



Managing the Adult Boating "Fun-Fest"

In This Activity... Students will research, debate and develop their own plans for managing the boating safety behaviors of a group of adults. Their plans will consider factual statistics, risks, behaviors, logic, and reasoning to protect the lives of a mock group of adults and their families acting out roles during a lake-house summer party that involves various boating activities



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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

Family Boating Safety

TIME REQUIRED

Three 45-minute sessions



OVERVIEW

You've seen before what might happen when groups of parents gather at a lake side house for a weekend of party-time fun that overflows into fun on the water with recreational boating. In fact, previous risky behavior by some of the adult guests caused some near accidents on the water. One close call resulted in the marine safety officer issuing a formal warning and put your parents "on citation notice" to prevent future problems. The only problem is that your parents don't know beans about boating safety and have dumped the problem into your lap... because you already took boater ed and got certified. So much for a responsible deed going unpunished!

Now you and a group of friends (student groups) **will have to monitor and educate any adults** (other students) who want to go out and have fun on the water. To accomplish that effectively, students will have to develop then role play in class a mock "adult education boating safety exercise".

In this lesson, students will develop an understanding of the importance and concepts of boating safety education designed for adults, using critical thinking in a peer-driven activity where students ask critical questions, perform research, create a plan, then role play in a classroom session while enforcing their "**adult education boating safety guidelines**".

CONCEPT Family & Adult Boating Safety

ENDURING UNDERSTANDING:

Students will understand the different considerations in developing boating safety rules for adults. They will also understand that boating safety guidelines and “lakeside rules” can be adapted to various watercraft and activities.

CONTENT OBJECTIVES:

Students will be able to define the reasons, risks and rewards for developing guidelines and will identify the key concepts in boating safety that may affect the safety of adults and their families.

LEARNER OBJECTIVES:

Students will use video, online research and classroom discussion, and mock role-playing debate and group interaction in developing an understanding of adult safe boating behaviors.

PROCESS OBJECTIVES:

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

MATERIALS NEEDED (each group, each student):

1. Internet access to research, and the webpage and video <https://intotheoutdoors.org/topics/family-boating-safety-education/>
2. Student Stakeholder Worksheet (free downloadable PDFs – 4 Different Groups on Webpage)



PROCEDURES

Session 1 - Before watching the *Family Boating Safety* video or reading the website background information, ask students what they know about adult behaviors that could lead to recreational boating hazards. Also ask students how many have actually seen adult behaviors that caused hazardous boating situations. Lead a discussion about the mishaps or dangerous situations that happened, and what could have been done to prevent them.

Have students download, or print and distribute, the *Pre-Lesson Student Worksheet* (PDF link on the webpage - <https://intotheoutdoors.org/topics/family-boating-safety-education/>). 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 these four (4) stakeholder groups;

1. The Masters of Fun (optional - two Masters of Fun groups)
2. The Dock Masters
3. The Boat Masters
4. Family Consequences Masters

PROCEDURES Continued...

Have each group download and print their separate *"Masters" Worksheets*. (PDF links available on the webpage). Ask them to review the details of their different assignments in the worksheets in preparation for Session 2. Answer any questions about their different assignments.

Session 2 - Team Research & Plan Development

Within each stakeholder worksheet, **each group has assigned roles, goals and objectives** in preparing for class debate and acting out their mock "lakehouse fun-fest". The worksheets provide student instructions and research options about gathering information from USCG Recreational Boating Statistics (PDF also available on the webpage). Inform each team that two members from the team will also prepare and participate in a mock Boating Fun-Fest in the classroom, while interacting and debating with the other stakeholder groups. Their presentations should be supported by research and situational re-enactments (mock interplay) with other groups.

Session 3 – Mock Boating Fun-Fest and Class Debate

First, arrange the classroom so that each of the four groups are represented by their "presenters" at four "stations" in the front of the class. Each group should understand how to present their goals while "acting out" their group perspectives with the other groups. The Masters of Fun group will present first. Then they will ask the other groups what they might need to do to get a "boater safety pass" to proceed to the next "station" in the Fun-Fest to hopefully get out on the water.

Guide and encourage class discussion during the mock presentations and interaction between groups. Conclude the discussion with a sampling of students who remained concerned that the presentations may have missed one or more of their boating safety concerns. Finally, conclude the activity by listing the key safety points that were presented about minimizing risks during an adult lakeside boating fun-fest.





Be sure to sign up for boater safety in your state so you can learn about navigation buoys and what they mean.

Assessment

Students will be informally assessed based on their participation within the groups 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 *group worksheets*.

Extension Activities

Groups of students who acted out during the situational demonstrations, can meet and develop an expanded “teaching adults boating safety play” to perform for other classes in their school, or to produce as a video to share with the school and social media. Their play should include key “take-away” messaging that includes PFDs and boating safety certification.

Resources (hyperlinked)

<https://uscgboating.org/>

<https://www.futureangler.org/>

<https://www.takemefishing.org/>

<https://yamahaoutboards.com>

<https://www.onyxoutdoor.com/>

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.



The following **National Common Core Standards** can be met teaching Grades 6-8 for **MANAGING THE ADULT BOATING FUN-FEST** :

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.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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.6.6 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.7.3 Analyze the interactions between individuals, events, and ideas in a text e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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.7.2 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.

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

**Grade 7 Continued:**

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.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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.8.2 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.8.7 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.

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.

Grade 8 Continued:

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.8.6 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.

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.

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.

**Grades 6-8 Continued:**

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-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.]

MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment does not include calculations of energy.]

Managing Adult Boating Fun
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.

1. What are some boating behaviors that can create safety risks?

2. What are some "adult" boating behaviors that can present safety risks?

3. When are the most crucial times to wear a life jacket (PFD)? For Adults? Kids?

4. What are some "boating safety responsibilities" of parents?

5. What might be some of the challenges to enlisting parents in boating safety?

6. What reasons or techniques might be used to enlist parents in getting certified in boating safety?

The Boat Masters – Station #3

Enforcing Safety at the Adult Boating Fun-Fest

Overview:

Welcome to **The Boat Masters**. As kids, you're supposed to have some fun during the fun-fest but you can't until you've assured that all the adults who have been partying are in "ship shape" to safely operate watercraft on the lake. But from what you've seen, too many of them have been having waaay too much adult fun eating lots of good food, drinking "plenty" of adult beverages, and playing yard games to the point of exhaustion. Now they want to jump in some of the powered boats, PWC (personal watercraft) and paddle watercraft to continue their fun fest weekend.

But this is where you come in as the Boat Masters. Adults wanting to get into the boats can't get the keys to any of the watercraft until you grant them a "boating safety access pass". And you won't give them the pass until they prove they can be safe boaters.

Your job is crucial because over the years some adults have had a bit too much "adult fun" off and on the water. They caused some close calls that resulted in the marine safety officer issuing a formal warning and put your lakeside friends "on citation notice" to prevent future problems. So you've been assigned to monitor access to the watercraft.

Your role is really important during a classroom presentation and debate **during Session 3** where two of your team members will "act out" the roles of Boat Master who aren't cool with letting adults impaired, ill-prepared, or unknowledgeable about boating safety. **Session 2 is where your group will** research and discuss the key information to present in your role as the adult testing and control point to ensure "responsible" boating fun.

Session 2 - As a group, meet, discuss, research, and define your goals which include: (fill in the lines for each list below)

1. List some of the potential adult behaviors that can contribute to boating mishaps.
2. List the minimum things adults will need to perform, show, wear, or have before you will issue them keys to any of the boats.
3. Because you're responsible for everyone's safety, list the things that you require of responsible adults to have or know about boating safety before they are allowed to get into a boat or motor away from the dock.

As you prepare for Session 3, appoint two of your team members to present the information that you've researched... and to test the adults to prove that they are qualified to have safe-n-smart boating fun. Your group position will be presenting why your job is critical and the last check-point for safety, while interacting with the other groups during "group role play" in Session 3.

Session 3 – Mock Boating Fun-Fest and Class Debate

During Session 3, your two appointed team members will participate in a mock **Boating Fun-Fest** while interacting and debating with the other stakeholder groups. Each of the four groups will take their places at four “stations” in the front of the class. The **Masters of Fun** (station #1) will present first in an attempt to get their “boater safety pass” from the **Dock Masters** at station 2. If they pass, the adults then go to your station 3 where you’ll test them on the following points to evaluate their boating safety risks. **Refer to the USCG Boating Accident report for background information and facts to support your positions and requirements.**

During your Session 3 presentation:

Identify and present the potential adult “lakeside party fun” that may contribute to boating accidents.

List the minimum things that adults must have or do before getting keys to the boats, PWCs, or paddle craft:

List the things that all adults really need to become a responsible adult about boating safety:

(use extra pages if needed)

The Family Consequences Masters – Station #4 Enforcing Safety at the Adult Boating Fun-Fest

Overview:

Welcome to **The Family Consequences Masters**. As the older and more responsible adults attending the lakeside fun fest, you're more aware of the things that can cause or contribute to boating accidents. You know from past lakeside parties that some of your adult friends are not "ship shape" physically or educationally to safely operate watercraft on the lake. Despite that reality, too many of them want to recklessly jump into the powered boats, PWC (personal watercraft) and paddle watercraft to continue their fun fest weekend out on the water.

You understand that both the Dock Masters and Boat Masters are supposed to only let safe boat operators pass. But they're just kids and they may be intimidated by some of the adults to let them go boating. And this is where you come in as the **Family Consequences Masters**. Your job is twofold; 1) Monitor the boating safety requirements presented by the Dock Masters and Boat Masters, and add any more that you feel is important; and 2) Issue boating safety citations to any adults or kids who violate boating safety rules, actions, behaviors or anything you see as a safety risk.

Your role is vitally important during the classroom presentation and debate **during Session 3** where two of your team members will "act out" the roles of **Family Consequences Masters** who strictly enforce any violations of adults impaired, ill-prepared, or unknowledgeable about boating safety. **Session 2 is where your group will** research and discuss the key information to present in your role as the **Consequences** control point to ensure "responsible" boating fun and a wake-up call for those violating boating safety.

Session 2 - As a group, meet, discuss, research, and define your goals which include: (fill in the lines for each list below)

1. List the potential adult behaviors that can contribute to boating mishaps.
2. List the minimum things adults will need to perform, show, wear, or have or you will issue them citations for violations (have some fun with this)
3. Because you're responsible for the **family consequences of boating safety violations**, list the things that you insist for responsible adults to have or know about boating safety. Also, consider and present the impacts on their families when adults are involved in a serious boating accident.

As you prepare for Session 3, appoint two of your team members to present the information that you've researched... and to test the adults to prove that they are qualified to have safe-n-smart boating fun. Your group position will be presenting why your job is critical and the last check-point for safety, while interacting with the other groups during "group role play" in Session 3.

Session 3 – Mock Boating Fun-Fest and Class Debate

During Session 3, your two appointed team members will participate in a mock **Boating Fun-Fest** while interacting and debating with the other stakeholder groups. Each of the four groups will take their places at four “stations” in the front of the class. The **Masters of Fun** (station #1) will present first in an attempt to get their “boater safety pass” from the **Dock Masters** at station #2. If they pass, the adults then go to the **Boat Masters** at station #3 where they get keys to the boats and head out on the water (Station #4). **Refer to the USCG Boating Accident report for background information and facts to support your positions and requirements.**

During your Session 3 presentation:

Identify and present the potential adult “lakeside party fun” that may contribute to boating accidents.

List the minimum things adults will need to perform, show, wear, or have or you will issue them citations for violations (have some fun with this):

List the things that you insist for responsible adults to have or know about boating safety. Also, consider and present the impacts on their families when adults are involved in a serious boating accident.

(use extra pages if needed)

The Dock Masters – Station #2

Enforcing Safety at the Adult Boating Fun-Fest

Overview:

Welcome to the **Dock Masters**. As kids, you're supposed to have some fun during the fun-fest but you can't until you've assured that all the adults who have been partying are in "ship shape" to safely go boating on the lake. And from what you've seen, too many of them have been having waaay too much adult fun eating lots of good food, having "plenty" of adult beverages to drink, and playing yard games. Now they want to jump in some of the powered and paddle watercraft to continue their fun fest weekend.

But this is where you come in as the Dock Masters. Adults wanting to get into the boats can't pass the entry gate to the dock until you grant them a "dock access pass". And you won't give them the pass until they prove they can be safe boaters.

Your job is important because over the years some adults have had a bit too much "adult fun" off and on the water. They caused some close calls that resulted in the marine safety officer issuing a formal warning and put your lakeside friends "on citation notice" to prevent future problems. So you've been assigned to monitor access to the watercraft.

Session 2 is where your group will research and discuss the information to present your case to have "responsible" boating fun. During **Session 3** your role is crucial during a classroom presentation and debate where two of your team members will "act out" the roles of Dock Master who aren't cool with letting adults impaired or unknowledgeable out on the water.

Session 2 - As a group, meet, discuss, research and define your goals which include: (fill in the lines for each list below)

1. List some of the potential adult behaviors that can contribute to boating mishaps.
2. List the minimum things adults will need to perform, show, wear, or have before you will issue them a dock pass.
3. List the things that you would want responsible adults to have or know about boating safety before they are allowed on the dock.

As you prepare for Session 3, appoint two of your team members to present the information that you've researched to test the adults and have them show that they can have safe-n-smart boating fun. Your group position will be presenting why your job is important while interacting with the other groups during "group role play" in Session 3.

Session 3 – Mock Boating Fun-Fest and Class Debate

During Session 3, your two appointed team members will participate in a mock **Boating Fun-Fest** while interacting and debating with the other stakeholder groups. Each of the four groups will take their places at four “stations” in the front of the class. The **Masters of Fun** (station #1) will present first in an attempt to get their “boater safety pass” from your group. However, you won’t issue passes if your research shows that they present a risk. Use the following points to evaluate their boating safety risks.

During your Session 3 presentation:

Identify and present the potential adult “lakeside party fun” that may contribute to boating accidents:

List the minimum things that adults must have or do before passing your station and getting a pass to the next station:

List the things that all adults really need to become a responsible adult about boating safety

(use extra pages if needed)

The Masters of Fun Having a Blast at the Adult Boating Fun-Fest

Overview:

Welcome to the *Masters of Fun*. You're married professionals with two kids of your own in middle school and as "adults" you are going to be part of an adult weekend "Fun-Fest" at the lakeside house with several groups of friends and their kids. And oh, what fun you're going to have; cookouts with lots of good food and plenty to drink, yard games, and a variety of watercraft for all sorts of play out on the lake. You work hard all week and deserve time to unwind like an adult and "let her rip".

Oh sure, over the years some of you have had a bit too much fun on the water showing off and caused some of the worry-warts to complain. Heck, it's only water. However, one close call resulted in the marine safety officer issuing a formal warning and put your lakeside friends "on citation notice" to prevent future problems. With so much fun to be had, who has time to mess with boating safety? The solution is to assign the kids to monitor any concerns about boating safety which leaves us adults more freedom to have big-time fun and... heck, and act like teenagers again! Woo-hoo!

But alas, other groups in class may want to restrict your fun. So, as "mature" adults ready to party, you're going to need a plan. That's why in **Session 2** you will research and discuss the information to present your case to have unrestricted boating fun. Then in **Session 3** two or your team members will "act out" the roles of "mature" adults who aren't cool with a bunch of kids telling them how to have fun on the water.

Session 2 - As a group, meet, discuss, research and define your goals which include: (fill in the lines for each list below)

1. List some of the cool ways you're going to have adult "lakeside party fun"
2. List the minimum things you can do to appear responsible about boating safety
3. List the things you can do to be a responsible adult about boating safety

As you prepare for Session 3, appoint two of your team members to present the information that you've researched to show that adults can have boating fun without too much risk and without "safety supervision". Your group position will be presented while interacting with the other groups during "group role play" in Session 3.

Session 3 – Mock Boating Fun-Fest and Class Debate

During Session 3, your two appointed team members will participate in a mock **Boating Fun-Fest** while interacting and debating with the other stakeholder groups. Each of the four groups will take their places at four “stations” in the front of the class. Your **Masters of Fun** group will present first in an attempt to get your “boater safety pass” to proceed to the next “station” so you can try to complete the stations and hopefully get out on the water.

During your Session 3 presentation:

Present these cool ways you’re going to have adult “lakeside party fun”:

List the minimum things you can do to appear responsible about boating safety:

List the things you can do to be a responsible adult about boating safety:

(use extra pages if needed)