able to acquire and maintain a healthy water balance. Demonstrate the percentage of water that a carrot is composed of – 88%. Hold up a whole carrot and cut off about 88% of it. This part of the carrot represents the amount of water in the individual carrot. Ask the kids if they know why water didn't come pouring out when you cut it. Or, for that matter, why water doesn't pour out of our mouth, nostrils, ears, etc. Explain that water is not loosely sloshing throughout organisms. In humans, about 67% of the water in the body is located within our cells; about 25% is located between our cells; and the rest, about 8%, is located in our blood. In plants, similarly, the water stays within tissues and cells and this is why water does not pour out.

-Procedure: Hold up each food item one by one and have the kids guess what percent of it is composed of water.

Banana - 74%

Grapes - 81%

Orange - 87%

Tomato - 94%

Lettuce - 96%

Potato Chips - 2% water

-Conclusion: Because humans need to have about 70% of our bodies made out of water, it is essential that we eat healthy foods that are also high in water percentage, therefore keeping us hydrated and healthy.

“Dirty Water”

•DILUTION OF POLUTANTS: (*Project WET Curriculum and Activity Guide*, pg. 316)

-The water that we drink has been treated to be clean. Drinking water standards are set so that we, the consumers, are able to trust that the water is clean and drinkable. What other standards exist in the world? Do your parents set standards for your room to be clean? Academic standards? What is the importance of setting standards? In this demonstration, we will illustrate how polluted water requires more energy for treatment to meet standards than cleaner water. Therefore, it is essential that we all do our part in keeping water as clean as possible. Can you think of any ways that you can personally keep water from becoming extremely polluted?

ACTIVITY

-Supplies needed: four 100 ml containers, water mixed with coloring, clean water, dropper

-Procedure:

- Show students a glass of clean water – do not tell them that it is clean. Ask them if they think the water is safe to drink. Why or why not? Why would you drink water from a faucet and not a local stream or river?
- Have 4 clear containers with 90ml water in each. (Or equal amounts.)
- To Container #1, add 10ml of food coloring. Tell the students that the coloring represents pollution. Ask the students whether they would drink the solution. Why or why not?
- To Container #2, add 10 ml of the solution in Container #1. Ask the students whether they would drink the solution. Why or why not?
- To Container #3, add 10 ml of the solution in Container #2. Ask the students whether they would drink the solution. Why or why not?
- To Container #4, add 10 ml of the solution in Container #3 Ask the students whether they would drink the solution. Why or why not?

-Discuss:

Have students comment on the decrease in blue present in the containers.

Explain that in the following:

In container #1, 1/10 of the water is polluted

In container #2, 1/100 of the water is polluted

In container #3, 1/1,000 of the water is polluted

In container #4, 1/10,000 of the water is polluted

Remind students that although dilution is a method of reducing the concentration of a pollutant within a sample, to ensure the water is safe enough to drink, other forms of treatment are necessary. Ask students again why setting standards for water sanitation is necessary. Disease, etc. In order for water to be safe enough for us to drink, it is essential that the water is filtered to allow sediments to settle, and have disinfectants added to the water, such as chlorine, to kill bacteria and other germs. Water treatment centers obtain the water to treat from reservoirs, rivers and from the ground. How would polluted water affect plants and animals?

Unlike humans, plants and animals do not have the option of treating the water they live in. As water quality in a river or lake decreases, plant and animal life also changes. Most fish and wildlife species have a range of tolerance within which they can survive. For example, if a fish is adapted to living in a cool, clear, shallow stream and feeds on insects, changes affecting these stream characteristics will affect the survival of the fish. Why is water pollution so detrimental to our environment? What measures can you personally take to reduce your role in polluting water?

OTHER ACTIVITIES

● THE THUNDERSTORM (*Project WET Curriculum and Activity Guide*, pg. 132)

ACTIVITY

-Supplies needed: none

-Objective: Have the students work cooperatively to mimic the sounds of a thunderstorm.

-Procedure:

→ Ask students to stand in a semi circle (or circle) around you.

→ Explain that when you make eye contact with the student/point to the student, he or she should imitate the motion that you are performing. The student should continue that motion until you make eye contact with/point at the student and tell them to start a different motion. Tell the students that they are not to keep a steady beat with their motion.

→ Start with a student and walk slowly around the circle, making eye contact as you pass students and begin the first motion. When you get back to the first person, change your motion and continue to walk slowly, motioning for students to change their motion as you pass. Continue walking in a circle.

The motions proceed in this order:

- rub your hands together
- snap your fingers
- slap your hands on your knees
- stomp your feet while slapping your hands on your knees (CLIMAX)
- slap your hands on your knees
- snap your fingers
- rub your hands together
- silence

● **MONEY DOWN THE DRAIN** (*Project WET Curriculum and Activity Guide*, pg. 306)
Can be done during lunch.

ACTIVITY

-Supplies needed: a gallon of water, container to collect dripping water, and empty gallon of water.

-Objective: Illustrate the amount of water wasted by a dripping faucet in about 30 minutes.

-Discussion: How many of the kids have leaking faucets at home? Do you think that a leaking faucet wastes a substantial amount of water? Why or why not? Every drop of water leaking from a faucet is wasted water. To make up for that loss, water treatment centers are forced to treat more water to meet needs, thus wasting homeowners' money. So not only are you wasting water, you are wasting money!

-Procedure:

→Puncture a small hole in the bottom of the full gallon of water.

→For the time allotted for lunch, allow the water to drip into an empty container.

→When lunch is almost over, pour the collected water into the empty gallon container to measure approximately how much water was wasted in only 30 minutes.

-Conclusion: What can the students do to prevent wasting water at home?
(Example: Turn off faucet while brushing teeth, take short showers, fix leaking faucets)

PASSPORT TO FISHING AND BOATING

The Passport to Fishing and Boating Program is an introduction to a lifetime of recreation for families with little or no previous fishing and boating experience. By participating in the program, participants have fun while learning some basic skills and needed techniques to begin fishing and boating in their communities. The Passport Program includes strong stewardship messages as part of each learning activity. A Passport Materials Kit of posters and other printed materials for the Passport Program, as well as teaching tools for each station, can be ordered at cost or may be downloaded free from the website and duplicated locally.

Passport Program

Six different "hands-on" stations with activities focused on fishing, boating and aquatic stewardship have been developed for family participation. The program is designed to give participants the chance to be actively involved in each of the activities. Studies show that information is remembered better when participants physically do things and actively think about the activity compared to when they listen to a lecture of the same material.

Six groups of about 10 people each, rotate between the 6 stations, accommodating a total of 60 people at one time. Stations may be completed in any order. Reading levels and activities are designed for 4th grade, about age 10, with whole family participation.

Passport Stations

The six stations are rotational and may be accomplished in any order. They are:

**** Fish Habitat and Handling*****

Building a watershed and habitat helps participants understand how to promote healthy places to fish and boat. As part of this activity the participants also learn where to look for fish in the habitat. The second section is about the parts of a fish, how to handle a fish, and how to safely release fish you do not want to keep.

**** Fishing Knots and Rigging*****

Learning the Palomar Knot by first observing how it is tied, then tying it at the same time as the instructor, then tying a hook to the fishing line, is part of the rig building activity in this station. Also covered are crushing the barb on the hook, and attaching a splitshot and bobber to the line. Looking at various baits, lures and flies completes this activity.

**** Boat Smart, Boat Safe*****

Oh no, we forgot to make our boat safe! On a virtual boat ride, a scramble for life jackets results in a lesson about the importance of wearing a life jacket and the way

to select the proper one to wear. The second activity gives participants a chance to practice some rescue techniques through Reach, Throw, Row, and Go.

** Ready, Set, Boat***

This boating basics station allows participants to see themselves boating using cards illustrating boating activities in a special game of charades. With the second activity the group figures out how to load a boat and what essential items to take with them.

** Casting***

Learning how to cast is so much fun. Participants receive instruction in safety and then get their hands on a rod and push button spincast reel for some practical learning and practice casting at targets. Participants also practice casting sitting down and in close quarters, like would be experienced on a small boat.

** Local Information***

Rules for fishing and boating vary greatly from state to state. This station explores how to find out what the rules and regulations are in your state, touches on fish identification, and helps participants find places to fish and boat. This station also offers time for you, as the Event Host, to customize the program to your needs by adding important local information and a presentation about special practices and activities in your region.

The Program takes about an hour and 45 minutes for participants to rotate through all 6 Stations. Each station takes about 15 to 18 minutes..

The Program is designed so that lay volunteers can conduct the station activities. A ratio of one volunteer per 10 participants is recommended, allowing for optimal learning experiences for both participants and volunteers.

Passport to Fishing and Boating is a simple, effective and inexpensive program designed to be:

- Easily used and easily understood,
- Delivered by lay volunteers,
- Hands-on and interactive learning,
- Easily adapted to diverse settings whether at the water's edge or where fishing and boating options are not immediately available.

**** See appendix or to download instructions for Passport to Fishing Stations, go to: www.funoutdoors.com/coalitions/wow.**

THE RECLAMATION WATER WHEEL



The Bureau of Reclamation has developed an interesting means to attract attention of young and old alike, it's called the Reclamation Water Wheel. A colorful wheel with numbers that spins around a pointer that brings it to a stop. Participants can win a rubber duck with a water conservation or safety message on it or, if they land on a number, they have to provide the right answer to a water conservation or safety question. Questions on the board deal with water and canal safety, pollution prevention, and water conservation. Children playing this game are also provided an Otto Otter bag with a coloring book and water safety/education items.

THE WATER WHEEL QUIZ

1. What is the proper way to help someone who falls in the water?

- a. Swim to them.
- b. Throw a floatable object. ✓
- c. Laugh at them.

(Discuss the importance of not going in the water to help someone...the person in trouble could panic and grab the rescuer, dragging them underwater, too...practice the rule of dropping; i.e., lying down (not sitting or bending over) and reaching to help the person in stress or throwing something floatable; if you just bend down and offer a hand, you could become off balance and fall into the water yourself...)

1. What do you do if the weather turns bad while you are in or on the water?

- a. Keep on playing.
- b. Put on a raincoat over your lifejacket.
- c. Find shelter and stay indoors. ✓

(Discuss the importance of seeking shelter, out of bad weather...lightning could strike you and electrocute you...high winds could cause your boat or canoe to turn over...flying objects could hit you, knocking you unconscious...)

1. Before jumping off a dock or raft into the water, you should always _____:

- a. Wave.
- b. Look. ✓
- c. Wink.

(Discuss the importance of always looking before you leap...you could jump on someone who is already in the water, causing them harm; there could be a submerged item (such as a tree stump or dumped car body) and you could hurt yourself, maybe even kill yourself; other boaters might not see you and you would risk getting run over...)

1. Only water you lawn when it is _____:

- a. Thirsty. ✓
- b. Newly mown.
- c. Full of weeds.

(Discuss good water conservation practices...such as when you turn on the sprinkler make sure it is placed where it is watering the grass and not the street, pavement, etc...only water in the evening after the sun has gone down to prevent loss of water through evaporation...)

2. Which item will keep your head above water if you fall in?

- a. Chair
- b. Lifejacket ✓
- c. UFO

(Discuss the importance of wearing a lifejacket when on or near water, whether you are fishing or swimming or boating...a child can drown in less than 2 minutes...don't rely on water toys (such as beach balls) and flotation devices (such as "water wings") to prevent you from drowning...you should depend only on a certified Personal Flotation Device for safety...)

2. If your _____ are still clean, you should wear them again.

- a. Eyeglasses
- b. Clothes ✓
- c. Hats

(Discuss good water conservation practices...such as not washing clothes until you have a full load...the same for the dishwasher...)

2. Don't use this as a wastebasket:

- a. Toybox
- b. Toilet ✓
- c. Car

(Discuss good water conservation practices...such as, throw tissues in a wastebasket because using the toilet as a wastebasket is just wasting water...)

2. Water left in buckets, wading pools, bathtubs, toilets, etc., can be dangerous to toddlers.

- a. True ✓
- b. False

(Discuss the dangers of leaving bathroom doors open, toilet seats up, mop buckets left out and unemptied, ice chests open with melted ice...a toddler can drown in less than an inch of water...for example, a drowning can occur if a toddler bends over an open container with liquid and the top half of his body falls in head first and he is not strong enough to lift himself out...)

3. Instead of running the faucet until the water gets cool, keep a container of water in the _____.

- a. Stove
- b. Refrigerator ✓
- c. Garden

(Discuss good water conservation practices...such as water is being wasted when you run the faucet until the water becomes cool...)

3. You should always swim with a _____.

- a. Pet
- b. Innertube
- c. Buddy ✓

(Discuss water and swimming safety practices...that it is important to always swim with a friend because if one of them gets in trouble, then the other one can run for help...most important, though, discuss that a child should never swim or be around water without adult supervision...)

3. If you own a pool, you should learn _____.

- a. CPR ✓
- b. Water Sports
- c. Diving

(Discuss the importance of knowing life-saving techniques...most drownings occur in the family pool...keep on hand life-saving equipment...know how to use the equipment...always have a phone by the pool...call 911 for help...keep other emergency numbers on hand, too...)

3. What should you throw to someone in the water who is having trouble swimming?

- a. Baseball
- b. Rock
- c. Life Ring ✓

(Discuss the importance of knowing life-saving techniques...most drownings occur in the family pool...keep on hand life-saving equipment...know how to use the equipment...always have a phone by the pool...call 911 for help...keep other emergency numbers on hand, too...)

4. What are the only safe and dependable flotation devices?

- a. Water Wings
- b. Lifejackets ✓
- c. Flippers

(Discuss the importance of wearing a lifejacket when on or near water, whether you are fishing or swimming or boating...a child can drown in less than 2 minutes...don't rely on water toys (such as beach balls) and flotation devices (such as "water wings") to prevent you from drowning...you should depend only on a certified Personal Flotation Device for safety...)

4. Avoid using sprinklers that spray a fine mist, which increases:

- a. Evaporation ✓
- b. Sleepiness
- c. Rain Clouds

(Discuss good water conservation practices...such as when you turn on the sprinkler make sure it is placed where it is watering the grass and not the street, pavement, etc...only water in the evening after the sun has gone down to prevent loss of water through evaporation...)

4. Make sure the _____ is full before using it.

- a. Dishwasher ✓
- b. Horse
- c. Purse

(Discuss good water conservation practices...such as not washing clothes until you have a full load...the same for the dishwasher...)

4. Remember, even good swimmers can _____.

- a. Do the belly flop
- b. Drown ✓
- c. Scuba Dive

(Discuss the importance of not becoming over-confident of your own swimming abilities...factors such as being overtired, being cold, poor weather conditions, etc., can affect your ability to swim...)

5. When is safe to swim in a canal?

- a. When you're with a bunch of friends.
- b. When your dog is with you.
- c. NEVER. ✓

(Discuss the fact that canals are dangerous and deceiving to the eye...the water under the surface is rapid, the sides are slick and steep...there are very few hand-holds or ladders in which to help a person get out...it's against the law...the water is filthy and full of pesticides from agriculture runoff...)

5. Only dive from _____.

- a. Diving Boards ✓
- b. Skateboards
- c. Bridges

(Discuss the importance of diving in designated areas only...bridges are dangerous and it is against the law to dive from them...you never know what might be below the surface...a tree stump, a discarded car body or refrigerator, and/or shallow water depth could all cause bodily danger, even death...)

5. Clean cement driveways and sidewalks with a _____ instead of a hose to conserve water.

- a. Rake
- b. Broom** ✓
- c. Shovel

(Discuss good water conservation practices...such as sweeping the driveway instead of wasting water to wash it off; using a bucket filled with soap and water to wash the car instead of leaving the hose running...)

5. What should you wear when you are in a boat or around water?

- a. Blue Jeans
- b. Shorts
- c. Life Jacket** ✓

(Discussion: Even though you might have strong swimming skills, factors like being over-tired, too much sun, etc., can affect those skills...it is always wise to wear a life jacket when on the water...)

6. Before going swimming, you should first _____.

- a. Eat a big meal.
- b. Learn to swim.** ✓
- c. Put on suntan lotion.

(Discuss that suntan lotion or sun block is important, but none of those items would do you any good if you didn't first know how to swim when you are around or on water...lotion can not prevent drowning!)

6. To save on water, you should do what when brushing your teeth?

- a. Turn off the faucet.** ✓
- b. Run the air-conditioner.
- c. Take a shower at the same time.

(Discuss good water conservation practices...such as not washing clothes until you have a full load...the same for the dishwasher...don't waste good water down the drain; if you get a glass a water and don't drink it all, instead of dumping the leftover water, water a plant instead...)

6. If you need help in the water, relax, float, and signal for help.

- a. True ✓
- b. False

(Discuss the importance of not becoming panicked...to relax...to roll over on your back and float...and signal or yell for help.)

6. Be water smart! If in doubt, stay out of the water.

- a. True ✓
- b. False

(Discuss the rule: If you don't know, don't go!)

7. Don't try to rescue someone by yourself, get help or call 911.

- a. True ✓
- b. False

(Run or call for help; never get into the water to go after a person in stress...both of you could then be in trouble...)

7. Always enter the water _____.

- a. Head First ✓
- b. Feet First
- c. Backwards

(Discussion: Never dive into unknown waters; only dive from a designated diving area where the depth is known; ease feet first into unfamiliar waters...)

7. Do not _____ near docks, boats, and water skiers.

- a. Swim ✓
- b. Drive
- c. Eat

(Discussion: Swim only in designated areas. Swimming where there is boating and skiing activities is dangerous...a swimmer risks getting run over...)

7. There should always be an adult along when operating a motorboat. Why?

- a. to help in an emergency ✓
- b. to hand out cookies

(Discuss that only a responsible adult who knows boating rules should operate a motorboat. In case of an accident or problem, the adult would know what to do.)

8. Before riding on a boat, make sure everyone has on a PFD. Why?

- a. to make them look cool
- b. to keep them safe ✓

8. Why should people remain seated in a boat?

- a. If standing, you could hit a wave and fall overboard.
- b. If you fall overboard, you could get hit by another boat.
- c. Both A and B, above. ✓

8. If your boat turns over, you should stay with the _____.

- a. toys
- b. boat ✓

(Discussion: If in need, most boats can act as a flotation device until help arrives...the rule is to stay with the boat so rescuers can find you more easily...)

8. If you see lightning, even if it was far away, and you are on or in the water, you should go back to _____.

- a. shore ✓
- b. school

(Discuss weather safety factors, such as high winds, electrocution, etc...)

9. Obey the _____ of the pool.

- a. rules ✓
- b. games
- c. owner

9. Walk, don't run on the pool deck; it's slippery.

- a. True ✓
- b. False

(Discussion: This is one of the rules of a pool...not only is it slippery, but you could accidentally run into someone, knock them down, push them in the pool, etc...)

9. Always have a lifesaver near the pool, such as a hook, pole, or ring.

- a. True ✓
- b. False

(Discussion: This is one of the rules of a pool...always be prepared...always have life-saving equipment on hand...know how to use the equipment...)

9. Drowning is referred to as the “Silent Killer”. Do you know why?

- a. Because when someone goes under water, they cannot call for help.
- b. Drowning happens quickly and without warning. There is often no cry for help.
- c. It's a myth that a drowning child will struggle or yell for help.
- d. All of the above. ✓

#10. Why is it important that you don't chew gum or eat while swimming?

- a. It is dangerous and you could easily choke. ✓
- b. It's fattening.
- c. It's bad manners to chew and swim at the same time.

#10. Stay out of the water when you're:

- a. too tired
- b. too overheated
- c. too cold
- d. too far from safety
- e. all of the above ✓

(Discussion: all these are factors when it comes to water safety; know your limits; quit before you reach them...)

10. Never leave a child alone in or near the pool, even for a moment.

- a. True ✓
- b. False

(Discussion: It takes as little as 2 minutes for a child to drown.)

#11. Why should all toys be removed from the pool area after you have finished using the pool?

- a. Because it looks messy.
- b. So children aren't tempted to reach for them and accidentally fall into the water. ✓

(Discussion: All a child sees is the toy, not the danger...)

11. Many children drown in things found around the home, such as bathtubs, buckets and pails, ice chest with melted ice, toilets, hot tubs, irrigation ditches, and fish ponds and fountains. Remember to:

- a. Empty all buckets, pails, and bathtubs after each use – do not leave them filled and unattended.
- b. Keep bathroom doors closed.
- c. Stay out of wells or irrigation and drainage ditches.
- d. All of the above. ✓

#11. Why is it important to stay out of canals?

- a. They are dangerous.
- b. The swift current could pull you and down, and you could drown.
- c. It's against the law.
- d. All of the above. ✓



WATER SAFETY FOR ALL

Information provided by the American Red Cross
(<http://www.redcross.org/services/hss/tips/healthtips/safetywater.html>)

GENERAL WATER SAFETY TIPS

- Learn to swim. The best thing anyone can do to stay safe in and around the water is to learn to swim. Always swim with a buddy; never swim alone. The American Red Cross has swimming courses for people of any age and swimming ability.
- Swim in supervised areas only.
- Obey all rules and posted signs.
- Watch out for the "dangerous too's"--too tired, too cold, too far from safety, too much sun, too much strenuous activity.
- Don't mix alcohol and swimming. Alcohol impairs your judgment, balance, and coordination, affects your swimming and diving skills, and reduces your body's ability to stay warm.
- Pay attention to local weather conditions and forecasts. Stop swimming at the first indication of bad weather.
- Know how to prevent, recognize, and respond to emergencies.

BEACH

- Protect your skin: Sunlight contains two kinds of UV rays -- UVA increases the risk of skin cancer, skin aging, and other skin diseases. UVB causes sunburn and can lead to skin cancer. Limit the amount of direct sunlight you receive between 10:00 a.m. and 4:00 p.m. and wear a sunscreen with a sun protection factor containing a high rating such as 15.
- Drink plenty of water regularly and often even if you do not feel thirsty. Your body needs water to keep cool. Avoid drinks with alcohol or caffeine in them. They can

make you feel good briefly but make the heat's effects on your body worse. This is especially true with beer, which dehydrates the body.

→ Watch for signs of heat stroke: Heat stroke is life-threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly. Signals include hot, red, and dry skin; changes in consciousness, rapid, weak pulse, and rapid, shallow breathing. Call 9-1-1 or your local EMS number. Move the person to a cooler place. Quickly cool the body by wrapping wet sheets around the body and fan it. If you have ice packs or cold packs, place them on each of the victim's wrists and ankles, in the armpits and on the neck to cool the large blood vessels. Watch for signals of breathing problems and make sure the airway is clear. Keep the person lying down.

→ Wear eye protection: Sunglasses are like sunscreen for your eyes and protect against damage that can occur from UV rays. Be sure to wear sunglasses with labels that indicate that they absorb at least 90 percent of UV sunlight.

→ Wear foot protection: Many times, people's feet can get burned from the sand or cut from glass in the sand.

BOATING

→ Learn to swim. The best thing anyone can do to stay safe in and around the water is to learn to swim. This includes anyone participating in any boating activity. The American Red Cross has swimming courses for people of any age and swimming ability.

→ Alcohol and boating don't mix. Alcohol impairs your judgment, balance, and coordination -- over 50 percent of drownings result from boating incidents involving alcohol. For the same reasons it is dangerous to operate an automobile while under the influence of alcohol, people should not operate a boat while drinking alcohol.

→ Look for the label: Use Coast Guard-approved life jackets for yourself and your passengers when boating and fishing.

→ Develop a float plan. Anytime you go out in a boat, give a responsible person details about where you will be and how long you will be gone. This is important because if the boat is delayed because of an emergency, becomes lost, or encounters other problems, you want help to be able to reach you.

→ Find a boating course in your area (Red Cross, U.S. Power Squadron, the U.S. Coast Guard Auxiliary, US Sailing, etc) -- these courses teach about navigation rules, emergency procedures and the effects of wind, water conditions, and weather.

→ Watch the weather: Know local weather conditions and prepare for electrical storms. Watch local news programs. Stop boating as soon as you see or hear a storm.

KEEPING CHILDREN SAFE IN, ON AND AROUND WATER

→ Maintain constant supervision. Watch children around any water environment (pool, stream, lake, tub, toilet, bucket of water), no matter what skills your child has acquired and no matter how shallow the water.

→ Don't rely on substitutes. The use of flotation devices and inflatable toys **cannot** replace parental supervision. Such devices could suddenly shift position, lose air, or slip out from underneath, leaving the child in a dangerous situation.

→ Enroll children in a water safety course or Learn to Swim program. Your decision to provide your child with an early aquatic experience is a gift that will have infinite rewards. These courses encourage safe practices.

→ Parents should take a CPR course. Knowing these skills can be important around the water and you will expand your capabilities in providing care for your child. You can contact your local Red Cross to enroll in a CPR for Infants and Child course.

LAKES AND RIVERS

→ Learn to swim. The best thing anyone can do to stay safe in and around the water is to learn to swim--this includes adults and children. The American Red Cross has swimming courses for people of any age and swimming ability.

→ Select a supervised area. A trained lifeguard who can help in an emergency is the best safety factor. Even good swimmers can have an unexpected medical emergency in the water. Never swim alone.

→ Select an area that is clean and well maintained. A clean bathhouse, clean restrooms, and a litter-free environment show the management's concern for your health and safety.

→ Select an area that has good water quality and safe natural conditions. Murky water, hidden underwater objects, unexpected drop-offs, and aquatic plant life are hazards. Water pollution can cause health problems for swimmers. Strong tides, big waves, and currents can turn an event that began as fun into a tragedy.

→ Make sure the water is deep enough before entering headfirst. Too many swimmers are seriously injured every year by entering headfirst into water that is too shallow. A feet first entry is much safer than diving.

→ Be sure rafts and docks are in good condition. A well-run open-water facility maintains its rafts and docks in good condition, with no loose boards or exposed nails. Never swim under a raft or dock. Always look before jumping off a dock or raft to be sure no one is in the way.

→ Avoid drainage ditches and arroyos. Drainage ditches and arroyos for water runoff are not good places for swimming or playing in the water. After heavy rains, they can quickly change into raging rivers that can easily take a human life. Even the strongest swimmers are no match for the power of the water. Fast water and debris in the current make ditches and arroyos very dangerous.

OCEAN SAFETY

→ Learn to swim. The best thing anyone can do to stay safe in and around the water is to learn to swim--this includes adults and children. The American Red Cross has swimming courses for people of any age and swimming ability.

→ Stay within the designated swimming area, ideally within the visibility of a lifeguard.

→ **Never** swim alone.

→ Check the surf conditions **before** you enter the water. Check to see if a warning flag is up or check with a lifeguard for water conditions, beach conditions, or any potential hazards.

→ Stay away from piers, pilings, and diving platforms when in the water.

→ Keep a lookout for aquatic life. Water plants and animals may be dangerous. Avoid patches of plants. Leave animals alone.

→ Make sure you always have enough energy to swim back to shore.

→ Don't try to swim against a current if caught in one. Swim gradually out of the current, by swimming across it.

WATERPARKS SAFETY

→ Learn to swim. The best thing anyone can do to stay safe in and around the water is to learn to swim--this includes adults and children. The American Red Cross has swimming courses for people of any age and swimming ability.

→ Be sure the area is well supervised by lifeguards before you or others in your group enter the water.

→ Read all posted signs. Follow the rules and directions given by lifeguards. Ask questions if you are not sure about a correct procedure.

→ When you go from one attraction to another, note that the water depth may be different and that the attraction should be used in a different way.

→ Before you start down a water slide, get in the correct position -- face up and feet first.

→ Some facilities provide life jackets at no charge. If you cannot swim, wear a Coast Guard-approved life jacket. Check others in your group as well.



ADDITIONAL RESOURCES

MEMORANDUM OF UNDERSTANDING ON WOW**

AMONG THE WALT DISNEY COMPANY AND THE AMERICAN RECREATION COALITION AND THE UNITED STATES DEPARTMENT OF AGRICULTURE, UNITED STATES DEPARTMENT OF THE ARMY, THE UNITED STATES DEPARTMENT OF THE INTERIOR AND THE ENVIRONMENTAL PROTECTION AGENCY

**** See appendix or to download a copy of the MOU, go to www.funoutdoors.com/coalitions/wow**