

U.S. Department of
Homeland Security
**United States
Coast Guard
Auxiliary**



Boats 'N Kids



Instructor Guide

2019 Ver 1.0

Preface

Over 20 years ago, Division 12 of District 11NR began teaching a course called Boats ‘N Kids to teach the basics of boating and water safety to children in grades K-8. This course was developed from existing approved United States Coast Guard Auxiliary education materials. This course has been delivered to thousands of children in the San Francisco Bay Area through the years. It is the foundation of the youth education program in Division 12. Over the years, this course has been refined and adapted by many instructors. This guide documents the course and provides the training and resources to build a youth education program.

The document is structured around three core elements of a successful youth education program: (1) outreach, (2) instructional content, and (3) delivery. Youth education is very different from other education programs in the Auxiliary in that it is not PowerPoint dependent. It is designed for flexible delivery from small groups to school assemblies.

Why focus on youth education? Because it saves lives. A flotilla in 11 Northern Region, Division 12, received a letter from a parent that documented precisely why this course is so important. Two boys took a small sailboat out in the afternoon on an alpine lake in the Sierra Nevada Mountains. As it got later in the afternoon, they were overdue returning. Their parent became anxious for their safety and was about to summon emergency services when the kids returned to shore in the evening. They told their parent what happened. As the wind came up in the late afternoon, they were blown over. They were unable to right the boat in the high wind, so they got on top of the capsized sailboat. Then, when the wind died down, they were able to right it and sail back home. Their parent asked them how they knew to get on top of the boat to avoid hypothermia. They said that the U.S. Coast Guard Auxiliary taught them. Two lives potentially were saved by this course. With thousands of graduates, perhaps many more have been saved, but they went undocumented.

Youth education is vital to effect a behavior change early in life that will carry into adult life as young boaters grow into adult boaters. Teaching them the right habits now will have long-term implications for improving RBS numbers. Just as it is almost an automatic action to buckle a seat belt, if learned early it may become an automatic action to wear a life jacket. This, and all of our public education youth initiatives will gradually improve outcomes with prevention over a long period of time as behaviors and habits are changed. If we do not start with the kids now, it will be harder to get them to change behaviors later.

Acknowledgements

The author wishes to thank the following people for support in the development of this manual.

Editing and Review

Sean Harvey, District 11NR, Flotilla 12, Sector San Francisco

Contributors and Reviewers

Georgianna Scheuerman, District 11NR, Flotilla 12-91, Sector San Francisco

Ricard Scheuerman, District 11NR, Flotilla 12-91, Sector San Francisco

Table of Contents

Chapter 1.	Outreach in Youth Education	1
Section 1.	Finding an Audience	1
Section 2.	Audiences	3
Chapter 2.	Teaching <i>Boats ‘N Kids</i>	5
Section 1.	Teaching Youth is Different than Adults	5
Section 2.	Introduction to the Lesson Plan	5
Section 3.	Lesson Plan	7
Chapter 3.	After the Course	11
Section 1.	Recognition	11
Section 2.	Working with the Active Duty	11
Chapter 4.	Resources	13
Section 1.	Example Approach Email	13
Section 2.	Example Approach Letter	14
Section 3.	Example Thank You Email	15
Section 4.	Example Letter of Appreciation	16

Chapter 1. Outreach in Youth Education

Section 1. Finding an Audience

A successful youth education program begins with marketing and outreach. There are many potential audiences for youth boating safety education: Scouting, schools, religious organizations, and “Y”s. The difficulty is developing outreach to these organizations in order to offer the Auxiliary’s youth education program.

It is a sad fact that many people outside the boating community have never heard of the United States Coast Guard Auxiliary, so the marketing of youth education must include an introduction to the Auxiliary, who we are, what we do, and the kind of education that the Auxiliary offers to the boating and non-boating public. It is fundamentally a sales job. It is prospecting for clients with whom you will establish a hopefully long-term relationship. That is how we will approach the problem of finding an audience.

Prospecting is the process of identifying and contacting decision-makers with whom you will make your pitch. This begins with brainstorming on the organizations in your local area of responsibility (AOR) that could be consumers of youth education.

Elementary schools are prime targets. There are large numbers of kids all in one place and schools regularly have public safety organizations, like the local police or sheriff and the fire department, visit schools to educate kids on safety. The Auxiliary is a public safety organization dedicated to boating safety and schools will generally be receptive to visits.

The “Y” is another logical target for boating safety education. It can be incorporated into

their regular youth education programs during the summer. Many Ys offer a short summer program in water-safety for children who do not yet know how to swim. The youth education material in boating safety is easily incorporated into that program.

Scouting is another prime consumer of boating safety education. While it is not merit badge related, a presentation from the Auxiliary provides an activity for the kids and an attraction to promote meeting attendance. For example, most troops hold a recruiting event once a year. A visit from the Auxiliary may be used as part of the marketing for that recruiting meeting, benefiting both the troop and the Auxiliary’s recreational boating safety mission.

Religious groups are another prime consumer. Sunday schools may be approached to offer a youth program to the kids. It excites the kids and promotes school attendance.

Once you have identified the organizations, you need to find contacts to whom to reach out. This is where the Internet comes in. A quick search will yield the main websites for these organizations and you may find contacts to approach from the website. Failing to find a name or an email is not the end of the world. It just means you need to be persistent. Call the main phone line or use the “contact” page to approach the organization with a pitch.

Developing a *pitch* is one of the most important aspects of sales. There are multiple pitches that need to be developed. Chapter 4, Section 2 provides a template approach letter to a school offering Boats ‘N

Kids. Section 1 provides a template for an approach email.

When contacting an organization use the “elevator pitch.” An *elevator pitch* is a very brief description of the course, why it is valuable, and a call to action, that can be delivered in a minute or two (i.e., in a short elevator ride). Every Auxiliarist should be able to deliver an elevator pitch for recruiting members into the Auxiliary. For example, “The U.S. Coast Guard Auxiliary is the uniformed, civilian, volunteer part of the Coast Guard. It performs many of the same missions as the Coast Guard except military and direct law enforcement. The primary mission of the Auxiliary is recreational boating safety—keeping people safe on the water. We all volunteer our time to assist the Coast Guard in fulfilling its civil functions. We aren’t paid, but we receive great satisfaction knowing we help save lives and protect the environment. The only requirements to join are a desire to serve, be at least 17 years old (with parental permission), be a citizen of the United States, and be able to pass a criminal background check. If you would like more information about the Auxiliary, I can arrange a time to meet. I’ll follow up with you in a day or two to schedule a time and place.”

You will notice that the elevator pitch did several things:

- Described the Auxiliary
- Established its value
- Contained a call to action
- Invited me to follow up

These are the core elements of any successful pitch. That last element is what is most often overlooked. People don’t want to appear pushy; however, if you leave it up to the prospect to choose to take action, they might never do so.

The elevator pitch for Boats ‘N Kids describes the youth education program: “The Coast Guard Auxiliary offers a 25-minute interactive session on boating and water safety suitable for small and large groups of children in grades K-8. The seminar teaches the basics of how to be safe on a boat and around the water including the importance of life jackets and what to do in an emergency.”

It then transitions to a value proposition: “It teaches proven skills and knowledge that can save a life.”

It contains a call to action and invites a follow-up on the Auxiliary’s initiative: “If you are interested in having two trained instructors come and give this short course, we can likely schedule it in the next few weeks. I’ll call you on ... to talk more and set up a time.”

This basic pitch can obviously be improved with local color and possibly an example of a boating emergency. This pitch is only an example to get you started in developing your own pitch that you are comfortable in delivering. Just make sure it is not too long. Also avoid the hackneyed, “But wait there’s more...”

Remember your ABCs: *Always Be Closing*. Use each contact with your prospect to close on another contact, until you are sure that you can close the youth education event. The email or letter closes the prospect on a phone call. The phone call closes the prospect on a meeting. The meeting closes the prospect on holding a youth education class, which is your end goal in the outreach phase of youth education.

Section 2. Audiences

Each audience presents its own challenges for prospecting. The approach and requirements vary between organizations.

Schools are the richest opportunity in terms of the numbers that can be reached with the training. However, they present the greatest bureaucratic hurdles. They present the following challenges:

- Background checks may be required
- There may be resistance to having an organization affiliated with a military service visit
- Navigating the bureaucracy may present challenges to secure permission

The best approach to working with a school is to begin with a school principal. The principal is the CEO of the school. In the approach to the principal it is best to head off any objections around having a military organization visit the school. Stress the following: (1) the USCG Auxiliary is the uniformed, *civilian*, volunteer part of the Coast Guard; (2) the Auxiliary is *not* a paramilitary organization—Auxiliarists are not authorized to participate in any military or direct law enforcement missions of the Coast Guard; (3) the Auxiliary *is* an organization whose primary mission is recreational boating *safety*. Schools have visits from local fire and police in order to conduct safety instruction; the Auxiliary is no different.

The bureaucracy may be difficult to navigate. You may be redirected to the superintendent's office or other central authority. Just be persistent. If necessary, you may seek support from your District Staff Officer for Public Education (DSO-

PE) or District legal resource with forms and contracts.

Scouting: Scouts BSA and the Girl Scouts are prime partners to reach youth with boating safety training. Scouts BSA is the umbrella organization for the Cub Scouts and Sea Scouts. The Scouts are governed at the local level by a Council. This is the place to start in order to find the pack/den/troop to present training. The website has a search by zip code to find the local council: <https://www.scouting.org/discover/local-council-locator/>

The Girl Scouts has a similar organizational structure and has a search feature on the website to find a council: <https://www.girlscouts.org/en/about-girl-scouts/join/council-finder.html>

Beyond this course, which is best for the Cub Scout and Brownie aged kids, the Auxiliary offers *About Boating Safely*, soon to be *Boat America*, which may be offered to Boy Scouts, Girl Scouts, and Sea Scouts. Both *About Boating Safely* and *Boat America* cover approximately 80% of the Boy Scout merit badge for powerboating. The only dockside topic not covered in the course is how to winterize an outboard motor for storage, and of course the practical on the water skills. Additionally, *A Paddler's Guide to Safety* is an excellent course to offer for kayakers and canoers, or *Kids and Paddlecraft* for the younger age groups.

Military themed youth groups: the United States Naval Sea Cadet Corps (USNSCC) and Young Marines are excellent targets. This course is an appropriate introduction for the youngest members, 10-11 years old. Partnering with these organizations for public education may

be very fruitful. *About Boating Safely* and *Boat America* will satisfy the requirements for the cadets' and marines' seamanship ribbon. The USNSCC does not make it easy to find a local unit. As of this writing, there is no search function on their website (<http://www.seacadets.org>), and some web searching may be in order to find the website for your local unit. The Young Marines does have a unit search function on the website: <https://www.youngmarines.com/find-a-unit.html>

Local churches, mosques, synagogues, temples may also be approached with an offer to teach the youth program. They almost always have some educational program for young people and you can be a guest speaker.

The YMCA, YWCA, YMHA, or YWHA may offer a water safety program for kids in the summer. This would be an excellent opportunity to reach large numbers of kids with this program. This course could be delivered as a classroom session before getting into the pool. Some USCG stations may already be partnering with the Y for the in-the-water training.

Chapter 2. Teaching Boats ‘N Kids

Section 1. Teaching Youth is Different from Adults

Teaching kids is different than teaching adults. While you want to achieve the same goals, the methods used are different. Adult learners will sit through a “Death by PowerPoint” presentation; kids’ attention spans are much shorter.

While even adults should be engaged with active learning strategies, kids need stimulation. Furthermore, you want to leverage all three basic learning types to improve learning and retention.

People can be classified into three different types of learner: verbal, visual, and kinesthetic. Verbal learners learn best by reading and listening. Visual learners learn most easily by watching. Kinesthetic learners learn best by doing. Your goal as an instructor is to engage all types of learners in the presentation.

According to recent academic research, lecturing is one of the least effective methods of teaching. Teaching must be interactive to be effective. This is why one of the most time-honored teaching methods is the Socratic Method, which places demands on the learner to recall facts and formulate arguments on the fly to prompting questions by a facilitator.

The Boats ‘N Kids program is built around questions, answers, and instructor elaboration on the answers, combined with skills practice.

Due to the short attention span of the kids, offering this course puts additional demands on the instructor to demonstrate energy and engagement. Furthermore, the audience does not read at a high school level and the vocabulary used needs to be age appropriate—e.g., “life jacket” not “personal flotation device.” Jargon and acronyms should be minimized.

Adapt the teaching to different ages and settings. You may present in a warm calm manner for pre-school through first graders, a more energetic game-show style for older kids, and a more military authoritative style for military-themed youth groups. It all depends on the situation.

The content of the course is the same. The goal is to prepare kids for being safe when entering, being on, and leaving a boat; some environmental stewardship around trash; swimming from a boat; and handling emergencies.

While we cover handling emergencies, it is important not to scare children with horror stories. This isn’t a driver’s education class from the 1970s, highlighting disasters!

Section 2. Introduction to the Lesson Plan

The latest edition of the lesson plan will always be available in the Resources section of the public education directorate

(E-Directorate) website. Be sure to work from the latest version. This is accessible

from the Directorate's tab on the main www.cgaux.org webpage.

The lesson plan details the recommended props for teaching the course, an outline of the skills to be imparted, and a detailed discussion of the various topics to be covered individually with some examples.

The official uniform for delivering public education is located in the Auxiliary Manual in chapter 10.A.4. Tropical Blue, Winter Dress Blue, Service Dress Blue Bravo, and the Auxiliary Blue Blazer uniforms are authorized.

Generally speaking, even though the Tropical Blue is not the best for active demonstration—badges, nametags and ribbons get caught on life jackets—the uniform tends to hold kids' attention and has a look of authority.

Always wear the uniform correctly. You are representing the Coast Guard and need to present a sharp appearance. Best practice for instructors is to perform a uniform inspection on each other before an event.

Section 3. Lesson Plan

LESSON PLAN

Date: 1 August 2019

Course Title: Boats 'n Kids

Delivery: Interactive seminar

Ages: 6-11

Time: 25 minutes

Instructors: Team of two instructors

Description	<p>This is a short course for children on the bare minimum for boating safety. It is designed to be delivered in large or small groups. The level of interaction varies with group size. It is <i>not</i> a comprehensive training session. For example, the person overboard drill focuses on roles the kids might actually play--i.e., actions of the helmsmen are disregarded.</p> <p>This course has been proven effective in providing kids with tools for managing an emergency situation. This course originated in the San Ramon Valley Flotilla and the flotilla has received feedback from parents of attendees that it has saved lives.</p> <p>When delivering the course, always remember that the audience is children. It should be energetic and light-hearted. Avoid horror stories. Children this young should not be discouraged from watersports.</p> <p>All content in this course is derived from existing instructional materials: <i>Boating Fun, About Boating Safely, Boating Skills and Seamanship, Boat America</i>. Any qualified Auxiliary Instructor can deliver it.</p>
--------------------	--

Objectives	Choosing the right life jacket
	Entering and exiting a boat dockside safely
	Safe conduct while on a boat
	Environmental stewardship while on a boat
	Swimming from a boat
	Handling the following emergencies: <ul style="list-style-type: none"> • Cold water immersion • Swamping and capsizing • Person overboard

Outline	<ol style="list-style-type: none"> 1. Introduce the USCG Auxiliary and instructors 2. Inventory student boating activity 3. Life jackets <ol style="list-style-type: none"> 3.1. When to wear 3.2. Types 3.3. Choosing the right life jacket 4. Boarding a boat <ol style="list-style-type: none"> 4.1. Hands free 4.2. Warning others 4.3. Dangers of stepping on the gunwale 5. Being safe on the boat <ol style="list-style-type: none"> 5.1. A hand free at all times 5.2. Don't sit on the gunwale, lifelines, or railings 5.3. On sailboats beware of the boom 5.4. Best to sit down 5.5. Dangers of teak surfing 6. Environmental stewardship <ol style="list-style-type: none"> 6.1. Trash 6.2. Oil 7. Swimming 8. Emergencies <ol style="list-style-type: none"> 8.1. Cold water immersion 8.2. Swamping and capsizing 8.3. Person overboard drill 9. Wrap-up
----------------	--

Materials	Item	Quantity
	Type I adult life jacket, Indian orange with SOLAS tape	1
	Type II adult life jacket, Indian orange with SOLAS tape	1
	Type III adult life jacket, brightly colored with SOLAS tape, recommend USCG issued PPE	1
	Type V adult inflatable life jacket	1
	Assortment of infant, toddler, child, and adult life jackets, brightly colored	10 or more
	USCG Auxiliary PPE bag (if needed)	1
	Type IV throwable PFD	1

	30' of polypropylene heaving line with monkey fist or throw bag	1
	Safety whistle and lanyard	1 or more

Instruction

1. Introduce the instructors, ask the students what they know about the Coast Guard, and introduce the USCG Auxiliary
2. Ask the students who has been on a boat before or who have a boat. What kind? This helps gauge the depth of the program. A room full of experienced boaters may need to be tailored to their advanced knowledge.
3. Cover the legal requirements for life jackets. Children must be in a life jacket. Adults should be wearing life jackets (and if not, they must be readily accessible). Discuss the five types of life jackets. Demonstrate donning a life jacket (particularly with a Type I to show how hard it can be and why you should already be wearing one before an emergency situation). Recommendation should always be for bright colors and retro-reflective tape: "How much does a head weigh? (10 or 11 pounds), 15.5 pounds of buoyancy floats about *this* much of you out of the water (showing about how much). When the Coast Guard is looking for you, you want to be seen. It is very hard to see something dark colored from 200 feet in a helicopter. At night the retro-reflective tape shines like the sun when a spotlight hits it."
4. Discuss the value of having a sound producing device (i.e., a safety whistle) attached to the life jacket with a lanyard long enough to reach the mouth without untying it.
5. Fitting life jackets. If parents are present demonstrate how to check that a life jacket fits a child, doing a shoulder lift. Putting an adult life jacket on a child would also be a good way to demonstrate the problems with an improperly fitted life jacket.
6. Discuss the Type IV throwable. It must be immediately accessible to the helm. Its purpose is as a datum as well as a flotation aid for a person in the water.
7. Between the two instructors establish a dockside scenario of a boat tied up alongside a dock. One instructor is in a boat and one instructor is on the dock. Discuss the proper way to board a boat. Key messages: "Do not step on the gunwale, step into the boat," "Hand the bag to someone, so that your hands are free to get in the boat," "Courtesy of requesting permission to come aboard," "Stepping in/up/aboard!" to let people know that the boat will rock. Demonstrate the procedure with the full PPE bag. Reverse the procedure for stepping off a boat.
8. Now that you are on the boat, how to be safe. Danger of sitting on the gunwale, life lines, and railings. Keeping a hand free at all times in case of wake or wave. On sailboats, watch out for the boom. Sitting down is the safest place to be. Key messages: "One hand for me, one hand for the boat," "It's called the boom because that is the sound you hear when it hits you in the head."
9. Ask the kids if they know what teak surfing is? Define it: riding on a swim platform or being pulled through the water by hanging onto the swim platform. It is a crime in some

areas and dangerous in all because of the danger of carbon monoxide poisoning as well as being that close to the propeller.

10. Don't discard trash, oil, or waste into the water. Emphasize the risks to sea life. Cite examples. For example: "What do you think a plastic sandwich bag in the water looks like? A jellyfish. Sunfish eat jellyfish, so they might eat the plastic bag and get sick."
11. Discuss swimming from a boat. Dangers of hidden objects. Key messages: "Feet first, first time," "Be sure you can get back in the boat after swimming."
12. Handling emergencies is the highlight of the training. We discuss the four stages of cold water immersion: (1) gasp reflex, (2) swim failure, (3) hypothermia, (4) peri-rescue collapse. Be sure and cite the water temperature locally and the amount of time before swim failure and hypothermia. Key messages: "You may choke on water when you gasp, but a life jacket keeps your head above water," "When you get cold enough for swim failure, you won't be able to tread water. At that point the life jacket keeps you alive," (For adults present) "Treat hypothermia as a medical emergency and activate EMS," (Also for adults) "Don't elevate the legs of a hypothermic victim, because you can send a rush of chilled blood to the heart."
13. Teach the HELP position and huddling. They work by creating a pool of still water near your chest to keep you warmer. Circulating water makes you colder.
14. Discuss swamping and capsizing. Define both terms. Swamping is a boat filling with water. Capsizing is a boat flipping over. Key messages: "Stay with the boat," "try to re-board or get on top." The boat is a bigger target for the Coast Guard to find you, and you will not get hypothermia as fast. Use a local sea story if possible to reinforce the message.
15. Discuss the person overboard drill. Cover the roles of a person overboard drill and who does what: Witness/pointer, person at the helm, recovery person: "I see a person fall in the water what do I do? Shout, 'Man overboard! And which side of the boat' point to them and never take my eyes off them." "The driver's job is to slow down, turn towards the victim, which kicks the stern away from hitting them, hit the MOB button on the GPS unit, and throw the throwable." "Why? Because it is a datum which will float with the current and is easy to see." "Never go in after a person. It creates two victims. Plus, a person panicking in the water may drown you, trying to keep their head above water." "Reach for the person or throw a line to the person, but do not go in after the person."
16. Take volunteers from the audience to play the roles of: victim, pointer, and recovery person. Put the victim in a life jacket. The victim will "float" a little way away from the "boat." The pointer will see them go overboard and shout, "Man overboard port/starboard side!" and point until the person is back "on board." The recovery person will throw the throwable and get the heaving line. Then throw the heaving line, aiming beyond the victim, and pull the victim in.
17. Solicit questions, quiz the students, and recap some key messages on life jackets, "one hand for me, one hand for the boat," "feet first, first time," "stay with the boat if it capsizes or swamps," etc. Time permitting and if the group is small enough, do a life jacket fitting so the kids know what size fits them.

Chapter 3. After the Course

Section 1. Recognition

After the course, it is important to maintain relationships with your education partners. You want to be invited back. A thank you note, letter of appreciation, or certificate of appreciation is an appropriate way to recognize the contributions of the youth education partner who has invited the Auxiliary to conduct a class.

In some cases, a simple thank you email or handwritten thank you note is appropriate, in other cases a more formal letter of appreciation or certificate of appreciation from the flotilla commander is appropriate, perhaps presented at the event.

Chapter 4 provides examples of a thank you email and letter of appreciation. For specific formulas and examples for correspondence. See *The Coast Guard Correspondence Manual* (COMDTINST M5216.4C) for the style guide for correspondence that includes usage,

abbreviations, modes of address, and formatting.

Chapter 11 Section A.16.h(1) of the *Auxiliary Manual* (AUXMAN) provides the criteria for issuing a certificate of appreciation to non-Auxiliarists. The flotilla commander is able to issue this informal award.

The template is available on the Awards section of the national website: <http://certs.cgaux.org>

Letters of appreciation should be printed on 24 or 28 lb. high quality bond paper (e.g., resume paper) and enclosed in an award cover. The certificate of appreciation should be printed on cardstock so that it is suitable for framing. Present the certificate of appreciation in an award cover or in a frame. The Auxiliary Store (<https://auxcen.com>) stocks silver Auxiliary logos for embellishing the award cover.

Section 2. Working with the Active Duty

If you have worked with USCG active duty, you should be following up with a memorandum from the flotilla commander to the Commanding Officer (CO) of the unit thanking the unit for the support of the public education program. Make sure the following is included in the memorandum:

- When and where the event occurred
- Names and rate/rating of all who participated

- A detailed description of what happened
- An offer to provide additional information for a “positive page 7” if required

A copy of the memorandum should go to the Auxiliary Liaison Officer (AUXLO), the District Auxiliary Sector Coordinator (ASC), who can be found in Aux Directory, and the Flotilla Secretary of Records (FSO-SR).

Recognition of active duty support for the Auxiliary is especially important for the following reasons: it is common courtesy, units apply for awards and this may be part of the criteria, it can become important information for selection and advancement of the members involved. Volunteering during off hours can be a factor in getting a promotion.

Chapter 4. Resources

Section 1. Example Approach Email

Ms. Doe,

The U.S. Coast Guard Auxiliary is the uniformed, civilian, volunteer component of the U.S. Coast Guard, whose primary mission is recreational boating safety. As the summer season approaches, the Auxiliary would like to present at a scout meeting on the topic of boating and water safety. The program is 25 minutes long and covers the following topics:

- Life jackets
- Boarding a boat safely
- Being safe while on the boat
- Environmental stewardship
- Swimming from a boat
- What to do if you fall in the water
- What to do if the boat swamps or capsizes
- A person overboard drill

Two qualified instructors teach the session. The knowledge and skills from this course are proven to save children's lives. I will follow up this email with a phone call in the next 48 hours to discuss scheduling unless I hear from you sooner.

Sincerely,

Joe Flotilla

Flotilla Staff Officer for Public Education

Narnia Area Flotilla

Mobile: 555-555-5555

Section 2. Example Approach Letter

Department of Homeland Security
United States Coast Guard Auxiliary
Flotilla Name (NOT NUMBER)
City, State

January 1, 2019

Principal John Smith
Any Name Elementary School
Street Address
City, State Zip

Dear Principal Smith:

Please allow me to introduce my organization and myself. My name is Jane Doe, and I am the Staff Officer for Public Education for the local flotilla of the U.S. Coast Guard Auxiliary, which is the uniformed civilian volunteer component of the U.S. Coast Guard. I would like to schedule either a day of classroom visits or a school assembly.

We have a 25-minute interactive presentation designed for students age 7 – 12 about water safety entitled *Boats 'N Kids*. This presentation includes the following topics:

- Life Jackets
- How to Board a Small Boat Safely
- Be Safe on a Boat
- Littering
- Swimming Away From a Boat Safely
- Dangers of Cold-Water Immersion
- What to do if a Boat Capsizes
- What to do if Someone Falls Overboard

The program culminates with four volunteers demonstrating a simulated overboard drill.

We come with all supplies and will leave coloring books and stickers for all the students.

I will follow-up this letter of introduction within the next few weeks, unless I hear from you sooner. I can be reached at 555-555-5555 to schedule a date and time. I look forward to speaking with you, and working with your school and students.

Sincerely,

Jane Doe

Flotilla Staff Officer for Public Education
Flotilla Name (NOT NUMBER)

Section 3. Example Thank You Email

Ms. Doe,

Thank you for hosting the U.S. Coast Guard Auxiliary at your scout meeting last Thursday. The Boats 'n Kids class was a success. We believe the cub scouts had a good time with the class and will be safer on the water. Reaching kids under 17 with safe boating education is a priority for the Coast Guard Auxiliary in order to reduce the number of accidents and fatalities.

We appreciate the effort you expended in advertising the visit and bringing in a large crowd to the event. We hope to be able to have future events.

If you would spread the word among other packs in the area, we are able to deliver this training anywhere within 50 miles. The more kids we reach, the more accidents we will prevent.

Regards,

Joe Flotilla

Flotilla Staff Officer for Public Education

Narnia Area Flotilla

Mobile: 555-555-5555

Section 4. Example Letter of Appreciation

Department of Homeland Security
United States Coast Guard Auxiliary
Flotilla Name (NOT NUMBER)
City, State

March 1, 2019

Principal John Smith
Any Name Elementary School
Street Address
City, State Zip

Dear Principal Smith:

On behalf of the leadership of Flotilla Name (NOT NUMBER), I wish to thank you for your support of the public education mission of the United States Coast Guard Auxiliary. By organizing and hosting our *Boats 'N Kids* presentation to your students on February 20, 2019, we were able to educate 250 of your students in boating safety.

Your students are exceptional. Please compliment them for us on their courtesy, attentiveness, and engagement throughout the presentation. Your willingness to participate in the public education mission of the U.S. Coast Guard Auxiliary clearly demonstrates your dedication to bring the boating safety message to your students. Please accept this certificate of appreciation to display at your school as a small token of thanks for allowing us to present this program at Any Name Elementary School.

Sincerely,

Jane Doe
Flotilla Staff Officer for Public Education
Flotilla Name (NOT NUMBER)

Enclosure: Certificate of Appreciation