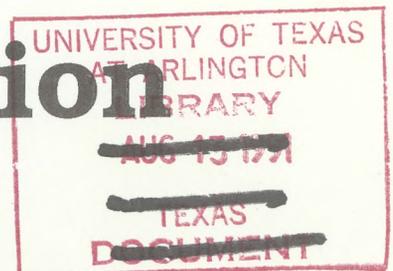


# Instructor Manual



## Boater Education Program





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### PREFACE

This Boater Education Program "Instructor Manual" is a practical guide for the instructor. The manual will help you understand the goals of the Texas Parks and Wildlife Department and the program.

For easy reference, the manual is divided into the following sections; Introduction, Program Orientation, Instructor Responsibilities, Teaching Skills, Materials and Forms, Classroom Procedures, and Miscellaneous Information.

Review the sections before planning a course. They will provide you with most of the necessary course instructional information. Also, use the manual further to develop your skills, knowledge, and abilities as an instructor, thus enhancing the educational experience for the student.

The manual was created to better inform, educate and develop the boater education instructor. The Texas Parks and Wildlife Department appreciates those instructors, students and others who have made contributions to this first edition.

# TABLE OF CONTENTS

## BOATER EDUCATION INSTRUCTOR MANUAL

Preface .....	i
Table of Contents .....	ii
Director's Letter	
Texas Boater Education Program Evaluation	
<b>I. INTRODUCTION</b>	
A. Introduction .....	1
B. Experience Survey and Pretest .....	2
<b>II. PROGRAM ORIENTATION</b>	
A. Organization, History, Goals and Objectives .....	5
1. Boater Education in North America .....	6
a. Program Profile (reference 1)	
2. Texas Parks and Wildlife Department .....	11
a. Organizational Chart (reference 2)	
3. Texas Boater Education Program .....	13
a. Chronicle (reference 3)	
4. Boater Education Program Provisions .....	14
5. Incentive Award Program .....	16
6. Records, Insurance and Fees .....	17
B. Volunteer Instructor Program .....	18
C. Mutual Agreement Program .....	19
1. Agreement Contract (reference 4) .....	20
D. Game Wardens .....	22
E. Department, Regional and Field Offices .....	23
1. Accident Report (reference 5) .....	24
2. Water Fatality Report (reference 6) .....	25
<b>III. INSTRUCTOR RESPONSIBILITIES</b>	
A. Instructor Policies .....	26
B. Procedures for Becoming a Boater Education Instructor .....	28
C. Instructor Job Description .....	30
D. Instructor Expectations .....	31
<b>IV. TEACHING SKILLS</b>	
A. The Learning Process .....	33
1. The four learning styles and their sequences .....	34
2. Basic learning skills .....	37
3. Learning Principles .....	38
B. Teaching Methods .....	39
C. Training Aids .....	44
D. Public Speaking .....	48
E. Leading Discussions/Encouraging Involvement .....	50
F. Evaluation Techniques .....	53

## TABLE OF CONTENTS (Cont.)

<b>V. MATERIALS AND FORMS</b>	
A. Course Materials .....	56
B. Instructor Developed Materials .....	57
C. Forms	
1. Supply Order Form .....	58
2. Student Registration Form .....	60
3. Boater Education Course Final Report .....	61
4. Student Pre-test and Experience Survey .....	62
5. Sample Press Release .....	64
6. Instructor Checklist for Testing .....	65
7. Instructor's Self-Evaluation .....	67
8. Team Member Evaluation .....	68
9. Student's Instructor Evaluation .....	69
10. TPWD Boater Education Instructor Application .....	71
11. Motion Picture Films and Video Tapes .....	72
<b>VI. CLASSROOM PROCEDURES</b>	
A. General Procedures .....	73
B. Scheduling and Course Planning .....	76
C. Lesson Planning .....	77
D. Introduction (Ice Breaker) .....	78
E. Course Content .....	82
F. Learning Modules (Parts I-VI, Student Manual) .....	84
G. Daily Lesson Plan for Learning Modules .....	100
H. New Activity Plan .....	103
<b>VII. MISCELLANEOUS INFORMATION</b>	
A. Final Exam - Supplement .....	104
(Texas Water Safety Act)	
B. Texas Parks and Wildlife Department .....	106
Boater Education Instructor's Final Examination	
C. Appendix 1 (Answer Keys) .....	109



WELCOME BOATER EDUCATION INSTRUCTOR!

The Texas Parks and Wildlife Department and our boater education staff look forward to working with you on this very worthwhile project. We invite not only your participation and involvement, but also your ideas and criticism which will help boater education reach greater heights.

The ultimate goal of the program is to affect the behavior of boaters so that they act safely, knowledgeably and responsibly. With your leadership and assistance, the boater education course will instill this kind of awareness in your students.

The many benefits of the program include higher boating standards, a more positive image of water recreationists, reduced boating accidents and violations, and the continuance of attitudes and values which reflect an overall outdoor appreciation.

If it were not for countless volunteer hours of preparation and involvement in boater education, these goals and benefits would not be achieved. For this I applaud everyone dedicated to its cause.

However, it is not an easy task and instructors must adhere to policies and guidelines set forth in this manual. Failure to do so means jeopardizing its very existence. Once you complete the instructor's course, gain experience and review this manual, please be sure to complete the boater education program evaluation and return it to Austin. This will help our staff continually evaluate program mechanics so they can provide you the best possible assistance during your tenure as Texas Boater Education Instructor.

Since boating is a lifetime pursuit, you will be stepping up a level and giving back knowledge and skills which will develop good boaters. Thank you for your dedication, and I wish you the best of luck!

Sincerely,

Andrew Sansom  
Executive Director

AS:SH:sb

# TEXAS BOATER EDUCATION PROGRAM EVALUATION

**Instructor:** Please complete the items below and return this form to Austin anytime you have a suggestion, recommendation, criticism or comment about the boater education program including the instructor manual's format, policies and requirements, course success or failures, program changes or even any feelings you would like to document. The boater education staff wishes to assist you in every way possible in order to successfully meet the goals of the program.

Program Item  
or Concern

Comments, Additions, Deletions,  
Suggestions for Improvement

---

(please attach another page if necessary)

1. Student Manual/Materials:

2. Instructor Manual/Materials:

A. Program Orientation -

B. Instructor Responsibilities -

C. Teaching Skills -

D. Materials and Forms -

E. Classroom Procedures -

**TEXAS BOATER EDUCATION  
PROGRAM EVALUATION  
(Cont.)**

**Program Item  
or Concern**

**Comments, Additions, Deletions,  
Suggestions for Improvement**

---

(please attach another page if necessary)

F. Miscellaneous -

3. Legal Requirements:

4. General Program Procedures:

5. Audio/Visual Material (Film Library and Training Aids):

6. New Ideas:

7. General Comments (or continuation):

## INTRODUCTION

The Texas Boater Education Program and training are part of the national and provincial goals of protecting the integrity and future of water sports. Moreover, it is dedication towards improved knowledge, skills and attitudes of persons involved in boating; whether by cruising, jet skiing, fishing, sailing or rafting in Texas waters. By understanding boating through education, boaters and their passengers alike will help make a bright future for water sports.

Involvement is the key! By accepting the job as boater education instructor, you will be sought by eager students, parents and even by some who are required to take the course. Show them why it's an investment in the future of boating. Although boaters generally realize the importance of safety, they sometimes forget safe practices, "proper" or ethical behaviors, basic principles or special concerns, and their role as boaters.

As you participate in this workshop/instructor course and assimilate the information herein, think of ways you will be preparing yourself, your assistants, the student course, and the classroom setting. Explore the psychology, the teaching concepts, the methods of instruction and, as time permits, the references which will help you continue to grow within the program.

Use this manual then to help you prepare your program. Add your own lesson plans and information to make it a manual you can use in the classroom.

Boater Education is a cause; a concern; and it not only supports itself on a foundation of knowledge and responsibility, but it is a life long experience as well. Your success and enjoyment will be felt when a former student comes to you and says, "Thanks, your efforts not only made my boating trip fun and exciting, but you also helped me prevent a major accident situation!"

A message from:



Steve Hall  
Education Coordinator

## BOATER EDUCATION APPLICANT EXPERIENCE SURVEY AND PRE-TEST

### Part I - Experience Survey

The following questions are meant to find out how much experience related to boating and teaching you have had before taking this class. The answers will help your instructor decide how much time to spend on each part of the course. Circle the letter or letters which best describes your experience.

1. I have been boating:
  - a. More than 10 times
  - b. 5-9 times
  - c. 1-4 times
  - d. Never
  
2. In my boating experience, I most often have been the:
  - a. Operator/driver
  - b. Assistant to the operator
  - c. Passenger, only out for a ride
  
3. My familiarization with the water safety laws of this state:
  - a. I understand most of the laws
  - b. I understand some of the laws
  - c. I understand none of the laws
  
4. I have received:
  - a. CPR training
  - b. Certification from a Red Cross first aid course
  - c. Some first aid training as part of another course
  - d. No CPR or first aid training
  
5. I have the following law enforcement experience:
  - a. None
  - b. Local police
  - c. Sheriff/ranger
  - d. Highway patrol
  - e. Game warden
  - f. Other: \_\_\_\_\_
  
6. The age group I work best with is:
  - a. Adults
  - b. Teenagers
  - c. Grade school children
  
7. I am a member of the following sportsmen's, fishing, yachting, etc., clubs:
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
  
8. My boating experience is with:
  - a. Yachts and large cruisers
  - b. Smaller motorboats
  - c. Sailboats
  - d. Canoes, kayaks, rafts
  - e. Other: \_\_\_\_\_
  
9. I have the following boater education-related special training:
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
  
10. My familiarization with the principles of learning/teaching:
  - a. I understand many of the concepts
  - b. I understand some of the concepts
  - c. I am not familiar with learning/teaching principles
  
11. I would like to gain the following from this "how to teach" workshop.
  - a. More confidence
  - b. More technical training
  - c. Better planning/developing
  - d. More teaching experience
  - e. More motivational techniques
  - f. More diversity/quality
  - g. More organization and preparation
  - h. More professionalism
  - i. Better learning/listening capabilities
  
12. Have you ever been involved in or witnessed a boating accident, and would you be willing to share the incident with the class?
  - a. No
  - b. Yes, please describe \_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_

# BOATER EDUCATION APPLICANT

## Part II - Instructor's Pre-Test

INSTRUCTIONS: There are 20 multiple choice questions in this pre-test. Circle the letter of the statement you feel best completes the question. You have 15 minutes to complete this test. Good luck!

1. How many members are on the Texas Parks and Wildlife Department's Commission?
  - a. Four
  - b. Six
  - c. Nine
  - d. Twelve
2. The five main steps in teaching are:
  - a. Preparation, presentation, application, evaluation, follow-up
  - b. Illustration, experimentation, presentation, supervision, correction
  - c. Lecture, examination, correction, testing, operation
  - d. Demonstration, group discussion, role-playing, discussion, evaluation
3. Which of the following is most important to impress on the student?
  - a. Information
  - b. Skill
  - c. Thoroughness
  - d. Attitude
4. Which of the following methods of instruction is considered the most effective?
  - a. Lecture
  - b. Actual experience
  - c. Demonstration
  - d. Role playing
5. A young student's attention span may not extend beyond:
  - a. 15-20 minutes
  - b. 30-60 minutes
  - c. 1-2 hours
  - d. 2-3 hours
6. Students who have certain learning, physical or behavior disabilities:
  - a. Are expected to fulfill department requirements for certification
  - b. Are given special privileges for certification
  - c. Are expected to perform above what is required for certification
  - d. Are failed because they should not be on the water
7. The best technique to use on inattentive students is to:
  - a. Make them an object of class ridicule
  - b. Involve them in an activity
  - c. Hold them after class
  - d. Ask them to leave class
8. The most important ingredient in learning is:
  - a. Discipline
  - b. Motivation
  - c. Logical reasoning
  - d. Questioning
9. A lesson plan is best described as:
  - a. A list of instructor's duties, rigid time frames and examination procedures
  - b. A document of what the instructor is to teach
  - c. An outline setting forth the objectives, material to be learned, and methods of teaching
10. Which of the following can be used as a training aid?
  - a. Newspaper clippings
  - b. Slides or transparencies
  - c. Failed fuel hoses
  - d. All of the above
11. Students learn best when:
  - a. Classes are very small
  - b. They are required to take a class
  - c. They feel they will personally use the information
  - d. Classes are very short
12. The purpose of a training aid is to:
  - a. Help teach the course for instructors
  - b. Help the students learn
  - c. Entertain the students
  - d. Give instructors free time
13. In planning a class, the instructor should consider:
  - a. Age of the students
  - b. Students' experience
  - c. Interests of students
  - d. All of the above

14. Which of the following is not a type of speech?
  - a. Informative
  - b. Persuasive
  - c. Physiological
  - d. Entertaining
  
15. Boater education and certification in Texas:
  - a. Is required before obtaining a boat operator's license
  - b. Is not required before acquiring a boat operator's license
  - c. Is required, but only by young boat operators in certain situations
  - d. Ensures that a boater will be safe and responsible on Texas waters
  
16. Which of the following is a poor speech technique?
  - a. Standing straight and relaxed at the podium
  - b. Looking at students in the eyes
  - c. Using inflection and gestures for delivery
  - d. Reading a speech word-for-word
  
17. The minimum age for boater education certification by the Texas Parks and Wildlife Department is:
  - a. Any student may be certified
  - b. 12
  - c. 13
  - d. 14
  
18. Which of the following would be a valuable student evaluative technique?
  - a. Classroom observation
  - b. Knot tying exercise
  - c. Oral and written exams
  - d. All of the above
  
19. In the United States:
  - a. All states have "mandatory" boater education programs
  - b. Under  $\frac{1}{2}$  of the states have mandatory boater education programs
  - c. Mandatory boater education is not required in any state
  - d. Boat operating licenses are required in all states
  
20. Boater education instructors must:
  - a. Teach a minimum of one course per year
  - b. Maintain a professional attitude
  - c. Use a positive approach to teaching
  - d. All of the above

## ORGANIZATION, HISTORY, GOALS AND OBJECTIVES

→ OF BOATER EDUCATION IN NORTH AMERICA (see reference 1)

→ OF THE TEXAS PARKS AND WILDLIFE DEPARTMENT (see reference 2)

One of more than 200 state agencies, the **Texas Parks and Wildlife Department** was created by merging the **State Parks Board** and the **Game and Fish Commission** in 1963. Although young in its current structure, its conservation functions go back more than 100 years.

The goals of the department are to conserve the state's natural and historical resources; maintain, protect and propagate its game and fish resources; and to improve outdoor recreational opportunities for the people who live or visit here.

The department is headed by **nine-member commission** appointed by the governor. The commission members hold office for staggered terms of six years with the terms of two members expiring every two years. The commissioners have regulatory authority for implementing game, fish and boating laws. They also establish broad policy and oversee the department's operation. The **commissioners appoint the executive director**, who is responsible for the administration, operation, and planning functions of the department.

Over the years, the department has evolved into its present structure of **eight divisions**. They are **Law Enforcement, Fisheries, Public Lands, Wildlife, Resource Protection, Conservation Communications, Human Resources, and Legal Services**. The recent history of the department has been marked by the centralization of authority, with the Austin headquarters as a hub from which many of the programs are directed. Essentially, though, the department remains a field organization, where the majority of employees are located around the state.

Outdoor resources have a proud heritage in our state. The public demands that it be sustained. The department, aided by thousands of citizens, is continuing to protect, propagate, and perpetuate the many resources of the state.

→ OF THE BOATER EDUCATION PROGRAM (see reference 3)

Up until January of 1977, the Texas Parks and Wildlife Department offered a home study course called the "Texas Skippers Course." After that date, the Texas "Better Boating" course came into being - this course was basically, as it is today, a classroom program. Currently, it is known as the boater education course and is offered to the public through cooperation of schools, the U.S. Coast Guard Auxiliary, the U.S. Power Squadrons, and the Texas Parks and Wildlife Department.

The major goal of the boater education program is to affect behavior and awareness so that boaters act safely, responsibly, and knowledgeably while engaged in water-related activities, and so that boating accidents and violations are reduced.

The objectives include many areas of concern, among them: to provide timely and accessible educational programs and presentations which promote safe boat handling; to increase knowledge and awareness of anyone using a boat, swimming, or standing near water; to assist in the development of boating skills; and to build a foundation of ethics and responsibility whereby a student can strive to do what is fair, legal, moral and proper.

The Texas Parks and Wildlife Department wishes to recruit, train and certify students and instructors from various segments of the boating public in order to attain these goals and objectives.

## BOATER EDUCATION PROFILE

State	Number students trained 1990	Class hours	Boater education offered in schools?	Who teaches students?	Number of registered boats	Comments on program or materials used	Certify young operators?
Alabama	4,803	8	Not yet offered in schools.	Marine Police Officers Some youth camp oper.	215,000	Boating Basics, films, large video library.	Yes under 12
Arizona	1,200-1,500 Seminars	1	Offered in high school along with driver's education.	Boating Safety Officer	146,000	Program includes boating guide, safety checklist, very popular coloring book.	No
Arkansas	561	6 min.	Not in schools statewide.	Volunteer instructors including Coast Guard Auxiliary Instructors.	146,490	Boating Basics, films, slides, Coast Guard publications.	No
California	450,000	4-40	Offered from K-College.	Teachers and volunteers.	772,000	Teachers provided with course materials, films, videos.	No
Colorado	200	Home study	Not offered in schools	N/A	84,581	Home study course based on Colorado Boating Basics. Offers certificate to graduates of Coast Guard Auxiliary, & Power Squadron Course.	No
Connecticut	3,000	8-10	Pilot program in schools.	Certified volunteer instructors.	98,000	Program offered through Municipality Parks and Recreation dept. with Conn. Basic Boating, Conn. Boating Guide, video program under development, poss. flip charts	Under 18
Delaware	Home study presentations	Home study	Available to schools	School Teachers	40,197	Working with schools to offer expanded program.	No
Florida	N/A	N/A	N/A	Game & Fish Commission Officers, Florida Marine Patrol Officers	730,000+ Mechanically propelled	Informal contact with over 1,000,000 people, 10-15 min., at displays and on the water, handing out Boating Basics pamphlets on boating safety. Float plans as well as providing advisory safety inspections.	No
Georgia	26,068	2-8	Offered in schools upon request	Conservation rangers and certified volunteers	264,698	Boating Basics, pamphlets, film on boating in Georgia.	No
Hawaii	N/A	1-26	Offered through some schools	U.S. Power Squadrons, Coast Guard Auxiliary & some teachers.	13,501	U.S.C.G.A. and U.S.P.S. present the classes.	No
Idaho	1,950	6	Available to schools	Marine deputies, teachers, certified volunteer instructors	63,421	State provides Idaho Boating Basics, equipment such as PFDs, fire extinguishers.	No

State	Number students trained 1990	Class hours	Boater education offered in schools?	Who teaches students?	Number of registered boats	Comments on program or materials used	young operators?
Illinois	3,223	8	Offered in some schools	Conservation officers, teachers, volunteer certified instructors	341,109	Program includes Boating Basics, small craft handling, judgement on the water, assorted Coast Guard pamphlets supplied to volunteers.	Yes 12-18
Indiana	3,729	6 minimum 8-10 Ave.	5th grade through high school	Conservation Officers, certified teachers and volunteer instructors	218,928	Program has film library for instructors	Yes under 14 boat over 10 hp.
Iowa	1,120 including home study	6-24 plus home study	Water safety program mandated as part of school curriculum	DNR personnel, certified volunteer instructors and teachers	190,000	Based on Boating Basics	No
Kansas	525	home study	Some high schools and middle schools use materials	Teachers	84,888	Boating Basics is text, along with pamphlets on Kansas boating, federal requirements	No
Kentucky	109,000	length varies	Classes in schools and other groups as requested	Water Patrol officers.	114,000	Boating Basics, films, tapes	No
Louisiana	2,000 (9 month figure)	7	Available to schools	Wildlife & Fisheries Officers, some certified instructors	300,000	Boating Basics, videos, assorted pamphlets	No
Maine	286	6	Offered through schools	14 statewide coordinators 60 volunteer instructors	123,723	Boating Basics, Maine boat laws, Coast Guard publications, access to videos	No
Maryland	8,200	8	Offered in schools by grant program	Natural resources police officers, volunteers, instructors from C.G.A. & P.S.	181,034	Boating Basics, flip charts, extensive video library	anyone born after 7-1-72
Massachusetts	2,068	varies with class	Available through schools	Volunteer instructors and Environmental Police officers.	211,059	Present state laws and regulations as part of U.S.C.G.A. class, including 10 questions on final exam referring to Massachusetts.	Yes 16 and under over 25hp
Michigan	35,000	6, plus 50 question exam	Offered in many schools	Trained marine officer, certified volunteer instructors	800,000+	Program includes Michigan Pleasureboat manual, safe boating, films and video library	Yes under 12 Direct supervision 12-16 over 6hp
Minnesota	3,034	ind. study	Some teachers use material to teach 13-17 year olds.	School teachers, sheriff's deputies, DNR officers	706,085	A water safety coloring book is available for elementary students.	Yes 13-17 boat over 24 hp.

State	Number students trained 1990	Class hours	Boater education offered in schools?	Who teaches students?	Number of registered boats	Comments on program or materials used	Certify young operators?
Mississippi	10,124	6	Offered in schools	Boating education instructors, conservation officers, cert. teachers & volunteers	171,143	Program is offered in public and private schools, as well as community and senior colleges.	No
Missouri	22,674	5	Offered in schools at junior and senior high school level	State water patrol officers	263,841	Includes Boating Basics, Missouri watercraft manual and 280-slide show.	No
Montana	100+ 16% return	Home study	It is available to schools at their request.	Law enforcement officers	40,000 (est.)	Includes Boating Basics, verbatim regulations, water safety tips, videos on PFDs & water and boating safety.	No
Nebraska	4,100	6	Offered in schools as well as home school	Volunteer certified instructors	57,353	Includes Nebraska Boating Basics, pamphlets from theft prevention to hypothermia, film library.	N/A
Nevada	1,473	2 1/2-3	Not offered in schools	Wildlife officers	40,603	State offers legal requirements section of Coast Guard Aux. & Power Squadron course. Use Navigating Nevada, and slide program.	No
New Hampshire	4,200	3-9	Available to schools	Marine patrol officers	82,000	Uses Safe Boating pamphlet	No
New Jersey	3,620	8	Offered in schools	Cert. instructors, Marine Patrol Officers, U.S.C.G.A. & U.S.P.S.	158,246	Private schools teach mandatory program. Marine Police also offer five session class in elementary school (not certificate) reaching 21,000. Boating Basics.	Yes 16 & under
New Mexico	24,000	50 min.	Offered elementary and junior high schools	Boating Safety and law enforcement officers	34,000	Emphasizes use of PFDs, hypothermia info., & may use films/video. Parks personnel offer 8 hour custom class to various groups. Boating Basics.	No
New York	4,598	8	Available to schools with certified teachers	Certified volunteers through County Coordinators	419,000	"Make Sure, Make Shore" as well as state developed slide show, flip chart, films and videos	Yes, 10-16
North Carolina	54,445	6	School program focused on seventh grade	Educators	268,941	Wildlife resources supplies text, slide show, slide test quiz.	No
North Dakota	2,500	Home study	1-2 hour presentations offered in some schools	Game & Fish dept. personnel	43,507	May use Reasons People Drown and Judgement On The Water films during presentations.	Yes 12-15 10hp or more
Ohio	27,228	6-40	Offered through some schools	State watercraft officers, volunteer certified instructors.	380,412	Develop own training, videos, workbooks and other materials based on Ohio's needs.	No
Oklahoma	9,249	4-40	Offered in some schools	Lake patrolmen	184,703	Programs in schools in conjunction with vocation or driver's education.	No

State	Number students trained 1990	Class hours	Boater education offered in schools?	Who teaches students?	Number of registered boats	Comments on program or materials used	young operators?
Oregon	26,500	1-20	Offered in schools	School teachers, aquatics instructors.	165,000+	State supplies video & on-the-water programs as well as canoes, PFDs, throw bags & related equipment for on-going school programs	N/A
Pennsylvania	2,000+	8	Available through schools, conservation camps, scouts	Certified instructors (Fish Commission)	278,535	Have \$9,000 in grants to local schools for program equipment: PFDs, fire extinguishers, etc. Presently have 231 inst.	No
Rhode Island	3,200	13	Offered through community colleges	State Boating Safety Officers, U.S.C.G.A.	29,986	Course material from Coast Guard Auxiliary and Power Squadrons	No
South Carolina	6,092	8-10	90% are in schools	School teachers & conservation officers graduating from C.G. Nat. boating safety course	302,282	Slides, films, videos, pop quizzes, rigid final exam	No
South Dakota	2,000	6	Available in schools; home study	Wildlife conservation and staff personnel	39,589	Includes Boating Basics, videos, flip charts	No
Tennessee	1,806 in classes 256 in correspondence	N/A	Available in schools	Certified teachers, wildlife officers	233,403	Boating Basics, 50-question test in home study	No
Texas	2,288	6 minimum	Available in schools.	Volunteer instructors, U.S.C.G.A., U.S.P.S., Parks & Wildlife staff, teachers	605,637	Materials include "Boating In Texas" safe boating commandments, "You're Only Human" video developed by Texas	Yes under 13 over 15hp
Utah	440	N/A	Not offered in schools	Rangers	53,000	Uses Boating Basics, pamphlets on rules and regulations, some videos, aimed toward adults.	No
Vermont	400	8	Available through schools, scouting, camps, service groups	Part and full time marine patrol	40,000+	Includes Boating Basics, slides, videos, with program being expanded.	Yes born after 1-1-74
Virginia	14,000 graduates 25,000 received safe boating lectures/instruct.	6-8	Offered in schools, but not part of curriculum	Certified volunteers	169,119	Boating Basics is used, motorboat owner's guide, pamphlets, videos and films for special audiences.	No
Washington	11,000 in all programs	2-24	State provides financial assistance for schools offering classes	Sheriff's deputies, police officers, certified volunteer instructors	198,000	Package of materials to all boating educ. organizations; includes state boaters guide, pamphlets on safety, boating ed. course directory, certificates for completion	No
West Virginia	423	6	Available in schools, but not set up for it	Conservation officers, U.S.C.G.A. instructors	49,356	Boating Basics is core of program	No
Wisconsin	4,970	8 minimum	Offered in some schools	Volunteer certified instructors	432,367	Text is Boating Basics, supplemented with specialized pamphlets, films, flip charts, teaching aids.	Yes 12-16
Wyoming	447	home study	Seminars, lectures available to schools	Game & Fish Dept. personnel	22,178	N/A	No

State	Number students trained 1990	Class hours	Boater education offered in schools?	Who teaches students?	Number of boats registered	Comments on program or materials used	Certify young operators?
Alaska	No Program						
District of Columbia	90	20	Available through schools	Harbor Police	5,000	New facility opens this year, anticipate 200 students	No
Ontario	30,000	3-5	Not in schools	Volunteer instructors	1.1 million	The outdoor, hands-on program is offered by Red Cross and Ontario Safety league	No
Puerto Rico	2,690	24	Not in schools	Boating safety instructors	20,172	Produce most own materials, other materials translated into Spanish. Use videos, overheads, slides and actual PFDs, fire exting. & other safety equip.	Yes born after 7-1-72
Virgin Islands	N/A	N/A	Not offered in schools	Coast Guard Auxiliary, Power Squadrons	3,813	V.I. provides facilities, promotes U.S.C.G.A. and U.S.P.S. courses	No

REFERENCE 2

**TEXAS PARKS & WILDLIFE DEPARTMENT**  
**OVERVIEW of the DIVISIONS**

**ORGANIZATIONAL STRUCTURE**  
**AND CHART FOR**  
**T.P.W.D. ARE**  
**CURRENTLY IN TRANSITION**

-----

**OVERVIEW**  
**FORTHCOMING**

REFERENCE 2 CONT.

# TEXAS PARKS & WILDLIFE DEPARTMENT ORGANIZATIONAL CHART

**ORGANIZATIONAL STRUCTURE**

**AND CHART FOR**

**T.P.W.D. ARE**

**CURRENTLY IN TRANSITION**

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**CHART**

**FORTHCOMING**

## REFERENCE 3

**TEXAS PARKS AND WILDLIFE DEPARTMENT (TPWD)  
BOATER EDUCATION PROGRAM CHRONICLE**

- 1971                   ☛ Registration of motorboats required under the Water Safety Act.
- 1971                   ☛ THE FEDERAL BOAT SAFETY ACT OF 1971 provided federal aid for boating safety education and law enforcement.
- 1972                   ☛ The Commission authorized the executive director to expend federal boating safety act funds for the initial development of a water safety education program.
- 1974                   ☛ The TEXAS SKIPPER'S COURSE, a self-instruction program, was made available to the public through TPWD.
- January 1, 1977       ☛ The TEXAS SKIPPER'S COURSE was discontinued and approval was granted for the development of a classroom-type course to be established in the schools and eventually statewide.
- August 5, 1977       ☛ The new Water Safety Program was entitled and approved as the Texas BETTER BOATING Course.
- January 1979           ☛ First instructors' workshop was held, and after introduction into the school system, the first students were certified.
- May 21, 1983           ☛ United States Coast Guard Auxiliary agreed to teach the Better Boating course along with their course.
- June 1983             ☛ First USCG Auxiliary instructors and students were State certified.
- 1985 - 1988           ☛ Proposals, revisions and plans were made to introduce the Better Boating Program statewide.
- December 20, 1988   ☛ United States Power Squadron and Texas Parks and Wildlife signed a mutual agreement contract.
- March 12, 1989       ☛ Initiated volunteer recruitment and certified the first volunteer instructor under the newly designed BOATER EDUCATION program.

## BOATER EDUCATION PROGRAM PROVISIONS

### Communications and Publicity

#### *Who do I contact at the Department?*

Instructors have access to staff at the Austin Headquarters, and to other various departmental field people all over the state. For general questions, records questions, course information, materials, etc., contact the Boater Education section at 4200 Smith School Road, Austin, TX 78744. Telephone numbers 1-800-792-1112 (Toll-free, Mon. - Fri., 8 a.m. - 5 p.m.) or (512) 389-4372. Instructors may request the assistance of the local game warden.

Yours is \_\_\_\_\_

Your regional law enforcement office is: \_\_\_\_\_

Area Public Lands division offices include: \_\_\_\_\_

#### *How do I keep up with current information?*

A newsletter published at Austin Headquarters called "Staying Afloat" will be sent to you. This newsletter will give you information on classes, teaching, boater education, additions to your manual, and updates on subjects relating to boating. Technical information on boating subjects is available through the United States Coast Guard, and the USCG Auxiliary. The national address is :

U.S. Department of Transportation  
United States Coast Guard  
2100 Second St. SW  
Washington, DC 20593-0001

You will also receive information on new films, videos, brochures, and other materials as they become available.

#### *What help is provided for publicizing my classes?*

When you plan to offer a class, contact as many of your local Texas Parks and Wildlife offices as possible, and also contact the Boater Education section at Austin Headquarters (see above for addresses and numbers). When the department receives requests for course information, your class information can be passed along. You may also want to give your class information to the BOAT/U.S. Foundation at 1-800-336-BOAT, address to BOAT/U.S. Foundation, 880 S. Pickett St., Alexandria, Virginia 22304. They are a national organization for boater education and safety information. Specific suggestions for promoting your class in your local area are included later in this manual, under "How-To" for classes.

#### *Is any further instructor training available?*

As the boater education program grows, the Texas Parks and Wildlife Department will be offering periodic workshops on different subjects to help instructors refine their skills and expand their knowledge. You will be informed through direct mail and through the "Staying Afloat" newsletter.

## BOATER EDUCATION PROGRAM PROVISIONS

### **MATERIALS AND FORMS**

See "Materials and Forms" section of this manual.

### **TRAINING AIDS**

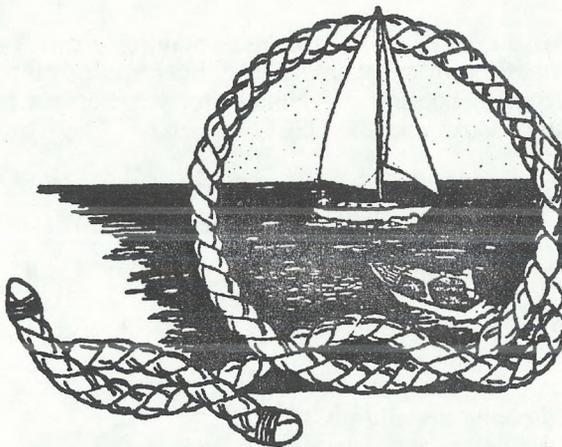
See "Materials and Forms" section of this manual.

### **INCENTIVE AWARD PROGRAM (EFFECTIVE-1991)**

The incentive award program was initiated to recognize and thank instructors for their continued participation and thousands of hours dedicated to making boating a safer, more responsible and enjoyable experience for citizens and visitors of Texas.

Some recognition awards act as training tools while others help to reinforce the bond of being identified as a leader in the community when it comes to boating and water safety.

Specific categories and awards are listed in each of the following sections: Volunteer, Mutual Agreement and Game Warden.



# **Congratulations !**

## INCENTIVE AWARD PROGRAM

### INCENTIVE AWARDS:

The instructor incentive award programs give equal recognition to instructors of the boater education program. Emphasis is on smaller classes stressing quality, not quantity, in certifying students. Awards are based on a point system rather than on the number of students taught, and are tabulated in January of each year.

The following point system will be used for each completed class:

### STUDENT POINTS:

1 point per student per instructor  
(25 points maximum per instructor per course)

### CLASS POINTS:

10 points per class.

### TENURE IN PROGRESS:

10 points for each year in program.

### CLASS POINTS BY HOURS:

1 point for 7 hours of instruction.  
2 points for 8 hours of instruction.  
3 points for 9 hours of instruction.  
4 points for 10 hours of instruction.  
5 points for 11 hours of instruction.  
6 points for 12 or more hours and up of instruction.

### BOATER EDUCATION WORKSHOPS:

25 points for attending an instructor workshop (in-service and pre-service)

Note: Volunteers will have a different category level due to the fact that they are generally unpaid for their efforts. However, since this system is the Department's way of thanking instructors for their continued involvement, the categories are fairly equal.

<u>VOLUNTEER CATEGORY</u>	<u>MUTUAL AGREEMENT GAME WARDEN CATEGORY</u>	<u>MINIMUM QUALIFICATION</u>	<u>AWARD</u>
Pre-Service Workshop	Pre-Service Workshop	Certification	Name tag, manual
First	First	25 students taught	Training aids
Second	Second	50 students taught	Training aids
100 Points	100	See above	100-point certificate and award
200 Points	250	See above	200 and 250-point certificates and award
300 Points	500	See above	300 and 500-point certificates and award
500 Points	750	See above	*To be announced or developed later
750 Points	1000	See above	*To be announced or developed later
1000 Points	1500	See above	*To be announced or developed later
1500 Points	2000	See above	*To be announced or developed later
2000 Points	2500	See above	*To be announced or developed later
2500 Points	3000	See above	*To be announced or developed later
3000 Points	3500	See above	*To be announced or developed later
3500 Points	4000	See above	*To be announced or developed later
4500 Points	5000	See above	Boater Education "Hall of Fame"

## RECORDS, INSURANCE AND FEES

### RECORDS

Records of instructor's certified, hours of instruction, dates of classes, students certified, and much more information are entered and permanently filed in Austin. Instructors may request any information at any time concerning their records. Instructor's Social Security Numbers (ID Numbers) are used in all record correspondence.

### INSURANCE

It should be noted that the State of Texas is immune from civil suit, except as provided by the Texas TORT Claims Act, and therefore it does not carry liability insurance on either state employees or volunteers working on behalf of the Department.

### FEE STATEMENT

Unless the Commission adopts a more specific fee policy the only charges must be optional to the students and beyond the scope of the minimum six-hour, one-day boater education course (i.e. summer camps, meals, lodging, and equipment fees, fees as allowed under mutual agreement, etc.).

Fees which may not be charged currently include; but are not limited to: 1) Instructor's time, visual aid procurement, travel or expertise; 2) facility use or day use fees; 3) material fees if material is available free-of-charge or not made optional to students; 4) postal, film or media services and 5) miscellaneous fees which are established by the instructor or sponsoring agent without prior approval of the Department.



## VOLUNTEER INSTRUCTOR PROGRAM

**WHY VOLUNTEERS ARE IMPORTANT:** Volunteers are vital to the success of the boater education program and form its backbone. If it were not for the countless hours of preparation, instruction and dedication by volunteers, the program would not exist, thus allowing safe and responsible boating to lose ground--not gain it.

The Department needs volunteers because, although there are about 500 game wardens, they simply have too many duties as a peace officers. As it is, game wardens could spend 24 hours a day in enforcement alone.

Volunteers are also established local citizens, often times looked upon as a leader in community service ("Once a volunteer, always a volunteer"). Additionally, volunteers usually have skills and expertise which lend themselves to boating-related topics. Many are boat captains, boat retail personnel, teachers, boy scout leaders and sailors. Most are long-time and experienced boaters.

The Boater Education program offers the volunteers an avenue in which to pursue their cause. It allows them to promote all kinds of boating and water sports. It gives them the means to help make boating safer and more enjoyable.



## MUTUAL AGREEMENT PROGRAM

The Mutual Agreement program is designed for United States Coast Guard Auxiliary and United States Power Squadron instructors as well as for professional educators who teach boater education as a part of a school's curriculum.

These teachers, who attend the program orientation and classroom procedures portion of the instructor's workshop, simply qualify themselves as boater education instructor, so they can certify their students as having completed the minimum education.

In lieu of the game warden interview (although it is still recommended), teachers and their schools or district superintendents complete the "Boater Education Mutual Agreement" contract (see reference 4) which serves to recommend individual teachers for instruction, notify the school that boater education is being taught within its curriculum and specifies what the Department provides to the school to properly certify students who have completed the course.

If the curriculum includes the boater education course, a student has the option to become certified and receive the required materials (listed on the supply order form). If the student chooses not to be certified, this required material is collected or not issued and the student will not be considered as "enrolled" in the boater education course.

USCG Auxiliary and USPS instructors need not attend the instructors workshop, as they are already qualified boater education instructors.

In lieu of the Game Warden Interview, USCG Auxiliary and USPS instructors and their commanders complete the "Boater Education Mutual Agreement" contract (see reference 4) which serves to recommend their trained volunteer instructors to certify students as having completed minimum state requirements.

All professional educators, USCG Auxiliary and USPS instructors must have on file in Austin a completed application in order to remain certified. Remember, professional educators are those who teach in the school system under normal situations. It does not include continuing education, community education or volunteers who teach in schools after hours.



REFERENCE 4

**BOATER EDUCATION MUTUAL AGREEMENT  
BETWEEN  
TEXAS PARKS AND WILDLIFE DEPARTMENT  
AND**

STATE OF TEXAS        § \_\_\_\_\_  
   § \_\_\_\_\_  
COUNTY OF TRAVIS   § \_\_\_\_\_  
   (Agency/Organization/ISD and Address)

THIS AGREEMENT made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_, by and between the Texas Parks and Wildlife Department (herein called "Department") and the \_\_\_\_\_ mutual agreement agency (herein called "the agency") each acting under duly authorized officials;

**WITNESSETH:**

WHEREAS, the dissemination of information contained in the TEXAS BOATER EDUCATION COURSE furthers the objectives of both the Department and agency;

NOW, THEREFORE, in consideration of the premises and the mutual covenants hereof, the parties hereto agree as follows:

Agency instructors shall:

1. Complete the Department's written application.
2. Request needed materials from the Department by submitting a supply order request or ordering by phone.
3. Teach a minimum six-hour course or teach the more comprehensive agency-approved curricula which is well beyond the six-hour minimum and includes coverage of Department-required curricula.
4. Submit the necessary student instructor registration forms for accurate recordkeeping and proper certification.
5. Present aspects of Texas boating laws and requirements which may not be included in the agency's materials, but is available from the Department.
6. Use the material provided by the Department or by the agency, whichever is appropriate. It should be noted that if agency instructors are using their own manual and exam, they should refrain from using the Department's manual and exam because of cost.
7. Insure proper distribution of materials and uphold the policy, integrity and procedures put forth by the Department so as not to damage its credibility or that of the program.
8. Be approved by the agency in lieu of a "game warden" interview. This approval serves as a background check for the Department.
9. Ensure that the Department's course, when provided by itself using Department's supplied material, is free upon request. No agency or their representative may charge for Department material unless amended by law.

The Department shall:

1. Supply materials for such courses including student manuals and exams, an instructor's guide and manual, the Texas Water Safety Act, the safe boating commandments, "Boating in Texas," film library brochure, supply order forms and student/instructor registration forms upon request and as available at no charge to the agency or its instructors.
2. Supply training films and videotapes as secured by the Department's film library and requested by mail or by phone.

3. Supply visual aids and other literature as they become available.
4. Upon successful completion of the agency's course, issue a student certification card, decal, and patch (The decal and patch will depend upon availability of funds).
5. Develop an instructor's patch, decal, and certification card; distribute Staying Afloat, the Department's newsletter; and provide boating statistics information upon request. This agreement is terminable upon sixty (60) days written notice by either party.

THIS AGREEMENT EFFECTIVE as of the date first written above.

**TEXAS PARKS AND WILDLIFE DEPARTMENT**

By: \_\_\_\_\_  
Boater Education Coordinator

Date Executed: \_\_\_\_\_

**AGENCY**

By: \_\_\_\_\_  
Agency district supervisor, officer or commander

Date Executed: \_\_\_\_\_

By: \_\_\_\_\_  
Boater Education Instructor

Date Executed: \_\_\_\_\_

By: \_\_\_\_\_  
Boater Education Instructor

Date Executed: \_\_\_\_\_

## GAME WARDENS

Game wardens have statutory responsibilities when considering Texas outdoor resources. They are peace officers, and can actually enforce any laws. However, they are primarily concerned with the enforcement of the Parks and Wildlife Code; an enormous task in itself.

Game wardens are also quite concerned in education, and the Law Enforcement Division considers this as a top priority. They are called upon to give numerous presentations on everything from Texas wildflowers to boating laws.

In Boater Education, their first priority is to recruit and interview volunteer instructor applicants. In the interview, a game warden wants to explore an applicant's background, boating-related experience, reputation and public speaking or teaching experience. Likewise, game wardens want applicants to know that they are there to provide assistance whenever questions, violations or courses arise.

The game warden returns the application and interview notes to Austin to ensure proper notification or certification.

A game warden's second priority is to assist volunteers or teachers with their courses. Many times they are available to give the boating presentation in a "team teaching" situation.

Their third priority in boater education is to conduct courses, usually in the off-season, at summer camps or when time permits. Unfortunately, some



game wardens such as those who work near the coast, rarely get a so-called off-season.

Finally, if a boating accident occurs in a game warden's area, an accident or fatality report must be recorded and sent to the Boater Education staff in Austin for state and national statistics (see references 5 & 6).

## DEPARTMENTAL REGIONAL AND FIELD OFFICES

**Department Offices** (see "miscellaneous information" for addresses and phone numbers) provide local instructors with information and hunting and fishing licenses.

An instructor should contact their local office any time a course is being given, and students are desired. Local offices get numerous calls requesting course information.

TARRANT PARKS AND WILDLIFE DEPARTMENT  
 1000 SMITH SCHOOL ROAD  
 AUSTIN, TEXAS 78744

**BOATING ACCIDENT REPORT  
 TEXAS WATER SAFETY ACT**

**"CONFIDENTIAL"  
 NOT ADMISSIBLE IN COURT AS EVIDENCE**

The operator of every vessel is required to file a report in writing whenever a boating accident results in death or injury to any person or property damage in excess of \$500. Reports must be submitted to Law Enforcement Division, Parks and Wildlife Department (address above) within thirty (30) days from date of accident.

**COMPLETE ALL BLOCKS (Indicate those not applicable by "NA") PERSONAL DATA**

A. NAME AND ADDRESS OF OPERATOR	B. AGE	C. OPERATOR'S EXPERIENCE	
	E. OWNER TELE. NO.	THIS TYPE OF BOAT	OTHER BOAT OPERATING EXP.
D. OPERATOR TELEPHONE NO.		1 <input type="checkbox"/> UNDER 20 HOURS	5 <input type="checkbox"/> UNDER 20 HOURS
		2 <input type="checkbox"/> 20 TO 100 HOURS	6 <input type="checkbox"/> 20 TO 100 HOURS
		3 <input type="checkbox"/> 100 TO 500 HOURS	7 <input type="checkbox"/> 100 TO 500 HOURS
		4 <input type="checkbox"/> OVER 500 HOURS	8 <input type="checkbox"/> OVER 500 HOURS
F. NAME AND ADDRESS OF OWNER	G. RENTED BOAT	I. FORMAL INSTRUCTIONS IN BOATING SAFETY	
	1 <input type="checkbox"/> YES	1 <input type="checkbox"/> NONE	5 <input type="checkbox"/> STATE
	2 <input type="checkbox"/> NO	2 <input type="checkbox"/> USCG AUXILIARY	6 <input type="checkbox"/> OTHER (indicate)
		3 <input type="checkbox"/> U S POWER SQUADRON	
		4 <input type="checkbox"/> AMERICAN RED CROSS	

**VESSEL NO. 1**

A. BOAT NUMBER	B. BOAT NAME	C. BOAT MAKE	D. BOAT MODEL	E. MFR HULL IDENTIFICATION NO.
F. TYPE OF BOAT	G. HULL MATERIAL	H. ENGINE	I. BOAT DATA (Propulsion)	J. BOAT DATA (Construction)
1 <input type="checkbox"/> OPEN MOTORBOAT	1 <input type="checkbox"/> WOOD	1 <input type="checkbox"/> OUTBOARD	1 NO. OF ENGINES _____	1 LENGTH _____
2 <input type="checkbox"/> CABIN MOTORBOAT	2 <input type="checkbox"/> ALUMINUM	2 <input type="checkbox"/> INBOARD GASOLINE	2 MAKE OF ENGINE _____	2 WIDTH (Beam) _____
3 <input type="checkbox"/> AUXILIARY SAIL	3 <input type="checkbox"/> STEEL	3 <input type="checkbox"/> INBOARD DIESEL	3 HORSEPOWER (Total) _____	3 DEPTH (Inner Transom To Keel) _____
4 <input type="checkbox"/> SAIL (ONLY)	4 <input type="checkbox"/> FIBERGLASS (Plastic)	4 <input type="checkbox"/> INBOARD-OUTDRIVE	4 YEAR BUILT (Engine) _____	4 YEAR BUILT (Boat) _____
5 <input type="checkbox"/> POWERBOAT	5 <input type="checkbox"/> OTHER (Specify)	5 <input type="checkbox"/> OTHER (Specify)	5 TYPE OF FUEL _____	
6 <input type="checkbox"/> OTHER (Specify)				

**ACCIDENT DATA**

A. DATE OF ACCIDENT	B. TIME	C. NAME OF BODY OF WATER	D. LOCATION (Give location precisely)
	1 _____ AM 2 _____ PM		
E. STATE	F. NEAREST CITY OR TOWN		G. COUNTY
TEXAS			
H. WEATHER	I. WATER CONDITIONS	J. TEMPERATURES (Estimates)	K. WIND
1 CLEAR 4 <input type="checkbox"/> RAIN	1 <input type="checkbox"/> CALM	1 AIR _____ °F	1 <input type="checkbox"/> NONE
2 CLOUDY 5 <input type="checkbox"/> SNOW	2 <input type="checkbox"/> CHOPPY	2 WATER _____ °F	2 <input type="checkbox"/> LIGHT (0-6 MPH)
3 BREEZY 6 <input type="checkbox"/> HAZY	3 <input type="checkbox"/> ROUGH		3 <input type="checkbox"/> MODERATE (7-14 MPH)
	4 <input type="checkbox"/> VERY ROUGH		4 <input type="checkbox"/> STRONG (15-25 MPH)
	5 <input type="checkbox"/> STRONG CURRENT		5 <input type="checkbox"/> STORM (Over 25 MPH)
			L. VISIBILITY
			1 <input type="checkbox"/> GOOD
			2 <input type="checkbox"/> FAIR
			3 <input type="checkbox"/> POOR
			M. WEATHER ENCOUNTERED
			1 <input type="checkbox"/> WAS AS FORECAST
			2 <input type="checkbox"/> NOT AS FORECAST
			3 <input type="checkbox"/> NO FORECAST OBTAINED

A. OPERATION AT TIME OF ACCIDENT	B. TYPE OF ACCIDENT	C. P. IN YOUR OPINION, WHAT CAUSED THE ACCIDENT
1 COMMERCIAL ACTIVITY	VESSEL	1 <input type="checkbox"/> WEATHER CONDITIONS
2 TRAVELING	6 <input type="checkbox"/> VESSEL COLLISION	2 <input type="checkbox"/> EXCESSIVE SPEED
3 APPROACHING DOCK	7 <input type="checkbox"/> FIXED OBJECT COLLISION	3 <input type="checkbox"/> NO PROPER LOOKOUT
4 WATER SKIING	8 <input type="checkbox"/> FLOATING OBJECT COLLISION	4 <input type="checkbox"/> OVERLOADING
5 SAILING	9 <input type="checkbox"/> OTHER (Specify) _____	5 <input type="checkbox"/> IMPROPER LOADING
6 WING	PERSONAL	6 <input type="checkbox"/> HAZARDOUS WATERS
7 BEING TOWED	4 <input type="checkbox"/> HIT BY BOAT OR PROPELLER	7 <input type="checkbox"/> RESTRICTED VISION
8 LIFTING	5 <input type="checkbox"/> OTHER (Specify) _____	8 <input type="checkbox"/> FAULT OF HULL
9 <input type="checkbox"/> AT ANCHOR		9 <input type="checkbox"/> FAULT OF MACHINERY
10 <input type="checkbox"/> TIED TO DOCK		10 <input type="checkbox"/> FAULT OF EQUIPMENT
11 <input type="checkbox"/> FUELING		11 <input type="checkbox"/> ALCOHOL USE
12 <input type="checkbox"/> FISHING		12 <input type="checkbox"/> DRUG USE
13 <input type="checkbox"/> HUNTING		13 <input type="checkbox"/> OTHER
14 <input type="checkbox"/> SKIN DIVING OR SWIMMING		
15 <input type="checkbox"/> OTHER (Specify) _____		

A. PERSONAL FLOTATION DEVICES	B. WAS THE VESSEL CARRYING NON-APPROVED:	C. 5. FIRE EXTINGUISHERS
1. WAS THE BOAT ADEQUATELY EQUIPPED WITH APPROVED LIFESAVING DEVICES?	1. LIFESAVING DEVICES	A. WERE THEY USED (If yes, list Type(s) and number used.)
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	1 <input type="checkbox"/> YES
2. WERE THEY ACCESSIBLE	2. WERE THEY ACCESSIBLE	2 <input type="checkbox"/> NO
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	3 <input type="checkbox"/> NOT APPLICABLE
3. WERE THEY USED	3. WERE THEY USED	
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	

A. PROPERTY DAMAGE (Est.)	B. DESCRIBE PROPERTY DAMAGE
Boat \$ _____	
Motor Boat \$ _____	
Other Property \$ _____	

F. NAME AND ADDRESS OF OWNER (Damaged Property)

**WATER FATALITY REPORT**

<b>REPORT NUMBER</b> _____		<b>FOR STATISTICAL PURPOSES ONLY</b>		<b>BAR NUMBER</b> _____	
<b>VICTIM</b>	NAME OF VICTIM			RACE	
	Street			1 <input type="checkbox"/> Black 2 <input type="checkbox"/> Hispanic 3 <input type="checkbox"/> White 4 <input type="checkbox"/> Other 5 <input type="checkbox"/> Unknown	
	City			SEX	
	State			1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	
	County			VICTIM WEARING PERSONAL FLOTATION DEVICE 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No    3 <input type="checkbox"/> Unk	
ACTIVITY OF VICTIM			CAUSE FACTOR		
1 <input type="checkbox"/> Swimming                      11 <input type="checkbox"/> Illegal Entry 2 <input type="checkbox"/> Wading                            12 <input type="checkbox"/> Working 3 <input type="checkbox"/> Surfing                            13 <input type="checkbox"/> Air Mattress 4 <input type="checkbox"/> Scuba Diving                    14 <input type="checkbox"/> Diving 5 <input type="checkbox"/> Tubing                                15 <input type="checkbox"/> Jumping 6 <input type="checkbox"/> Fishing                             16 <input type="checkbox"/> Jet Ski 7 <input type="checkbox"/> Canoeing                          17 <input type="checkbox"/> Para-Sailing 8 <input type="checkbox"/> Windsurfing                      18 <input type="checkbox"/> Skiing 9 <input type="checkbox"/> Hunting                            19 <input type="checkbox"/> Boating 10 <input type="checkbox"/> Tried Rescue                  20 <input type="checkbox"/> Other			1 <input type="checkbox"/> Fell in water 2 <input type="checkbox"/> Whitewater 3 <input type="checkbox"/> Hit by propeller 4 <input type="checkbox"/> Vehicle accident 5 <input type="checkbox"/> Murder 6 <input type="checkbox"/> Suicide 7 <input type="checkbox"/> Powder line 8 <input type="checkbox"/> Other		
PHYSICAL LIMITATIONS			DRUGS		
1 <input type="checkbox"/> Cramps                            7 <input type="checkbox"/> Tired 2 <input type="checkbox"/> Epilepsy                        8 <input type="checkbox"/> Physical handicap 3 <input type="checkbox"/> Food                                9 <input type="checkbox"/> Unknown 4 <input type="checkbox"/> Heart                              10 <input type="checkbox"/> Other (specify) _____ 5 <input type="checkbox"/> Hypothermia 6 <input type="checkbox"/> Mental			1 <input type="checkbox"/> Yes   2 <input type="checkbox"/> No   3 <input type="checkbox"/> Unknown    1 <input type="checkbox"/> Yes   2 <input type="checkbox"/> No   3 <input type="checkbox"/> Unk		
DATE OF ACCIDENT			TIME		
STATE			NAME OF BODY OF WATER		
TEXAS			CODE		
NEAREST CITY OR TOWN			COUNTY		
LOCATION (Give location precisely)			DID THE ACCIDENT OCCUR IN A STATE PARK? 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No		
DATE AND TIME OF RECOVERY			HOW RECOVERED?		
WHO RECOVERED? (Only Check One)			ACCIDENT DETAILS (List information sources, witnesses, local reports, medical examiner reports, etc.)		
1 <input type="checkbox"/> Game Warden                      4 <input type="checkbox"/> Fire Dept. or Rescue Squad 2 <input type="checkbox"/> U.S. Coast Guard                  5 <input type="checkbox"/> State Park Peace Officer 3 <input type="checkbox"/> Sheriff's or Police Dept.          6 <input type="checkbox"/> Other			1 <input type="checkbox"/> Gulf, bays                            6 <input type="checkbox"/> Public pool 2 <input type="checkbox"/> Lakes                                7 <input type="checkbox"/> Apt. pool 3 <input type="checkbox"/> Rivers                                8 <input type="checkbox"/> Res. pool 4 <input type="checkbox"/> Tank, pond, pit                    9 <input type="checkbox"/> Motel pool 5 <input type="checkbox"/> Creek, stream, bayou, resaca    10 <input type="checkbox"/> Other (specify) _____		
WEATHER			VISIBILITY		
1 <input type="checkbox"/> Clear    5 <input type="checkbox"/> Snow 2 <input type="checkbox"/> Cloudy   6 <input type="checkbox"/> Hazy 3 <input type="checkbox"/> Fog      7 <input type="checkbox"/> Natural disaster 4 <input type="checkbox"/> Rain			1 <input type="checkbox"/> Good 2 <input type="checkbox"/> Fair 3 <input type="checkbox"/> Poor		
WIND			TEMPERATURES (Estimates)		
1 <input type="checkbox"/> None 2 <input type="checkbox"/> Light (0-6 MPH) 3 <input type="checkbox"/> Moderate (7-14 MPH) 4 <input type="checkbox"/> Strong (15-25 MPH) 5 <input type="checkbox"/> Storm (Over 25 MPH)			1 Air _____ °F 2 Water _____ °F		
WATER CONDITIONS			OPERATION AT TIME OF ACCIDENT		
1 <input type="checkbox"/> Calm 2 <input type="checkbox"/> Choppy 3 <input type="checkbox"/> Rough 4 <input type="checkbox"/> Very rough 5 <input type="checkbox"/> Strong current			1 <input type="checkbox"/> Commercial Activity    10 <input type="checkbox"/> Tied To Dock 2 <input type="checkbox"/> Cruising                    11 <input type="checkbox"/> Fueling 3 <input type="checkbox"/> Approaching Dock      12 <input type="checkbox"/> Fishing 4 <input type="checkbox"/> Water Skiing              13 <input type="checkbox"/> Hunting 5 <input type="checkbox"/> Racing                        14 <input type="checkbox"/> Skin Diving or Swim 6 <input type="checkbox"/> Towing                       15 <input type="checkbox"/> Other (Specify) _____ 7 <input type="checkbox"/> Being Towed 8 <input type="checkbox"/> Drifting 9 <input type="checkbox"/> At Anchor		
WAS A BOAT INVOLVED? 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No			BOAT NUMBER		
BOAT MAKE			BOAT NAME		
BOAT MODEL			MOTOR BRAND NAME		
HORSEPOWER			YEAR		
WAS THE CAPACITY PLATERECOMMENDATION EXCEEDED? Horsepower    1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No Maximum Load 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No			LATERAL FLOTATION 1 <input type="checkbox"/> Yes   2 <input type="checkbox"/> No		
WAS THE BOAT ADEQUATELY EQUIPPED WITH: 1 CG approved lifesaving devices? <input type="checkbox"/> Yes <input type="checkbox"/> No 2 Were they accessible? <input type="checkbox"/> Yes <input type="checkbox"/> No 3 Were they used? <input type="checkbox"/> Yes <input type="checkbox"/> No			NAME AND ADDRESS OF OPERATOR		
LAW ENFORCEMENT OFFICER			TITLE		
ADDRESS			TELEPHONE NUMBER		
			AGENCY		
			DATE		

## INSTRUCTOR POLICIES

The Texas Parks and Wildlife Department recognizes the efforts, valuable contributions and dedication shown by the many volunteers who teach boater education across the state. Likewise, the efforts of professional educators, and game wardens, whose duties as a peace officer are widespread, are equally important. Together, we can preserve the heritage and instill safe and responsible boating habits.

**GOAL:** To affect behavior of boaters so that they act safely, responsibly and knowledgeably.

**PROCEDURES:** To recruit, train and develop students and instructors by providing timely and accessible educational programs which promote safe, and responsible actions by boaters or anyone in, on, or near the water.

To maintain records of students and instructors for future reference and for reciprocal standards of other states and provinces.

**BENEFITS:** Reduced accidents and violations; promotion of safe and courteous boating and an overall awareness of outdoor values including stewardship and involvement.

**OBJECTIVES:** To ensure students and instructors comply with provisions of federal, state and departmental requirements; and that instructors teach only that material which is contained or referenced in the approved student manual or other approved courses and materials.

- ✓ To administer, coordinate and plan an effective program based on requirements, budget constraints, and federal and state compliance.
- ✓ To solicit the services of volunteer adults through a statewide recruitment program.
- ✓ To recognize students and instructors for achieving levels of completion.
- ✓ To provide materials, training aids, and statistics which help students and instructors meet the goals set forth in boater education.
- ✓ To communicate these goals to students, instructors, media relations or any interested person.
- ✓ To increase the knowledge and awareness of anyone operating a wind, muscle, or motor powered boat.
- ✓ To build a foundation of ethics and responsibility whereby a student can strive to do what is safe, fair, legal, courteous and proper.

**INSTRUCTOR ROLE:** Boater education instructors, especially volunteers, are important to the Department because interested citizens get a chance to work hand-in-hand with government to improve boating safety. Instructors provide services which help communicate the goals and objectives of the program and represent a positive force by instilling proper values.

**DEPARTMENT ROLE:** Besides coordination, research, administration and record-keeping, the role of the Department is to strive to recruit the most qualified instructors available and provide them with adequate training and materials necessary to conduct quality courses throughout the state.

INSTRUCTOR MOTIVATION: Each boater education instructor is unique. There are many reasons why boater education instructors volunteer their time and services: personal fulfillment, identification with mutual goals, prestige in the community, saving lives or knowing that what they do fosters safe and responsible boating and preserves a respect for the aquatic outdoors.

INSTRUCTOR COMPENSATION: The compensation of boater education instructors isn't money. It is the satisfaction in knowing that what they are doing is important, that their contributions might prevent fatalities, accidents and violations.

It may also create a more wholesome experience for everyone who enjoys the water.

INSTRUCTOR RIGHTS: A boater education instructor has a right to be assigned a job that is worthwhile and challenging, to be informed about what is going on within the agency and to be provided with specific training for the job. Instructors have the right to know whether their work is effective and the right to be given recognition, recommendation, encouragement and support.

INSTRUCTOR TRAINING: Pre-service and in-service training is provided to instructors by the boater education staff and selected resource personnel. This training is to help beginning instructors "swim-not sink." Unfortunately, because of time and the size of Texas, it is sometimes difficult to get the training where and when it is preferred. It is for these reasons that in-service training is not required; however, pre-service training is required and is necessary to ensure that the goals are met.

DEPARTMENT GAME WARDENS: May be contacted to give a "boating laws" presentation, but may be hard to reach as they spend much of their time in the field enforcing hunting and boating regulations. They must also conduct interviews of volunteer applicants.

U.S.C.G., U.S.P.S. INSTRUCTORS AND PROFESSIONAL EDUCATORS: USCG Auxiliary, USPS Instructors and professional educators or teachers apply under "mutual agreement" which is equivalent to the volunteer's game warden interview because the school, district, or commander provides the recommendation and background of the teachers through a signed contract with the Department. This contract also informs the school that boater education is being taught within the curriculum.

Instructors and teachers are still encouraged to meet and interview with a local game warden to establish a base for boater education efforts in the area or to know who to contact for future courses.

All teachers must adhere to the same policies and have the same rights as volunteer instructors.

INSTRUCTOR ACTION: Teaching boater education, regardless if it is a game warden or teacher doing their job or a volunteer dedicated to a cause, is action by people who care. It is a giving of oneself and can also be a great learning experience, too. To some, it is a source of fulfillment: teaching others about the thrills, precautions and rewards of boating and water sports by passing on proper knowledge and skills.

The Texas Parks and Wildlife Department, the instructors and other interested citizens pledge to develop and maintain a program which will ultimately influence all boaters in a positive way.

**PROCEDURES FOR BECOMING A  
TEXAS PARKS AND WILDLIFE DEPARTMENT  
BOATER EDUCATION INSTRUCTOR**

<u>Step</u>	<u>Who</u>	<u>Procedure</u>
1	Applicant	Obtains, reads and completes <b>Boater Education Instructor Application</b> . (Applications may be obtained by calling or writing the Texas Parks and Wildlife Department).
2		Reads the boater education instructor position <b>job description</b> (see other side).  NOTE: Applicant must successfully complete a state-certified boater education student course. ATTACH PHOTOSTATIC COPY TO APPLICATION IF <u>NOT</u> A TEXAS STUDENT CERTIFICATION CARD. U.S. Coast Guard Auxiliary and U.S. Power Squadron courses are acceptable as student courses.
3	Non-mutual Agreement Applicants (Volunteers)	Takes or mails application to local game warden.
4	Mutual Agreement Applicants (U.S. Coast Guard Auxiliary or Power Squadron Instructors)	Mails application, Attention: Boater Education, Texas Parks and Wildlife Department, 4200 Smith School Road, Austin, Texas 78744.
5	Game Warden	Completes Form OF-1000-10 ("blue sheet") interview and sends it with the application through appropriate channels to Boater Education, Austin.
6	Austin Office	Reviews and processes application. If accepted, applicant's name and address is sent to nearest Area Chief Instructor or retained in Austin.
7	Austin Staff or Area Chief Instructor	Contacts applicant and sets up a minimum six-hour instructor's training workshop. Applicant completes a pre-test and final exam during workshop.
8		Reviews applicant's <u>student</u> course I.D. card or verification.
9		Evaluates and completes applicant's training report (recommendations and record of exam score) and returns it to Austin office.
10	Austin Office	If applicant passes all screening procedures, Austin office certifies as an instructor.

Mails instructor congratulatory packet (letter, name tag, instructor patch and other pertinent information) and boater education instructor I.D. card. NOTE: Name tags will be available sometime after 1991.

**TITLE VI NOTIFICATION**

Regulations of the U.S. Department of the Interior strictly prohibit unlawful discrimination in departmental federally assisted programs on the basis of race, color, national origin, age or handicap. Any person who believes he or she has been discriminated against in any program, activity, or facility operated by a recipient of Federal assistance should write to:

Director  
Office for Equal Opportunity  
U.S. Department of the Interior  
Washington, D. C. 20240

## BOATER EDUCATION INSTRUCTOR JOB DESCRIPTION

*Job Title:*

Boater Education Instructor

*Responsible To:*

Boater Education Staff, T.P.W.D., 4200 Smith School Road, Austin, Texas 78744

*Job Description:*

Instructs students of all ages in the boater education program as prescribed by the Texas Parks and Wildlife Department.

*Qualifications:*

Applicants for the position of boater education instructor must be at least 21 years of age, of reasonably good health, high integrity, pass a written examination and submit to an oral interview by a game warden. The game warden interview is not necessary under mutual agreement program because school authorities and other approved agencies (Coast Guard Auxiliary or Power Squadron) recommend the approval of instructors for their programs.

A background check will be conducted on applicants and those failing to meet certain standards will be denied certification. If certification is denied the applicant may then file an appeal in writing to the Education Coordinator through the Department's Executive Director. Teaching experience is highly desirable. Other valuable experience includes: boating, sailing, scuba diving, water skiing, safety specialties, public speaking, etc.

*Participation Required:*

Must recommend one or more students for certification with at least six hours of instruction each year. If done, credentials are automatically renewed for another year.

*Pre-certification Training Required:*

Graduation from a state-certified boater education student's course (Note: U.S. Coast Guard Auxiliary and U.S. Power Squadron courses are acceptable.) Graduation from the department's instructor training workshop if not under mutual agreement (agencies' instructor training courses).

*In-Service Training Provided:*

Voluntary in-service training workshops will soon be provided to instructors on a yearly basis.

*Evaluations:*

Periodic classroom evaluations may be made on instructors by game wardens, Area Chief boater education instructors and Austin staff as well as evaluation forms completed by the students. Instructors will be provided student-, self-and team-evaluation forms for instructional improvement.

*Revocation of Certification:*

Any person failing to teach and certify one student during their yearly certification period will automatically be placed on the roll of inactive instructors.

There may be extenuating circumstances, such as prolonged illness, which would prevent the instructor from holding a class. In this case, a letter of explanation, with a request that credentials be renewed, should be sent to the Education Coordinator.

The department may decertify instructors for violating provisions of the boater education program, falsifying records or acting in a manner which is detrimental to the program.

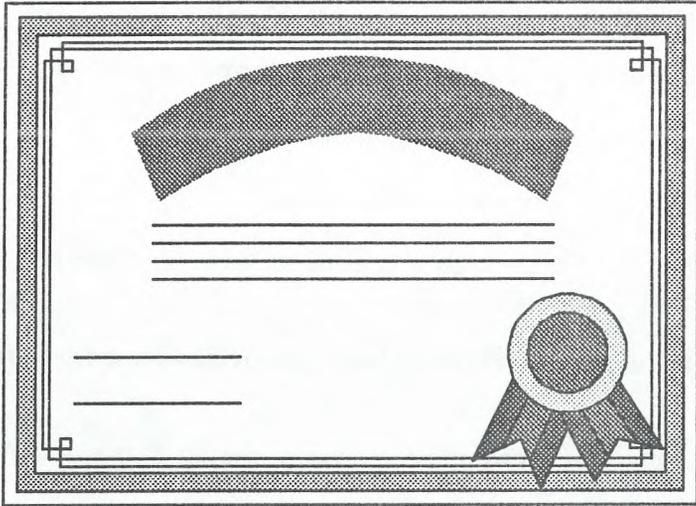
## INSTRUCTOR EXPECTATIONS

The Texas Boater Education Instructor is expected to:

- ✓ Maintain the dignity and integrity of the Texas Parks and Wildlife Department with the general public.
- ✓ Be committed to the boater education program, its goals and objectives and policies set forth in this manual.
- ✓ Accept the guidance and decisions of the Education Coordinator in Austin or work with an association of instructors to help change unnecessary policy or to help formulate policy.
- ✓ Involve others such as game wardens, marine dealers, and experienced boaters in course efforts.
- ✓ Be recognized in their community as a person of integrity. Some instructor's benefits are increased knowledge, possible career exploration, and personal fulfillment.
- ✓ Teach the material found in the Boater Education student manual. If there is a conflict between the instructor's own philosophy and that found in the department-approved material, the instructor is expected to teach the material found in the department's material unless changes are reviewed and made.
- ✓ Know the subject and prepare accordingly to provide students with the best instruction possible.
- ✓ *Be available to teach at least six (6) hours of classroom instruction during each yearly certification period.*
- ✓ Develop training aids to replace or supplement those provided by the Department.
- ✓ *Maintain a professional attitude, one that can do, will do, and needs to do...*
- ✓ Be punctual, dependable, and carry out duties promptly and reliably.
- ✓ Stick to the basics and *use a positive approach to teaching.*
- ✓ Be friendly, warm, and courteous to all students.
- ✓ Be neat and accurate. No dress code is required; however, instructors are expected to be neat and clean as the occasion demands.
- ✓ Refrain from the use of any alcoholic beverages or non-prescribed drugs before and during class sessions.
- ✓ Refrain from smoking or chewing tobacco except during scheduled breaks.
- ✓ Refrain from use of profanities, obscenities, and other unbecoming language.
- ✓ Use personal experience only to make a definite point (avoid "war stories").
- ✓ Personally evaluate classroom performance and accept evaluation by students, team members, Austin staff, and game wardens. Instructors should strive to continually broaden knowledge and skills and pass this on to the students.

- ✓ Complete records accurately and promptly. Incomplete, inaccurate, and late documents cause unnecessary delays.
- ✓ Attend in-service workshops and training sessions when possible, and as provided by the Department.
- ✓ Notify associates when unavoidable delays or inability to keep a schedule occurs.
- ✓ Be available to assist/train other boater education instructors or present boater safety presentations in the community.

**The Texas Parks and Wildlife Department is committed to maintaining an active, informed, well-supported volunteer boater education program.**



## THE LEARNING PROCESS HOW DO PEOPLE LEARN?

Learning is any change in behavior that takes place as a result of an educational experience. The change of behavior happens because of the acquisition of new skills, new knowledge, and new attitudes.

Of the three, attitude is the most important. All the knowledge and skill in the world is of little value to people with the wrong attitude. Attitudes will determine whether or not the knowledge and skill will be used. What is even more difficult is that an attitude cannot be taught, it must be formed and assimilated by the student.

Even though instructors cannot teach attitudes, they can provide information and present alternate perspectives which can assist students in arriving at informed decisions and improved attitudes. By making information relative to students, instructors increase the chance for students to retain the information, and integrate it somewhere into their own experiences.

Dale Morey, a national authority in boater education, summarized the proper attitude as one who CAN DO, WILL DO AND NEEDS TO (SHOULD) DO! He further described learning with one extra word in the following acronym:

<p><b>S - Skills</b> <b>E - Energy</b> <b>A - Attitude</b> <b>K - Knowledge</b></p>
---

A teacher "seeks" to give students information which helps them find new understanding in each of these areas.

The instructor must understand the learning process. First, we will look at the student as an individual learner, since learning is actually an individual process rather than a group process.

## THE FOUR LEARNING STYLES AND THEIR SEQUENCE

There are four basic learning styles which students fall into when learning. Dr. Bernice McCarthy, in her book The 4 MAT System, describes these styles and compares the characteristics of each one. The chart below will give you an overview.

An individual may fall into several categories at any time, and no one fits a category perfectly. For a lesson to be taught effectively, all learning styles should be reached. Learners have a "home base" style for learning; this is where they feel most comfortable. However, students should be challenged to stretch and develop other learning abilities as well.

The four learning styles will also be related to the kinds of questions which appeal to these learners. These "questions learners ask" can help you organize a lesson that will reach various individual students.

Study the following chart and keep it in mind as you look at the examples:

	(I) Innovative	(II) Analytic	(III) Common Sense	(IV) Dynamic
LEARNERS ASK:	WHY?	WHAT?	HOW?	IF?
SEEK:	meaning	facts	usability	hidden possibilities
LEARN BY:	listening & sharing	thinking through	testing	trial and error
REALITY:	absorb it	form it	edit it	enrich it
INFORMATION:				
- RECEIVED	concretely	abstractly	abstractly	concretely
- PROCESSED	reflectively	reflectively	actively	actively
FUNCTION:	socially	adaptively	sensory	by acting & testing
INTERESTS/ TENDENCIES:	people and culture, divergent thinkers	concepts, data collectors critique	real life, hands-on experience	adaptable, take risks
STRENGTHS:	imagination	creating models	practical applications	action
GOALS:	bringing unity to diversity	self-satisfaction & recognition	views toward future security	make things happen

To understand how to use 4MAT to reach all learning styles is to relate 4MAT to instructor lesson plans (covered in a section of this manual).

A good learning sequence teaches in all four styles and incorporates a combination of styles. The learning sequence is a natural progression that has teachers and students answering the questions (about a piece of information) that appeal to each major learning style. Next we will consider these questions that learners "ask," and see how they fit into our daily lessons.

## LEARNERS ASK . . . WHY?

*Motivation* tells students why they are learning something. **Motivation is the most important ingredient in learning.** Boater Education students may have several specific motivators to take a class - because they have to, peer pressure, a desire for knowledge, a distasteful experience or accident, insurance discounts, or others. (Dale Morey, suggests that motivation can be summed up into two components: FEAR and GREED.) When students arrive at a class, the instructor should use other motivating forces to start the learning process. These forces include:

- ✓ Enthusiasm is contagious
- ✓ Capitalize on existing interests
- ✓ Student (self) imposed tasks and learning are better than teacher-imposed tasks
- ✓ Rewards are more effective than punishment; positive rather than negative
- ✓ Clear understanding of purpose is motivating
- ✓ Motivate by knowing a subject, communicating the knowledge, and believing that the information is important to the student

*Concrete applications:* Get the students to convince themselves they should learn a particular bit of information. For example, if you are teaching the idea: "Keep bilges free of gas fumes, and exercise care especially after refueling, and before starting the motor," you might have a few students give personal experiences. Have other students theorize on why this item is important. You could show students a picture of a burned boat, and get responses from them.

## LEARNERS ASK . . . WHAT?

Now, students are ready for the basic information - the meat of the course. Teach the concept of the information, as well as the facts. Relate it to previously learned information, if possible. Information learned as part of a whole is better retained than facts which are isolated.

*Concrete applications:* Continuing with our example of "Keep bilges free of fumes ...", tell students that fumes are often heavier than air. Have students participate in a discussion on good ventilation practices; provide federal regulations for ventilation. List proper fueling practices. Several types of training aids can be used here. Do students know the functioning of their own boat's ventilation system? Etc.

## LEARNERS ASK . . . HOW?

Here students look for hands-on activities that are useful in their own lives. Demonstration and student participation exercises satisfy learners here.

*Concrete applications:* Using our same example, "Keep bilges free of fumes ...," students could review how to use a fire extinguisher; they could view some extinguishers to see if they are still functional. Have students read the manual which explains proper procedures for fueling and starting.

## LEARNERS ASK . . . IF?

Here students take the information and adapt it, then shift it into their experience and needs. They take the information and apply it to a new experience, or use it to think about another subject.

*Concrete applications:* To complete the example of "Keep bilges free of fumes ..." students can use the information learned to better understand the broader problem of fire on board a boat and its prevention. This information also relates to good housekeeping and maintenance on a boat, and ventilation practices. Hopefully, students will consider their own boats, and search for ventilation problems, and to further consider the fuel system on boats.

Our example of a learning sequence for the idea "Keep the bilges free of fumes ..." does not actually take very long to present. Realize that if an instructor tries to use various methods and aids (and student participation!) most learning styles will naturally be met. An instructor will not need to think through this entire process for each topic taught, but should be aware of the process. This way, at some point during the class, each learner will be able to be successful. They will have a chance to be at their "home base" learning style, while also trying new methods.

### ✎ EXERCISE ✎

Can you come up with a learning sequence to teach the topic:

"Proper trailering procedures can prevent accidents and equipment damage."

WHY? (How will you motivate students to learn this information?)

WHAT? (Which teaching methods and training aids can be used to present the facts and concepts?  
What are the concepts involved?)

HOW? (What kinds of practice or review can be done here?)

IF? (What can be done with this information? Can it relate to other topics? How does it relate to the individual?)

## BASIC LEARNING SKILLS

There are basic learning skills which relate to the four learning styles. These include the actual training, understanding, and use of the material that students receive in class.

- A. Psychomotor Skills - are those such as knot-tying, being able to properly put on and fasten a PFD, etc. Psychomotor skills relate to the "How?" of the learning sequence and appeal to the common sense learners. These skills are the easiest to teach, as they require demonstration and student participation, but not much instructional time. Students often enjoy learning these skills, because they can be actively involved and will usually be successful.
- B. Cognitive Skills - such as being able to understand concepts of operation and navigation, limitations and functions of boats and equipment, ideas of performance, etc. Relating to the "What?" of the learning sequence, cognitive skills appeal to the analytic mind in students. These skills are more difficult to teach, as students must not only retain the information, but must understand the reasons and concepts behind it. This reasoning ability makes the information very useful.
- C. Behavioral Skills - such as skipper responsibility and courtesy, and boaters dealing with "unwritten laws" or ethics. Behavioral skills relate to the "Why?" and "If?" parts of the learning sequence. Here students are involved in being motivated to actions, and adapting the material they've learned into their own lives. These skills are among the most difficult to teach.

Alternate the types of skills you are trying to teach; relate them to one another and to already learned material. Example:

Students can inspect and operate a fire extinguisher (psychomotor skill) while discussing the necessary components of fire and how fire starts and spreads on a boat (cognitive skill). In this way, an instructor does not merely say, "Watch out for fire on the boat." The effect is, "A danger exists, here are the skills for minimizing the risk, and the advantages of doing so. Hopefully, students will come to the conclusion in their own minds to guard against fire hazards on their own boats (behavioral skill).

### ✎ EXERCISE ✎

Take one of the Learning Modules which appears in the classroom procedures section of this manual. Analyze the activities, and see if you can tell which of the three learning skills apply to each activity. If a Module does not cover all three skills, can you think of activities which would?

Can you think of a concept of operation (cognitive skill) for students to learn that would complement the psychomotor skill of knot-tying? -of wearing a PFD properly?

## LEARNING PRINCIPLES

Below is a summary of some basic learning principles. These principles relate directly to the learning styles and the three learning skills we have considered.

- ✓ Motivation is a strong force - give students a purpose and motive for learning.
- ✓ Individual differences must be met. Students bring different backgrounds with them - in age, experience, maturity, and interest. Use the experience surveys, and really observe your students' responses. When instructing the handicapped, create the least restrictive environment possible. Adapt to individual needs, avoid separate programs, and exercise common sense and flexibility. Some students may have learning, behavioral, physical, or attitude disabilities which make learning difficult. Handicaps may not be visible. Therefore, identifying these differences may be difficult at times.
- ✓ Learning is a varied, active process. Most learn by doing, i.e., when they utilize all of their senses. Psychologists claim we learn 83% through sight, 10% through hearing, 4% through smell, 2% through touch, and 1% through taste. Retention of information is 10% by reading, 20% by hearing, 30% by seeing, 50% by seeing and hearing, 70% by saying as we talk, 90% by saying as we do.
- ✓ Repetition is necessary - repeat important points in several different lessons.
- ✓ Vary the level of challenge; use a range of activities, questions, etc., so that all students will be successful at least part of the time.
- ✓ Some students have short attention spans and are easily distracted. Allow time between lessons for it to "sink in." Be aware that learner's attention spans may not extend more than 15-20 minutes. You can use 2 short lessons with a short break, rather than presenting one long lesson. Change instructors when possible. Remember, the mind can absorb only as much as the seat can endure.
- ✓ Even though learning is a life-long process, the ability to learn remains practically constant after maturity.
- ✓ Continuous evaluation is essential to effective learning.
- ✓ Things should be taught the way they are used. Effective learning results when initial learning is followed immediately by application.
- ✓ Effective learning is likely to occur when a logical relationship exists between the things taught.
- ✓ People learn more when they are held accountable and made to feel responsible for learning. Expect students to participate, communicate this to them, and they will!
- ✓ People respond to a good learning environment.

## TEACHING METHODS

We have seen that learning is more acceptable and retained for a longer duration of time if several methods of teaching are employed. A description of some of the more widely used methods is provided so the instructor can decide which method will best teach a certain piece of information.

### A List of Methods and Techniques:

Actual/direct experience/exercises	Guest speakers
Brainstorming/Buzz sessions	Interview
Field Trips	Lecture
Case Studies	One-on-one
Debate	Panel Discussion
Demonstration	Projects
Discussion	Questioning
Dramatization/role playing/skits/play acting	Recitation
Drill	Simulated Experience
Exhibits	Teachable Moments
Games	Training Aids

\*\* Again, keep in mind the student, the classroom facilities, and the lesson. \*\*

Actual Experience - In most cases, "learning-by-doing" is the most effective. Ideally, students learn to boat by going boating with the safe and experienced boater. However, in the boater education program, most lessons are taught in the classroom. Safety considerations and physical plans make actual boat operation difficult. Instructors can bring in actual equipment and items for students to work with, so they can get some actual experience.

Simulated Experience - This type of instruction involves going through all the motions without actually doing them. It should always be followed by the actual experience when possible, and should come as close to reality as possible.

Dramatization/Role Playing/Skits/Play Acting - This method is only limited by the instructor's and students' imaginations. Those actually participating get more from it than do those observing it. Having students enact situations can bring out different ways of looking at a problem, and is a good evaluative tool for the instructor.

Demonstration - A demonstration works well with either small or large groups. When large numbers of students prevent you from letting everyone actually "do" the activity, demonstrations can show them "how" to perform something, and gives them a basis for comparison. The student is more likely to learn from this method than from either explanation or demonstration alone. The instructor should "say" and "do" at the same time, making each step in the process clear. When you have students repeat a demonstration for the class or for themselves, encourage them to "say" as they "do."

Exhibits - Exhibits are static objects, or groups of objects without motion, which are meant to give information. They depend on the viewer to understand visually. Label them carefully. If an instructor is available to answer questions about the exhibit, it can be made more valuable. Some students will ask questions in an informal setting when they would not in a more formal classroom situation.

Lecture - The lecture or "talking" presentation is the most difficult of all to do well. Many instructors are not accomplished public speakers, and their discomfort frequently shows. However, most are more comfortable when they have something to do in addition to talking. Prepare carefully, so that you will feel confident. The best speakers are always in some sort of motion - with voice inflection or body movements. Refine your presentation to cut away the time-consuming extra words, and still get the ideas across.

A small card with a list of important points, or a short outline can help you organize your lecture. Use the short lecture to introduce a unit, summarize a problem for study, or to provide information difficult for students to find. Lectures for young people should usually be a maximum of 15 to 20 minutes. Use words on the right level - don't talk down to students, but be understandable. Lectures should not simply rehash textbooks, or material read for homework. Lectures, properly used, can be very functional.

Questioning - Good questions stimulate thought, encourage discussion, and encourage students to test themselves. There are 4 basic types of questions:

1. Recall - Questions calling for fact and rote memory, they are used at the lowest intellectual level.
2. Convergent - Calls for analysis and pulling together ideas and data. Problem solving and reasoning are often involved in this type.
3. Divergent - Calls for answers that are creative and imaginative, but not empirically provable. Many different answers may be "correct."
4. Value - Calls for opinions, and dealing with matters of judgment and choice.

Many variations of question types are possible. Use various types, and listen to the responses your students give. Good questions get good responses!

- Clear, concise questions fit the students' backgrounds and abilities.
- Some questions should be prepared in advance, so that teachers can emphasize major points. These prepared questions are good evaluative tools.
- Be friendly and informal; don't be an inquisitor.
- Be accepting of students' answers, even when they are incorrect. A wrong answer can clue you to misunderstandings, and lack of knowledge in an area.
- Involve all students by distributing questions; don't let one student monopolize.
- Often select questions that do not have a single word/simple response.
- Don't embarrass a student over a response.

- A good technique for an inattentive student is to ask the student a question, preferably a value question, on what was just covered in class.

**Teachable Moment** - This is a situation which arises unexpectedly with either the student or instructor, and can be used as a chance for effective learning. For example, you may have students doing one of the PFD activities, and a strap or buckle breaks. Use this chance to point out the importance of inspecting PFD's often for wear.

**Training Aids** - Training aids are so important, the next section is devoted to their use.

**Summary** - You will decide for yourself which methods suit you best, and work well for you. A 1983 U.S. Training Census and Trends report had instructors rate 13 various methods. Look at this list, and see where your favorite method ranked.

<u>Teaching Method</u>	<u>Most desirable (1)</u> <u>Least desirable (13)</u>
Participant exercises	1
Overhead transparencies	2
Self-tests	3
Video Cassettes	4
Role-playing	5
Slides	6
Case Studies	7
16mm film	8
Games and simulations	9
One-on-one instruction	10
Audio cassettes	11
Computer-assisted instruction	12
Sound filmstrips	13

### ✎ EXERCISE ✎

#### "Questioning" Your Questions!

Review the four types of questions listed in the teaching methods section. They are: RECALL, CONVERGENT, DIVERGENT, AND VALUE. Look at the statements listed (these were taken from the Instructor's Guide) and try writing 3 questions that relate to each statement. Use as many different question types as you can. Do not use one type more than twice. A sample has been done for you.

1. "Negligent operation is the failure to exercise enough care to prevent endangering life, limb, or property."
  - Can you give 4 items from the Water Safety Digest section Operation of your Boat which deal with safe operation? (recall)
  - Can you give some reasons why certain actions are listed as unlawful? (convergent)
  - Why do you think people operate their boats in a negligent manner? (divergent)



**✎ EXERCISE ✎**

Module Methods - Look at the Possible Activities section of the Learning Modules for PART IV - Getting Underway (Or any other Module). Analyze the activities, and list what types of teaching methods are used for each activity. Are there some activities which use more than one method at a time? Are there activities you can think of which use methods which are not covered?

**✎ EXERCISE ✎****Trying One On!**

Below, a teaching method is matched with a boating subject. Plan a 5 to 15 minute presentation using that method to get your idea across. Also, be prepared to tell the class another method which might have been used. (The instructor for this workshop will either assign you a problem, or let you choose one for your group.)

1. Use DRAMATIZATION/ROLE PLAYING/SKIT to portray some friends or a family "doing all the right things" to get their boat ready for a new season.
2. Use DEMONSTRATION to show how to properly tie a bowline knot.
3. Use DISCUSSION to formulate and make a list of five good daily maintenance checks for a boat.

## TRAINING AIDS

Training Aids - Teaching aids can be anything that contributes to understanding through the senses. Often, they allow actual participation and involvement on the part of the student. Aids can create interest and attract the student by adding zest and life to the classroom.

Training aids should support, supplement, and reinforce the instructor. Effectively used, they motivate students and create a learning atmosphere. However, their primary purpose is not to teach for an instructor; it is, rather, to help the students learn or understand the information. These items can be an excellent outline to follow during a presentation. For example, if an instructor uses a flip chart or slides, their logical order can keep the presentation in order and focused on the subject.

Guidelines For Using Training Aids - Keep in mind a few factors when deciding whether or not to use an aid, and in determining which one to use.

1. Define the audience, and think about what will interest and involve them. You will be trying to reach all members of the class - and working with their individual differences!
2. Decide what is to be learned from the lesson; what are your objectives? The Instructor's Guide can help you pinpoint specific objectives for each part of the student manual. Work with one specific idea/topic at a time. Relate the information to other learned material, but keep the lesson focused on one objective at a time.
3. Decide if the lesson is adaptable to training aids.
4. Look at the physical conditions of your classroom. Will the lesson need to be indoors or outdoors? Is there enough room, and are the conditions good for using a particular training aid?
5. Decide what equipment/props you may need - are they available? Do you feel confident in your ability to use a certain training aid?
6. Will you need any supporting material, such as handouts, actual objects, or charts?
7. Don't attempt to use too many aids; they can clutter a lesson. As a general rule, limit use of training aids to one third of the class time.

Types of Training Aids - The actual object being discussed is the best aid to use. However, there are often times when the actual object is not suitable or available for use. Obviously, boat handling is difficult in a classroom setting, but a good film or video will show the proper techniques of operating certain boats under certain circumstances.

Be aware of any dangers which may be associated with an actual object, such as sharp objects. Safety with your students should always be a consideration.

## TYPES

**\*\* Make your visual aids COLORFUL, BOLD, AND SIMPLE. \*\***

It's not necessary for an instructor to be a graphic artist to make effective training aids.

### Active Graphics (examples)

Actual Objects - Knot Tying Board  
 Flannel boards - Navigation Lights  
 Blackboards - Brainstorm Ideas  
 Mechanical devices - Air Horn  
 Models - Navigation Buoys

These training aids have parts that can be moved, or are made so that the instructor can "build up" or put together a graphic as the talk progresses. These aids often lend themselves to being made by the instructor, although some commercial types are available. Chalkboards or blackboards are the most flexible of aids, and are limited only by your imagination. Complicated drawings should be prepared before class, and in different colors.

Models can be used to increase or decrease the size of an actual object and to show working parts.

### Static Graphics (examples)

Actual Object - Ring Buoy/PFD  
 Pictures - Boat Hulls or Accidents  
 Photographs - 35 mm/Boats →  
 Classifications  
 Graphs - Accident Report Stats  
 Charts - Depth  
 Maps - Nautical

Usually, these have no moving parts, and are meant to be looked at rather than manipulated. Charts can be bound into a "flip chart" style with clips. Also, a chart should only be visible when in use. Even when there are a number of items on the chart, it is desirable to cover the items with a strip of paper, and reveal the information as it is presented. Make sure that any charts, etc., that you use are the right size to be viewed in your classroom - could they be seen from the back of the room?

Projected Images (examples)

Computer  
Films/Videotapes - "Judgement on  
the Water"  
Filmstrips - Safety  
Slides - 35 mm  
Overhead transparencies -  
Transparency Packet

These are among the most popular of aids. When using film, you should preview it to be familiar with the content. You can then prepare the class for the viewing by defining unfamiliar terms, or giving an overview. Films should not "just be shown." Make sure you know your equipment, and that it is in good working order. Overhead projection and transparencies are very flexible, and require little skill to operate. They can be adapted to many types of presentations, and transparencies are inexpensive and easy to make. Also, it is not necessary to have a dark room for viewing the transparencies - students can take notes, etc.

**\*\* The primary goal of any training aid is to help the students learn. \*\***

✍ **EXERCISE** ✍

"Survival" Teaching - You are thrown into a classroom of 30 boater education students; it is a group of \_\_\_\_\_ . (Decide who is your audience.) The students have their manuals, and there is a copy of the Instructor's Guide on the desk. The only other materials you have are:

- > tables and chairs
- > blackboard and chalk
- > pad of large paper
- > 50 feet of 3/8" rope
- > some cardboard boxes of various sizes
- > scissors
- > a box of colored markers

Considering the various teaching methods/aids, and the differing learning styles of your audience, make a plan to teach one of the following pieces of information:

1. "In Texas, the lighting requirements for Class A & 1 motorboats include a combined red/green lantern in the bow, with each color showing 112.5 degrees on its side. They also require a 360 degree white stern light, higher than the forward light."
2. "Motorboats must stay clear of boats under sail. In this case, the motorboat is always the give-way vessel, and the sailboat is the stand-on, or privileged vessel."
3. "Balance the load in the boat. Remember, the load includes all persons, and any gear or supplies. Check the capacity plate when loading."
4. "To anchor properly, an anchor line is usually 6 to 8 times the water depth."
5. "Keep in mind red, right, returning. This means the red buoys mark the right of the channel when returning from sea, or going upriver."
6. "Accidents resulting in death, injury to a person, or any property damage more than \$500, must file a report with the Texas Parks and Wildlife Department."
7. "Alcohol isn't digested like food, but is absorbed directly into the bloodstream through the stomach walls. It is burned at a steady rate. Showers and coffee cannot make you sober; 'only time will'."
8. "If you are on shore and trying to help a person who is in trouble in the water, remember these 4 steps in order - reach, throw, row, go."

You may be asked to merely report your ideas to the class, or you may be required to teach this lesson.

## PUBLIC SPEAKING

As a boater education instructor, you do not have to be a speech writer to be an effective public speaker in class. The more natural you act in front of a group, the more successful you will be in getting ideas across to students. Be sincere - a cheerful, friendly attitude will open the door to student involvement in your class.

Maintain a professional attitude when speaking. This lends credibility to the instructor, and associates quality with the course.

### Kinds of Speeches

There are three broad categories of speeches.

1. Impromptu - Given on the spur of the moment without advanced warning, so that no preparation can take place. Example: You are present at a meeting of a sportsmen's club, and you are asked to give a short description of your boater education course.
2. Extemporaneous - Here, preparation has taken place, although usually there are no notes or outline. Example: A teacher giving a presentation on a very familiar subject.
3. Prepared - Speech which has been researched, organized, and practiced. Example: A formal presentation at a large convention.

All of these kinds of speeches can have different intentions, depending on what the speaker wants the speech to do. Several intentions are listed below:

1. To inform: A lecture or instructional speech of any kind, the purpose of which is to give information. Example: A talk on the "rules of the road."
2. To persuade: The speaker tries to influence beliefs, feelings, or arouse/stimulate an audience. Example: A talk on pros/cons of licensing.
3. To entertain: The main objective is for everything you say to lend to the enjoyment of the audience. Anecdotes, and some kinds of skits and plays are examples.
4. To teach: The purpose is to pass on knowledge, skills and attitudes to help the students learn. Example: Texas boater education course.
5. To motivate: The purpose here is to inspire, excite or move an audience towards a specific goal. Coaches, teachers and professional speakers all try to motivate their audiences in reference to specific actions or goals.

## Delivery

**Dress** - Dress neatly and conservatively in your favorite clothes. Avoid dangling jewelry or noisy change in your pockets. Knowing you look your best will make you confident.

**Demeanor (Actions)** - Use pleasant expressions, and use pauses to get the attention of the audience. Don't slouch or drag as you walk in: enthusiasm is contagious! Assume a confident attitude.

**Eye Contact** - Talk to the audience. Eye contact is one of the most important single things in making an effective talk. Personalize your talk by looking at various members of the audience and by rotating your gaze around the room. Try to look at every person in the audience including people on the platform behind you at some time during the talk. When you refer to your notes, glance down at them and look at the audience as you deliver your remarks. Don't look at the ceiling or out the window or the corners of the room. Don't look at your audience as a fuzzy blur. Actually see them. Look at them as warm, friendly and interesting human beings.

**Gestures** - Gestures should be smooth, free and easy/natural. They are used to emphasize a point or to describe. Movement attracts. Use the podium to your advantage. If you are about to make an important point, or want to create a "formal" atmosphere, step behind it. At more informal points of your talk, step out from behind the podium.

Never lean or slouch over the lectern. Don't sit on the table or pace wildly back and forth. Do move occasionally. If you use a microphone, don't get too close to it, and keep it between you and your audience at all times. Don't make side remarks the audience won't be able to hear. Don't play with the cord. The microphone should be about a thumb's length from your lips.

Try to stand to the side of blackboards and flipcharts while writing on them during a presentation. When you finish using an audio-visual aid, cover or remove it so it doesn't distract from you. If you have to recapture the group's attention, move to a flip chart or blackboard and begin writing.

**Voice/Language** - In delivery, the voice should be natural, personal and conversational. There is no difference in speaking to one or to 100. Just increase the power. Keep the volume up at all times, but vary the volume and pitch occasionally to avoid monotony. Change pace. Learn to emphasize key words and phrases. Pick a few members of your audience if possible. Ask questions and invite them to participate if appropriate. It's human nature for them to want to get into the act. Avoid trite or stale expressions, such as "And so, as I said before...", "In other words..." "You know...", etc. Just say it and be done.

In delivering the speech, use simple language. Use short sentences to keep from bogging down in grammar. Chop off your sentences cleanly. Don't run them together with "and..and..and.." Drive home your point with anecdotes, and never use dirty or vulgar stories.

**Summary** - Get down to facts by hitting the nail on the head. In summarizing your talk, finish up with a good punch line that will motivate the audience. Don't drag out the ending and finish up with "I guess that's about all I have to say." It is said the sweetest words ever heard in a lecture are "In conclusion..." If you have forgotten to say something, don't go back. The audience won't know the difference anyway.

## LEADING DISCUSSIONS AND ENCOURAGING STUDENT INVOLVEMENT

Boater education instructors must be knowledgeable in their field; further, they must have the skills to transmit the knowledge to students. One of these necessary skills is leadership. Good classroom leadership includes things such as:

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. directing productive discussions</li> <li>2. controlling undesirable behavior</li> <li>3. promoting informed decision-making</li> <li>4. encouraging student involvement</li> </ol> |
|---|

### A. Directing Productive Discussions - Suggestions for group discussions:

- Guide the discussion, but don't try to dominate the thinking of the group.
- Try to get all members of the class to participate; don't allow one or two to answer every question or comment on every item.
- Keep the group moving forward; restate essential points. Beware of bogging down in details or "war stories."
- Watch for non-verbal cues. Are students listening. Often, quiet students will give physical clues that they would like to add something.
- Keep specific objectives in mind. Develop questions to keep them "on track."
- Steer the class away from being dependent on the instructor for every thought and bit of information.
- Instructors should not let their personal opinions overshadow the class.
- Have the discussion come to a definite conclusion. Summarize the points made.

### B. Controlling Undesirable Behavior - Upon occasion, you may have to deal with a student who is trying to advance his/her own cause, or who is otherwise disruptive.

- If a disruptive individual begins to question you in non-productive ways, they may be seeking attention. Give it to them. Comment "Interesting point" and then suggest you meet after class to discuss it further.
- If a student is inattentive, direct a question to them about material just covered or involve them in an activity.
- Cultivate your own poise and control.
- When dealing with negative attitudes, look for the cause.
- In extreme situations of disruptive behavior, call a break for the class and discuss it with the "problem" student. If necessary, ask the student to leave.

C. Promoting Informed Decision-making - Challenge students to think by:

- Encouraging them to make decisions; brainstorm freely.
- Help them discover and examine available alternatives when faced with choices.
- Help them weigh the alternatives thoughtfully, reflecting on the consequences and costs of each.
- Help them examine repeated behaviors or patterns in their actions.

D. Encouraging Student Involvement - some skills can promote group interaction.

Acceptance skills:

Promote participation.

Make people feel their responses are worthwhile.

Accept all responses in a non-judgmental manner.

Supporting skills:

Support person having trouble expressing themselves.

Support persons who offer irrelevant comments on their first try.

Make person feel like a worthwhile member of the group.

Encouraging skills

Encourage those who are reluctant to contribute to discussion. Develop the feeling that each person contributes valuable thoughts and ideas.

Handling errors

To avoid embarrassing students so that participation won't dry up.

Support the participation, not the incorrect answer.

Examples:

"Thank you, Bill, for your comment."

"Alright, Sue, any other ideas?"

Nodding your head in acceptance of response.

Examples:

"Go ahead, express it any way you can."

"How does your comment relate to the general topic?"

"Take a minute to think about your answer."

"Your comment relates to what John said."

Examples:

"Does anyone have anything to add to what has been said?"

"I'd like to hear from some of you who haven't said anything yet."

"Anymore ideas?"

"Has everyone had a chance to say what they think?"

Examples:

"Can you give us more information on what you just said?"

"Are there other points of view?"

"Maybe you could find out more about that later."

"What kind of information would we need to check out your theory?"



## EVALUATION TECHNIQUES

### What is an Evaluation?

Evaluating students is one of the instructor's hardest tasks. However, properly used, evaluations can motivate students to learn and can serve as an informative review. The instructors are also evaluated, and they can use the information gathered to improve their skills.

Evaluations include measurements. These are systematic procedures for evaluating student behaviors against standards or "norms." Measurements give us numbers. Human judgment and interpretation turn these numbers into evaluations.

Measurement and evaluation come together when systems of accountability are developed. Students are accountable to themselves, boater education instructors, other boaters, and the public. Instructors, in addition to the above, are accountable to the department. Texas Parks and Wildlife is accountable to all the above, plus other states' program standards. Accountability requires instructors to receive feedback from many areas of their performance. Feedback leads to improved teaching.

Students need to feel that it is important they do well. If students know they will not be certified unless they perform satisfactorily, then they may be motivated to try harder. Evaluations are also used for administrative purposes, where grades serve as a basis for certification. A grade is a label for an evaluation.

### How are Instructors Evaluated?

Persons who want to become boater education instructors are evaluated three ways:

1. By filling out an application, which determines pre-certification qualifications.
2. By having an oral interview with a game warden.
3. By satisfactorily completing the boater education instructor's course.

After an applicant becomes an instructor, other evaluations take place:

- ✓ Instructors are monitored periodically by game wardens and Austin staff, who may visit a class to see that it meets program standards.
- ✓ Instructors rate themselves by using the self-evaluation forms (see forms). Although this form is not sent to Austin, it can help an instructor look objectively at their performance.
- ✓ Team-members, if used, rate each other (see forms). The more raters that agree on a point, the more valid the evaluation is.
- ✓ Students rate the instructor on a form which does not contain their names. These are completed at the end of the class, and reviewed by the instructor (see forms).

### How are Students Evaluated?

There are formal and informal activities which furnish an instructor with information on students' progress and development.

Informal evaluations do not fit numerical grading systems, but may be more significant than more formal examinations. These include:

- ✓ questions students ask during or after class.
- ✓ responses students make to questions.

- ✓ the way they work in a demonstration or student exercise.
- ✓ the manner in which they listen.
- ✓ the degree of their involvement in class discussions.
- ✓ the kinds of challenges they seek out or accept.

Formal evaluations are less biased and may be more objective than other ways of observing student progress. Formal methods can be written or oral, and can take place at any point in a class. These include:

- ✓ The experience survey, which gives information on student background, and helps instructors "target" the audience. The student pre-test gives both instructor and student some insight into the specific knowledge that exists before a course.
- ✓ Written tests, such as a pre-test and the final exam. Know the contents of tests ahead of time, so that teaching can reflect important points. It is not necessarily bad to teach the test! Exams should be used as teaching devices, not as a threat or punishment.
- ✓ Oral exams can be given throughout a class by preparing a list of questions to be asked at appropriate times. Oral exams can also include posing a problem to students and letting them work through it until they reach a logical conclusion.

It is beneficial to go over tests with the class after administering them. If many students miss a particular question, it may indicate the need for re-teaching, or a discussion to clarify some information. Don't use tests to simply get a grade.

#### Suggestions for Giving Formal Written Tests (FINAL EXAM)

- ✓ Allow at least 30 minutes to complete the written exam.
- ✓ Keep noise level low; avoid distractions.
- ✓ Read instructions out loud, exactly as written.
- ✓ If students finish before time is up, they may fill out the instructor's evaluation.
- ✓ Allow time to review exams with the class. If students do uniformly well on the exam, lengthy review is not needed. If results were poor, review more completely.
- ✓ Instructors have several options for grading tests: grade each test themselves, let students hold the exam for grading by the class, have an assistant grade them, etc. Whatever method is used, make provision for recording the scores on the class record and student registration form (if applicable).

#### Certifying Students

When a course is completed, the instructor must make final evaluations, and decide which students will be recommended for certification (passed). Your class record form will contain notes and scores which will help you in this process. You will complete the following procedure for certifying students:

1. Review the information on your class record. Keeping in mind the various types of evaluations you did for each student, decide whether or not that student has met requirements for certification. Ask yourself the following questions:
  - How well did this student participate in class?
  - How well did this student do on the Final Exam? (You can use 70% as a basis for deciding, but this is not a mandatory minimum score.)
  - Does this student's attitude reflect the goals of boater education?

2. Complete the instructor's portion of the student registration form (if applicable).
3. Make a note on your class record on the students who will be certified.
4. Complete the instructor's final report form.
5. Send the student registration form and the instructor's final report form to Austin Headquarters. Student certifications will be sent by the Austin office only to those recommended for certification by the instructor.
6. Retain the class record for your own files.



## COURSE MATERIALS

### Written

Each instructor should be very familiar with the three main written portions of the course. Review each of these portions, and know how each is used, and what type of information it covers.

- Texas Boating Basics - A Course in Better Boating is the student manual and contains the actual course; it is the "meat" of the class. The student's final exam is at the end of the manual.
- The Boating Basics Instructor's Guide contains an outline of the material in the student manual. This outline condenses the student manual, and contains the answers for the reviews and tests.
- The Instructor's Manual contains the general information for the instructor; background, examples of forms, "How to" of presenting a class, teaching methods and skills, etc.

These materials are provided free-of-charge by the Texas Parks and Wildlife Department. Upon occasion, an instructor will receive additions or revisions of information. These should be kept and placed in the Instructor's Manual in the proper place.

### Brochures

Brochures on specific subjects, such as weather, knot tying, repairs, etc., make good handouts, and are available free of charge from the Austin office. Contact the Boater Education Coordinator for information on currently available brochures.

### Films & Slides

There are 16mm films, slide sets, and some video tapes available for loan. Instructors must make arrangements for projectors or players on their own. Check with schools, churches, service organizations, etc., for possible "loaner" equipment. In this manual, you will find a film list, page. The film library can be contacted at (512) 389-4795.

### Training Aid Packet

In the Training Aid Packet, you will find a group of 30 originals, each of which can be used to make overhead projector transparencies. Transparencies can be made on a Thermofax machine or on some Xerox copiers using a special material. Check with your local school; they may be able to help you in getting these made. Also, most schools use overhead projectors, and may be a possible source for a loan.

### Charts

A limited number of Flip charts are available from the Outdoor Empire Publishing Company, Inc., P.O. Box C-19000, 511 Eastlake Avenue, East, Seattle, Washington 98109.

### Patches, Decals, etc.

The department will supply all registration and certification forms and materials, as well as any decals, shoulder patches, and printed certificates, as they come available.

## INSTRUCTOR-DEVELOPED MATERIALS

Instructors, as they hold classes, will see the need for specialized and specific types of materials; these may include materials which deal with a local area or boating hazard, equipment needed and commonly used in your area, etc. Always keep in mind your needs, and acquire any materials you can.

### Demonstration Equipment

Many types of boating equipment and supplies are small and portable. These items may include personal flotation devices, ropes, chocks and cleats, mock-ups of lighting equipment, various types of emergency equipment, and visual distress signals. Look through the LEARNING MODULES section, under Possible Activities for other ideas. Equipment may be your own, borrowed from friends, or loaned from sporting goods stores and marine dealers. Another possibility would be to contact the U.S. Coast Guard Auxiliary or other boating organizations for loans of demonstration equipment.

### Your Ideas

Instructors may have ideas which work well for their classes. If you have suggestions for displays, equipment, or other instructor-developed materials, please consider sharing them with other instructors and staff. Use the New Activity Plan located in the last section of this manual to submit this information.

### Other Organizations

Instructors should be aware of any other boating education groups, fishing clubs, diving clubs, or groups which offer first aid and safety training in their area. National organizations and promotions such as National Safe Boating Week, etc., often offer free information, coloring books, posters, or media kits which can help the instructor.

### Sponsors

Although instructors are not allowed to accept compensation for teaching a class, an instructor may procure a sponsor to help defray any out-of-pocket expenses. Local businesses, sporting goods stores, clubs, churches, and community service organizations such as Lions, Rotary Clubs, Optimist Clubs, etc., can provide meeting room sites and/or equipment.

## TEXAS BOATER EDUCATION PROGRAM SUPPLY ORDER FORM

(see reverse side for instructions)

Send the Following Supplies to:

INSTRUCTOR'S NAME \_\_\_\_\_ Soc. Sec. # \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP CODE \_\_\_\_\_

TELEPHONE (Home) \_\_\_\_\_ / \_\_\_\_\_ (Work) \_\_\_\_\_ / \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

MY NEXT CLASS IS: \_\_\_\_\_  
(month/day/year)

LOCATION: \_\_\_\_\_

TIMES: \_\_\_\_\_

PLEASE CONTACT: \_\_\_\_\_

REQUIRED ITEMS:

NUMBER  
ORDERED

NUMBER  
SENT

FOR STUDENT:

STUDENT MANUAL/EXAM	_____	_____
REGISTRATION FORM	_____	_____
STUDENT PATCH AND DECAL	_____	_____

FOR INSTRUCTOR:

INSTRUCTOR GUIDE AND MANUAL	_____	_____
INSTRUCTOR TEACHING AID PACKET	_____	_____
INSTRUCTOR COURSE FINAL REPORT	_____	_____

RECOMMENDED ITEMS:

FOR STUDENT:

PRE-TEST	_____	_____
EXPERIENCE SURVEY	_____	_____
"BOATING IN TEXAS" POCKET GUIDE	_____	_____

FOR INSTRUCTORS:

BUSINESS-REPLY ENVELOPES	_____	_____
SUPPLY ORDER FORMS	_____	_____
SAMPLE NEWS RELEASE	_____	_____
CHECK LIST FOR TESTING	_____	_____
SELF EVALUATION (GREEN)	_____	_____
TEAM EVALUATION (BLUE)	_____	_____
STUDENT'S INSTRUCTOR EVALUATION (WHITE)	_____	_____
FILM/VIDEO BROCHURE	_____	_____
INSTRUCTOR APPLICATION	_____	_____
CLASS RECORD FORM	_____	_____
OTHER: _____	_____	_____

Order Filled by: \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## INSTRUCTIONS

1. You may obtain material from the Texas Parks and Wildlife Department in Austin by using a business-reply envelope and mailing this form at least three weeks prior to the first class session. You also may call Austin at (512) 389-4999.
2. Instructors should have in their possession:
  - A. Instructor Certification Card
  - B. Instructor guide and manual
3. Determine the number of students you want to enroll in the class (we recommend no more than 15-20 students per instructor and that you team teach to lessen the load). Be sure to send information regarding class dates, location, times and who to contact.
4. You will need one student manual, exams, registration form, patch and decal per student. Have students complete registration form thoroughly and legibly.
5. Upon completion of the course, send the student registration forms and the course final report form to the Texas Parks and Wildlife Department in Austin. Note: If team teaching, please divide students equally (or however arranged) among instructors, each submitting a separate final report form.
6. Evaluation forms are recommended to give you information relative to future efforts. These forms should be kept in your personal files (need not be returned).
7. Summary: Please send student registration and instructor course final report forms to Texas Parks and Wildlife Department, Att: Boater Education, 4200 Smith School Road, Austin, Texas 78744. Student certificates are issued by the Department. Duplicate cards may be obtained by sending a written request to Austin. If you have any questions please call 512/389-4999 or toll-free 1-800-792-1112.

**TEXAS BOATER EDUCATION PROGRAM STUDENT REGISTRATION FORM**  
(PLEASE PRINT)



NAME \_\_\_\_\_  
(Last) (First) (Middle)

MAILING ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

DATE OF BIRTH \_\_\_\_/\_\_\_\_/\_\_\_\_ SEX \_\_\_\_\_ RACE (optional) \_\_\_\_\_ COUNTY \_\_\_\_\_

**SIGNATURES OF CONSENT:**  
 PARENT OR GUARDIAN: I, the undersigned, being the parent or legal guardian of the registrant named above (under 17) do hereby consent to the student's participation in the Texas Boater Education Program and to receiving instruction from the certified instructor listed below.  
 STUDENT: I, the undersigned, agree to fully participate in the Texas Boater Education Program and further pledge to obey the rules of boating safety and the current boating regulations of this state.

Parent's or Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_ Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_  
Name \_\_\_\_\_ Social Security Number \_\_\_\_\_

*Please complete all items below:*

LENGTH OF COURSE _____	<b>TRAINING RECORD</b>	DID THIS STUDENT COMPLETE ON-THE-WATER EXERCISES?: YES _____ NO _____
CLASSES GIVEN _____		
CLASSES THIS STUDENT ATTENDED _____		
PRE-TEST SCORE _____	WATER SAFETY ACT EXAM SCORE: _____	FINAL EXAM SCORE: _____

I, the undersigned, certify that the student named above has satisfactorily completed a minimum of six hours of instruction, evaluated in knowledge, skill, and attitude and passed a written exam (minimum score 70%) in the Texas Boater Education Program as prescribed by the Parks and Wildlife Department (Sec. 31.106).

\_\_\_\_\_  
Instructor's Signature \_\_\_\_\_ Course Certification Date \_\_\_\_\_

RETURN WHITE COPY TO AUSTIN                      GIVE PINK COPY TO STUDENT                      RETAIN YELLOW COPY FOR YOUR RECORDS

PWD-514-9200-780

**TEXAS BOATER EDUCATION PROGRAM STUDENT REGISTRATION FORM**  
(PLEASE PRINT)



NAME \_\_\_\_\_  
(Last) (First) (Middle)

MAILING ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

DATE OF BIRTH \_\_\_\_/\_\_\_\_/\_\_\_\_ SEX \_\_\_\_\_ RACE (optional) \_\_\_\_\_ COUNTY \_\_\_\_\_

**SIGNATURES OF CONSENT:**  
 PARENT OR GUARDIAN: I, the undersigned, being the parent or legal guardian of the registrant named above (under 17) do hereby consent to the student's participation in the Texas Boater Education Program and to receiving instruction from the certified instructor listed below.  
 STUDENT: I, the undersigned, agree to fully participate in the Texas Boater Education Program and further pledge to obey the rules of boating safety and the current boating regulations of this state.

Parent's or Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_ Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_  
Name \_\_\_\_\_ Social Security Number \_\_\_\_\_

*Please complete all items below:*

LENGTH OF COURSE _____	<b>TRAINING RECORD</b>	DID THIS STUDENT COMPLETE ON-THE-WATER EXERCISES?: YES _____ NO _____
CLASSES GIVEN _____		
CLASSES THIS STUDENT ATTENDED _____		
PRE-TEST SCORE _____	WATER SAFETY ACT EXAM SCORE: _____	FINAL EXAM SCORE: _____

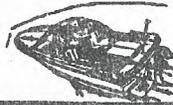
I, the undersigned, certify that the student named above has satisfactorily completed a minimum of six hours of instruction, evaluated in knowledge, skill, and attitude and passed a written exam (minimum score 70%) in the Texas Boater Education Program as prescribed by the Parks and Wildlife Department (Sec. 31.106).

\_\_\_\_\_  
Instructor's Signature \_\_\_\_\_ Course Certification Date \_\_\_\_\_

RETURN WHITE COPY TO AUSTIN                      GIVE PINK COPY TO STUDENT                      RETAIN YELLOW COPY FOR YOUR RECORDS

PWD-514-9200-780

**BOATER EDUCATION COURSE FINAL REPORT**  
 (Use one form per instructor per course. If team taught,  
 divide students equally between instructors.)



Instructor's Name _____		Social Security Number _____ - ____ - ____	
Mailing Address _____		City _____	Zip Code _____
Phone Numbers: Work ( _____ ) _____		Home ( _____ ) _____	
Course Conducted At: City _____		County _____	
Dates Classes Held:	No. 1 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 2 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 3 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 4 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 5 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 6 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
Total Classes for Course: _____		Course, Total Hours _____	
Number of Students Enrolled in Course: _____		Number Certified _____	
Was this course team taught? YES _____ NO _____		Failed _____	
Signature: _____		Class Certification Date _____	
PLEASE RETURN WHITE COPY TO AUSTIN		RETAIN YELLOW COPY FOR YOUR RECORDS	

PWD-517-9200-7700

**BOATER EDUCATION COURSE FINAL REPORT**  
 (Use one form per instructor per course. If team taught,  
 divide students equally between instructors.)



Instructor's Name _____		Social Security Number _____ - ____ - ____	
Mailing Address _____		City _____	Zip Code _____
Phone Numbers: Work ( _____ ) _____		Home ( _____ ) _____	
Course Conducted At: City _____		County _____	
Dates Classes Held:	No. 1 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 2 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 3 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 4 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 5 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
	No. 6 _____	From _____ (AM/PM),	To _____ (AM/PM) Total Hours _____
Total Classes for Course: _____		Course, Total Hours _____	
Number of Students Enrolled in Course: _____		Number Certified _____	
Was this course team taught? YES _____ NO _____		Failed _____	
Signature: _____		Class Certification Date _____	
PLEASE RETURN WHITE COPY TO AUSTIN		RETAIN YELLOW COPY FOR YOUR RECORDS	

PWD-517-9200-7700

## STUDENT PRE-TEST

Below are questions dealing with legal requirements, safety, and navigational rules. Choose the best answer for each question by circling one choice.

1. The four classifications for motorboats are determined by:
  - a. Weight
  - b. Length
  - c. Size of motor
  - d. All the above
2. As you face the front of your boat, the port side is:
  - a. Straight ahead
  - b. To your right
  - c. To your left
  - d. Directly behind you
3. The operator of a boat involved in an accident must file a report if:
  - a. A person dies
  - b. A person is injured
  - c. Property damage to any property is \$500 or more
  - d. Any of the above
4. Changes in the weather can happen suddenly. Most changes come from the:
  - a. West
  - b. East
  - c. South
  - d. North
5. When a human body loses heat faster than it can make heat, it's called:
  - a. Hypothyroid
  - b. Fatigue
  - c. Shock
  - d. Hypothermia
6. Most deaths in boating are caused by:
  - a. Rough weather conditions
  - b. Capsizing or falling overboard
  - c. Running into other boats or objects
  - d. Equipment failures
7. In order to meet equipment requirements, U.S. Coast Guard approval is required for:
  - a. All personal flotation devices
  - b. Only PFD's for persons under 13
  - c. All ski belts
  - d. PFD's used mainly in coastal waters
8. If a boat is being overtaken, it must:
  - a. Move to starboard
  - b. Stop on signal by bell or whistle
  - c. Move slowly and steadily to the right
  - d. Hold steady course and speed
9. Which of the following can be termed "reckless or negligent"?
  - a. Operating above the speed limit near a marina
  - b. Operating a boat while using alcohol or drugs
  - c. Operating within twenty-five feet of a diver's flag
  - d. All of the above
10. When loading a small boat, you should:
  - a. Step into the center while carrying any equipment
  - b. Load from the bow to the stern
  - c. Hand equipment to someone already in the boat
  - d. None of the above

## STUDENT EXPERIENCE SURVEY

The following questions are meant to find out how much experience related to boating and water recreation you have had before taking this class. The answers will help your instructor decide how much time to spend on each part of the course. Circle the letter which best describes your experience.

1. I have been boating:
  - a. More than 10 times
  - b. 5-9 times
  - c. 1-4 times
  - d. Never
  
2. I have operated (driven) or handled a boat:
  - a. More than 10 times
  - b. 5-9 times
  - c. 1-4 times
  - d. Never
  
3. Is my understanding of the water safety laws of this state?
  - a. Most
  - b. Some
  - c. None
  
4. I have attended:
  - a. A boating course from another group
  - b. A program or talk on water safety
  - c. No boating/water safety training
  
5. I have received:
  - a. Certification from a Red Cross first aid course
  - b. Some first aid training as part of another course
  - c. No first aid training
  
6. I am a member of the following boating, fishing, scuba, etc., clubs?
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
  
7. In my boating experience, I most often have been the:
  - a. Operator/driver
  - b. Assistant to the operator
  - c. Passenger, only out for a ride
  
8. My boating experience is with:
  - a. Yachts and large cruisers
  - b. Smaller motorboats
  - c. Sailboats
  - d. Canoes, kayaks, rafts
  - e. Others: \_\_\_\_\_
  
9. My swimming ability is:
  - a. Excellent
  - b. Fair
  - c. Poor
  - d. I am a non-swimmer
  
10. I would like to gain the following from this boater education course.
  - a. Basic boating principles
  - b. Boat laws/requirements
  - c. Boating preparation
  - d. Boating responsibilities/courtesy tips
  - e. Specialty information such as personal watercraft, sailing, etc.
  - f. Emergency preparedness
  - g. Accident prevention
  - h. Other: \_\_\_\_\_
  
11. Have you ever been in a boating accident situation, and would you be willing to share your experience with the class?
  - a. Yes, please describe \_\_\_\_\_
  - b. No



## INSTRUCTOR CHECKLIST FOR TESTING

### BEFORE THE EXAM

Yes    No

1.   Is the exam ready?
- Is there a sufficient number of copies available and ready?
- Are the credit distributions clearly indicated for each question?
2.   Are necessary auxiliary materials available.
- Are extra pencils available?
- Is a supply of scrap paper on hand?
3.   Have you prepared a special seating plan for this exam, if one is needed?
- Are students seated in alternate rows?
4.   Is the room properly ventilated?
5.   Is the lighting adequate?

### DURING THE EXAM

1.   Have you instructed students as to the disposition of their books, coats, etc. so that all work areas will be free of such materials?
2.   Have you made any prescribed preliminary announcements?
3.   Are the students aware of the exact time limits of the exam?
4.   Are you following the procedure you have previously determined for the distribution of papers?
- Were the exam papers counted out in advance by number of seats per row?
- Have you placed on the desk of the first student in each row a sufficient number of papers (these are face down).
5.   Is your supervision unobtrusive yet effective? (The purpose of proctoring is to prevent cheating rather than detect it.)
6.   Have you provided for periodic announcement of the remaining time?
7.   Do you check ventilation and light periodically?

## INSTRUCTOR CHECKLIST FOR TESTING

(Continued)

- |     | <i>Yes</i>               | <i>No</i>                |  |
|-----|--------------------------|--------------------------|--|
| 8.  | <input type="checkbox"/> | <input type="checkbox"/> | Do you plan to collect papers from each student as he finishes the exam?   |
| 9.  | <input type="checkbox"/> | <input type="checkbox"/> | Have you decided on a system for collecting the papers?  |
|     | <input type="checkbox"/> | <input type="checkbox"/> | Will you collect papers individually?  |
|     | <input type="checkbox"/> | <input type="checkbox"/> | Will you have each student pass his paper forward and then collect all papers at the front of the room?                                      |
|     | <input type="checkbox"/> | <input type="checkbox"/> | Will your first or last student in each row collect papers in that row and give them to you?   |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | Have you made provision for collection of auxiliary materials?   |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | Have you made provision for some activity in the event the class completes the exam before the end of the period? (Do not go over the exam!) |

### AFTER THE EXAM

1.   Have you made provision for a marking key?
2.   Have you set aside adequate time for marking the papers so that they will be a significant teaching device when returned to the students?
3.   Have you provided in your schedule of planned lessons a time for reviewing the exam with the class or with individual students, and a time for any remedial work indicated by the exam results?
4.   Have you made provision for the exceptional children identified as a result of this exam?
  - Have you identified the ones with a high degree of mastery?
  - Have you identified those who seem far behind and need more individual attention?
5.   Have you recorded the grades and all other pertinent information on your record and student registration cards?

**INSTRUCTOR NOTE: DO NOT RETURN TO AUSTIN**

## INSTRUCTOR'S SELF-EVALUATION

Carefully review the evaluations your students did for the course. How does your rating of yourself compare with those of your students? Did you agree on what subjects were most useful? least useful? Be as specific as you can with your evaluation.

1. How well did this class perform on the Final Exam?
  
2. How did this group react to demonstrations and student participation exercises?
  
3. Did I "target" this class well in the areas of:  
 interest? \_\_\_\_\_  
 level of skill and experience? \_\_\_\_\_
  
4. What specific topics should be:  
 omitted. \_\_\_\_\_  
 emphasized more. \_\_\_\_\_  
 emphasized less. \_\_\_\_\_
  
5. Which lessons require:  
 more time? \_\_\_\_\_  
 less time? \_\_\_\_\_
  
6. What changes, if any, should be made in the sequence of the lessons?
  
7. What activity/subject seemed to motivate the students the most?
  
8. What changes should be made in:  
 materials \_\_\_\_\_  
 classroom set-up \_\_\_\_\_  
 teaching methods \_\_\_\_\_  
 evaluation methods \_\_\_\_\_
  
9. I should use (more, less, about the same) different teaching methods/aids in my next class.
  
10. I should spend (more, less, about the same) time in organizing my course.
  
11. I should spend (more, less, about the same) time on studying the lesson objectives, and planning their presentation.
  
12. I should spend (more, about the same) time in studying the subject matter and technical information.

## TEAM MEMBER EVALUATION

(Used by instructors who are team teaching, to evaluate one another. Not sent to Austin.)

Please circle the number that comes closest to your rating for each statement. The lowest rating would be a 1, and the highest rating would be a 5.

	Never	Usually			Always
Main points (objectives) were clear - essential ideas were properly emphasized.	1	2	3	4	5
Instructor was knowledgeable about the subject, and the information was up-to-date.	1	2	3	4	5
Instructor related this subject well to the overall course objectives.	1	2	3	4	5
Instructor kept the information well-sequenced and ideas were in logical order.	1	2	3	4	5
Instructor used varying methods, techniques and training aids.	1	2	3	4	5
Students appeared to be interested and were attentive to the instructor.	1	2	3	4	5
Students were given a chance to ask questions, make comments, or participate in an activity.	1	2	3	4	5
Instructor provided a good closing (summary), or used some type of evaluation for this unit.	1	2	3	4	5
Instructor was well prepared with needed materials, class organization, and/or equipment handling.	1	2	3	4	5
Instructor started and finished on time.	1	2	3	4	5
Instructor made good use of the time and avoided things that did not pertain to boater education.	1	2	3	4	5

Comments - Strong points, areas that need work, etc.

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Classroom  
function -

Teaching &  
presentation -

Subject  
preparation -

## STUDENT'S INSTRUCTOR EVALUATION

Students -- Help me out...I want to know what you think about the course you have just completed. Please circle the number which indicates your rating for each question. Remember that 1 is the poorest rating; 3 is average; and 5 is the best rating.

Instructor and Learning

	Never	Usually	Always		
1. Instructor(s) were knowledgeable and made good use of time.	1	2	3	4	5
2. Instructor(s) were prompt, prepared and organized.	1	2	3	4	5
3. Instructor(s) taught course in an interesting, informative manner.	1	2	3	4	5
4. Students had many chances to participate or ask questions.	1	2	3	4	5
5. Students understood the objectives before each lesson.	1	2	3	4	5
6. Student material was useful and will be saved.	1	2	3	4	5
7. Training aids such as films helped me understand things better.	1	2	3	4	5
8. Exams and tests provided a fair evaluation of what was learned.	1	2	3	4	5
9. Facilities were adequate and comfortable.	1	2	3	4	5

General Information

1. Do you feel you learned information which will help you be a safe and responsible boater?  

Yes     No
2. Have you attempted to enroll in or have you attended another boater education course?  

Yes     No
3. Would you recommend this course to your relatives or friends?  

Yes     No
4. Was the course too long? \_\_\_\_\_ too short? \_\_\_\_\_
5. What did you enjoy most about this course? \_\_\_\_\_

6. What did you enjoy least about the course? \_\_\_\_\_

\_\_\_\_\_

7. Why did you attend this course? \_\_\_\_\_

\_\_\_\_\_

8. Any suggestions for improvements? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THIS EVALUATION IS FOR INSTRUCTOR'S USE ONLY--AND SHOULD NOT BE RETURNED TO AUSTIN. THE AUSTIN HEADQUARTERS WILL SEND YOU A CERTIFICATE OF COMPLETION AFTER RECEIVING YOUR SIGNED AND INSTRUCTOR-APPROVED STUDENT REGISTRATION FORM.**

Thank you and please remember the principles of boater safety, preparation, responsibility, and courtesy.

**\*\*Texas Parks and Wildlife Department Course Instructor\*\***



## MOTION PICTURE FILMS AND VIDEOTAPES

### Chapter I.D.

#### **\*All About Boats**

(1/2" VHS) 23 min.

(Part I, II)

Explains boat classifications, types, hull designs, uses, engines and general equipment requirements and regulations.

#### **Drowning: Facts and Myths**

(16MM) 10 min.

(Part V)

Explains where and how people drown and actually shows real-life drowning and rescue scenes. It also provides simple, easy-to-follow rules to help avert the situations in which drowning most often occurs.

#### **Drownproofing**

(16MM) 20 min.

(Part V)

The drownproofing way to survival swimming. It covers the drownproofing strokes and teaches alternate methods if you are a floater, average floater or a sinker.

#### **\*Judgement on the Water**

(16MM or 1/2" VHS) 24 min.

(Part V)

Aimed at the non-traditional boaters, such as fishermen, hunters and campers, this film presents realistic dramatizations, each a classic small boat mishap. The film also analyzes boating accidents and how they can be avoided.

#### **Margin for Error**

(16MM) 23 min.

(Part VI)

A positive approach to whitewater canoeing and gives common sense methods of running whitewater. It shows how to read the water and what to do to avoid dangerous situations.

#### **Suddenly in Command**

(16MM) 13 1/2 min.

(Part V)

What happens when a boat operator becomes incapacitated? As you watch each potentially dangerous situation being solved, you will also learn what to do if you are "Suddenly in Command."

#### **Survival for Sportsmen**

(16MM) 11 min.

(Part V)

Shows how fully clothed hunters or other sportsmen should react when they find themselves unexpectedly in the water. Produced by the U.S. Air Force and American Red Cross.

#### **Uncalculated Risk**

(16MM) 15 min.

(Part VI)

Whitewater canoeists show and discuss their own personal experiences and what can go wrong when inexperienced canoeists go down the river.

#### **Whitewater Primer**

(16MM) 23 min.

(Part VI)

The purpose of this film is to help develop skills and techniques in whitewater canoeing. It also shows how to "read" the water.

#### **\*\*You're Only Human"**

(1/2" VHS) 18 min.

(General)

A talking dog tells us that because we are only human, we can make mistakes. This program covers boating basics; rules, regulatory equipment, safety, so you and your family can feel secure in your boat, knowing that you will have nothing but smooth sailing ahead.

\*Available on 1/2-inch videotape

## GENERAL CLASSROOM PROCEDURES

**Class Site** - One of your first jobs is to select a site for your boater education class. Several things should be considered in selecting a site. These include availability of adequate space, convenience to those students attending, and convenience to you as an instructor.

Schools are probably the most ideal locations for a class. Other possibilities include civic centers, marine retail outlets, scout buildings, community or banquet rooms of restaurants and banks, recreation centers and armories. Alternate sites for classes may be desirable in case of an emergency.

**Classroom** - The classroom chosen should be on the ground floor for the convenience of the instructor and so that it is available to handicapped persons. If the building in which you are meeting is not air conditioned, choose a room on the shady side of the building if the weather is warm. Choose rooms close to the building entrance and convenient to restrooms, if possible. If the room is somewhat difficult to find within a complex, place signs to indicate the direction outside the building. Choose a room with enough electrical outlets and space for movie screens, projectors, and tables for training aids. Also desirable is room for the students to use in activities which may require movement, such as PFD demonstrations or role-playing.

Most students will want to take notes, and most are more comfortable with a table or desk top to lean on. Have a sufficient number of tables, or desks and chairs available. Make certain that any desks used are large enough for adults to sit in. Position seats so that all students can see the instructor, and any other items such as chalkboards and screens. Also, consider placing seats so that glare on projection screens and video screens is minimized. Leave enough room between seats so that it is easy for students to get in and out of them.

Make sure you leave the classroom in better shape than the way it was before you started. This should ensure your continued participation at that location.

**Participants** - Any person, regardless of race, sex, national origin, age, and physical ability may attend this course.

**Course Cost** - No instructor may charge for teaching a class, or for class materials; instructors may not accept or require donations which solely benefit the instructor. To cover any out-of-pocket expenses, an instructor may get a sponsor. Sponsors such as sporting goods stores, marinas, fishing clubs, churches, license dealers, public agencies, community service groups, etc., can provide meeting rooms, refreshments, audio-visual equipment, and other items used in a class. Students may not pay for an instructor's out-of-pocket expenses.

**Publicity** - Think about where the people you want to reach do business, or get their information. Be sure to target these places when publicizing your class. Contact your local radio and television stations and ask them to promote your class as a public service. Check with the local newspaper; many community publications are anxious for this type of information. Include coverage for areas within a reasonable driving distance of your area.

Preclass publicity should always include the name and telephone number of the person who can be contacted for registration and information. Preregistration can help determine the amount of space and supplies needed for the class. Give all pertinent information to the media; exact location of the class, the dates and hours, and also the statement that the class is free.

**Do not forget** to notify your local Texas Parks and Wildlife departmental offices (Look in "Materials and Forms" section of this manual for your numbers). They often receive numerous calls from students desiring a course, especially in spring and summer. You can also give class information to local businesses which sell supplies and equipment to sportsmen. Let your local school system know that classes are offered; community and junior colleges especially appreciate this information. Service organizations such as Lions and Optimists will often announce classes at their meetings.

**Supplies** - The basic materials and supplies needed for a class are available from the Boater Education section (Austin headquarters), Texas Parks and Wildlife Department. Please allow at least two weeks from

the day Austin receives your request for an order to be filled. A copy of the order form for these supplies appears in the "Materials and Forms" section of this manual.

It is not necessary for students to be registered before you order your supplies. Be prepared with extra materials in case your class is larger than expected. Hold any extra supplies over for your next class. However, do not order so much material that will lay around and collect dust. This will also help cause a supply/demand problem.

When you borrow films, charts, etc., from the Austin headquarters, be sure to return them promptly after use. Other instructors and classes are depending on them!

**Class Procedure Checklist** - Many of the items listed below are presented in more detail in other portions of this manual. This is a brief list from the five main steps of instructing a course - **Preparation, Presentation, Application, Evaluation and Follow-up**; it will also remind you of some procedural tips, and review some of the teaching techniques and methods.

- Make sure your publicity goes out far enough in advance so students can make plans to attend.
- If possible, have an assistant to help pass out papers, arrange tables, etc.
- Get to the class site early enough to get all your supplies and equipment unloaded and set up. By the time students begin arriving, you should be ready to go, and greet them as they arrive. Check lights, electricity, temperature, etc.
- Training aids that you do not wish disturbed should be covered with a cloth or out of sight until you are ready to use them. This prevents the student from being distracted by items within view while the instructor is making the presentation.
- The student registration card, manual, and student experience survey should either be on the tables and desks before students arrive, or be given to them as they enter the door.
- Make sure you make a record of attendance for each student. Have students sign the Class Record as they come in.
- After each class, have students assist you in cleaning up the area, and in returning furnishings to their proper place.
- Begin on time.
- Briefly introduce yourself and give some background; introduce any assistants or other resource people. Put your class at ease.
- Point out the locations of water fountains, restrooms, emergency exits, etc. Explain the smoking policy. Keep in mind that there may be non-smokers in the group. Ask all students to refrain from smoking, except during breaks. Many building owners prefer that people not smoke inside their building at all. In such cases, students should be asked to smoke outside only.
- Explain the purpose of the course and give a brief overview. Let them know they will be actively participating in the class.
- Use the experience survey. The instructor can look over them while students are filling out forms, or doing an icebreaker activity.
- Make sure everyone fills out a student registration form completely and legibly.
- When presenting a class, have a lesson plan and follow it. Be flexible enough to make changes, if necessary. Have a timetable that fits your plan.
- During an assistant's presentation, promote class participation and encourage questions.

- Use all the methods, aids, and senses appropriate to get an idea across. Don't move too fast. Make sure each subject is understood before going ahead. Stress key points, and repeat them as they relate to each subject area.
- Use students whenever possible to demonstrate things.
- When errors are made, correct them in as encouraging a manner as possible. Don't correct students so that they hesitate to respond to questions and activities.
- Have students explain key points.
- Question students—encourage discussion so that students understand not only what, how, where or when but also why.
- Continue until you are sure students understand. Repetition for emphasis is good.
- Use some type of quiz or evaluation for each lesson or section. After each written quiz, test or the final exam, go over questions as necessary with the class.
- We recommend that the entire contents of the handbook be taught, but the course must be at least six (6) hours long.
- You may lengthen or broaden the scope of this course to include special subjects of interest to your students, and to assure yourself that the students have received the training necessary to certify them as having successfully completed a satisfactory boater education course.
- Evaluation must be done. Procedures for this appear in the "teaching skills" section of this manual.
- Make sure any necessary paperwork is filled out completely and legibly, and sent to the Austin headquarters promptly. These include:
  - Student Registration Form.
  - Instructor's Final Report Form.

Patches, Decals, Certification Cards - As they become available, instructors will give a shoulder patch and decal to each student they recommend for certification. The Austin office will mail certification cards directly to the students as they are prepared. Students who lose or destroy their cards can apply for a duplicate by contacting the Department.

In Closing - Requests for regulations and literature should be directed to the Texas Parks and Wildlife Department. Ask older students if they may be interested in becoming a Boater Education Instructor, and have instructor application brochures available for them. Finally, thank the students for furthering their education in safe and proper boat handling, increasing their knowledge and awareness, and for working toward ethical behaviors and attitudes.

## SCHEDULING & GENERAL COURSE PLANNING

Now that you have reviewed suggestions for general classroom procedures, and are aware of the needs of various types of students, it is time to begin actual scheduling and lesson planning. Basically, you will need to:

### Schedule time for non-learning items.

Decide approximately how much time it will take to get the organizational things done, such as registration, giving information about the building, breaks, etc. The time required will depend on the number of students attending. Have a written list of these housekeeping items, so that you do not forget to complete the necessities. Organize so that these items can be completed quickly and efficiently.

### Do the individual plans for the six sections of the student manual.

Review the student manual, the Instructor's Guide, and the Learning Modules section; also the information on Lesson Planning. Make your plan for each section, keeping in mind that instructors are required to teach a six-hour minimum course. Place the sections in a workable sequence.

### Include time for evaluative items.

You will include informal evaluation time within each of the six sections. However, remember to schedule time for the student experience survey, the student pre-test (if used), any exams (student final exam is in the back of their manual), and the student's instructor evaluation.

### What you must include in your course plan.

- ⇒ Time for introductions and "housekeeping" items.
- ⇒ Time for student experience survey and pre-test, if used.
- ⇒ Time for an ice-breaker, if used.
- ⇒ Time to cover the six sections of the student manual.
- ⇒ Time for testing and evaluation of the student's knowledge.
- ⇒ Time for the students to evaluate the class and instructor.

### Choose a one-day or multiple-day format for classes.

Take into consideration the availability of your classroom facility, whether or not your students will have to travel very far to attend class, the age and attention span of the students, and your own personal schedule when deciding on a one-day course, or a course offered over several days. Each arrangement has its own advantages. Plan how many actual clock hours the entire course will take.

## LESSON PLANNING

### Definition and Purpose:

A lesson plan is a document that shows a plan of action (objectives) to be completed, the content to be learned, the means to present the content, the means to test or evaluate the students' efforts and sometimes a time schedule.

### The purposes of planning are:

1. To insure the instructor has considered all the factors necessary for an effective course/lesson.
2. To guide the instructor in conducting learning activities, and to keep the pertinent materials before him. Lesson plans insure smoothness, order, and unity; plans make the material and ideas relate properly to one another. Good lesson plans prevent detours and irrelevancies, and guard against the omission of important material.
3. To help the instructors maintain a constant check on their activities as well as the progress of the students.

When instructors take time to plan well, they will be more confident, and the quality of the course will be increased. Lesson plans help prioritize the information. Often, there is more material to cover than there is teaching time.

### Preparing the Lesson Plan

Your Instructor's Guide will be a great help, as it specifies objectives and gives an outline of the information for each section. A triangular black mark shows what information will appear on the final exam. You can choose the objectives which will be most beneficial to your group, and give them a higher priority.

A blank Daily Lesson Plan appears at the end of the Learning Modules section. You can use this format, or devise one of your own.

1. Make sure you are familiar with the material to be presented in that section. List the objectives you are working to attain.
2. You may want to have an outline of the information that you can follow. Use the one in the Guide, or make your own.
3. Decide what teaching methods will best present the material to your students.
4. Decide what teaching aids and activities you will be using. List them, along with any equipment or handouts needed.
5. Estimate the time needed, but be prepared to be flexible.
6. Some instructors find that a list of well-thought-out questions can help informally evaluate the students, and provide a summary for the lesson.
7. List what evaluative techniques will help you judge the effectiveness of the lesson.

## INTRODUCTION (ICE-BREAKER)

Those first minutes of a boater education course can set the tone for the entire course. Students should feel: 1) welcome, 2) relaxed, 3) involved, and 4) "tuned-in" to the course subject matter. Observing students during the introductory portion of the class can give the instructor important clues to the personality, interests, and knowledge of the class.

At some point during the beginning of a class, the instructor may wish to use an "ice-breaker" to get the class to do one of two things:

1. If the class is a group who are basically strangers to one another, get the students to meet on a personal level.
2. If the class is from a community where students are familiar, get them focused on the subject of safe and responsible boating.

Choose an activity which suits the age and size of the class.

- The physical environment can influence students' thinking from the moment they walk in. Have a display or two for viewing, some information out on a table, local boating area maps on the wall, or a few water safety posters (see activities section of the Learning Modules for ideas). Encourage students to browse, meet one another, and participate from the first moment. The instructor should have the course materials ready before students arrive, and be on hand as they come in.
- For classes where students are not already acquainted, have a table with name tag materials, and let students make a name tag.
- Use the ice-breaker question activity provided in this section.
- Leave a few copies of the simple crossword puzzle, in pages following, on seats around the room. Put out less puzzles than the number of students expected to attend. The instructions tell students to get another student to help with unfamiliar terms.
- Put a card or poster on a table which shows several common boating knots, along with a few lengths of rope. The instructor may observe a student who is good at knots who could help with an activity later in the course. Often students, even those who are not acquainted, will try a few knots, discuss them, and assist each other.

Try to get students interested and involved, even before the class officially starts. An instructor who actively meets and speaks with students prior to class will encourage them to participate later, and to be more relaxed.

If you come up with an ice-breaker activity which works well for you, other instructors would appreciate your sharing. Please submit them on the New Activity Plan which appears later in this section.

## ICEBREAKER EXERCISES

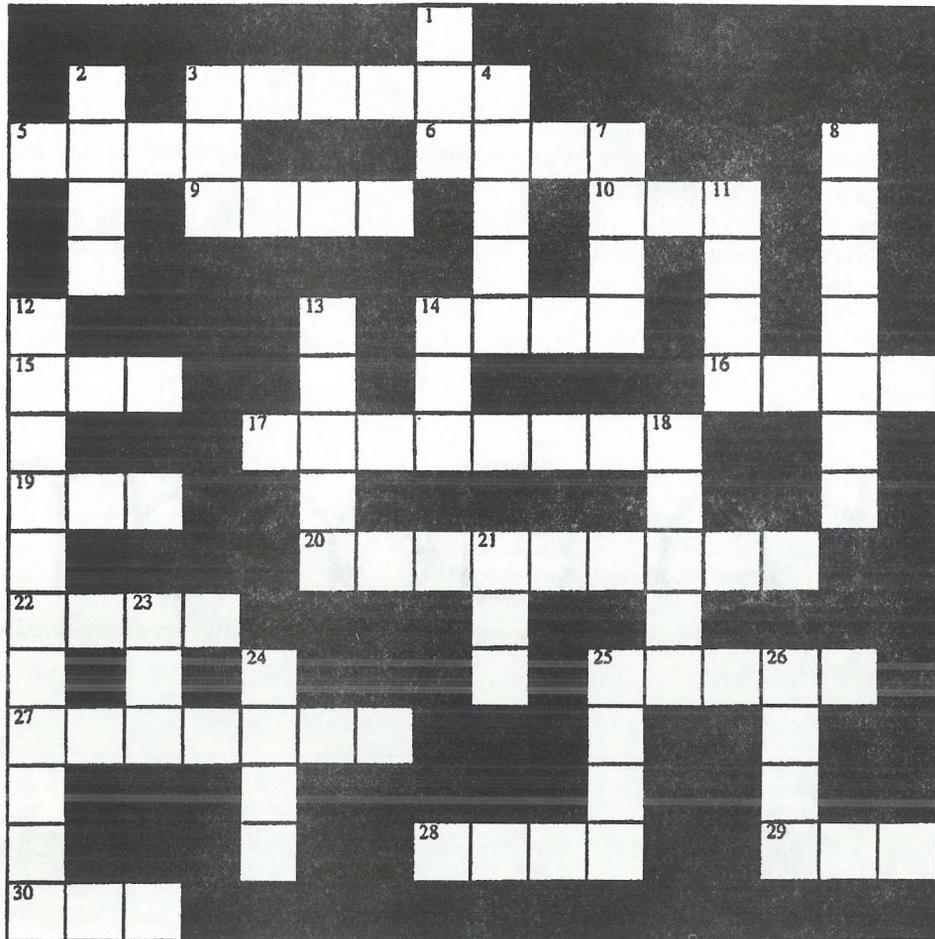
**DIRECTIONS:** Get the names of others in the group who can answer "yes" to the following questions. You must not use the same person more than two times. Fill as many blanks as you can. You have 5 minutes.

1. \_\_\_\_\_ Have you, or do you know someone, who has been involved in a boating accident?
2. \_\_\_\_\_ Have you, or do you know someone, who has had an equipment failure while on the water?
3. \_\_\_\_\_ Do you, or do you know someone, who routinely wears a PFD (life jacket) while on the water?
4. \_\_\_\_\_ Have you ever, or do you know someone, who narrowly missed having an accident while boating or trailering their boat?
5. \_\_\_\_\_ Have you ever ridden with a boat operator who often disregarded the rules of safe operation?
6. \_\_\_\_\_ Have you, or do you know someone, who uses alcohol or drugs while operating a boat?
7. \_\_\_\_\_ Have you ever been offended by the actions of another boater?
8. \_\_\_\_\_ Have you, or do you know anyone who has been caught out on the water in bad weather?
9. \_\_\_\_\_ Have you ever been in a boat that you felt was overloaded?
10. \_\_\_\_\_ Have you, or do you know someone, who accidentally or unexpectedly fell into the water?



# ICEBREAKER

## BOATING TERMS CROSSWORD PUZZLE



DOWN

1. The front of a boat.
2. The body of a boat.
3. To the rear or stern of a boat.
4. An instrument used for communication when at sea.
7. A direction.
8. Transverse planking in the stern to which outboard motors are attached.
11. The fore-and-aft angle in which a vessel rests or moves in the water.
12. Lowering of the body core temperature enough to cause illness.
13. Flexible vertical airfoils, generally made of cloth, that use wind pressure to propel a boat.
14. Personal Flotation Device.
18. The depth of a vessel below the water line.
21. To propel a vessel with oars.
23. A diary of a vessel's journey.
24. The maneuver of changing the sail (and boom) from one side of the boat to the other. Usually used as a method of changing course while keeping the wind astern.
25. The upright post or bar of the bow.
26. The sideward motion of a boat caused by wind and waves.

ACROSS

3. A heavy object that grips the sea bottom and holds the vessel in a desired position.
5. To cause the sail to flutter.
6. Moving waves, created by a vessel in motion.
9. To come about; the lower forward corner of a sail; sailing with the wind on a given side of the boat, as starboard or port tack.
10. Toward the stern or rear of the boat.
14. The left side of a vessel when you are facing the bow.
15. To swing off course, as when due to the impact of a following or quartering sea.
16. A spar set upright to support rigging and sails.
17. Situated to the side closest to the wind.
19. A long wooden instrument, with a flat blade at one end, used to row a boat.
20. The right side of a boat when you are facing the bow.
22. The wheel or tiller by which a boat is steered.
25. The after end or back of a boat.
27. The general term for all lines (ropes) of a vessel.
28. A spar used to extend the foot of the sail.
29. The side opposite to that from which the wind blows.
30. Yes, while aboard ship. Means "I understand."

## COURSE CONTENT

### MINIMUM EDUCATION GUIDELINE FOR BOAT OPERATORS

(As recommended and passed by the N.A.S.B.L.A. - 1988)

Recommendations for a minimum six- to eight-hour course (recommended eight) with a reading comprehension level of approximately twelve years:

- I. THE BOAT
  - A. Boat Types - Basic types and hull designs and their uses.
  - B. Capacity (Load and Horsepower) - Importance of checking capacity plate and where to find it.
  - C. Numbering
    1. What boats must be numbered (reciprocity - state of principal use)
    2. Numbering procedures
    3. Display of numbers
    4. Documentation
    5. Hull identification number
  - D. Equipment
    1. Required use and maintenance:
      - a. Personal Flotation Devices - Types and requirements
      - b. Navigation lights
      - c. Fire extinguishers - Types and requirements
      - d. Ventilation
      - e. Flame arrestors
      - f. Sound-producing devices
      - g. Visual distress signals - Depending upon location
      - h. Local requirements
      - i. Pollution (oil and MSD's)
    2. Recommended - As necessary for location and size of craft
- II. PREPARATION
  - A. Trailering/Transporting
  - B. Awareness of Environmental Conditions - Checking weather and water conditions before heading out.
  - C. Specific Local Hazards - Local hazards, such as large bodies of water, weather, whitewater, dams, cold water, etc.

- D. Float Plan - How and when to complete a float plan.
- E. Preventive Maintenance and Storage - Include engine, boat, equipment and fuel conservation tips.

### III. OPERATIONS

- A. Operator Responsibility (Ethics) - Use of Courtesy and Common Sense on the Water
  - 1. Careless/Reckless/negligent Operation
  - 2. Alcohol, Controlled Substances and Stressors
  - 3. Littering/Pollution
- B. Navigation Rules
  - 1. Meeting, Passing, Crossing, Non-motorized and Commercial Craft Situations
  - 2. Sound signals
  - 3. Navigation lights (also may be covered in Equipment Section)
- C. Aids to Navigation - Buoys and other waterway makers, including lateral and/or Uniform State Systems and diver's flags
- D. Departure/Underway
  - 1. Changes in Environmental Conditions - Checking water and weather conditions
  - 2. Maneuvering - Operating Underway - Keeping a look-out, basic navigation and charts or maps
- E. Mooring
  - 1. Docking - Including some mention of lines and knots
  - 2. Anchoring - Types of anchors, line length, etc.
- F. Other activities and Water Sports, such as fishing, hunting and waterskiing
- G. Accidents
  - 1. Causes/Prevention
    - a. Fatal
    - b. Non-fatal
  - 2. Legal Requirements
    - a. Rendering assistance
    - b. Accident reports
- H. Responding to Emergencies, such as falling overboard, fire on-board, cold-water survival, first-aid kits and repairs

### IV. SPECIFIC STATE REQUIREMENTS

- \* The order of content is not important, so long as each item listed is covered. The degree of coverage may vary from state to state, dictated by local need.

## PROCEDURE FOR USING LEARNING MODULES

What are Learning Modules? - The Learning Modules are keyed to the six parts of the student's manual and the Instructor Guide. Each Module is a separate unit of study, and as such, can be presented at any point in your class. Modules are not lesson plans, but are groups of ideas and suggestions for activities which can assist you in planning an effective lesson. Instructors may not use all suggestions presented in a Module, but can go through each Module and select activities and methods best suited to the age and interests of the class they will be teaching.

Must instructors use the Modules? - No! As instructors teach classes, they will discover what works best for them. All instructors are encouraged to plan and design their own classes; the Modules are a list of alternative ideas and activities that instructors may find useful. The Modules contain activities which will accommodate the diverse learning styles of students.

### How are the Modules Used?

1. The instructor should review the student manual, and any other material for a particular lesson, and be familiar with what is included.
2. Review the corresponding section in the Instructor's Guide to see what the objectives are, or review the student manual's outline in this section.
3. Keeping in mind the needs of the class, decide what teaching methods will be used, and what equipment and activities are appropriate. Here is the challenge! Achieving a balance of activities and teaching styles to accommodate the different learning styles of the student is most important. Use the student experience survey to guide you. An instructor must keep the class interesting, but not "cluttered" - keep information clearly to the point. Also, many of the activities, slides, films, etc., can be used with several Modules; mix them to suit your purposes.
4. You will find a blank Daily Lesson Plan for Learning Modules and some samples which have been filled out. Instructors who find that a particular lesson plan was especially effective may wish to keep that lesson plan on file.
5. Be flexible. Have some back-up ideas ready to go, in case the direction of the lesson needs changing. Be prepared to do one or two things more than you planned on.
6. Plan your lesson to maintain control and interest. Too many "sitting" activities strung together (lecture, film, test) can be hard on students. Vary these with active things. Conversely, too many physical activities at a time can make students rowdy and inattentive. Stay focused! Use a variety of the senses for learning.
7. Not all units (or modules) will take the same length of time to present. Take more time with lessons that deal with specific local problem/interest areas. Use whatever time is needed to present a point effectively, and no more.

Adding Your Own Ideas. - Different instructors will bring many innovative and fresh ideas to a class because of the variety of perspectives learning can be viewed from. If you have an idea or activity that was effective, other instructors and staff would appreciate your sharing. Please fill out the New Activity Plan, and send to the address on the form.

The Modules or Parts of the course need not necessarily be presented in the order they appear in the student manual. Arrange the lessons to suit your class. Just be sure the students have enough knowledge from one lesson to understand the next. One suggested order of presentation is: Chapters 3, 2, 5, 1, 4 and 6. Another: Let your students' understanding be your guide.

**\*\*TIP\*\*** - Be open to other sources of information. Magazine articles, material from dealers, and the local library can add to your knowledge and your effectiveness with the class. However, instructors must not stray from teaching the basic concepts the manual puts forth.

## LEARNING MODULES

### PART I - All About Boats page iv, Instructor's Guide page 3, Student's Manual

Suggestions - The age and background of the student will help you decide what to emphasize. Younger students may be more interested in the different boat types, hulls, and uses, as they may not have had experience with many diverse boats. Older students and adults may seek more information on motors and drives, performance differences, etc. All students should be exposed to the information and objectives in the yellow "Student Objectives" box in the Instructor's Guide. At the beginning of a course, older students and adults may be uncomfortable with participating in an activity - use activities you are comfortable with, and be willing to enthusiastically participate in them.

**\*\*TIP\*\*** - Try new ideas, realizing that not all of them will be as successful as you would like.

Films, Videos, Slides, Transparencies, Handouts - Video - "All About Boats" reviews boat types, uses and basic requirements. Good introductory video!

Handouts and brochures - "Know Your Boat" showing the different parts of several kinds of boats, "Nautical Terms" is a fair sized listing of nautical terms.

Possible Activities - Of the activities below, some are better suited to adults, others to children, and a number can be used with any group. When choosing an activity, put yourself in the place of your students: "Would this activity be enjoyable to me, or be of benefit?" Remember, activities are most beneficial when done expediently, and relate to a specific point you are trying to make!

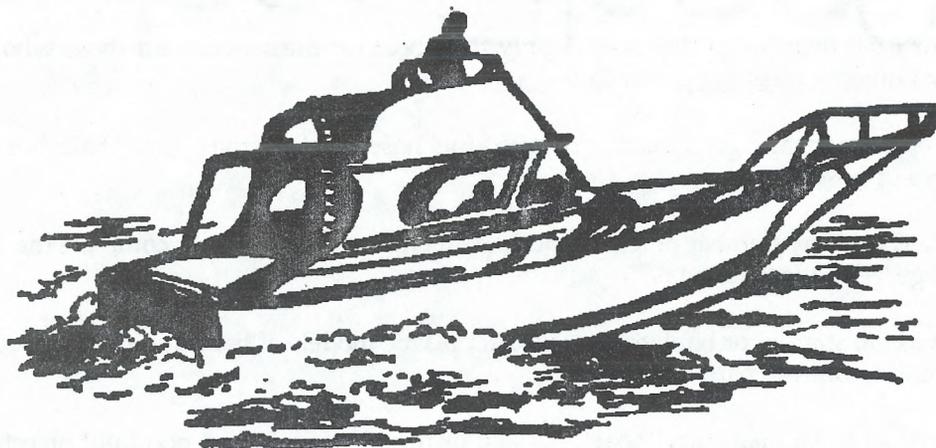
- ⇒ Visit or contact boat and marine dealers to get an assortment of different pamphlets on the boats and equipment they sell. Make a table for class "browsing" during breaks.
- ⇒ Have each (or part) member of the class identify their boat (or dream boat, for those who do not currently own one) by class, type, and hull shape.
- ⇒ Visit a boat repair shop, and get a number of failed fuel hoses to show the effects of alcohol in fuels on some types of hoses.
- ⇒ Divide the class into any number of teams and have them "race" to correctly complete the boater's review on page 11, student manual.
- ⇒ Get a local student, shut-in, or hobbyist to construct plastic models of boats for a display board, or for use in pointing out the parts of a boat.
- ⇒ Have a student sit in an imaginary "boat" (marked or roped off area) and point out objects in the room using the skipper's terms on page 9, student manual.
- ⇒ Have a "treasure hunt" to be done during a break, with the clues using the skipper's terms on page 9, student manual.
- ⇒ Have 2 or 3 students give their reasons for purchasing a certain boat or engine type.
- ⇒ Mention, and have brochures from dealers available, the new types of personal watercraft, also called "thrill craft" or jet skis.

- ⇒ For adults, call attention to the "Safe Loading" formula on page 8 of the student manual.
- ⇒ Show slides taken of boats in the local area (lake, etc.), and have the class identify the types.
- ⇒ Make a transparency of a simple boat hull which is somewhat different than the one on page 10, student manual. Have students locate the parts. Let them use page 10 on their own as a review or homework assignment.

**\*\*TIP\*\*** - Share your successful techniques with others. Each module will leave room for the activities you have devised - please share your ideas and discoveries with other instructors.

### Evaluation Techniques

- ⇒ Observe students who are participating in activities.
- ⇒ Ask specific questions to students to check comprehension.
- ⇒ Boater's Review, pp. 10-11, student manual.



## LEARNING MODULES

### PART II - Legal Requirements

page v, Instructor's Guide  
page 13, Student's Manual

Suggestions - Students should know some basic parts of the boat and a few basic terms before doing this lesson. Reemphasize the information on classes of boats, and make sure students can place a boat in a certain class as this will determine what regulations apply. This section also touches on requirements for wearing lifejackets (PFD's). Avoid "preaching" about PFD's; rather, stress that professionals use them routinely, and that regardless of the swimming ability of a person, there are situations where a PFD is necessary. The benefits of a PFD should be mentioned in connection with all units of the boating course, as a natural part of water recreation. You may also want to touch briefly on the role of alcohol in drownings - this subject will be covered more in depth in the module on Accidents. Again, avoid preaching by simply presenting the facts. Students will be able to draw their own conclusions because the facts speak for themselves.

This module works better if some actual equipment is brought in for the students to handle. Have some equipment in good condition, and some that is poorly maintained, or no longer functional. Another good topic that is not covered in the student manual is the subject of litter in lakes, rivers, and oceans. This topic can be brought up when discussing the "no discharge" part of legal requirements. Be sure to give all students a copy of the state requirements for boats.

**\*\*TIP\*\*** - In some 75 to 85 percent of all boating accident victims, the victim had a PFD on board, but did not bother to wear it. Remind your students often of the 85% solution, or have a poster up about it.

Films, Videos, Slides, Transparencies, Handouts - Films - "Drowning: Facts and Myths" shows some actual drowning footage, with rescues, and "Drownproofing."

Transparencies, pp. 7 - 10. Remember, make your own masters for transparencies when you find good material or pictures.

Handouts and Brochures - "A Digest of the Texas Water Safety Act," "20 to 60 Seconds" is an excellent handout on drowning, "Boating Safety Primer," U.S. Coast Guard publications on "Courtesy Marine Examinations" and "Federal Requirements for Recreational Boats." Also, from Parks and Wildlife magazine, the reprint "The Plastic Plague."

#### Possible Activities

- ⇒ Instructor makes the Trivia Quiz into a game by transferring it to cards, so that students can play in teams, or have them use the student workbook pages (pp. 23-24) in groups of two.
- ⇒ Give each student a copy of the "Water Safety Act Digest" and have them highlight the section which applies to their own boat.
- ⇒ Divide the class into teams. Give each team the same type of PFD and have a relay race, where each team member must put on the PFD, fasten it completely, and then remove it and pass it on.

The following activities are adapted from a program by Lester Wadzinski of the U.S. Army Corps of Engineers:

- ⇒ Take the following "gee whiz" facts, put them on strips of paper, and place them in envelopes. As the students register the day of the class, randomly give students the envelopes. When you are ready to start the lesson, have each student open his envelope, and give a fact. This activity can stimulate lively discussion.

- For people between the ages of 0-44, drowning is the second leading cause of accidental death in the United States.
  - Most drowning victims know how to swim.
  - In 85% of the drownings that occurred in a sudden capsized situation, the victims had a PFD available but did not wear it.
  - A struggling non-swimmer is not likely to last over 60 seconds before going under.
  - A significant number of victims drown within 10 feet of safety.
  - Alcohol is a significant factor in water related mishaps - as much as 50% and more, according to some studies.
  - Often, the person under the influence of drugs or alcohol does not thrash his arms in the instinctive drowning manner: he or she merely sinks below the surface once - for good.
- ⇒ Four members of the audience are chosen to sit in chairs representing a rowboat, in the front of the room. Under each chair (or in a bag at the front of the boat) is a PFD. One PFD is very large, one small, one in poor condition, and one is an unapproved ski belt. At a given signal, the "boat" starts to sink and the students are timed to see how quickly they can put on a PFD. Very few can do so in 60 seconds, and even those will usually "drown" because of an improper fit. The instructor can discuss the problems associated with not putting the PFD on ahead of an emergency. Students can analyze the results and the appropriateness of the boaters' actions.
- ⇒ This is a "fun" activity that can be successful, if done with enthusiasm. Ask a local marine supply or store to loan several new PFD's for a style show. Have a student model each one. The instructor assumes the role of a "master of ceremonies" at a fashion show. For example, a PFD that is commonly used by fishermen could be presented as follows: "The latest style, shown today in high visibility orange, is now available for \$0.00 at your local sporting goods store. Note the freedom of movement for casting your favorite lure, the wrap around design for hypothermia protection, and the stylish look for you backwoods swingers." With creativity, the advantages and disadvantages of certain PFD types can be included in a few sentences.

Other activities include:

- Have good and expired fire extinguishers on hand, and see if students can tell the difference. Also, try this with PFD's; can the students tell which are good, and which are in poor condition?
- Check the local lakes, reservoirs, etc., and see if there are any special legal requirements or restrictions.
- Ask the class for any personal experiences related to PFD use.
- Make a set of "flash cards" showing various lighting arrangements. See how quickly they can tell correct lighting arrangements for different types of boats.
- Invite a local law enforcement official such as a game warden or other law enforcement boat patrol officer, to speak to the class on legal requirements.

Evaluation Techniques

- ⇒ Complete Boater's Review, p. 21, student manual.
- ⇒ Direct specific questions to students who hesitate to get involved in activities. Choose questions so that the hesitant student will be successful in answering.
- ⇒ Students should be able to identify all types of PFD on sight.

- ⇒ Students should be able to identify the lighting arrangement for their boat, as well as the requirements for sound signals and fire extinguishers.
- ⇒ Students should be aware of what items require U.S. Coast Guard approval.



## LEARNING MODULES

### PART III - Rules of the Road

page vii, Instructor's guide  
page 25, Student's Manual

**Suggestions:** If you are in an area where a fairly large number of navigational markers and buoys are in use, you may want to consider contacting the U.S. Coast Guard Auxiliary for information on films about piloting and navigation. For groups tending to be mainly inland boaters, you may wish to stress the "traffic rules," touch more on warning markers, which vessels have limited maneuverability, and make students aware that maps and charts may also exist for their local inland water areas. Students should know the terms listed on page 28 of the student manual before starting the lesson. Re-check - be sure all students can differentiate between port and starboard. Some students are easily confused initially; start simply and layer on the knowledge. The age of the class, the frequency of use of navigation markers, and local conditions will dictate the need for depth in this lesson.

**Films, Videos, Slides, Transparencies, Handouts:** Transparencies - pp. 3 & 4, 11-14. You may also wish to briefly show the weather warning signals pp. 26 & 27, even though this subject will be covered in another lesson.

**\*\*TIP\*\*** Stress that OPERATOR RESPONSIBILITY should be the number one concern of all boaters. Stress that, just as with automobiles, ignorance of the law is no excuse.

Handouts and brochures - "Booze and Boats," "Boating Safety Primer," "How to Water Ski," and "Boating on the Gulf Coast."

#### Possible Activities:

- ⇒ Call attention to the "Operation of Your Boat" section in the Water Safety Act Digest. You may also want to mention to the students what law enforcement agencies in their local area enforce boating laws.
- ⇒ Set up an "Obstacle" course on the blackboard, and have students "navigate" through. Example: Outline a lake, with wind direction indicated. Place motorboats, sailboats, canoes, etc., with varying directions of travel indicated, on the lake. You may wish to include shallow areas, and areas with warning markers. Start from a given point on the shore, and travel to another given point. Students orally give the proper response, depending on what type of boat they are navigating with. Students can also do this activity by giving them cards to identify them as a certain type of boat moving in a certain direction.
- ⇒ Take pictures or draw simple diagrams of buoys, markers, etc., which are commonly in use in the local area. Especially mention any navigational aids and weather warning devices.

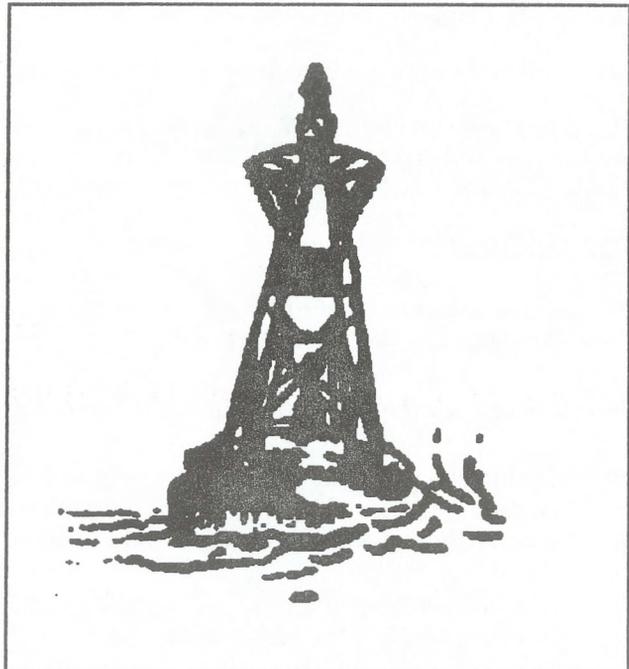
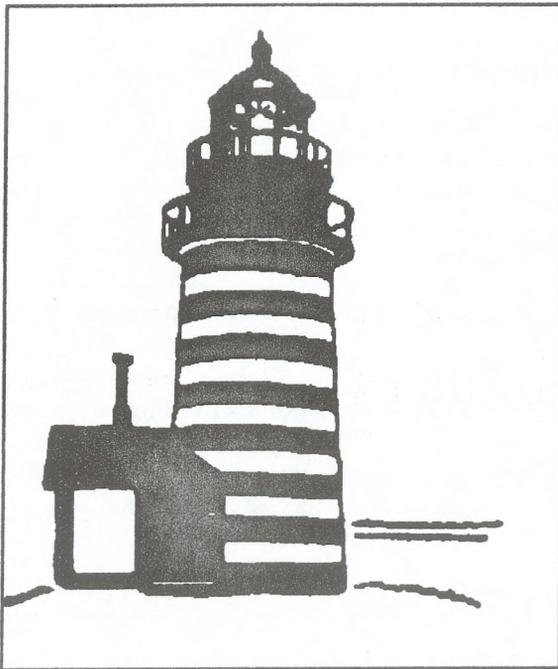
**\*\*TIP\*\*** Relate course information to local conditions whenever possible. Students will learn what they can use.

- ⇒ Check with local dealers and marinas for the availability of charts and maps for area waters.
- ⇒ Blindfold a student, or seat him so that he cannot view the class. Have other students give sound signals by whistle, and see if the student can identify the signal and boat type.
- ⇒ For classes of less than 25, divide the class into 2 teams. Assign one team the odd numbered questions on page 35 of the student manual, the other team the even numbered questions. Have the teams "question" one another. The team with the most correct responses wins.

**\*\*TIP\*\*** Remind students that although many things are not written into law, they should exercise good judgment while boating. The ethics of boaters affect other users.

Evaluation Techniques:

- ⇒ Ask questions about the material which your Instructor's Guide indicates is on the final test. Direct these to specific students.
- ⇒ Reinforce ideas from other lessons by asking questions, or briefly re-showing a transparency from an earlier lesson.
- ⇒ Complete the Boater's Review pp. 35 & 36 of the student manual.



## LEARNING MODULES

### PART IV - Getting Underway

page ix, Instructor's Guide  
page 37, Student's Manual

Suggestions: The level of boat handling experience your class already has will greatly influence the choice of activities and the emphasis of this lesson. Younger students may enjoy more instruction on driving a boat, and adult groups may show more interest in theft prevention, preventative maintenance, and courtesy. Knot tying is good for both groups. Repetition is the soul of learning - reinforce important ideas from other lessons by mentioning them briefly where they apply in other lessons: put on the PFD, proper loading, courtesy, etc.

Mention the availability of the handouts and show them to the class; those who are interested will ask for them.

Films, Slides, Transparencies, Handouts: Film - "Suddenly in Command" shows very basic information on driving a boat. Film - "A Boat is not a Car" has novice boat buyers purchasing a boat and making their first cruise, complete with good and bad habits and actions.

Transparencies - pp. 21-23 on mooring, docking, and steering. Also page 24 on anchor types.

Handouts and brochures- "The Plastic Plague" on litter in the water, "Who Owns This Land?" on landowners and access to water, "Emergency Repairs Afloat" on mechanical repairs, "How to Tie Nautical Knots," "Floating Texas Waterways" on canoeing and access.

Possible Activities: Several good activities teach knot tying:

- ⇒ Have a length of cord or rope available for each student to use while you demonstrate knots. Students can tie to furniture, etc.
- ⇒ Make a few boards with cleats, bolts, or stubs of 2 X 4's on them for students to practice tying to.
- ⇒ Divide class into any number of teams, and have a relay race, where all members of a team must correctly tie a certain knot, such as a bowline. The winning team will have all members showing a correctly tied knot ahead of the other teams.
- ⇒ If some members of a class are already good at knots, make a box where they can put their hand in, and identify a knot by its feel.

**\*\*TIP\*\*** Make sure you are comfortable with knot tying before the lesson! Also, many students and adults get easily frustrated with knots; go slow, and repeat many times.

#### Activities:

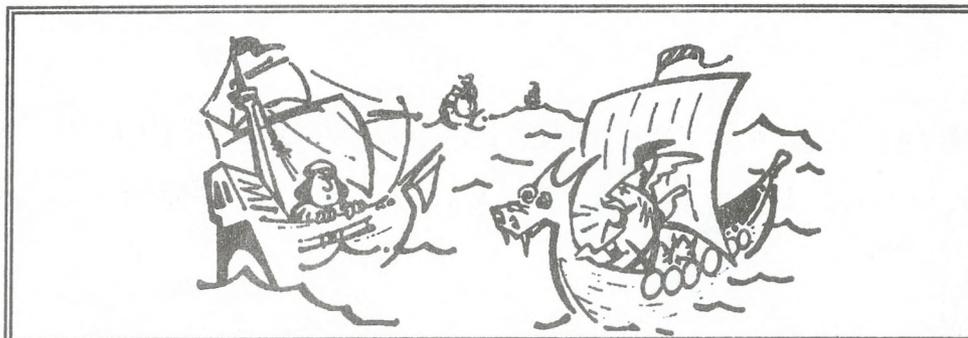
- ⇒ Contact the US Coast Guard Auxiliary and get copies of their brochure on the "Courtesy Marine Examination" or get an Auxiliary member to come to your class as a guest speaker.
- ⇒ Visit a local hardware store which sells various types of rope and cord by the foot. Ask for samples of each, and make a display board to show rope types, sizes, and finishing techniques.
- ⇒ Have students give examples of behaviors, both good and bad, that they may have observed at local boating areas.

- ⇒ If you are in an area where there is a large lake, river, etc., invite a local law enforcement official to speak about theft prevention. Many agencies have crime prevention officers for this purpose.
- ⇒ Have the class devise a simple 10-point checklist for preventative maintenance.
- ⇒ The instructor (or a class group) can devise some situations for role-playing, which concern a skipper's responsibility for his boat. Following are some "dilemmas," which you can use. Have small groups brainstorm some solutions, and report back to the class. Encourage students to give realistic solutions, and not give a solution they think the instructor wants.

**\*\*TIP\*\*** Make sure your enthusiasm is up for the day. Your frame of mind will rub off on the students, and set the tone for the day!

#### Evaluation Techniques:

- ⇒ Students must exhibit at least 3 of the boater's knots, correctly tied.
- ⇒ Boater's review, page 45, student manual.
- ⇒ For students who tend to not participate, or speak out: have them assist you in a demonstration, or set up an activity. This can be a non-speaking role, or some activity where the student is sure to be successful.



## BOATER'S DILEMMAS

Cut the slips apart. Give each section to a small group, and let them come up with a "solution." Encourage students to make their suggestions as realistic and workable as possible. Remind students before beginning that there are no pre-determined "right" answers.

---

For the purposes of this activity, you are an adult.

You have invited your friend Cathy and her family to spend the afternoon at Lake \_\_\_\_\_ with you. You have a nice 21' motorboat, and intend to spend the afternoon giving your friends some pleasant cruising on the lake; they don't often get to go boating! When everyone has arrived, you ask the first group of riders to put on the PFD's and climb aboard. However, Cathy refuses to wear the PFD, saying she is an adult, and she doesn't want to interfere with the tan she intends on getting. She also refuses to tell her 12 year-old son to wear a PFD. You really don't want to offend anyone and spoil the day, but you're pretty sure Cathy is a poor swimmer. What would you do?

---

For the purposes of this activity, you are a 17 yr. old student.

You have been invited to go boating with several popular people from your class; for the first time you've been included! The lake is calm and beautiful, and many other boaters are out enjoying the day. After loading the boat with food and coolers of drinks, everyone begins to board. You are not very experienced with boats, but the boat is beginning to look pretty crowded, and it's sitting fairly deep in the water. You think that maybe your group has overloaded it. You also know that 2 others in the party have little boating experience. It's time to make a decision - what will you do?

---

For the purposes of this activity, you are an adult.

Your good friend Bill has purchased a beautiful new ski boat; Bill has been boating for several years, and has been saving hard for this vessel! You are in the boat with Bill as he tows his girlfriend - she is an accomplished skier. Bill notices some other friends in the crowded swimming area and tells you it would be fun to give them a little "buzz" and splash them a little. Bill has been showing off some today - he is very proud of the new boat. What action, if any, would you take?

---

Use this area for a dilemma situation that relates to your local area.



## LEARNING MODULES

### PART V - Accidents

page xi, Instructor's Guide  
page 47, Student's Manual

Suggestions: This module may be the most important of all to boating education students. It may also be the most difficult to present as it deals with boater attitude. Basically, the students will be analyzing risks, learning how to avoid them, and what to do if they are faced with an accident situation. Many boaters firmly believe "it won't happen to me." An instructor can effectively "turn-on" or "turn-off" a class to the advantages of PFD's, limiting alcohol/drug use, safe operation, etc. Get your class involved in the decision making process - LET YOUR STUDENTS CONVINCED THEMSELVES THAT SAFE BOATING REALLY IS MORE FUN! Give all available statistics and information to the students and let them draw some conclusions. Use the boating and water-related fatalities statistics to help make your point. When possible, have students participating in something, and make them think, rather than always passively listening.

**\*\*TIP\*\*** The film "Judgement on the Water" is an excellent aid which uses realistic situations dealing with boating accidents. Many boaters will be able to relate to persons in the film.

The accident lesson is a good place to discuss in more depth the subject of "boater fatigue," which is mentioned briefly on page 49 of the student manual, under "Collisions." This subject relates to almost all boaters in one way or another, and is a good chance for students to relate their experiences.

Films, Slides, Transparencies, Handouts: Films - "Judgement on the Water," "Drowning: Facts and Myths," "Survival," "Drownproofing," "Survival for the Sportsman."

Transparencies - pp. 1-6, 15-17, 19-20.

Brochures and handouts - "Booze and Boats," "20 to 60 Seconds," "16 Water Safety Rules," "What Would You Do?," "Freezing to Death."

**\*\*TIP\*\*** Contact your local American Red Cross or YMCA or library for films and other aids on safety, water safety, and first aid. They may be able to supply a guest speaker for your class.

#### Possible Activities:

- ⇒ Have a varied group of items that might commonly be taken on to a boat, such as coolers, floating toys, heavy plastic trash bag, fishing poles, paddles, tackle boxes, etc. Let students practice properly balancing the load in a boat.
- ⇒ Using above items, remind students that rescues can be dangerous. Several students are designated as standing on shore, or on a boat, and must rescue a "drowning" victim, without crossing a line that is designated the shoreline, or gunwale of the boat. Hopefully, students will think of using the floatable items as impromptu life preservers. Discuss other items that might be at hand that will float, such as a spare tire, or items which can be used to extend reach, such as a branch or broom handle.

#### Activities:

- ⇒ Have students list ways in which PFD's can get damaged while not in use.
- ⇒ Show various types of visual distress signals.

- ⇒ Take a section of the boating accident report, or the water fatalities report, such as "Operation at time of Accident." Have the class look at the figures, and give reasons why they think the statistics show a trend.
- ⇒ Have class members tell how they think these stressors affect boater ability and response time: glare, vibration, noise, and wind.

**\*\*TIP\*\*** Check other modules for applicable activities, such as the PFD activities in Part II.

The following activities are adapted from a program by Lester Wadzinski of the US Army Corps of Engineers:

- ⇒ To help students visualize the effects of cold water on the body, place some ice in a bucket of water (you can have several buckets, with varying temperatures). Throw in some small items such as pennies or buttons. A volunteer puts a hand in, up to about the elbow, and counts to 20 or 30 seconds, and then attempts to pick up the small objects. Students will note the decreased dexterity and lack of sensitivity after a short time.
- ⇒ This activity is to demonstrate some of the effects of alcohol on a boater. A good natured volunteer is the guinea pig. First, a wet suit hood or coat hood is placed on the volunteer to show the effects on the thought processes. Next, dark glasses (or glasses smeared lightly with Vaseline) are put on to show loss of visual acuity. Cards are then taped to the sides of the glasses to show loss of peripheral vision. Next, mittens are put on to show the loss of dexterity. Finally, arm weights are placed on the wrists to show slowed reactions. The volunteer is then asked to put on and fasten a PFD, which can be almost impossible at this point. This is a "fun" activity which can make some graphic points about unwise use of drugs and alcohol.
- ⇒ Use the following "Risk Management" activity, or write one of your own. It makes a good summary for the "Accidents" section.
- ⇒ Check with the local fire department. They may have speakers willing to talk to the class on fire safety.

#### Evaluation Techniques:

- ⇒ Students should be able to tell when an accident report must be filed, and with what authorities.
- ⇒ Boater's review, page 59.
- ⇒ Students should be aware of the alternative actions for rescuing a drowning victim.
- ⇒ Students should be able to demonstrate the HELP and huddle positions.



## RISK MANAGEMENT ACTIVITY

To the Instructor - You can break the class into groups, or with small classes, let each student do this activity on their own. Groups can select a spokesman to report to the class, or you can call on a few students to give results.

Many times we do things that involve risks. Often, some of the riskiest activities are the most fun! Even in these activities, however, we minimize the risks, or manage them to an acceptable level. Some risks can be completely removed, without limiting the enjoyment we are seeking. Below is a description of some conditions which exist for a group of boaters. There are some risks and hazards among these conditions. Put yourself "into" this scenario, and then:

1. Identify as many of the risks present as you can find.
2. State how you are going to manage, minimize, or eliminate these risks.

### SPRING HAS ARRIVED . . .

. . . and it's a beautiful day at Lake \_\_\_\_\_. You're lucky the weather has cooperated - it's 72 degrees with bright sun. The weatherman had predicted one of those crazy Texas spring northers, but right now the breeze is light and the water is calm.

You and a dozen or so of your friends are going to spend the entire day (and part of the night, if necessary!) barbecuing and relaxing. Also, you have a snappy 18' motorboat with a 90 hp motor, and you've decided to take it along. This is the first opportunity you've had this year to get the boat out on the lake.

Your group arrives at the lake. Others must have had the same idea, because the lake area is packed. Besides the motorboaters, a group of sailboaters is out, and it looks like some Boy Scouts are having a canoeing clinic at one end of the lake. Still, you are anxious to get out on the water, especially since the lake is full after the winter rains. One man in your party says that he's never seen it so full, and that it looks like a different lake from its appearance during last August!

After scouting around, you find a good picnic site. Again, you're lucky - all the sites around you are full, and your closest neighbors have already unpacked the food and beer, and started the fire for the hot dogs. Three or 4 of your party start unloading coolers and bags; your friend Mark says there's no sense letting good beer get warm!

It's about time to start cruising - check out the lake - and the local guys and gals! You take the bag that contains the PFD's out of the storage area in the front of the boat. You remembered putting them there last year, but couldn't remember how many you had. Everybody wants to go first - load'em up and let's go!

#### Things to Consider:

Do you want to eliminate all the risks?

Which are hazards and risks that can be reduced without spoiling the fun?

Which are "environmental" risks, and which are "human" risks?



**LEARNING MODULES**  
**PART VI - Special Topics**  
 page xiii - Instructor's Guide  
 page 61 - Student's Manual

**Suggestions:** The interests of the class will dictate the depth and content of this lesson. Touch on each subject, however, as all boaters should be aware of the functions, limitations, and special problems of other boat types and other water recreation users. Trailering, with emphasis on safety, proper equipment, and good maintenance, should be well-covered. Weather watching is another important topic in this section; relate it to effects of wind and water on boats, and the proper emergency procedures. This is a good time to review proper anchoring techniques.

With younger groups, or those who are generally inexperienced, the instructor may want to present films and/or information on whitewater sports, sailing, diving, etc., in order to give new users an overview of the many types of water recreation available. Check with local libraries for current information, trade magazines, and literature related to water sports.

**Films, Slides, Transparencies, Handouts:** Films - "Margin for Error," "Uncalculated Risk," "Whitewater Primer."

Transparencies - pp. 18, 25-28, compass rose.

Brochures and Handouts - "Master the Wind and Water," "When the Water Gets Rough," "How to Water Ski."

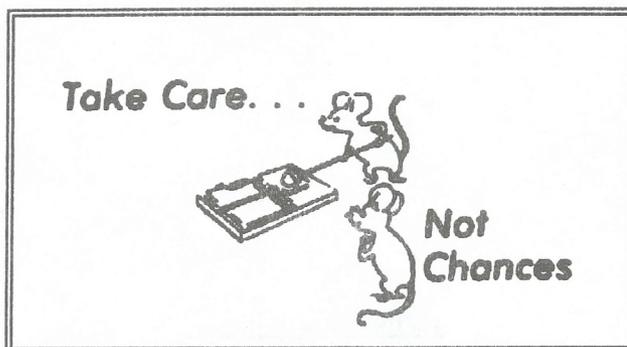
**\*\*TIP\*\*** Don't get bogged down by trying to cram too much detailed information into too little time. Set out priority information, then add on other information as time is available.

**Possible Activities:**

- ⇒ Check with local lakes, river authorities, etc., to see what types of weather warning devices are in use in the local area; some have specialized systems such as sirens.
- ⇒ Take samples of compasses to class. Have students do the exercise on page 63 of the student manual.
- ⇒ Check with local dealers and sporting goods stores. They may be willing to bring a display of specialized equipment for the various water sports, such as special use PFD's and wetsuits, kayaks, diving equipment, or the latest gadgets for power boaters.
- ⇒ Have students look at charts and maps for local boating areas. Students often enjoy trading information about low water problems, hazards, good fishing spots, etc.
- ⇒ Have available listings for local fishing clubs and tournaments, diving clubs, sailing groups. Local clubs may have displays of trophy fish, or photographic displays of club activities available for use.
- ⇒ Have available (from the Department of Public Safety) the requirements for trailer lights, signals, or other equipment.
- ⇒ Have available the telephone numbers and addresses for organizations which offer more extensive boating courses, such as the U.S. Coast Guard Auxiliary or the U.S. Power Squadron.

Evaluation Techniques:

- ⇒ Boater's Review, pp. 75-76.
- ⇒ Final Exam, pp. 80-82.
- ⇒ Direct specific questions of review to students concerning important points from other lessons.



**“SAFE BOATING IS NO ACCIDENT”**

## DAILY LESSON PLAN FOR LEARNING MODULES

1. Part Number and Name:

2. Teaching Methods to be used:

Lecture \_\_\_\_\_ Teaching Aids \_\_\_\_\_ Demonstration \_\_\_\_\_ Student Exercise Participation \_\_\_\_\_

3. Equipment needed:

4. Class Presentation:

idea/objective

methods/activities

time needed

5. Key Questions to ask Students:

6. Evaluation Methods:

## "SAMPLE"

Adult	_____	Experienced	_____
Younger Student	_____	Unexperienced	_____
Mixed Group	<u>  x  </u>		

## DAILY LESSON PLAN FOR LEARNING MODULES

1. Part Number and Name: Part IV - Getting Underway

2. Teaching Methods to be used:

Lecture   x   Teaching Aids   x   Demonstration   x   Student Exercise Participation   x  

3. Equipment needed:

16 mm projector - film "Suddenly in Command" overhead projector - transparencies 21-24

4. Class Presentation:

<u>idea/objective</u>	<u>methods/activities</u>	<u>time needed</u>
students know duties, responsibilities and courtesy for skippers and passengers	role-play situation about wearing PFD's	10 minutes
How to load, check, start and drive a boat.	film & discussion	20 minutes
basic knots and uses	demonstrate while students follow - plus relay race activity	15 minutes
anchoring	overhead transparencies	5 minutes
discuss as needed: theft prevention and maintenance		

5. Key Questions to ask Students:

When are times you may want to anchor? How do you anchor for each situation?

What are things you do personally to insure good maintenance? To discourage theft?

What are some "equipment failure emergencies" and how do you handle them?

6. Evaluation Methods:

Boater's review to be done out loud in class p. 45. All students participate in knot tying.

**"SAMPLE"**

Adult	_____	Experienced	_____
Younger Student	<u>  x  </u>	Unexperienced	<u>  x  </u>
Mixed Group	_____		

**DAILY LESSON PLAN FOR LEARNING MODULES**

1. Part Number and Name: Part V - Accidents

2. Teaching Methods to be used:

Lecture   x   Teaching Aids   x   Demonstration \_\_\_\_\_ Student Exercise Participation   x  

3. Equipment needed:

VHS set-up - cassette for "Judgment on the Water" overhead projector - transparencies 1-6, 19-20.  
Boating equipment.

4. Class Presentation:

<u>idea/objective</u>	<u>methods/activities</u>	<u>time needed</u>
Wear the PFD	Use a PFD activity from Part II module	10 minutes
boating accidents, causes, prevention, etc.	video tape and discussion	25 minutes
dangers of cold water and hypothermia	overhead transparencies and lecture	10 minutes
Review accidents in general; have fire equipment and visual distress signals on display and use for brief discussion.		

5. Key Questions to ask Students:

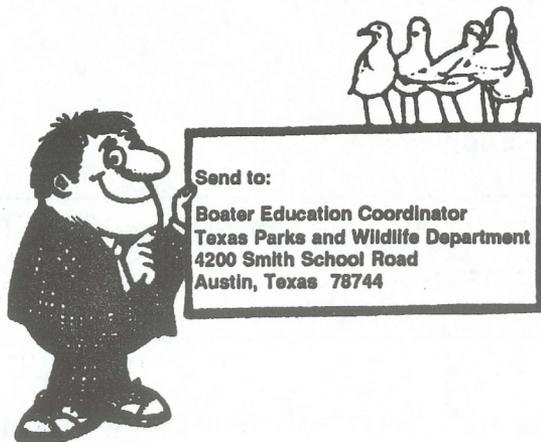
How can you assist an accident victim without endangering yourself?

Who do you report to in case of an accident?

What are 2 leading causes of boating accidents?

6. Evaluation Methods:

Boater's review, p. 59. Students should participate in the PFD activity, or answer a question.



## NEW ACTIVITY PLAN

Send to:  
 Boater Education Coordinator  
 Texas Parks and Wildlife Department  
 4200 Smith School Road  
 Austin, Texas 78744

Age Group:         Adult         Younger Students         Mixed Group

Boating Interest:         Motorboating         Non-traditional         Canoeing and Whitewater  
                                   Sailing         Mixed Group        Other: \_\_\_\_\_

Idea/objective/information:

Activity Description:

Equipment and materials needed:

Instructor Name and Location:

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## TEXAS BOATER EDUCATION PROGRAM (TEXAS WATER SAFETY ACT)

\_\_\_\_\_  
Score

### Final Exam - Supplement

**NOTE:** (Used in conjunction with U.S. Coast Guard Auxiliary; U.S. Power Squadron or Texas Parks & Wildlife's boater education final examinations -- all answers can be found in a current edition of "A DIGEST OF THE TEXAS WATER SAFETY ACT" provided to you by instructors and/or at a Parks and Wildlife office nearest you.)

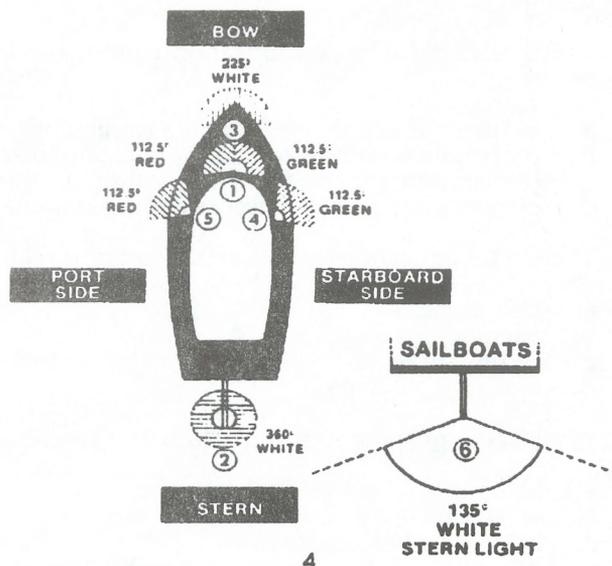
**DIRECTIONS:** Please place the letter of the most correct answer in the blank next to the appropriate question. Answer all questions and read all possible choices before selecting your answer.

- \_\_\_\_\_ 1. All motorboats regardless of length or horsepower are required by law to be registered, and the operator must have available and aboard a Texas
- A. boat operator's license.
  - B. boater education certificate.
  - C. Certificate of Number.
  - D. Certificate of Title.
- \_\_\_\_\_ 2. Operators of vessels involved in any collision, accident or other casualty must file a complete report of the accident within 30 days if the accident results in
- A. death.
  - B. injury.
  - C. property damage exceeding \$500.
  - D. all of the above.
- \_\_\_\_\_ 3. All boaters in Texas are required by law to stay within what following speed limit?
- A. 30 miles per hour.
  - B. 45 miles per hour.
  - C. Boaters can travel anywhere at any speed.
  - D. Boaters must travel at reasonable, prudent speeds.
- \_\_\_\_\_ 4. The following is considered a personal watercraft:
- A. rowboat.
  - B. jet ski.
  - C. rubber raft.
  - D. canoe.
- \_\_\_\_\_ 5. Class 1 motorboats are boats
- A. less than 16 ft. in length.
  - B. 16 ft. to 26 ft. in length.
  - C. 26 ft. to 40 ft. in length.
  - D. over 40 ft. in length.
- \_\_\_\_\_ 6. When approaching a "diver down" flag, it is lawful to operate a motorboat
- A. at headway speed within 50 ft.
  - B. at headway speed outside of 50 ft.
  - C. at any speed outside of 50 ft.
  - D. all of the above.

- \_\_\_\_\_ 7. On a Class A motorboat, a personal flotation device is required to be
- in good and serviceable condition.
  - Coast Guard approved.
  - worn by every passenger under 13 years of age.
  - all of the above.
- \_\_\_\_\_ 8. A motorboat towing a water skier is required to have
- an observer 13 years of age or older.
  - a mirror with minimum 4" x 4" dimensions
  - either A or B.
  - none of the above

Please refer to "Diagram 1" for questions 9 and 10.

- \_\_\_\_\_ 9. When underway between sunset and sunrise, Class 1 motorboats must exhibit which light(s)?
- "1"
  - "1" and "2"
  - "1," "2" and "3"
  - "2," "3," "4" and "5"
- \_\_\_\_\_ 10. Which of the following light(s) is/are required of a Class 2 motorboat?
- "1"
  - "1" and "2"
  - "1," "2" and "3"
  - "2," "3," "4" and "5"



**“DIAGRAM 1”**

APPLICANT'S NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

AREA CHIEF OR STAFF INSTRUCTOR: \_\_\_\_\_

**TEXAS PARKS AND WILDLIFE DEPARTMENT  
BOATER EDUCATION INSTRUCTOR'S FINAL EXAMINATION****MULTIPLE CHOICE**

Directions: Please circle the letter which you think best completes the statement.

**Sample Question:** A child legally has to be wearing a PFD in a boat if he/she is:

- a. under 13 years of age
- b. an infant
- c. underway
- d. all of the above

1. Of the following methods of instruction, which is considered most effective?
  - a. a lecture
  - b. an exhibit
  - c. actual experience
  - d. a demonstration
2. Although a boater education instructor may evaluate students in each of these categories, the one most important to impress on students is
  - a. technique.
  - b. skill.
  - c. attitude.
  - d. test score.
3. When teaching a boater education course, the instructor effectively follows which five main steps?
  - a. lecture, correction, evaluation, examination, follow-up
  - b. preparation, demonstration, application, discussion, examination
  - c. preparation, presentation, application, evaluation, follow-up
  - d. presentation, lecture, discussion, evaluation, testing
4. The boater education instructor's primary teaching role is to
  - a. test students.
  - b. persuade students.
  - c. certify students.
  - d. motivate students.
5. What is the purpose of using a film as a teaching aid?
  - a. helps instructors teach the course.
  - b. entertains the students.
  - c. helps the students learn.
  - d. provides needed free time for instructors and students.
6. Students can be evaluated by
  - a. written examinations.
  - b. classroom observation
  - c. on the water or simulation exercises
  - d. all of the above.

7. A student's attention span may not extend beyond
  - a. 15-20 minutes.
  - b. 30-45 minutes.
  - c. 1-1½ hours.
  - d. 2 hours.
8. One of the best teaching techniques for an inattentive student is to
  - a. ask the student to see you after class.
  - b. give the student a homework assignment.
  - c. involve the student in a group activity.
  - d. tell the student to pay attention to the lecture.
9. Visual aids used in the course presentation should be
  - a. colorful, detailed and descriptive.
  - b. colorful, bold and simple.
  - c. bold, two colors (dark and light) and small enough to pass around.
  - d. bold, one color and large enough for everyone to see.
10. When instructing a boater education student who has learning, physical or behavioral disabilities, the boater education instructor should
  - a. not allow the student to perform any practical or on the water exercises.
  - b. give needed or special consideration to the student to help in the learning process.
  - c. require the proper signature from the Texas Education Board.
  - d. accept a lower score standard in the testing process.
11. Boater education instructor lesson plans should be
  - a. strictly followed throughout the course.
  - b. detailed outlines so the instructor can read from them if needed.
  - c. out of sight so that the students cannot see that the instructor needs notes.
  - d. outlined information, flexible enough to account for variations in student needs or abilities.
12. Boating accident statistics tend to be portrayed in what type of speech.
  - a. persuasive
  - b. informative
  - c. entertaining
  - d. physiological
13. When lecturing, the boater education instructor is least effective when he/she
  - a. stands straight when at the podium.
  - b. looks at many students throughout the lecture.
  - c. uses gestures, inflections and timely movements
  - d. reads word-for-word from the handbook so the students will receive all of the information.
14. Boater education instructors should always
  - a. relate their own experiences when instructing.
  - b. maintain a professional attitude.
  - c. use slide projectors in their courses.
  - d. all of the above.
15. Texas Parks and Wildlife Department (TPWD) is governed by a board of commissioners by which all TPWD programs are administered. Currently, how many persons are on this board?
  - a. 6
  - b. 9
  - c. 10
  - d. 12

### TRUE OR FALSE

The following statements are either True or False. If True, circle the letter "T"; if False, circle the letter "F."

#### Sample Question:

F Everyone should wear a PFD when riding in a boat.

16. T F Learning is a group process.
17. T F Boater education class preparation should be completed well before the students arrive.
18. T F One good way for an instructor to improve personal teaching techniques is to monitor a class of another instructor.
19. T F Providing "learning-by-doing" techniques is usually the best teaching method.
20. T F When teaching alone, a class of no more than fifteen (15) to twenty (20) students is recommended.

### MATCHING

There are five statements in this part of the examination. One of the choices in Column II will correctly complete each statement or question in Column I. Circle the letter in front of Column I which you think best completes the statement or question. Not all of Column II's answers will be used.

- |                     | <u>Column I</u>   | <u>Column II</u>                                  |
|---------------------|---|---|
| 21. a b c d e f g h | Which method of instruction is exemplified by putting on a PFD on dry land?   | a. actual experience<br>b. simulated experience   |
| 22. a b c d e f g h | Which method of instruction takes advantage of those situations which arise unexpectedly?   | c. dramatization<br>d. demonstration              |
| 23. a b c d e f g h | Which method of instruction uses the "learning-by-doing" approach?  | e. exhibits<br>f. visual aids                     |
| 24. a b c d e f g h | Which method of instruction gives information to the viewer based solely on ability to understand via the student's eyes, without an explanation by the instructor? | g. words--oral and written<br>h. teachable moment |
| 25. a b c d e f g h | Which methods of instruction is illustrated by having a student tie a knot before the group while the instructor explains what type of knot it is?                  |   |



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APPROX  
(over 1000)



Fig. 1

Fig. 2



PWD-BK-9200-140A-12/90

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