

Boating Lesson Plan-5	
Slow-No-Wake 100 and 200 Foot Rules	
TIME PERIOD (TOTAL) About 20-30 minutes	
TRAINING AIDS 1. 100 foot tape	TYPE OF LESSON <input type="checkbox"/> E.D.O.C. <input type="checkbox"/> LECTURE <input type="checkbox"/> DISCUSSION <input checked="" type="checkbox"/> PRACTICAL
OBJECTIVE(S) for each student: <ul style="list-style-type: none"> ○ Understand the 100 foot and 200 foot rules. ○ Get a feeling for how far 100 feet and 200 feet really is. 	
INSTRUCTOR REFERENCE Wisconsin State Statute 30.66(3) Boating Regulations	
STUDENT REFERENCE Boating Regulations	

TIME	LESSON OUTLINE	AID CUES
About 20-30 minutes	<p>Educate:</p> <p>The 100 Foot Rule: While operating a motorboat on any lake, Slow-No-Wake speed is required when within 100 feet of a raft, pier, buoyed restricted area and lake shore. Examples of buoyed restricted areas: dam, marked swimming area. Ask students reasons for these restrictions. Swimmers Hazardous Wakes Fishing Erosion</p> <p>While operating a Personal Watercraft anywhere, Slow-No-Wake speed is required when within 100 feet of any other boat, including other PWCs.</p> <p>The 200 foot rule: While operating any Personal Watercraft, Slow-No-Wake speed is required when within 200 feet of the shoreline of any lake. Ask students reasons for these restrictions. Careless/Reckless Operation Wake Jumping Sudden Turns.....Inability to Steer Swimmers Fishing</p> <p>Slow-No-Wake is: moving as slow as possible while still maintaining steerage (control of boats direction).</p>	<p>Boating Regulations</p> <p>100 foot or longer tape</p>

TIME	LESSON OUTLINE	AID CUES
	<p>Demonstrate / Observe</p> <p>Have students gather in an area (hallway or other area where you can walk a minimum of 100 feet. An area that is 200 ft long is preferred) Weather permitting this is a good lesson plan to do outside.</p> <p>Ask for a couple of volunteers who believe they are good at guessing distances. Have the first volunteer walk to a spot they feel is 100 feet from the group. Have them stay there while the second volunteer finds their spot. Then ask the group if anyone thinks 100 feet is significantly different than where one of the two spots picked. If so, have them go stand at this third spot. Now asked the same for 200 feet.</p> <p>With a 100 ft tape measure 200feet from the groups towards the volunteers.</p> <p>Congratulate the volunteers and then point out that distance is hard to judge on land but even hard on the water and the students will be held accountable for knowing these distances when operating boats or PWCs.</p>	