



Creating Your Custom Safe-N-Smart Summer Camp Boating Plan

In this lesson, students will develop an understanding of the importance and concepts of boating safety, using critical thinking in a peer-driven activity where students ask critical questions, perform research, debate, and create their own "Safe-N-Smart Summer Camp Boating Plan".



Produced under a grant from the Sport Fish Restoration and Boating Trust Fund, administered by the U.S. Coast Guard.

Supported by Your Boating Safety Educational Partners at:



GRADE LEVELS

Middle School - Grades 6-8

CONTENT AREA

Life Science

UNIT THEME

Outdoor Recreation Safety

TOPIC

Boating Safety

TIME REQUIRED

Three 45-minute sessions



OVERVIEW

With the growth in recreational boating and fishing, more youth and their families are discovering the personal rewards of being out on the water. But with so many newcomers, it also puts inexperienced youth in boating situations with little knowledge of boating safety. And it's a proven fact that safe boating knowledge is the key to preventing serious or fatal accidents.

Most states require **registered boaters** to complete a certified boating safety course. [The U.S. Coast Guard](#) and other agencies and orgs offer a variety of comprehensive online resources to educate new anglers and boaters about boating safety. The challenge however is that most new boaters and anglers are much more interested in having fun out on the water rather than being concerned about learning boating safety.

In this lesson, students will develop an understanding of the importance and concepts of developing a comprehensive boating safety education plan, using critical thinking in a peer-driven activity where students ask critical questions, perform research, debate, and create their own **Safe-N-Smart Summer Camp Boating Plan**.

Here are the challenges the students will face:

You have a major problem with your summer plans. The Summer Camp you've gone to since you were 8-years-old is suddenly in danger of being shut down. There is no doubt about it, Camp Waterbug is in jeopardy of losing their license from the state. The reason? Two campers nearly drowned after one of them fell into the water from the dock and the other teen, without proper training, tried to save him.

CONCEPT Boating Safety

ENDURING UNDERSTANDING:

Students will understand the different considerations in developing a boating adventure safety plan. They will also understand that boating safety plans can be adapted to various water activities.

CONTENT OBJECTIVES:

Students will be able to define the reasons for developing a plan and identify the key concepts in a boating adventure safety plan that can affect their safety and that of friends or family.

LEARNER OBJECTIVES:

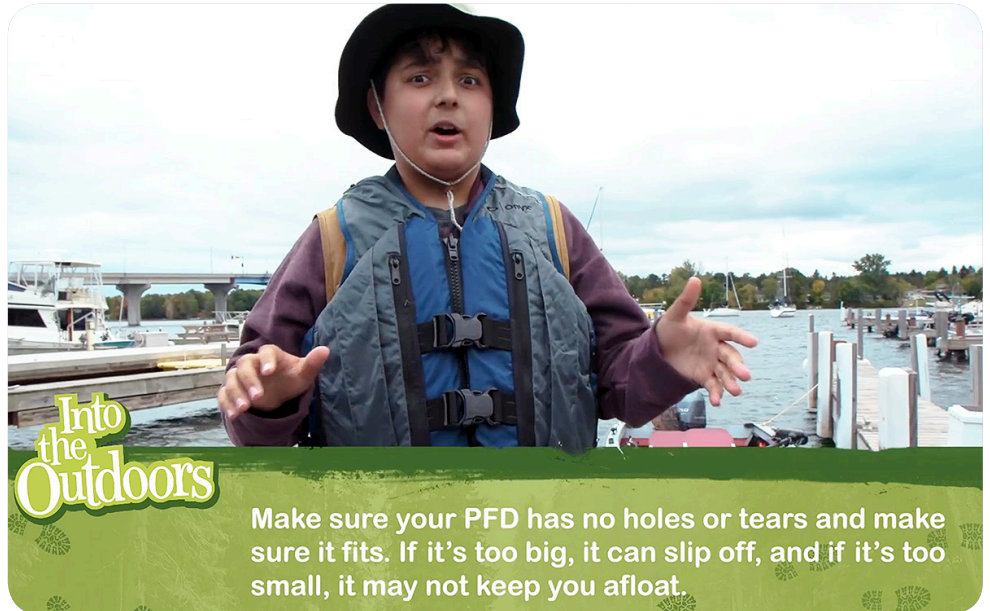
Students will use video, online research and classroom discussion in developing and supporting their understanding of a safe boating plan.

PROCESS OBJECTIVES:

Students will work in small and large groups to process new information and use evidence to come to conclusions.

MATERIALS NEEDED (each group, each student):

1. Internet access to webpage and video <https://intotheoutdoors.org/topics/boating-safety-savvy/>
2. Student Worksheets (free downloadable PDFs)
3. Poster Paper and Markers for each group



Overview continued...

On top of that, three campers had to be rescued last year by the US Coast Guard after a 32-hour search on nearby Lake Michigan. They got lost, their boat ran out of fuel, and they were drifting miles from shore in rough waters. It turns out that none of these kids knew how to be safe and smart on the water.

Based on these incidents, the state Marine Safety Agency told Camp Waterbug that unless they developed a plan to teach all incoming summer campers how to be safe and smart boaters, Camp Waterbug would have to be shut down. You just can't let that happen, you and your friends summer plans will be ruined!

Even though your state requires registered boaters to complete an online certified boating safety course, most new campers at Camp Waterbug are much more interested in having fun on the water rather than being concerned about being safe on the water. So the challenge is to create a plan for being safe-n-smart, yet making it a fun and required part of attending Camp Waterbug.

In this lesson, students will develop an understanding of the importance and concepts of boating safety, using critical thinking in a peer-driven activity where students ask critical questions, perform research, debate, and create their own "Safe-N-Smart Summer Camp Boating Plan".



PROCEDURES

Session 1 - Before watching the Boating Safety video or reading the website background information, ask students what they know about the most critical concepts of boating and water safety. Also ask students how many have actually been out on a boat and what safety practices they followed. Also lead a discussion about mishaps or dangerous situations that happened.

Have students download, or print and distribute, the *Pre-Lesson Student Worksheet* (this student PDF is on the web link). Instruct students to fill in the worksheet while watching the video. Go over the questions with the students before viewing so they know what to look and listen for. After viewing the video, review and discuss the answers to the questions as a class.

Next, divide the class into groups of three students each (camp group teams). Have students download and print, or hand out, to each student the Summer Camp Boating Safety Worksheet (this PDF and on the web link). Ask them to review the details and assignments of the worksheet in preparation for Session 2. Answer any questions about the assignment.

Session 2 - Team Research & Plan Development

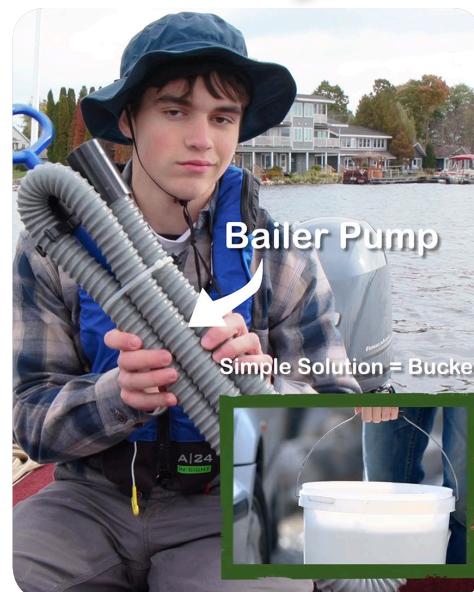
Within the worksheet, each team has assigned roles, goals and objectives in developing their safety plan. Within each team, one member will be the “**camp counselor**”, one the “**safety-first camper**” and the other the “**fun-first camper**”. Have students perform online research from the links provided, and other sources, then have the teams discuss and develop their key goals. The worksheet provides instructions and research options for students to gather information from *USCG Recreational Boating Statistics* (PDF also available on the webpage or [on uscgboating.org](http://on.uscgboating.org)).

Inform each team that one member will also prepare to give a presentation to present their *Safe-N-Smart Summer Camp Boating Plan* to the class during Session 3. Their presentation should be supported by research and some form of demonstration or media (either situational re-enactments, videos, poster, graphs, charts, images).

Session 3 – Boating Safety Presentations & Class Debate

Have each team present their Safe-N-Smart Summer Camp Boating Plan and supporting reasons along with their demonstration or media. During presentations, ask all the students to write down key boating safety considerations that other teams may have missed. After all the teams have presented their safety plans, lead a group discussion on and list, then prioritize, the key elements of the “Ideal Safe-N-Smart Summer Camp Boating Plan” on the board. This final plan should reflect a stakeholder balance of logical safety goals between the camp counselors, responsible campers and fun-first campers.

Conclude the discussion with a sampling of students who remained concerned that the overall plan may have missed one or more of their safety concerns.



Assessment

Students will be informally assessed based on their participation within the camp group teams and during class presentations and discussions. Teachers could collect the discussion notes students took during the video to check for completion.

Students can be formally assessed on meeting the formal learning objectives on how thoroughly students completed their Safe-N-Smart Summer Camp Boating Plan worksheets.

Extension Activities

Groups of students who acted out situational demonstrations, can meet and develop an expanded “boating safety play” to preform for their class or the entire school. Their play should include key “take-away” messaging that includes PFDs and certification.

Students may select other outdoor recreational activities that they have participated in to develop customized “outdoor safety” plans. Direct students to use the same general worksheet and procedure of research in developing their custom activity plans. Students can later present their outdoor safety plans in class and compare the plans of different students.

SPECIAL CONSIDERATIONS:

This activity is richest when completed in groups with answers shared to a whole class. The student worksheet is not a typical worksheet as it encourages students to construct knowledge as they answer questions. The questions build off of each other.

Resources (hyperlinked)

- U.S. Coast Guard Boating - uscgboating.org
- Future Angler Foundation - futureangler.org
- Take Me Fishing - takemefishing.org
- Yamaha - yamahaoutboards.com
- Onyx - onyxoutdoor.com



The following **National Common Core Standards** can be met teaching Grades 6-8 for SAFE-N-SMART SUMMER CAMP BOATING PLAN:

Grade 6:

CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade 6 Continued:

CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7

CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7 Continued:

CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8:

CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 8 Continued:

CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-LITERACY.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 6-8:

CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. earch.

CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

CCSS.ELA-LITERACY.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

CCSS.ELA-LITERACY.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-LITERACY.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Grades 6-8 Continued:**

CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

CCSS.ELA-LITERACY.WHST.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Next Generation Science Standards:**Grades 6-8:**

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]

MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. [Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] [Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]

Safe & Smart Boating
Pre-Lesson Student Worksheet

Student Name: _____ **Class:** _____ **Date:** _____

Before watching the video or exploring the website, review these questions, look for and write down your answers while watching the video

(<https://intotheoutdoors.org/topics/boating-safety-savvy/>)

1. What are some personal rewards to going fishing or boating?
2. What are the personal risks of going fishing and boating?
3. When are the most crucial times to wear a life jacket (PFD)?
4. Why would you, or a good swimmer, need to wear a PFD?
5. What is a "Float Plan"?
6. What are the safety reasons for giving your Float Plan to your family or a friend?
7. Besides a PFD, what other gear are the anglers wearing for safety and why?
8. How can your cell phone help you be safe during outdoor adventures?

Safe-N-Smart Summer Camp Boating Plan Worksheet

Congratulations! You're part of a 3-person team ready to save *Camp Waterbug*. Your simple goal is to save the entire camp from losing its license to operate! You're going to do that by developing and following a **Safe-N-Smart Summer Camp Boating Plan** that can be implemented at *Camp Waterbug* to make sure kids at camp stay safe (and smart) on the water all summer long. You probably have some questions so here's a quick explanation.

There is no doubt about it, Camp Waterbug is in jeopardy of losing their license from the state. The reason? Two campers nearly drowned after one of them fell into the water from the dock and the other teen, without proper training, tried to save him. On top of that, three campers had to be rescued last year by the US Coast Guard after a 32-hour search on Lake Michigan. They got lost, their boat ran out of fuel, and they were drifting miles from shore in rough waters. It turns out that none of these kids knew how to be safe and smart on the water.

Based on these incidents, the state Marine Safety Agency told Camp Waterbug that unless they developed and a plan to teach all incoming summer campers how to be safe and smart boaters, Camp Waterbug would have to be shut down. You just can't let that happen, you and your friends summer plans will be ruined!

Even though your state requires registered boaters to complete an online certified boating safety course, most new campers at Camp Waterbug are much more interested in having fun on the water rather than being concerned about being safe on the water. So the challenge is to create a plan for being safe-n-smart, yet making it a fun and required part of attending Camp Waterbug.

*In this lesson, you and your two partners will develop an understanding of the importance and concepts of boating safety, using critical thinking in a peer-driven activity where students ask critical questions, perform research, debate, and create their own **Safe-N-Smart Summer Camp Boating Plan**.*

Before developing your plan, watch the videos and review the content on this webpage:

<https://intotheoutdoors.org/topics/boating-safety-savvy/>

Next, select a fun name for your team. Then decide which of you will each assume one of these roles; 1) the camp counselor, 2) the safety-first camper, 3) the fun-first camper. Focus on your individual roles as you perform online research. For instance, the safety-first camper might be worried about what information the campers are learning to keep them safe while the camp counselor might be more concerned about how they're going to pass along all of this safety information to a group of campers in a quick, fun, but responsible fashion. Of course, the fun-first camper will always be on the lookout for ways to make each lesson you teach the campers more fun and engaging.

Your plan must include factual research on boating safety. Use either online research or the **USCG Recreational Boating Statistics** PDF provided on the webpage. Once you've each listed

key parts of your safety plan, work together as a group to combine them and develop your team's safety plan and save *Camp Waterbug*.

Decide on one member of your team to present your team's **Safe-N-Smart Summer Camp Boating Plan** plan to the class during Session 3. Your presentation should be supported by research and include some form of demonstration or media (either situational demonstration, video, poster, graphs, charts, images – see “YouTube fishing accidents” for instance).

Team Name: _____ **Class:** _____ **Date:** _____

Camp Counselor (student name) _____

Safety-First Camper (student name) _____

Fun-First Camper (student name) _____

Our _____ **Team Safe-N-Smart Summer Camp Boating Plan includes:**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

10. _____

11. _____

12. _____

Our plan is supported by these references (online sources)

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