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**The Senior Instructor's role at RYA Training Centres**

This booklet contains explanations and exercises for the **National Sailing and Windsurfing Senior Instructor** award.

The material should be read and the exercises completed as part of the training and assessment process.

To complete the Senior Instructor award candidates will attend a minimum four-day practical course which will involve course management afloat. Please refer to G14 and W33 for more information.

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**CANDIDATE NAME**

# **RYA**

## **Senior Instructor Workbook**

**Edited by Amanda Van Santen  
and Laurence West**

### **Acknowledgements:**

The RYA is particularly grateful to Phil Twining & Annie Jukes who developed the original format for the workbook and all other coaches and trainers that have contributed to the development of this workbook and the course itself.

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# NOTES TO COACHES AND TRAINERS

This booklet is designed to be worked through and completed before attending an SI course. It is likely to take 6-8 hrs.

The material can be used as the basis for discussions, presentations' as a useful resource on the course, and will help to gauge the candidates' abilities.

If a course is confirmed, the candidates should receive the workbook at least one month before the start date. Candidates can easily access the workbook themselves from the RYA website: [www.rya.org.uk](http://www.rya.org.uk)

Each section provides the candidate with an introduction, followed by an exercise or exercises to be completed as they go, which will involve both thought and research. Each exercise is directly linked to 'suggested solutions' which can be found at the back of the workbook. These are not the 'right answers', but there to ensure the candidates are on the right track.

The workbook has been created in an editable pdf format, enhancing usability and enabling the students to complete sections straight onto the booklet itself, without having to print. This offers a more flexible approach, providing the ability to save, re-read and correct should they wish too.

The document can then be emailed, printed or saved on a laptop and brought to the course or emailed to the courses coach.

SI training courses can only be organised and run with permission from Regional Development officers, Regional Coaches or the RYA Chief Instructor, Dinghy and Windsurfing, if it is to be run overseas.

# NOTES FOR CANDIDATES

Welcome to the SI workbook. I hope that you will find this a useful document that will help you organise yourself and your thoughts before your course. The purpose of the booklet is to allow the course to be shorter and therefore accessible to more instructors. It will allow you to prepare for the course so that you are familiar with many of the elements you will be asked to contribute during that time.

The RYA relies heavily on their SI's for the delivery of safe, enjoyable and informative courses in the UK and overseas.

You should work through the sections of the booklet as they will give an indication of the level to be found on the course. The work will not be formally marked, but the coaches will use it to help them form an impression of your ability.

Although the course will be discipline specific, the booklet contains information and exercises relevant to both the National Sailing and Windsurfing scheme.

## How to use this workbook

The purpose of this book is to lead you into the course through the information and exercises on the following pages. Each section has an opening preface explaining what the section is about. This will be followed by an exercise or exercises that you will fill in as you go. It will involve some thought and research before writing down thoughts. Each exercise will be linked directly to some aspects that SI working or volunteering in a centre or club will have to deal with on a regular basis. To check progress, at the back of the booklet are 'suggested solutions' to the exercises. These are not the 'right answers', but are there to ensure that you are on the 'right track'. Ideally, you should complete each section before moving onto the next. Although coaches on the course will not mark each section and give points, they will check that all sections have been completed.

The workbook has been created in an editable pdf format, enhancing usability and enabling you to complete sections straight onto the booklet, without having to print. This offers a more flexible approach, providing the ability to save, re-read and correct should you wish too. The document can then be, emailed, printed or saved on a laptop and brought to the course.

- Printing – This document is not set to automatically print in black and white, should you wish to do this please ensure this option is selected prior to printing.
- Saving – Should you wish to save and/or send sections of the workbook to your coach, the easiest option is to following the steps below:
  - Choose the print option,
  - Select 'PDF' as your printer option
  - Select the pages you wish to save/send
  - Press 'Ok' – this will save your selected pages, as a pdf, to your chosen destination

Throughout the workbook you will see references to hyperlinks and RYA publications, these will provide you with further valuable reading. Please ensure you take the time to read this material as it will provide you with background knowledge on the area you are studying, and may help with answering subsequent questions and exercises.

Good luck with your course

**Amanda Van Santen, RYA Chief Dinghy and Windsurfing Instructor**

# BACKGROUND KNOWLEDGE

The RYA website ([www.rya.org.uk](http://www.rya.org.uk)) is a useful source of information while using this book. It can help with a number of the exercises, as well as giving more general information on the following topics.

## RYA Organisations

Recognised Training Centres can issue RYA certificates in the disciplines for which they have been approved. They fall into 3 main categories.

1. Centres open to the public.
2. Clubs providing tuition to their members, or perspective members
3. Organisations such as Local Education Authorities, Scouts and HM Services teaching their own groups.

RYA training centre recognition is vested in the Principal. You are responsible for issuing RYA certificates and ensuring that the requirements of RYA recognition are maintained at all times. Guidelines for the recognition of RYA training centres are available in a separate document from the RYA or from the website at [www.rya.org.uk](http://www.rya.org.uk)

Guidance notes are produced and reviewed annually for training centres in the UK & overseas. They give a comprehensive overview of all the requirements needed to run a safe & effective recognised training centre including teaching and safetyboat ratios, training expectations, equipment and day to day management of staff. Anyone with aspirations towards becoming a chief instructor should familiarise themselves with this document.

### RYA Guidance Notes of Training Centres in the UK

### RYA Guidance Notes of Training Centres Outside the UK

## RYA Affiliated Clubs

In order to be able to use the Racing Rules published by ISAF every 4 years, organising bodies must affiliate to the National Governing Body. In the UK this is the RYA. However, affiliation is not restricted solely to racing, any club with a specific boating interest may apply. These could include Windsurfing, Motor cruising, Inland Waterways and Personal Watercraft.

## RYA Initiatives



**Team 15** is a nationwide network of clubs where windsurfers aged 15 and under can get together, usually every week, to improve their skills and have great fun together. These clubs all operate at RTC's using the RYA Youth Windsurfing Logbook (W1) as guidance. Although competition isn't the sole aim, clubs are gently encouraged to compete with other local clubs in their area and zone. These events will lead eventually to a National competition to find the National Champion Team. Visit [www.team15.org.uk](http://www.team15.org.uk) for more information.



**On-Board** is designed to make it easier for youngsters who are interested in dinghy sailing or windsurfing to get involved in their local area for a minimum cost. It is co-ordinated by the RYA and supported by the industry. It is delivered at RTC's. Over a ten year period, the target is to introduce a minimum of 500, 000 youngsters into sailing or windsurfing in the UK. Visit [www.ruob.co.uk](http://www.ruob.co.uk) for more information.

# GENERAL ADVICE AND GUIDANCE

The RYA provide plenty of advice and guidance on a variety of subjects on the website and publications it produces.

## **Safeguarding children and vulnerable adults**

The term Safeguarding describes the responsibility of everyone working with children and young people to promote their welfare and safety. Child Protection describes the work undertaken by relevant professionals to protect children and young people when there are concerns about their safety and welfare, or when they may be suffering or at risk of significant harm.

It is the policy of the RYA to safeguard children and young people taking part in boating from physical, sexual or emotional harm. The RYA will take all reasonable steps to ensure that, through appropriate procedures and training, children participating in RYA activities do so in a safe environment. We recognise that the safety and welfare of the child is paramount and that all children, whatever their age, gender, disability, culture, ethnic origin, colour, religion or belief, social status or sexual identity, have a right to protection from abuse. Further information about Child Protection and CRB check can be found in RYA publications G14/W33 and on the RYA website: [www.rya.org.uk/go/childprotection](http://www.rya.org.uk/go/childprotection)

# YOUR SAILING CV

Please summarise your sailing experience under the headings below. Not only will it help you identify areas that you may need extra help with on the course, it will help the course coaches to modify the course programme for the candidates.

**How many years have you been sailing?**

**How many years teaching/coaching?**

**List of different dinghies/keelboats/boards sailed\***

**List of RTC's worked or volunteered at a club level**

**List of competitions/events entered, if any (with results)**

**Personal strengths to help become an SI**

**Weaknesses that will be a hindrance to becoming an SI**

\*Complete as appropriate to the course you are attending



## EXERCISE 1

This is the start of the exercises in this workbook where you should read carefully what you are being asked to do, study the exercises and fill in the boxes with their solutions. Once you have completed this, you can compare the solutions with those given at the back of this booklet in the 'suggested solutions' section. You should resist writing lengthy solutions; only write what is necessary to get the point over. You should also resist the temptation of looking at the solutions at the back before writing their own.

### **What are the following publications and how important are they to instructors and Senior instructors?**

#### **National Windsurfing Scheme exercise (windsurfers only);**

G47

W1

G49

W33

G51

#### **National Sailing Scheme exercise (dinghy/keelboat sailors only);**

G4

G14

G12

G3

G11

# ROLES AND RESPONSIBILITIES



## National Sailing Scheme specific

The SI can sail well in a variety of dinghies\* multihulls and/or keelboats\* and demonstrate the correct technique relevant to each type. For example within dinghy sailing, the craft will include single & double handed dinghies, aft & centre mainsheets, symmetric and asymmetric spinnakers.

## Windsurfing specific

Within windsurfing, the SI should be competent on a wide range of equipment from beginner to intermediate, with knowledge of advanced equipment & techniques

\*NSS SI Course - The student should take the appropriate Senior Instructor course based on experience and knowledge, courses are available in dinghies and keelboats.

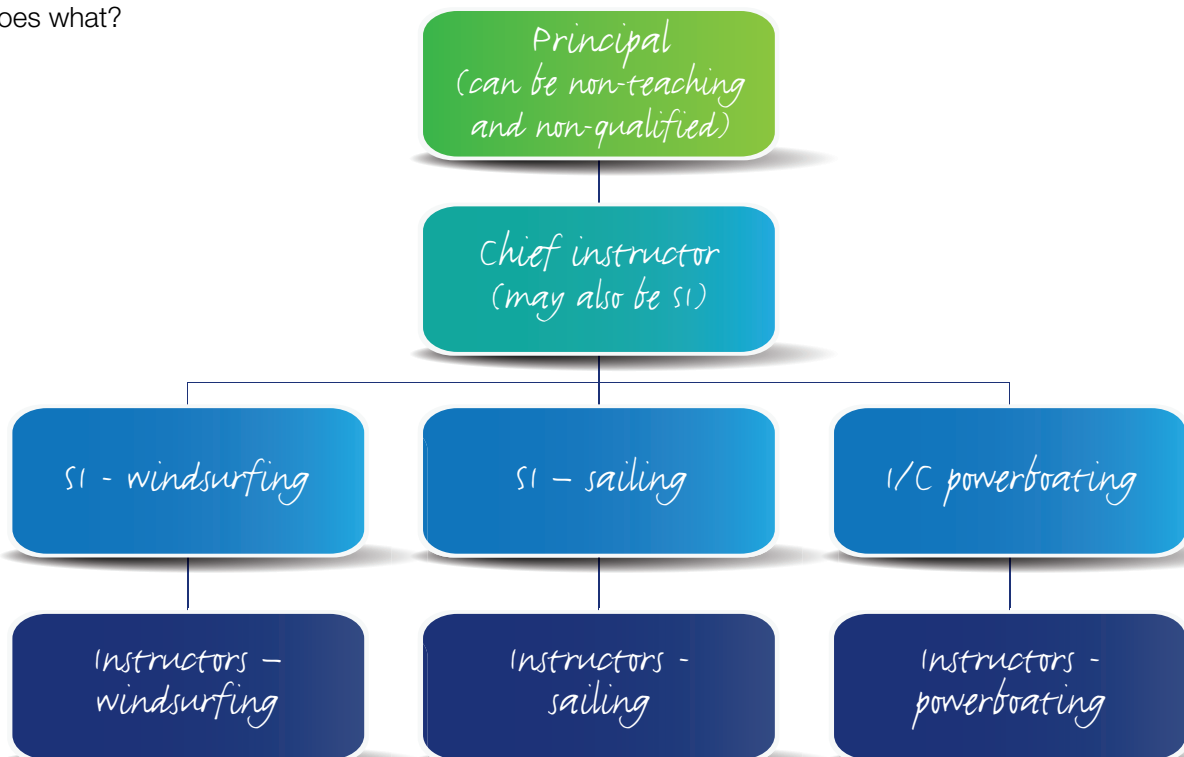
INSTRUCTORS IN CHARGE	PRE REQUISITE QUALIFICATION FOR COURSE
SI at a dinghy training centre	Dinghy Instructor plus 1 year's full-time or 2 year's part-time teaching
SI at a keelboat training centre	Keelboat Instructor plus 1 year's full-time or 2 year's part-time teaching, SI with a Day Skipper practical certificate or a Dinghy/Multihull Instructor with a 2 day Keelboat Instructor conversion
SI at a windsurfing training centre	Windsurfing instructor plus 1 year's full time or 2 years teaching
I/C powerboating at a powerboat training centre	Powerboat instructor (No SI course attendance applicable)

A centre that provides teaching in all disciplines will have an appropriately qualified Senior Instructor to oversee each of the specialised training areas. This SI may be 'dual qualified', i.e. a Dinghy SI holding a Start windsurfing instructor award OR a Windsurfing SI holding a Dinghy Instructor award can oversee both/either activities.

An SI should have a good overall general knowledge of their own discipline. Instructors working at the centre or volunteering at a club may have a greater expertise in their own field. These disciplines are Dinghy/Multihull sailing, Keelboat sailing, Windsurfing & Powerboating.

## SI – the role within a centre or club

Who does what?



In a commercial centre, the Principal may have a Chief Instructor working for them who delegates to the instructors (or Senior Instructors) in charge of each discipline. Smaller centres and clubs may have very different structures and designation of responsibility.

**The Principal in a centre may manage the following;**

- Administration
- Finance
- Staff recruitment
- Buildings & maintenance
- Purchasing
- Domestic & teaching staff
- Equipment replacement & repairs

At a club, there may be committees to oversee these tasks

**The Chief Instructor in a centre may;**

- Manage the staffing for all disciplines & activities
- Co-ordinate all the centre activities
- Co-ordinate the senior staff
- Oversee all programmes
- Carry out risk assessments
- Produce or have major input to the SOP's
- Report directly to the Principal
- Monitor teaching standards through practical observation
- Provide feedback to staff

**Lead SI or I/C powerboating (may be Chief instructor) will oversee;**

- All activities afloat
- Activity programmes
- Training & development of instructors
- Instructors daily tasks
- Training Assistant Instructors

A sailing club may appoint an SI to fulfil all roles, although the elected committee members will manage the running of the club.

## Senior instructor skills

A senior instructor will possess many diverse skills. They will delegate many or all of these to their instructors as they receive training and are deemed competent to do so. Hence they will start to acquire and develop more of the skills needed to be an effective SI.

These skills include;

- Meeting & greeting students
- Briefing students & instructors
- Equipment preparation
- Recommending/issuing appropriate clothing for students
- Planning appropriate teaching sessions
- Selecting the appropriate teaching/sailing areas
- Arranging/allocating safety cover
- Delivering instruction
- Assessing/evaluating students progress/ability
- Coaching
- Debriefing students & instructors
- Delivering theory subjects
- Staff training

## Roles & responsibilities

### EXERCISE 2

List 4 areas that each of the following have responsibility for

#### Principal

1 *Issuing RYA certificates*

2

3

4

5

#### Chief instructor

1 *Briefing & supervising Senior instructors*

2

3

4

5

#### Senior instructor

1 *Supervising teaching sessions afloat*

2

3

4

5

## SI – Their role in teaching the schemes

The RYA methods have developed over a long period of time and are now used and imitated throughout the world.

The schemes are regularly updated to ensure that current developments in the sports and in their teaching are reflected.

One of the SI's responsibilities is to ensure that instructors are teaching the current scheme.

When the centre or club has its annual inspection, the inspector will expect to see instructors teaching to the RYA syllabi & guidelines.

SI's may delegate this to one of their lead instructors

However, the SI has a responsibility to ensure that the basic method of delivery;

- Is clearly understood by all instructors
- Is accurate and delivered as such
- Conforms to the RYA 'method' as presented in the appropriate handbooks

An instructor may add;

- Simple (but effective) adaptations to suit boat/venue/board/rig/student
- Creative ideas that add to the experience of the student
- An interesting/innovative way of delivering technical information/theory subjects

An assistant instructor;

- Works under the supervision of an SI
- Be counted in the tuition ratios as a qualified person (see guidance notes for details)

### **RYA Guidance Notes of Training Centres in the UK**

### **RYA Guidance Notes of Training Centres Outside the UK**

An unqualified helper may;

- Work under the supervision of an SI
- NOT be counted as a qualified person in tuition ratios

Keep yourself up to date with the latest information which can be found from the following resources:

- RYA Website
  - Instructor and Centre Resources
- Wavelength
- Regional Conferences
- Annual RYA Conference
- Your RYA Inspection

# COURSE PLANNING AND ORGANISATION

When an SI or lead instructor is preparing for a course they are responsible for;

- Checking the number of students in each activity group
- Checking the age & experience of the group members
- Deciding/writing the outline programme for the group
- Choosing the appropriate instructor for the group
- Ensuring that the instructor has all the necessary information about the group (inc medical details)
- Discussing briefly the aims/objectives/area/equipment for the session with the instructor

In writing the outline programme, the SI/lead instructor should consider what the course outcome should be, often this is laid out in the syllabus. What point in the syllabus the students reach needs to be carefully thought out and what 'goals' are needed to achieve this ought to be included.

## Course design & content

### EXERCISE 3

For your discipline ONLY (Windsurfing or National Sailing Scheme), please fill out the following blank programme. (A brief overview & progression is all that is required).

#### Level 1 Start Sailing (dinghy/keelboat) OR Start Windsurfing course

DAY	AM	PM
1		
2		

#### Level 2 Basic skills OR Intermediate non-planing Windsurfing course

DAY	AM	PM
1		
2		

**Seamanship skills OR Intro to harness and footstraps**

DAY	AM	PM
1		
2		

**Start Racing or Youth Stage 1 (National Sailing Scheme and Windsurfing)**

DAY	AM	PM
1		
2		

**Day sailing or sailing with spinnakers or Intermediate Windsurfing course (planing skills including clinics)**

DAY	AM	PM
1		
2		



## Appropriate selection of sailing craft

### EXERCISE 4

Depending on the level of recognition the centre or club has, it will be seeking to instruct students sessions from beginner to advanced. These students will have a wide variety of skills. The centre/club may have to cater for children as well as adults.

On the table below, create a 'wish' list of various craft to cater for these different types of students. The idea is to create as broad a range of craft as possible.

Dinghy exercise (dinghy sailors only);

SAILING CRAFT		PARTICULAR USE
1		All round, general purpose dinghy – suits all ages, beginners to improvers
2	Optimist	
3		Youngsters/teenagers – progressing towards advanced skills
4		High performance dinghy - used for advanced courses, but still 'user friendly'

Keelboats exercise (keelboaters only)

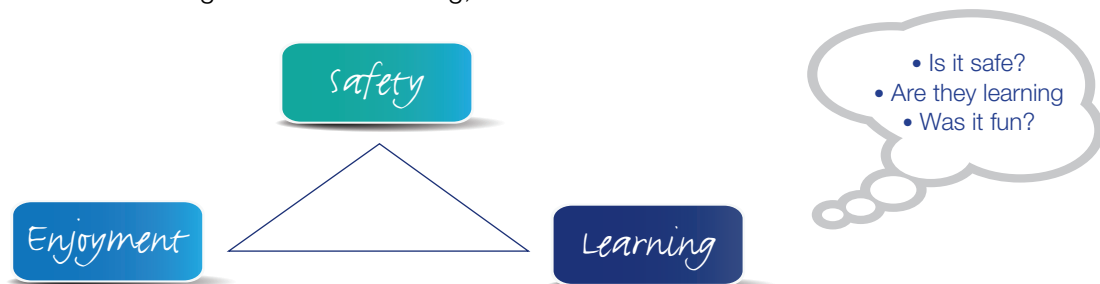
SAILING CRAFT		PARTICULAR USE
1		Fast, safe design that is renowned to be stable due to a heavy bulb keel. No crew number restrictions. Has very good sea keeping capabilities. Has a small cabin.
2	Hawk 20	
3		Fast, powerful, dayboat with an asymmetrical spinnaker. Large competitive fleet. Built by a company more known for its dinghies. Crew aren't allowed to 'hike out'.
4	Colgate	

Windsurfing exercise (Windsurfers only);

BOARD/RIG	PARTICULAR USE
1	All round, general purpose board - suits most ages, beginners to very early improvers
2	BIC Tecno
3	Intermediate NP board suitable for adults and teenagers
4	
5	Board for teaching intermediate planing and early advanced skills (still user friendly)
6	Training rig 3.5
7	Light, responsive youth sail allowing progression onto Youth stage 2 & 3
8	Adult, fully battened sail range, intermediate planing & non planing skills

## Session planning

Planning an effective session should be a skill learned at the instructor stage. However, it would be useful if the SI had a clear understanding of what is required, so that they can help inexperienced instructors. Most sessions will have three main sections; a beginning, a middle and an end. Overlaid on that, the session should have 3 main priorities and these can be thought of as the following;



Safety – This is always the main & highest priority. If the session is safe it will allow the instructor and students to move onto the next stage. The SI has the responsibility to ensure all sessions at their centre are safe. They will delegate some of this responsibility to their instructors, but the ultimate responsibility remains with them. Safety should be monitored constantly and if any factors change, the SI & instructor should consider modifying the session or even stopping it.

Enjoyment – Students must enjoy what they are doing. Firstly, they are likely to have paid for the experience (whether as a club member or course fee), so they will expect value for money. If they don't enjoy themselves, they are highly likely to stop doing the activity and seek another one that they might enjoy more. Being on the water in or on a craft is often enjoyment enough, but it can't be taken for granted.

Learning – If the other two criteria have been met, then this is the last one to consider. However, it is also important as students must feel that they are being challenged in the activity and they must also feel that they are making tangible progress.

### EXERCISE 5

Use these 'priorities' to help with the following exercise. They will appear again when briefing and perhaps more importantly, debriefing is covered later in this booklet.

In the table below write down what is needed to run an effective session from the list provided. They don't need to be in the right order, but they should be in the correct section. Strike through each heading as they are used, (highlight word and right click).

*Holding area, marker buoys, safety boat, observation, re-brief, sailing area, debrief, individual feedback, aim & objective, exercises, diagrams, timings, emergency action, check understanding, land drills, demonstration, record activity, head count, equipment, liaise with other staff, signals, explanation.*

Beginning	
Middle	
End	

Refer to G14 & W33 for further reading and advice.

## Session planning

One of the prime roles of the SI is to plan appropriate sessions for particular groups, taking into account the weather, the time of year, the age and ability of the groups.

Dinghy sailing (double/single handers), keelboat and windsurfing sessions are carefully laid out in G14 & W33. Before attending the course, familiarise yourself with them, up to and including further sessions, seamanship skills & sailing with spinnakers. All of these sessions will be covered on the course.

For windsurfers, the sessions will be Start and Intermediate planing skills. Even if the intermediate instructor award isn't held by a candidate, a working knowledge of the skills within the award will be expected.

Study the sessions below (there are separate ones for dinghy sailing (NSS), keelboat and windsurfing). Read the session scenarios carefully first. Now imagine that you are the SI witnessing these sessions and that you are going to give feedback afterwards. Make a judgement on what you might say using the criteria of 'Safety, enjoyment & learning' to help you decide. With each of these exercises, you should look for a maximum of 3 points to provide your feedback (see section on reviewing for further information).

### National Sailing Scheme exercise (dinghy sailors only);

A). Seamanship session (coming alongside & picking up a mooring)

- 6 students, all competent L2/3 sailors (adult)
  - 1 experienced instructor
  - 1 safety boat, several marker buoys, 3 x Basic double-hander (your choice)
  - Safe, coastal lagoon, high water, F3 cross shore
- 
- Instructor gives safety then activity brief on how to achieve tasks, using diagrams on whiteboard. Safety signals are also explained.
  - Students understanding checked. Instructor goes afloat in safety boat after checking all boats are rigged correctly
- 
- Students launch & sail to area and carry out the tasks in rotation. (not all boats are fully occupied & active during the task)
  - Instructor gives feedback to dinghies when they are alongside
- 
- Students return to shore and recover dinghies.
  - Instructor gives debrief including advice & top tips to each sailor

#### Safety

- 1.
- 2.
- 3.

#### Enjoyment

- 1.
- 2.
- 3.

#### Learning

- 1.
- 2.
- 3.

## B). Sailing with spinnaker session (hoist & drop)

- 4 students, 2 x competent L2/3 sailors, 2 x L2 sailors, less experienced
  - 1 newly qualified instructor who is a very good racer
  - 1 safety boat, several marker buoys, 3 x Asymmetric rigged boats (your choice)
  - Coastal centre, no masthead floats available for the dinghies, blustery F4 onshore
- 
- Instructor gives safety then activity brief. He also gives an on-shore demo of the task.
  - Safety signals are also explained. Instructor then goes afloat to lay an oblique upwind/downwind course
- 
- Students launch 2 boats. The 2 competent sailors go together in one boat, the other 2 go together in the other and sail to the area.
  - The dinghy with 2 sailors sail the course reasonable successfully, but are slow on the hoist & drop, causing them to sail over their spinnaker each time they drop.
  - The other dinghy capsizes as soon as they hoist and invert. All sailors stay with their boat, but take a long time to recover it. This takes all the instructors attention, so he misses how the other dinghy gets on completely apart from their first hoist,
- 
- Students return to beach, but have major difficulty as it is a lee shore and they have not landed on one before.
  - The instructor debriefs the group, but concentrates mainly on the capsize recovery

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.

## C). Improving upwind sailing & tacking session

- 6 students (teenagers) improver standard, 1 experienced, but mature instructor
  - 1 safety boat, numerous buoys, 6 x basic single henders
  - Sheltered estuary, high water, F2/3 cross shore
- 
- Instructor gives thorough brief and safety brief with diagrams on whiteboard, including signals. Their understanding is checked. The instructor helps rig the boats correctly then goes afloat to lay an upwind course with a 'spreader' mark, so that no gybing is required
- 
- Students launch and begin the task. The instructor is close at hand and shouts lots of feedback to them. However, they are admonished if they get a tack wrong. The instructor gives them a long session (2 hours) in the hope of improving their sailing
- 
- The students return to the shore and de-rig. The instructor gives a very detailed debrief to each student (5 mins each)

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.

## National Sailing Scheme exercise (Keelboat only)

### A). Keelboat session, picking up a mooring

- 3 Students, experienced dinghy sailors, but novice keelboaters.
  - 1 experienced keelboat instructor
  - 1 x keelboat, coastal estuary, F3
- Instructor briefs students about task onboard, and then gives a demonstration. After his demo, he checks student understanding.
  - Each student attempts the task. Instructor gives feedback after each attempt, and then puts the next student on the helm.
  - At the end of the session, the instructor gives a general overview, the gives individual feedback to each student.

#### Safety

- 1.
- 2.
- 3.

#### Enjoyment

- 1.
- 2.
- 3.

#### Learning

- 1.
- 2.
- 3.

### B). Keelboat session, leaving a berth (wind blowing on)

- 3 novice keelboat students
  - Newly qualified instructor
  - J80. Weather – F2/3, marina berth
- Instructor briefs the exercise and checks understanding of the students. He allocates crew roles for each student. He then hands over the keelboat to the students.
  - The 'helm' follows the briefing and takes the boat away from the dock. Unfortunately, the student on the bowline leaves a 'turn' around the cleat which they are slow to clear as the boat leaves the dock. Consequently, the boat 'rolls' along it's fenders as it leaves.
  - The instructor debriefs the exercise once clear of the marina, identifying the fault and how it could be avoided. They then move onto other exercises afloat.

#### Safety

- 1.
- 2.
- 3.

#### Enjoyment

- 1.
- 2.
- 3.

#### Learning

- 1.
- 2.
- 3.

## Keelboat session, MOB

- 3 novice keelboaters
  - Experienced instructor
  - J80. Weather – F3/4, estuary
- Instructor briefs students on MOB and checks understanding. He then gives a demonstration. He checks understanding once more. He then hands over the controls to the students, having allocated roles.
  - Each student is given 3 attempts at the manoeuvre, with feedback given after each attempt.. The students improve visible after each attempt.
  - After all students have had their attempts, the instructor ‘parks’ the boat and debriefs the whole exercise, with lots of opportunities for questions. He answers all questions put to him.

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.

## Windsurfing example (windsurfers only).

### A). Start’ session, ‘sailing across the wind’

- 6 students, all progressing well
  - 1 instructor, 3 seasons experience
  - 1 safety boat, numerous markers buoys. Student all have beginner ‘floaty’ widestyle boards and small but efficient rigs
  - Tidal lagoon, flat water, F2 cross shore, high water
- Instructor gives safety then activity brief on how to achieve tasks. He also gives a demonstration on the simulator. All students then try and are given feedback on their performance. Safety signals are also explained. Students understanding checked. Instructor goes afloat in the safety boat after checking all board & rigs are ready for use, and lays a beam reach course.
  - Students launch & sail on the course. All are successful and don’t lose ground downwind. The instructor offers advice & feedback from the water but often ‘parks’ his safety boat in the path of the sailors.
  - Students return to shore and recover kit.
  - Instructor gives debrief including feedback & top tips to each sailor

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.

## B). Intermediate group, 'getting going'

- 5 students, 2 competent & fit sailors, 3 sailors, less experienced
- 1 newly qualified instructor who is a very good shortboard sailor
- 1 safety boat, several marker buoys, all students have intermediate widestyle kit (but without daggerboards) and large powerful rigs
- Coastal centre, blustery F4 cross off
- Instructor gives safety, then activity brief. He also gives an on-shore demo of the task on an intermediate simulator.
- Safety signals are also explained. Instructor then goes afloat in a safety boat, to lay a broad reach course
- Students launch. The 2 competent sailors immediately plane away from the beach and continue to sail past the outer marker, the other 3 struggle with their powerful rigs and quickly find themselves downwind of the course.
- The instructor spends a lot of time ferrying in the less able sailors. The more able 2 continue planing but are losing ground down wind.
- The instructor eventually shouts at them to sail to shore and walk (a long way) back up the beach to the starting point
- Eventually, all students return to beach and starting point.
- The instructor debriefs the group, but concentrates mainly on the more capable 2 sailors

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.

## C). Intermediate course, NPCG

- 6 students (young adults) very fit and able
- 1 experienced, but mature instructor
- 1 safety boat, numerous buoys, intermediate widestyle boards, fully battened rigs, various sizes
- Sheltered estuary, high water, F2/3 cross shore
- Instructor gives thorough brief and safety brief with diagrams on whiteboard, including signals. He also gives a good demo on an intermediate simulator and all students each try with feedback given. Their understanding is checked. The instructor checks that all students are happy with their kit choice then goes afloat in a safety boat to lay a course that will allow lots of gybing practice.
- Students launch and begin the task. The instructor is close at hand and shouts lots of feedback to them.
- However, they are admonished if they get a gybe wrong. The instructor gives them a long session (2 hours) in the hope of improving their sailing
- The students return to the shore and de-rig. The instructor gives a very detailed debrief to each student (5 mins each)

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.



# Teaching Children

## EXERCISE 6

Although the fundamentals of teaching remain the same no matter who is being taught, there are differences when it comes to teaching children and adults. They learn in very different ways and if instructors are to be successful in their teaching, they should recognise these differences and adapt their teaching style and sessions to suit.

Further guidance on these differences can be found in G14, section 6 and W33, section 5.

Look at the scenarios below and use the priorities to make a judgement on their effectiveness as sessions.



### Start Sailing

- 6 adult beginners
  - 2 young, recently qualified instructors
  - 6 basic single handers, 2 'jaffa' dory safety boats
  - Inland lake, F2/3
- The instructors give a thorough briefing on the session using plastic models on the sand, with the group all kneeling. Going about is called 'Tick tacking', beam reaching is illustrated by pretending to be sick over the side of the dinghy and accelerating/slowing down is compared to controlling a horse with reins.
- This is followed by a light-hearted 'simulator' session ashore with a rigged Pico on a turntable. This includes how to deal with getting stuck head to wind ('in irons', which is factually correct, but this provides the opportunity for the instructors to go into their well rehearsed pirate routine and to tell lots of cringe-worthy pirate jokes). The instructors check students understanding with a pirate related Q & A session. Those who answer incorrectly are threatened with walking the plank and keel hauling. A safety brief is given including signals, sailing area (using a treasure map) and emergency action. One instructor goes afloat while the other instructor conducts a rigging game with the students. Each student is given a pirate handkerchief to wear on their heads.
- The Instructors continue to conduct the session safely and after a demo sail and capsize, they introduce the students to a single Pico one student at a time. They then progress onto two Picos and so on until all the students are sailing the beam reach course. There are several capsizes and many students get stuck 'in irons', prompting more pirate hilarity. The students also have sheeting problems and difficulty steering a beam reach course. Both instructors are afloat in separate safety boats. The instructors then lengthen the course for a period before bringing the students ashore safely.
- Once ashore, the instructors debrief the group with a 'pirate quiz'. Afterwards, many of the students are still asking questions about the session.

#### Safety

- 1.
- 2.
- 3.

#### Enjoyment

- 1.
- 2.
- 3.

#### Learning

- 1.
- 2.
- 3.

## Keelboat

- 4 Children, all junior race sailors
  - 1 experienced keelboat instructor, 1 assistant.
  - 1 sporty keelboat. Sheltered estuary, F2/3, occasional gust 4
- It's the first time in a keelboat for the children. However, they are all sailors already, so the instructor takes them out for a familiarisation sail. The children are carefully briefed on what they are about to do and what to expect. He also checks their understanding of the brief. Not surprisingly, the children are very excited and constantly ask about 'when can they go fast'?
- The instructor and assistant 'run' the boat throughout as they consider the winches and sheets too risky for the children, although they do let them helm on occasions. However, they take back control each time they tack or gybe. The sails are heavily reefed, so the boat is very underpowered. At the end of the session, the instructor and assistant berth the boat and the children are taken safely back to the club.
- At the debrief, the instructor and assistant are dismayed to find that the children did not enjoy their session and none of them opt for any further keelboat tuition, despite it being on offer. They would all prefer to sail in their own single handers.

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.

## Start Windsurfing

- 6 children, beginners
  - 1 mature instructor recently qualified.
  - 6 beginner boards & rigs
  - 1 safetyboat, lake venue, F1/2, warm summer day.
- The instructor takes the children through 'on-shore 1' on the simulator. Each child tries each element on the simulator before moving on. The instructor is very thorough and accurate in his feedback to each individual. The session over runs and the children become restless. The instructor then checks the children's understanding of the task.
- The children get changed and after launching and anchoring the safety boat, the instructor helps the children carry the boards and rigs to the water. He helps each child raise their rig to the secure position and then sailing position. After helping all the students sail away from the beach, he needs to get into the safety boat to ferry them all back to the shore one at a time.
- Once all students are safely ashore, the instructor takes them back to the simulator to highlight the mistakes they have been making. The children become more restless.

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.

## Dealing with Complaints

Unfortunately, the SI sometimes needs to deal with complaints, usually from students. This can often be traced back to a breakdown in communication somewhere along the line from booking the course to its delivery. If handled effectively, the complaint can be dealt with immediately and the student goes away happy. If it is left however, it can develop into a difficult and uncomfortable situation for all concerned.

Dealing with complaints will be addressed on the course by the coaches, but in the meantime, look at the situations below and using the 'priorities' (safe, enjoyment and learning), see if the students complaint is justified and if so, in which section. **Look at the following link for further information.**

### EXERCISE 7

#### National Sailing Scheme exercise (dinghy sailors only);

Performance sailing course

- 4 students (inland sailors)
  - 1 very experienced racing instructor
  - 2 x advance high performance boats (with mast head floats)
  - Sheltered coastal location, F 3/4
- 
- Instructor gives good, thorough brief on spinnaker gybing & 'power' use. Briefing includes area & task (spinnaker gybing) and how to deal with a capsize.
  - Sailing area, signals and safety brief given. After checking the students understanding, the instructor then helps rig dinghies before going afloat to lay the course and prepares to meet students on the water.
- 
- Students sail to area, but each time they hoist, they become overpowered and capsize. Consequently, they never actually sail with the spinnaker up and 'use' the power.
  - The instructor attends every capsize and ensures all students are safe and gives meaningful feedback when they have recovered.
  - Eventually, the instructor halts the session early and sends the students back to shore.
- 
- The instructor debriefs the session, concentrating on the errors that lead to the capsizes.
  - He is unable to comment on how the students used 'power', as they never got that far.
  - Unfortunately, the students later complain to the SI that they 'did not get what they paid for'.

#### Safety

- 1.
- 2.
- 3.

#### Enjoyment

- 1.
- 2.
- 3.

#### Learning

- 1.
- 2.
- 3.

## National Sailing Scheme Exercise (keelboat sailors only);

1st session afloat in a keelboat

- 3 novice keelboat students
  - Newly qualified instructor
  - J80. Weather – F 3/4, strong tide through marina berths
- 
- Instructor gives thorough boat intro & safety brief. Then briefs for leaving the berth. Each student is allocated a role. Instructor then gives demonstration of how to leave the berth. He then puts it back on the berth, checks student understanding and hands over to the students. The instructor always puts the boat back onto the berth before the next student takes over.
  - He then briefs & demonstrates coming onto the berth, checks understanding and then hands over to the students. After this, he briefs and demonstrates picking up a mooring, checks understanding, and hands over.
  - However, during this session, the sails are never used.
- 
- Each student has 3 attempts at each manoeuvre. The instructor provides useful feedback during and after each attempt. The students clearly improve during their attempts.
- 
- At the end of the session (which is very long), the students are confident enough to put the boat back onto the berth with no input from the instructor. He congratulates them on their efforts and generally reviews & recaps the session, highlighting the teaching points.
  - Unfortunately the students made a complaint to the SI that their expectations weren't met.

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.

## Windsurfing example (windsurfers only):

Start racing

- Improver course (intermediate planing, introduction to planing skills)
  - 3 students (keen intermediate, non-planing standard)
  - 1 young Advanced instructor (recently qualified)
  - Sufficient planing type boards & powerful, fully battened rigs for all students.
  - Flat water venue, cross shore, F4.
- 
- Instructor gives demonstration on intermediate simulator on use of harness, 'getting going' and use of footstraps. All students try on the simulator.
  - Instructor then briefs for the on-water session including sailing area, task, and signals, He then helps with board & rig choice and ensures all students have the correct equipment.
  - After launching the safety boat, he then gives an on-water demonstration of the task, although he spends longer than is necessary; carve gybing at each end of the runs.
- 
- Students take to the water and try their best at the skills. The instructor frequently sails past them shouting encouraging words. He tries to ensure that all the students have had some on-water feedback. He is able to plane easily and hence, is able to sail near each of his students during the course of the session.
  - 2 of the students manage to plane, in the harness and front feet in the straps. 1 student planes twice, in the harness, but out of the straps.
  - After 2 hrs, he sends the students back ashore.
- 
- The instructor then debriefs each student on their progress and how to improve for next time.
  - Unfortunately, the students later complain to the SI.

### Safety

- 1.
- 2.
- 3.

### Enjoyment

- 1.
- 2.
- 3.

### Learning

- 1.
- 2.
- 3.

# BRIEFING & DEBRIEFING

The SI is considered to be the 'technical expert' at any centre (and up to a point, club) and has a responsibility along with the Chief instructor and Principal to ensure that all teaching sessions are delivered to a consistently high standard. NSS and windsurfing instructors are only to operate 'under the supervision of the appropriate Senior Instructor'.

During the course, briefing & debriefing by the SI will be explained carefully and candidates will be given many opportunities to practice these skills. Consequently, only limited information is given in this booklet. However, you can become more familiar with what is required by referring to the appropriate sections in G14 & W33. In G14, its section 6 and in W33 it's section 5.

The duties of the SI include

- To monitor instructors
- To train (and retrain) instructors when necessary
- To support & assist instructors in their teaching & everyday duties
- To lead & co-ordinate multiple groups on the water



In order to be able to fulfil these duties, the SI should be able to manage situations and give clear guidance & feedback in an effective way. The SI will be seen as a role model and may need to;

- Deal sensitively with students
- Feedback carefully & accurately to staff
- Manage awkward situations sensitively and successfully.

## Briefing

Instructors should already be familiar with briefing and they should know that before any task can be undertaken, there must be a clear brief to the students. If students are in a keelboat, or a double handed dinghy with their instructor, this is a very easy task. However, if instructors are teaching windsurfing or single handed dinghies, this task becomes much more critical, as it will have a direct bearing on the success or otherwise of the activity that follows.

Within the SI course, this briefing & debriefing will be extended to delivering briefings & debriefs to instructors. The methodology will remain broadly the same, but the information given will differ. Guidance on these differences will be given on the course.

Briefing & debriefing can be thought of as a simple 3 point progression;



The plan will include the elements of the briefing, as listed below. It must be remembered that a briefing is just that – brief. If the briefing is a lengthy monologue, the students will have got bored and forgotten the information given to them long before they reach the water. It's better to run short sessions that have impact than long, dull ones that nobody enjoys or learns from.

What is included in the plan is debatable, but in order for the session to succeed, the bare minimum would be the following;

- The task (aim)
- Checking prior knowledge of the students
- What it is
- How to achieve it (teaching points)
- How long it will take
- The sailing area
- How and where feedback will be given
- What to do in an emergency
- Any signals that are likely to be given (including recall)
- Check student understanding (confirm understanding)

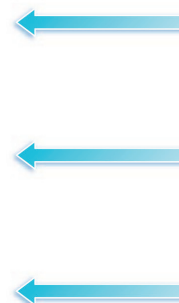
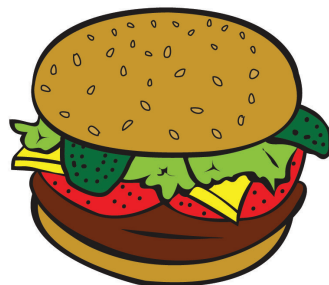
## Debriefing

This is an essential skill for the SI and great emphasis will be placed on this skill during the course, including many opportunities to apply practical knowledge.

There are many ways to provide effective feedback. The prudent SI will use a variety of methods to deliver successful feedback, but initially there are two main ways in current use. They are;

### 1. The hamburger or Layer cake;

This consists of giving the student (or in the case of the SI, the instructor) being praised initially, then constructive feedback (or perhaps, criticism) being given including solutions to any problems encountered, before finishing with additional praise for aspects of their delivery.



The top. Give praise for aspects that have gone well. Be specific

The filling. What's not gone well and how to correct it. Be specific and use the 'RULE OF 3'. i.e. three key things which at this stage will lead to improvement.

The bottom. More praise, finishing on a positive note

### 2. The traffic light;

This is becoming the more common method, but it does require a more skilful delivery from the SI. The stop light (red) is to 'ask' the instructor about some aspects of their performance/delivery. The amber light is to 'discuss' the problems that may have occurred and to discover what might have caused them. The green light is the 'solve' part of the sequence, where through guided discussion, the solution to the problems highlighted in the previous part are reached and agreed.



Ask – about the task. Who, what, how, why, when...

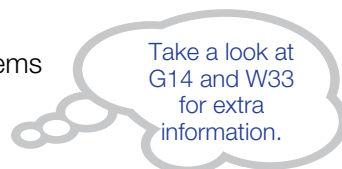


Discuss – their performance in response to their answer. what went well and what could be improved



Solve – agree on an action plan/route towards improvement

This method will require greater observation and awareness of the instructor's problems as well as being able to form the appropriate question to address a particular area. Guidance on these techniques will be given during the early part of the course.



Effective debriefing can be developed by having an alternative approach to debriefing students. Instead of 'stating the obvious', try to find different ways of delivering corrective feedback.

Consider these alternatives;

DIFFICULTY EXPERIENCED BY THE STUDENT	ACTUAL PROBLEM	POSSIBLE INSTRUCTOR FEEDBACK	ALTERNATIVE INSTRUCTOR FEEDBACK
Difficulty tacking a board	Board loses momentum	'You won't get it right unless you keep the rig back where I told you to'	'Almost, well done! Try keeping the pressure on with the back hand, almost feeling like over-sheeting
Great difficulty in gybing a board	Unable to cope with the extra power when bearing away	'I showed you this on shore, don't stand so upright'	'See if you can get lower with your body by bending at the legs before leaning the rig forward'
Final debrief ashore		'Well done, everybody. Kit away before anyone has tea, please.'	'Great session Now, Tom. How did you improve your tack? That's right, fewer steps. Mary, what allowed you to make better progress upwind? Yes, holding your course longer and making fewer tacks.'

On the course, much more guidance on debriefing and how to deliver feedback more successfully will be given by the coaches.



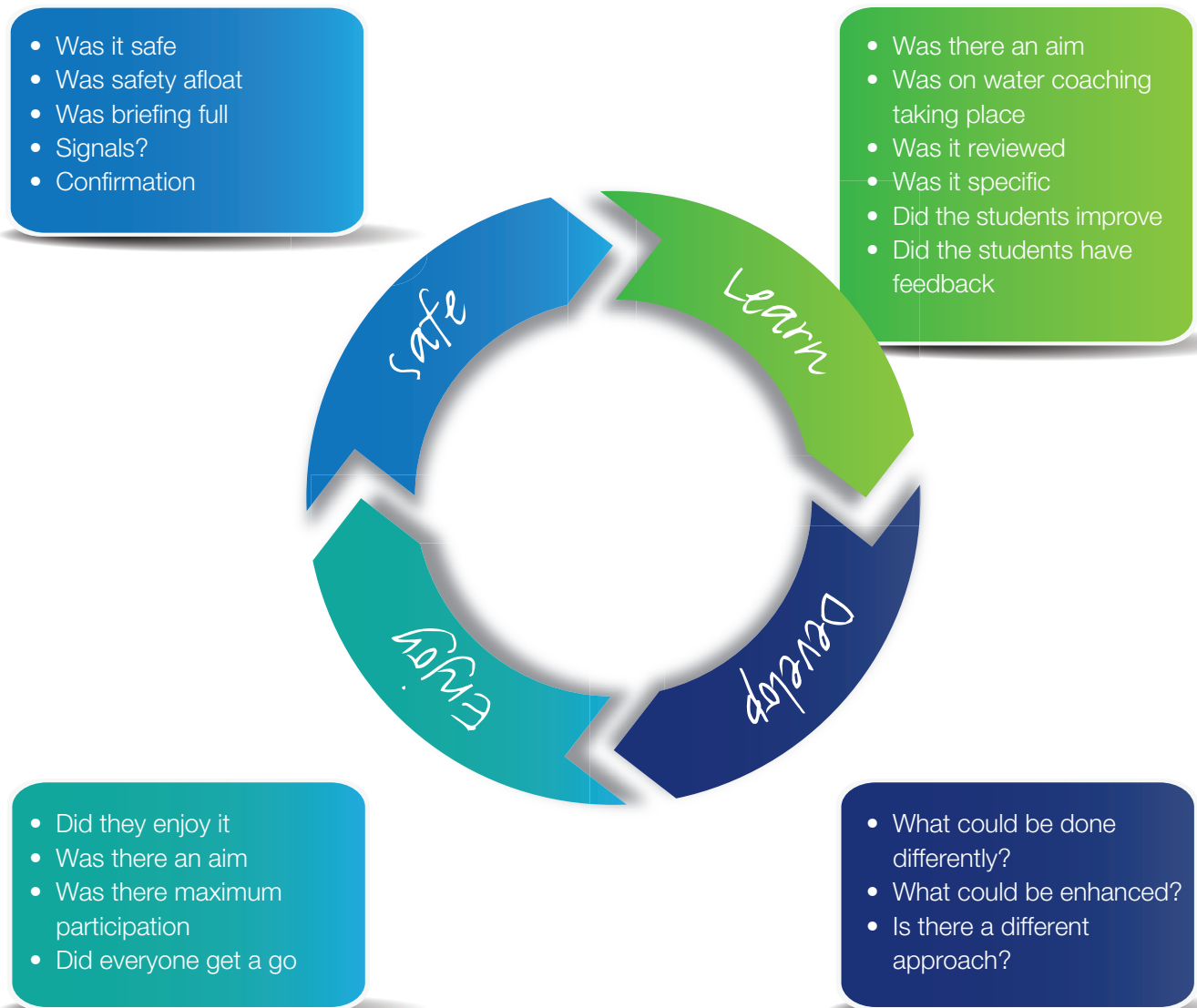
The opportunity will be given to observe sessions and then deliver feedback as part of the debrief for the instructor running the session. Often, candidates attending the course find this a difficult task to perform as it is removed from what they are used to. As instructors, we are used to giving feedback to students directly related to their performance of a task. However, an SI is expected to be able to give accurate debriefs on how instructors have delivered a session and this requires different skills than they are used to.

A key to being able to provide effective feedback is to firstly know exactly what the content of the session is, then closely observe it. Only by doing so, is the feedback going to be of any use.

Using the progression method (page 19) to help clarify how successful the session was. i.e. was the session *safe*? If it wasn't, the 'SI' may have had to step in and stop or modify the session. However, if the session was safe, did the students *enjoy* it? If yes, why? Identify the good parts as these are what the instructor should repeat for the future. If not, also ask why? Then offer advice on how to improve. Then, did the students *learn*? Same questions and answers should be applied.

Finally, if all of the above have been addressed, then what is left for the SI to do? They can look at development, i.e. they can use their experience to offer advice on how the session could be changed or modified for the future.

Consequently, the 'priorities' gain an extra element – development



## Briefing

### EXERCISE 8

Before an effective brief can be given, the SI should ask themselves the following questions, shown below. Imagine that you were about to give a briefing. Fill in the boxes below accordingly.

#### Dinghy example (dinghy only):

**VENUE** – HORSESHOE SHAPED ESTUARY, THE SAILING BASE IS ON THE BEACH BETWEEN THE TWO HEADLANDS. FLAT WATER

**WEATHER** – CROSS SHORE AT THE SAILING BASE, F2/3

**SESSION** – LEE SHORE LANDING,

**BOATS** – DOUBLE HANDERS

**STUDENTS** – CONFIDENT L2 SAILORS

What? (easy – but SI's will need to think carefully about sessions that the RTC is offering).

---

Why?

---

Where?

---

When?

---

Who? (in this case, it's obvious, but SI's should find out who is on the course prior to their arrival)

---

How? (Look in G14 if you don't know)

---

**Windsurfing example (windsurfers only):**

**VENUE** – COASTAL LAGOON, FLAT WATER  
**WEATHER** – F2 CROSS SHORE

**SESSION** – START WINDSURFING, ON WATER 2  
**BOARDS** – BEGINNER WIDESTYLE,  
SMALL ADULT RIGS  
**STUDENTS** – 6 ADULTS, FIT AND WELL-MOTIVATED

What?

---

Why?

---

Where?

---

When?

---

Who?

---

How?

---

**Keelboat example (Keelboat only):**

**VENUE** – COASTAL SITE  
**WEATHER** – F3/4

**SESSION** – GYBING  
**BOAT** – PERFORMANCE KEELBOAT  
**STUDENTS** – 4 ADULTS, ALREADY DINGHY SAILORS

What?

---

Why?

---

Where?

---

When?

---

Who?

---

How?

---

# THE DISASTER DEPARTMENT

## When sessions go 'bad' - 'The disaster department'

### EXERCISE 9

Despite the best efforts of everyone concerned and in particular the SI, sometimes things go wrong. The reasons for this are often varied & complex, but 'epics' can usually be attributed to one small thing occurring very early on. It has regularly been demonstrated that if this one small thing is dealt with effectively at the time, the epic doesn't develop. However, if left or ignored, this problem compounds itself into a much bigger situation that is much harder to deal with.

Questions that the SI could be asking themselves during sessions might be:

- What is happening with tide, wind, water and air temperature, other users, etc?

But more importantly...

- What could happen (changes in the conditions, fatigue, etc), and **can I deal with it?**

If the answer is 'maybe not', then the session should be stopped and changed. The SI should not wait until the answer is 'no. By then, it's too late!

The often used adage is that we all 'learn from our mistakes'. Generally, this is true. However, this quote is only of use if the mistake is small and everyone comes through it unscathed. If the consequences of the mistake are serious, then the lessons can take secondary place and their value can be lost.

A useful 'tool' in this area is the 'near miss' book. Situations where things have gone wrong can be entered in the book and then looked at afterwards to see what lessons can be learned. Staff should be encouraged to use this book in an open and honest way, and SI's and indeed CI's should use it carefully for positive reasons and not use it to lay blame in any particular direction.

The following are a few fictitious scenarios. Read through them and in the exercises following, decide on the major mistakes made.

### Dinghy instructors only

**Session:** Instructor and 6 adult students (club sailors)

**Aims:** To improve their sailing in Laser dinghies

**Sea state:** Wind against tide – wind constant but tide rising

**Weather:** Cold. Wind F4-5 gusting, cross shore, but sunny

**Rigging options:** Laser full rig, Radial or 4.7

**Briefing:** Conditions explained. Need to sail across tide to sheltered bay where the tide would be less strong and the water less lumpy.

- Offered the choice "Sail across or be towed?"
- Offered choice of rigs; all claimed to be sufficiently experienced to manage the full rigs
- When setting off turn onto a run close to shore and run against tide. Gather up-tide before attempting to cross.

### What happened:

- Everyone set off on beam reach but by the time they had settled down they had gone well into the tide.
- Several capsized in the waves trying to bear away.
- Capsized dinghies taken down-tide and upwind.
- The students in the boats that were still upright could not bear away and continued to sail on a beam reach, effectively sailing down-tide and upwind.
- Dead running through the waves proved far too difficult for the group to manage.
  
- Numerous capsizes – performance deteriorated because of frustration, tiredness and lack of confidence in the conditions.
- Dinghies spread over a wide area.
- Complete loss of group control by the instructor who was unable to right all the boats. Students could not remain upright even after righting.
- Two boats drifting towards drilling platform; if they became entangled there would be serious risk of fatality.

### Instructor response:

- Considered towing each boat ashore but decided that this option would take too long and also restrict the safety boat responding to further emergencies.
- Direct the students who remained upright to reach ashore and wait in the shallow water to be towed back to the centre. Some managed but most found reaching across the waves too difficult (end of boom catching and causing capsizes).
- Release mainsheets and allow boom to swing forward of the mast (flagging).
- Work slowly downwind and against the tide by steering at a shallow angle towards the shore.
- Once close in shore with no waves, working against the tide became easier.
- All returned to the centre safely.
- Instructor close to nervous breakdown after all the anxiety.

## Windsurfing instructors only

**Session:** Instructor and 6 adult students

**Aims:** To improve their sailing on intermediate

**Sea state:** Wind against tide – wind constant but tide rising

**Weather:** Cold. Wind F4-5 gusting, cross shore, but sunny

**Rigging options:** Mixture of intermediate boards with daggerboards and a mixture of rigs

**Briefing:** Conditions explained. Need to sail across tide to sheltered bay where the tide would be less strong and the water less lumpy.

- Offered the choice “Sail across or be towed?”
- Offered choice of rigs; all claimed to be sufficiently experienced to larger fully battered rigs.
- When setting off turn onto a broad reach close to shore and sail against tide. Gather up-tide before attempting to cross.

### **What happened:**

- Everyone set off on beam reach but by the time they had settled down they had gone well into the tide.
- Several fell off in the waves trying to bear away, feeling unbalanced and overpowered.
- Boards taken down-tide and upwind.
- Some of the students that were still sailing could not bear away and continued to sail on a beam reach, effectively sailing down-tide and upwind.
  
- Sailing on a broad reach through the waves proved far too difficult for the group to manage.
- Some of the group became exhausted through falling off and trying to pull the rig back up – performance deteriorated because of frustration, tiredness and lack of confidence in the conditions.
- The group were spread over a wide area.
- Complete loss of group control by the instructor who was unable to help all the sailors
- Students could not remain sailing on their boards, even when they had been helped.

### **Instructor response:**

- Considered towing boards ashore but decided that this option would take too long and also restrict the safety boat responding to further emergencies.
- Direct the students who remained sailing to reach a shore and wait in the shallow water to be towed back to the centre. Some managed but most found reaching across the waves too difficult, finding it hard to balance in the waves and their sails too big for the conditions and exercise. It was suggested the group flag down wind, working slowly downwind and against the tide by steering at a shallow angle towards the shore.
- Once close in shore with no waves, working against the tide became easier.
- All returned to the centre safely.
- The Instructor was close to nervous breakdown

## **Keelboat instructors only**

**Session;** Berthing in a marina.

**Aims;** Coming alongside a 'blind' leeward pontoon.

**Weather;** Gusty F3/4

**Briefing;** Instructor briefs session with questions and answers (students have done a simpler alongside earlier in the day). They talk through (correctly) what is to be done and who will do what. Instructor is satisfied with the replies from the students and feels that a demonstration will only waste time.

**What happened;** each student has a role on the boat. They make their approach but find that the boat is a/ going too fast into the berth and b/ is making too much leeway during the approach. The helm asks for the engine to be put astern too late to slow the boat down. The crew jump ashore with the lines as they near the pontoon. The fenders roll up the gunwhale, causing damage to the boat. The boat still has way that cannot be removed, so the bow makes contact with the blind end of the pontoon, damaging the bow fitting. Fortunately, none of the crew is hurt.

**Instructor response;** the instructor blames the crew for travelling too fast into the berth and not taking into account the weather conditions. However, he reluctantly accepts that he was ultimately in charge.

## National Sailing Scheme (dinghy/keelboat) or Windsurfing:

Mistakes were made on shore (except keelboat) after which there was a cascade effect on the water.

Errors that seem small at the start can be the beginning of much worse to follow. What errors were made that caused these sessions to go so badly wrong? (There may be more than 5 so concentrate on the ones that had the greatest impact).

### ERRORS

1

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2

---

3

---

4

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5

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Describe a situation you have been involved in or have witnessed. This may be discussed on the course with the other candidates. No blame will be attached in any direction, but other candidate will be interested in what happened and what lessons could be learned for the future.

---

What happened?

---

What mistakes were made?

---

How was the situation resolved?

---

Was there any further outcome?

---

What key learning points were there?

---

# RISK ASSESSMENTS

## What is a risk assessment?

A risk assessment is a careful examination of what could harm people, then introducing safeguards to ensure that the risks are removed or reduced to an acceptable level.

## Why do risk assessments?

To stop people from being injured. Often one simply records what is done routinely to ensure a safe operation afloat and ashore. In a workplace risk assessments are required by law.

## How to carry out a risk assessment.

Assessing risk is something we may already do automatically, but without thinking of it as a risk assessment or writing anything down. Many things that we do involve assessing the risks and then taking action to ensure that we do not come to harm. For a formal risk assessment apply the same basic principles as follows:

- Identify the dangers (see below for the different stages in doing this)
- Decide who might be harmed and how
- Evaluate the existing control measures
- If necessary, introduce new or revised control measures to reduce the likelihood of harm to an acceptable level.

## Risk management in the outdoors

In recent years a culture of blame and concern over litigation has led to 'wrapping people (young people in particular) in cotton wool' rather than educating them how to deal with the challenges and adventure that are part of life and certainly part of sport.

Unlike the industrial model of risk management, which generally seeks to eliminate risk, in the outdoors we frequently aim to manage risks and use them as teaching and learning tools.


With appropriate training and experience SIs make professional judgements on the level of challenge which for a given group of people can be safely managed.

It is often helpful to think about risks in three different stages:

### Generic risks.

These are already established assessments for common good practice which are likely to be applied to the activity wherever and whenever it takes place. These may take the form of National Governing Body (NGB) guidance or a centre/club's own written operating procedures.

eg. Risk of drowning: safety boat afloat, staffed, engine running before students launch.



Take a look  
now for further  
information and  
understanding



## Site specific risks

These take specific account of the site, environment (including weather), the group and leaders/instructors. These may well be unique to each occasion and might for example form the basis of the morning briefing. eg. Slipway has not been cleaned or launch area has sharp slippery rocks: brief groups and extra care to be taken.

## Dynamic (or instant) risk assessments

These require professional judgement to respond to changing circumstances. These could be due to changes in weather, individuals getting tired or cold etc. These ongoing decisions will ultimately determine the safety of the group.

eg. Squall coming through: risk of overpowering or capsizes – reef or put instructors back in each boat or sailors becoming overpowered on their rigs and unable to return to shore.

## Risk assessments and how they are included in Standard Operating Procedures (SOP's)

An operating procedure is simply a written record of the routine organisation of a club or centre. It will take into account the risks already assessed in recording who is responsible, and how certain routine operations (such as fuelling powerboats) are done.

It is the purpose of instructor training to prepare those responsible for tuition to make decisions beforehand and whilst afloat. A good operating procedure will be restricted to general or repeatable items, leaving the instructor to run the group.

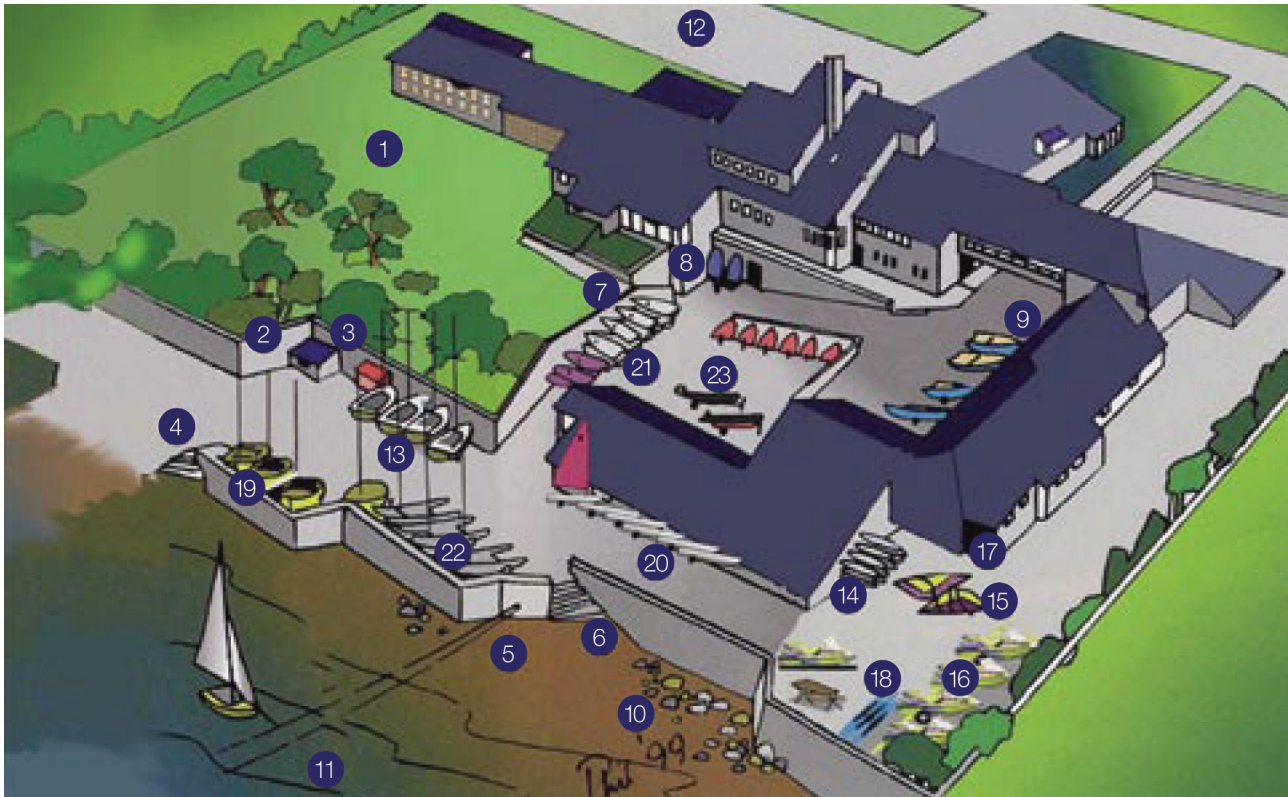
The RYA has information on how to prepare Risk assessments, It can be found on the RYA website. The 'Safety management' document is also a good source of information.

[Safety Management Doc](#)



Below is an aerial view of a large centre (The National Watersports Centre, Plas Menai).

The areas to which students and instructors have access are numbered. The site is 'controlled' which means that should any part of the structure and layout prove hazardous then the owners/managers can make changes to alleviate the risks.



- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Grassy, sheltered area used for lunch breaks, windsurfing simulator sessions, occasionally single hander simulator sessions</li> <li>2. Winch house, used only to haul &amp; launch large keel boats &amp; yachts</li> <li>3. Petrol locker (steel, locked)</li> <li>4. Wide concrete slipway with adjacent steps to beach</li> <li>5. Beach, made up of shingle, pebbles, and larger rocks (no sand)</li> <li>6. Larger flight of steps down to shore</li> <li>7. Laser fleet storage, racked 3 boats high</li> <li>8. Optimist fleet, stored on transoms &amp; strapped</li> <li>9. Performance dinghy storage on trolleys</li> <li>10. Large, fixed rocks on beach</li> <li>11. Beach covered at high water, running mooring for safety boats</li> </ol> | <ol style="list-style-type: none"> <li>12. Car park</li> <li>13. Double handed dinghies stored on trolleys, bow towards wall</li> <li>14. Windsurfing longboards stored on racks 4 boards high</li> <li>15. Windsurfing rigging area</li> <li>16. PWC storage</li> <li>17. Windsurfing short board &amp; rig storage</li> <li>18. Canoe storage &amp; additional picnic area</li> <li>19. Additional double handed dinghy storage</li> <li>20. Single handers (Pico) storage (on trolleys)</li> <li>21. Topper storage (on racks)</li> <li>22. Multihull storage, on trolleys, bows to wall</li> <li>23. Safety boat fleet, stored on launching trolleys</li> </ol> |
|---|---|

## Risk assessment exercise

### Site hazards

#### EXERCISE 10

Study the site plan and enter onto the Risk assessment plan any hazards that might exist and control measure that could be taken to reduce the risk

AREA NUMBER	DESCRIPTION	POSSIBLE HAZARDS AND TO WHOM	CONTROL MEASURES
5	Slipway	Slipping & falling on weed growth (all)	Regular cleaning to remove weed growth
5	Slipway	Possible cuts to feet (all)	All participants (inc staff) to use footwear
3	Fuel storage		

Please note: There are no suggested solutions provided at the back of the workbook for this exercise, due to the examples provided above.

# PRESENTATIONS

During instructor training you will have given a talk or presentation. As an SI you will have to monitor talks given to clients and members, by your instructors, give advice and help to those who may be having difficulty. There is plenty of good advice and information about giving good presentations in the G14 National Sailing Scheme Instructor Handbook and the W33 Windsurfing Instructor Manual. Please familiarise yourself with this information and also guide your team to it. In G14, its section 6 and in W33 it's section 5.

As an exercise explain how you would put together a talk, what points you would select and the kind of visual presentation that might be possible.



Tell

### Introduction

- Tell the audience what you are going to tell them about
- *Introduction*

Tell

### Main Body

- Tell them it
- *Main body of presentation*

Tell

### Conclusion

- Tell them what you have told them and confirm understanding
- *Conclude/confirm*

TOPIC	MAIN POINTS	DETAIL	VISUAL AIDS	CONCLUSION POINTS (QUIZ)
Tides	Cause	Gravitational effects	Sun, moon, earth diagram	
	Springs/neaps	High HW Low LW	Sun, moon earth diagram	
	HW, LW, horizontal & vertical water movement	Rule of 1/12's	Harbour wall block diagram	
	Tide tables	Interpretation of 24h clock, CD/LAT	Page from tide table/ almanac per student	
	Possible effect on launching/recovery	HW tidal window	Tide table	Check understanding Use of quiz

## Presentations

### EXERCISE 11

#### National Sailing Scheme exercise (dinghy/keelboat sailors only);

Chose a topic from the list and give a brief overview of the presentation in the table below

- Lee shore landings
- Picking up a mooring
- Coming alongside
- Anchoring
- Reefing a single-hander
- Towing
- How to use asymmetrical spinnakers

#### Windsurfing instructors only

- Launching and landing in different conditions
- Harness use
- Footstrap setup
- Rigging and tuning
- Choosing a sail to buy
- Choosing a board to buy

TOPIC	MAIN POINTS	DETAIL	VISUAL AIDS	CONCLUSION POINTS (QUIZ)

## Use of a Powerboat in a teaching situation

Reference G14 National Sailing Scheme Instructor Handbook, W33 Windsurfing Instructor Manual and the Safetyboat Handbook G16. These will provide you with more information and understanding.



QUALIFICATIONS	WHILST TEACHING, CAN I...?	YES/NO
DI with L2 Powerboat cert	Provide safety cover for dinghies	Yes
DI with L2 Powerboat cert	Provide safety cover for windsurfers	No
Windsurfing instructor with L2 Powerboat cert.	Provide safety cover for dinghies	No
Windsurfing instructor with L2 powerboat cert.	Provide safety cover for windsurfers	Yes
Powerboat instructor	Provide safety cover for dinghies	No
Powerboat instructor	Provide safety cover for windsurfers	No

To provide cover for all situations at a multi activity sailing centre the instructor should hold a Safety Boat certificate. All SI's hold this award (pre-entry requirement).

### **BUT**

SI's/Principals can conduct 'in house' training to instructors on how to use a safety boat in all the disciplines offered at that centre. The training should be by a qualified instructor. The instruction should be logged and the recipient should sign the log to confirm that the training has taken place.

Ideally all instructors should work towards gaining their Safety Boat certificate although it is recognised that all centres may not have the range of equipment required to deliver such training. Ensure you are familiar with the equipment and environment of your club or centre.

# ASSISTANT INSTRUCTOR TRAINING

SI's can carry out assistant instructor training at their RTC. This can take the form of a formal course or it can be 1:1 'on the job' training, both over a period of 20hrs.

The training will be almost all 'on the water' with little or no theory apart from an understanding of the Method, land drills, very simple points of sailing and specific background knowledge.

It will be given on the kit the centre uses on a day to day basis, so that the AI is fully familiar with it before teaching.

For sailing the role may be varied, in double handers and keelboats, the AI may act as helm, but quickly hand over the controls to the students. For single hander dinghy sessions, the AI may act as a rigger and a 'catcher & dispatcher', offering help where possible.

The AI may teach up to and including Level 2 - Basic Skills in the National Sailing Scheme and Stage 3 of the Youth Sailing Scheme.

For windsurfing, the AI may find themselves helping a particular student who is having problems with a specific skill or helping the instructor rig the equipment and aid in carrying and launching the student's equipment.

After the training course/period, the SI will make an assessment on the ability of the AI and award the certificate accordingly. If further training is needed, then the SI will do so. All training given should be recorded & logged by the SI, so that it is clear what training has been received. AI's do not need powerboat or first aid awards as the SI is always present and directly supervising the AI.

In the blank programme below, write a simple training programme based on the above skills. It can be for either dinghy or windsurfing, but not both please. Further information and reference can be found in G14, W33 and the instructor resources section of the RYA website [www.rya.org.uk](http://www.rya.org.uk).



## EXERCISE 12

Day 1		
Day 2		
Day 3		

# MENTORING

Amongst the roles an SI needs to perform, they are often required to be a mentor to instructors, especially those who might still be inexperienced. As a mentor, they advise, train and counsel their staff where and when required.

This is often done on an informal basis and not necessarily within a training programme. It may also be used when a particular staff member is training for a particular award, or if they are having a specific problem with their own performance.

Whatever the case may be, the SI should apply the 'S, M, A, R, T' principle to any training or advice given. These are;

**S** – Specific

**M** – Measurable

**A** – Achievable

**R** – Realistic

**T** – Have a time limit applied to whatever is decided upon

The SI should also record what additional training has been given and when it occurred.

If the SI is new to the role of mentor, a good place to start is with AI's. The reason being is that AI's are generally very keen performers, but not skilled at delivery so will need simple input & feedback in their early development. The results and how effectively the SI has been during the training period will be very easy to see.

## HOW CAN I MENTOR MY TEAM?

Techniques	
Theory	
Progression	
Performance	



## WHAT'S NEXT?

Hopefully this workbook has given you a clearer picture of the responsibilities and various roles of the SI, and has given you more knowledge and confidence in your ability to take on the role of Senior Instructor. You should now feel a little better equipped to deal with course organisation, giving briefings and feedback, making risk assessments and giving presentations and advice.

There will no doubt have been areas that you have found difficult or confusing, which you would like to discuss further. You may wish to note any such topics below. Please don't feel that admission of difficulties will count against you – the Coaches just need to know where they can best help you.

### Notes

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# USEFUL LINKS

Visit the following useful links on the RYA website to provide yourself with further information and understanding in the subjects;

<a href="#">Assistant Instructor training</a>	<a href="#">A guide to Child welfare</a>
<a href="#">Managing challenging behaviour</a>	<a href="#">Dealing with a major incident</a>
<a href="#">Instructor resources</a>	<a href="#">Writing a safety management document</a>
<a href="#">Training centre resources</a>	

Why not place extra links you have found here to help you in the future:

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# SUMMARY

## Summary & the SI course

Congratulations. You have now completed the workbook and by now, you should have a more thorough idea of what the role of being an SI is all about and be ready to attend the course. The course will provide more opportunities along the lines of those contained in the previous pages, but more importantly, allow you the chance to put into practice many of the concepts you have worked on, especially briefing & debriefing. To do this, the training course generally consists of a series of sessions afloat largely organised by the SI candidates themselves. In normal circumstances you would each run a minimum of two of these sessions with the other candidates and then the coaching team facilitating feedback. As well as this feedback, fleet management afloat are key skills for the SI.

One of the advantages of this is that candidates experience a wide range of tasks and approaches, and have a chance to review the advantages and disadvantages of different methods. Usually there will be instructors on the training course with very different experience, which is also a useful education.

A few suggestions for the course:

- Make sure your sailing skills in your chosen discipline are well practiced; single and double handers, keelboats and windsurfing.
- Check and know your Teaching Method tacks and gybes, your knowledge of the RYA teaching sequence and awareness of the RYA Schemes.
- Make sure your powerboat handling is safe & effective, particularly the use of the kill cord and one hand for the throttle and one hand for the wheel.

It's worth noting any areas you would like to discuss or receive input on and asking the coaching team at the start of the course.

Good luck with the course!

# DAILY COURSE PERSONAL PERFORMANCE RECORD SHEET

## SI course – Daily course performance log

DAY 1
Planning
Briefing
Fleet management
Personal sailing
Powerboat handling skills
Instructing
Staff management
Debriefing

DAY 2
Planning
Briefing
Fleet management
Personal sailing
Powerboat handling skills
Instructing
Staff management
Debriefing

## SI course – Daily course performance log

DAY 3
Planning
Briefing
Fleet management
Personal sailing
Powerboat handling skills
Instructing
Staff management
Debriefing

DAY 4
Planning
Briefing
Fleet management
Personal sailing
Powerboat handling skills
Instructing
Staff management
Debriefing

# EXERCISE SOLUTIONS

All the exercises in this booklet have solutions attached to them. These are not the 'right' answers, but they are there as suggested solutions so that you can compare your answers and see if they match or come close to those laid out here. As you can imagine, some of the exercises can have a number of solutions, all of which would have been correct at the time. However, to list them all would produce a huge volume of text, most of which would prove to be largely unnecessary.

If you have come up with any radically different suggestions, they aren't automatically 'wrong'. You should raise these alternatives with the coaches on the course, who will be happy to discuss them with you.

## RYA publications

### EXERCISE 1, PAGE 9

**What are the following publications and how important are they to instructors and Senior instructors?**

#### Windsurfing only

G47 RYA Windsurfing Syllabus & Logbook

W1 RYA Youth Windsurfing Scheme & Logbook

G49 RYA Start Windsurfing

W33 W33 RYA Windsurfing Instructor Manual

G51 RYA Intermediate Windsurfing

#### National Sailing Scheme exercise (dinghy/Keelboat sailors only);

G4 National Sailing Scheme Logbook

G14 National Sailing Scheme Instructor Handbook

G12 Advanced Sailing Handbook

G3 RYA Start Sailing Beginner Handbook

G11 RYA Youth Sailing Scheme Logbook

## Roles & responsibilities

### EXERCISE 2 – page 13

List 4 areas that each of the following have responsibility for

#### Principal

- 1 Issuing RYA certificates
- 2 Standards of tuition
- 3 Takes overall responsibility for all activities
- 4 Facilitating inspections
- 5 Safety of all participants

#### Chief instructor

- 1 Briefing & supervising Senior instructors
- 2 Issuing RYA certificates
- 3 Carry out risk assessments
- 4 Hold a senior instructor qualification (windsurfing and/or dinghy sailing)
- 5 Manage staffing

#### Senior instructor

- 1 Supervising teaching sessions afloat
- 1 Training of assistant instructors
- 3 Take the role of a Chief instructor
- 4 Manage & organise instructor team
- 5 Supervise all sessions afloat

## Course planning & organisation

### EXERCISE 3 – page 15

#### Level 1 OR Start Windsurfing course

DAY	AM	LUNCH	PM
1	Meet & greet, issue kit, rig & launch boats. Familiarisation & basic controls	LUNCH	Land drill – going about, on water practice, begin upwind sailing (5 E's) Theory
2	Recap. Land drill – gybing Downwind sailing & gybe practice		1st solo sail, recover boats, certificates Depart

DAY	AM	LUNCH	PM
1	Meet & greet Simulator On-shore 1 up to sailing position On water practice	LUNCH	Theory Simulator – Steering & tacking, recover kit, theory
2	Theory Simulator – upwind & improved tacking On water practice		Sim – downwind & gybing, on water sail a triangle, certificates, depart

#### Basic skills Level 2 OR Windsurfing Intermediate non-planing course

DAY	AM	LUNCH	PM
1	Meet & greet Rig boats & launch Sail a triangle, recap 5 e's, basic landing	LUNCH	Continue 5 e's practice
2	Landing in a variety of conditions inc lee shore. Reefing practice ashore & afloat		Capsize drill theory and practical afloat Depart

DAY	AM	LUNCH	PM
1	Meet & greet Intro to Fast Forward (simulator) Practical afloat Vision & trim	LUNCH	On water practice continues balance & power, sim– use of harness, stance – standard/straight & super 7, on water practice
2	Afloat – mobility exercises, intermediate simulator tacking. On water, improving upwind sailing Rigging higher performance sails		Simulator - steering On water steering practice Certificates Depart



Seamanship skills OR Intro to harness and footstraps

DAY	AM	LUNCH	PM
1	Meet & greet Rig & launch boats Picking up mooring Coming alongside	LUNCH	Reefing recap Sailing backwards Sailing without a daggerboard
2	MOB Coming onto a pontoon/jetty		Lee shore landings Capsize inversion Depart

DAY	AM	LUNCH	PM
1	Meet & greet Intermediate Simulator Getting going On water practice	LUNCH	Rigging & tuning high performance sails Intermediate Simulator – use of footstraps, on water practice, theory
2	Intermediate Simulator Blasting control & steering On water practice		Recap of all skills Improved, upwind/downwind sailing, refining planing skills, depart

Start racing OR Windsurfing Youth stage 1

DAY	AM	LUNCH	PM
1	Meet & greet, rigging & tuning, on water practice 5 essentials, improved upwind & tacking	LUNCH	On water practice Downwind/gybing Start practice
2	Mark rounding theory & on water practice, continue start practice		Downwind strategy Race practice Depart

DAY	AM	LUNCH	PM
1	Meet & greet Intro to kit Board games (on water)	LUNCH	On water – rigging sticks, rig games, Use of rig, static turns
2	Use of rig continues Sailing across wind		Sailing across wind practice, safety & self rescue, certs & depart

NATIONAL SAILING SCHEME CANDIDATES only (dinghy/keelboat sailors)

Day sailing or sailing with spinnakers

DAY	AM	LUNCH	PM
1	Meet & greet, rigging spinnaker, land drills – hoist & drop, on water hoist/drop practice		Hoist & drop practice continues, land drills – gybing, on water practice gybing Power zones
2	Theory VMG, on water practice VMG		'Slick drills', improving hoist /gybe/drop & depart

WINDSURFING CANDIDATES only

Intermediate course (planing inc clinics)

DAY	AM	LUNCH	PM
1	Meet & greet Intermediate simulator Recap getting going & footstraps On water practice		Beach start session On water practice Blasting practice & steering
2	FF simulator NPCG On water practice		Recap all skills Depart

## Appropriate selection of sailing craft

### EXERCISE 4 – page 17

National Sailing Scheme exercise (dinghy sailors only);

SAILING CRAFT		PARTICULAR USE
1	Wayfarer	All round, general purpose dinghy – suits all ages, beginners to improvers
2	Optimist	Junior sailors single handed dinghy
3	Feva	Youngsters/teen agers – progressing towards advanced skills
4	Laser 2000	High performance dinghy –used for advanced courses, but still ‘user friendly’

Keelboat exercise (keelboat sailors only);

KEELBOAT		PARTICULAR USE
1	J80	Fast, safe design that is renowned to be stable due to a heavy bulb keel. No crew number restrictions. Has very good sea keeping capabilities. Has a small cabin.
2	Hawk 20	Family oriented open dayboat. Lifting keel. A ‘trailer sailor’ with a symmetrical spinnaker.
3	SB 3	Fast, powerful, open one design dayboat with an asymmetrical spinnaker. Large competitive fleet. Built by a company more known for its dinghies. Crew aren’t allowed to ‘hike out’.
4	Colgate	American designed keelboat. Small cabin with very low coach roof. Simple rig with symmetrical spinnaker.

Windsurfing exercise (Windsurfers only);

BOARD/RIG		PARTICULAR USE
1	Hi fly Primo, (no longer manufactured)	All round, general purpose board – suits most ages, beginners to very early improvers
2	BIC Techno	One design race board
3	Starboard Rio (med)	Intermediate NP board suitable for adults and teenagers
4	Starboard Rio (XL & large)	Adult beginner board
5	Fanatic Boards, Viper70/75 or Shark 150	Board for teaching Intermediate planing and early advanced skills (still user friendly)
6	Training rig 3.5	Beginner’s rig, light, robust and easy to rig. Specific to running Introductory and Start Windsurfing Skills
7	Tushingham Dino	Light, responsive youth sail allowing progression onto Youth stage 2 & 3
8	Nexus Eco by Goya	Adult, fully battened sail range, intermediate planing & non planing skills

## Session planning

### EXERCISE 5 – page 19

Beginning	Aim & objective, explanation, diagrams, land drill, check understanding, timings, emergency action, sailing area, liaise with other staff, signals
Middle	Marker buoys, safety boat, equipment, demonstration, exercises, holding area, observation, record activity, head count
End	De brief, individual feedback, rebrief

### Dinghy exercise: page 20

A). Seamanship session (coming alongside & picking up a mooring)

- 6 students, all competent L2/3 sailors (adult)
- 1 experienced instructor
- 1 safety boat, several marker buoys, 3 x basic double handers, all with masthead floats
- Safe, coastal lagoon, high water, F3 cross shore
- Instructor gives safety then activity brief on how to achieve tasks, using diagrams on whiteboard. Safety signals are also explained.
- Students understanding checked. Instructor goes afloat in safety boat after checking all boats are rigged correctly
- Students launch & sail to area and carry out the tasks in rotation. (not all boats are fully occupied & active during the task)
- Instructor gives feedback to dinghies when they are alongside
- Students return to shore and recover dinghies.
- Instructor gives debrief including advice & top tips to each sailor

Safety	All dinghies have mast head floats. Instructor has safety boat Sailing area is safe High water, cross shore breeze Instructor gives safety/teaching brief inc safety signals Checks all boats rigged correctly Instructor goes afloat first
Enjoyment	Students are 2 to a boat Realistic task *(Not all busy during task)*
Learning	Session is realistic & achievable Students receive feedback during task All students try each task Students receive debrief & top tips ashore

B). Sailing with spinnaker session (hoist & drop)

- 4 students, 2 x competent L 2/3 sailors, 2 x L2 sailors, less experienced
  - 1 newly qualified instructor who is a very good racer
  - 1 safety boat, several marker buoys, 3 x asymmetric rigged boats (no masthead floats)
  - Coastal centre, blustery F4 onshore
- 
- Instructor gives safety then activity brief. He also gives an on-shore demo of the task.
  - Safety signals are also explained. Instructor then goes afloat to lay an oblique upwind/downwind course
- 
- Students launch 2 boats. The 2 competent sailors go together in one boat, the other 2 go together in the other and sail to the area.
  - The dinghy with 2 sailors sail the course reasonable successfully, but are slow on the hoist & drop, causing them to sail over their spinnaker each time they drop.
  - The other dinghy capsizes as soon as they hoist and invert. All sailors stay with their boat, but take a long time to recover it. This takes all the instructors attention, so he misses how the other dinghy gets on completely apart from their first hoist,
- 
- Students return to beach, but have major difficulty as it is a lee shore and they have not landed on one before.
  - The instructor debriefs the group, but concentrates mainly on the capsize recovery

<b>Safety</b>	No masthead floats Dinghies not reefed Safety/task brief given, inc signals. *But, didn't check on sailor's knowledge of lee shore landing and no info given on what to do. Instructor afloat 1st 3 less able students in one boat, good for weight, not good for ability 2 students need feedback afloat to solve slow drop problem Instructor rightly stays with capsized boat, but misses other, which could also have capsized
<b>Enjoyment</b>	Not much, and then, only in the more successful boat
<b>Learning</b>	Some, but not much. No feedback/info given on how to drop more quickly or on the problem that led to the capsize. No on-water coaching. Major omission of info for the lee shore landing

### C). Improving upwind sailing & tacking session

- 6 students (teenagers) improver standard
  - 1 experienced, but mature instructor
  - 1 safety boat, numerous buoys, 6 x single handers
  - Sheltered estuary, high water, F2/3 cross shore
- Instructor gives thorough brief and safety brief with diagrams on whiteboard, including signals. Their understanding is checked. The instructor helps rig the boats correctly then goes afloat to lay an upwind course with a 'spreader' mark, so that no gybing is required
- Students launch and begin the task. The instructor is close at hand and shouts lots of feedback to them. However, they are admonished if they get a tack wrong. The instructor gives them a long session (2 hours) in the hope of improving their sailing
- The students return to the shore and de-rig. The instructor gives a very detailed debrief to each student (5 mins each)

<b>Safety</b>	Good onshore brief with safety info, signals and diagrams of task Students understanding checked. Instructor helps rig boats, so they are checked. Instructor on water in safety boat first, instructor lays correct course
<b>Enjoyment</b>	Not much, lots of shouting and students are blamed if they perform incorrectly, session too long
<b>Learning</b>	Good brief, on-water feedback and debrief, session too long, debrief, although detailed, *probably too long also

## National Sailing Scheme exercise (keelboat only)

A). Keelboat session, picking up a mooring.

- 3 Students, experienced dinghy sailors, but novice keelboaters.
- 1 experienced keelboat instructor
- 1x keelboat, coastal estuary, F3
- Instructor briefs students about task onboard, and then gives a demonstration. After his demo, he checks student understanding.
- Each student attempts the task. Instructor gives feedback after each attempt, and then puts the next student on the helm.
- At the end of the session, the instructor gives a general overview, the gives individual feedback to each student.

<b>Safety</b>	All safety aspects covered. The instructor is onboard with the students and at the beginning of the day, a full safety brief had been given.
<b>Enjoyment</b>	Limited. Although each student was given a chance to try the manoeuvre and feedback was given, they only had one opportunity and did not get the chance to put into practice the feedback they had received.
<b>Learning</b>	The students did get the chance to learn, but due to the above, the opportunity to learn was limited. More tries at the task would have helped.

B). Keelboat session, leaving a berth (wind blowing on)

- 3 novice keelboat students
- Newly qualified instructor
- J80. Weather – F 2/3, marina berth
- Instructor briefs the exercise and checks understanding of the students. He allocates crew roles for each student. He then hands over the keelboat to the students.
- The 'helm' follows the briefing and takes the boat away from the dock. Unfortunately, the student on the bowline leaves a 'turn' around the cleat which they are slow to clear as the boat leaves the dock. Consequently, the boat 'rolls' along it's fenders as it leaves.
- The instructor debriefs the exercise once clear of the marina, identifying the fault and how it could be avoided. They then move onto other exercises afloat.

<b>Safety</b>	The instructor had not noticed that the student had left a 'turn' around the cleat. This could have caused serious problems.
<b>Enjoyment</b>	The student on the helm may have enjoyed the experience, but it became stressful. Neither of the other 2 students were given the opportunity to try the manoeuvre.
<b>Learning</b>	The students would have benefited from a demonstration, which was missing. Only one student attempted the exercise. All students should have had the opportunity to try the manoeuvre more than once each.

C). Keelboat session, MOB

- 3 novice keelboaters
- Experienced instructor
- J80, Weather F 3/4, estuary
- Instructor briefs students on MOB and checks understanding. He then gives a demonstration. He checks understanding once more. He then hands over the controls to the students, having allocated roles.
- Each student is given 3 attempts at the manoeuvre, with feedback given after each attempt. The students improve visibly after each attempt.
- After all students have had their attempts, the instructor 'parks' the boat and debriefs the whole exercise, with lots of opportunities for questions. He answers all questions put to him.

<b>Safety</b>	The exercise was safe throughout, with constant monitoring from the instructor.
<b>Enjoyment</b>	All students should have enjoyed the exercise as all were given ample opportunity to practice the skill.
<b>Learning</b>	The students all demonstrated that they had learned from the teaching of the instructor.

**Windsurfing example (windsurfers only).**

A). 'Start' session, 'sailing across the wind'

- 6 students, all progressing well
- 1 instructor, 3 seasons experience
- 1 safety boat, numerous marker buoys. Student all have beginner 'floaty' widestyle boards and small but efficient rigs
- Tidal lagoon, flat water, F2 cross shore, high water
- Instructor gives safety then activity brief on how to achieve tasks. He also gives a demonstration on the simulator. All students then try and are given feedback on their performance. Safety signals are also explained.
- Students understanding checked. Instructor goes afloat in the safety boat after checking all board & rigs are ready for use, and lays a beam reach course.
- Students launch & sail on the course. All are successful and don't lose ground downwind. The instructor offers advice & feedback from the water but often 'parks' his safety boat in the path of the sailors.
- Students return to shore and recover kit.  
Instructor gives debrief including feedback & top tips to each sailor

<b>Safety</b>	Good location, favourable conditions, correct kit, instructor gives correct info, briefing, safety signals & demo. Students all able to try on simulator, students understanding checked, students kit checked, instructor on water in safety boat first
<b>Enjoyment</b>	Students are successful at task, students may get frustrated with the safety boat being in their way
<b>Learning</b>	Good information given before during and after task



B). Intermediate group, 'getting going'

- 5 students, 2 competent & fit sailors, 3 sailors, less experienced
  - 1 newly qualified instructor who is a very good shortboard sailor
  - 1 safety boat, several marker buoys, all students have intermediate widestyle kit (but without daggerboards) and large powerful rigs
  - Coastal centre, blustery F4 cross off
- 
- Instructor gives safety, then activity brief. He also gives an on-shore demo of the task on the Fast Forward simulator.
  - Safety signals are also explained. Instructor then goes afloat to lay a broad reach course
- 
- Students launch. The 2 competent sailors immediately plane away from the beach and continue to sail past the outer marker, the other 3 struggle with their powerful rigs and quickly find themselves downwind of the course.
  - The instructor spends a lot of time ferrying in the less able sailors. The more able 2 continue planing but are losing ground down wind.
- 
- The instructor eventually shouts at them to sail to shore and walk (a long way) back up the beach to the starting point
- 
- Eventually, all students return to beach and starting point.
  - The instructor debriefs the group, but concentrates mainly on the more capable 2 sailors

<b>Safety</b>	Cross offshore wind is potentially a problem Boards don't have daggerboards Rigs are too big Briefing is good as is his demo Instructor is on the water first with a safetyboat Instructor takes too long to bring the spreading out of the sailors under control. 1st warning sign was the 2 able sailors sailing past the outer mark. 2nd sign was the sailors losing a lot of ground downwind
<b>Enjoyment</b>	Limited. The 2 able sailors will have got some enjoyment from the session, the others, probably not
<b>Learning</b>	For the less able sailors, very little, if any. The 2 more able sailors may have learned a little

C). Intermediate course, NPCG

- 6 students (young adults) very fit and able
- 1 experienced, but mature instructor
- 1 safety boat, numerous buoys, intermediate widestyle boards, fully battened rigs, various sizes
- Sheltered estuary, high water, F2/3 cross shore
- Instructor gives thorough brief and safety brief with diagrams on whiteboard, including signals. He also gives a good demo on the intermediate simulator and all students each try with feedback given. Their understanding is checked. The instructor checks that all students are happy with their kit choice then goes afloat to lay a course that will allow lots of gybing practice.
- Students launch and begin the task. The instructor is close at hand and shouts lots of feedback to them.
- However, they are admonished if they get a gybe wrong. The instructor gives them a long session (2 hours) in the hope of improving their sailing
- The students return to the shore and de-rig. The instructor gives a very detailed debrief to each student (5 mins each)

<b>Safety</b>	Good brief (task/safety), good demo & all students tried in the simulator. Kit is correct. Good venue and conditions. Students understanding is also checked Instructor afloat first
<b>Enjoyment</b>	Some, as long as they are succeeding. They are shouted at if they get it wrong! Very long session/debrief
<b>Learning</b>	Some. Task and course was correct, so learning will have taken place, however, it will have been limited due to the shouting by the instructor, the very long session and the over long debrief

## Teaching Children

### EXERCISE 6 – page 25

Although the fundamentals of teaching remain the same no matter who is being taught, there are differences when it comes to teaching adults and children. They learn in very different ways and if instructors are to be successful in their teaching, they should recognise these differences and adapt their style and sessions.

Further guidance on these differences can be found in G14, section 6 and W33, section 5.

Look at the scenarios below and use the priorities to make a judgement on their effectiveness as sessions.

#### Start sailing

- 6 adult beginners
  - 2 young, recently qualified instructors
  - 6 basic single handers, 2 'jaffa' dory safety boats
  - Inland lake, F2/3
- The instructors give a thorough briefing on the session using plastic models on the sand, with the group all kneeling. Going about is called 'Tick tacking', beam reaching is illustrated by pretending to be over the side of the dinghy and accelerating/slowing down is compared to controlling a horse with reins.
  - This is followed by a light-hearted 'simulator' session ashore with a rigged Pico on a turntable. This includes how to deal with getting stuck head to wind ('in irons', which is factually correct, but this provides the opportunity for the instructors to go into their well rehearsed pirate routine and to tell lots of cringe-worthy pirate jokes). The instructors check students understanding with a pirate related Q & A session. Those who answer incorrectly are threatened with walking the plank and keel hauling. A safety brief is given including signals, sailing area (using a treasure map) and emergency action. One instructor goes afloat while the other instructor conducts a rigging game with the students. Each student is given a pirate handkerchief to wear on their heads.
  - The Instructors continue to conduct the session safely and after a demo sail and capsize, they introduce the students to a single Pico one student at a time. They then progress onto two Picos and so on until all the students are sailing the beam reach course. There are several capsizes and many students get stuck 'in irons', prompting more pirate hilarity. The students also have sheeting problems and difficulty steering a beam reach course. Both instructors are afloat in separate safety boats. The instructors then lengthen the course for a period before bringing the students ashore safely.
  - Once ashore, the instructors debrief the group with a 'pirate quiz'. Afterwards, many of the students are still asking questions about the session.

<b>Safety</b>	All safety aspects were covered. Helmets may have been a better alternative to handkerchiefs.
<b>Enjoyment</b>	Some of the younger adults enjoyed the 'game' elements of the session initially, but most felt slightly patronised. The instructors expected the students to enjoy the game and fun element of their teaching and to go along with the pirate theme, which was not the case.
<b>Learning</b>	Although the students did learn to sail a beam reach eventually, many found the experience uncomfortable and struggled with the basic concepts. The students were taught as if they were children, consequently many of the theoretical elements of the session were missed out. They might have benefitted more from going out in double handers with an instructor on board to help with direct feedback, or had a much more factually based session with more opportunities for questions and answers.

## Keelboat

- 4 Children, all junior race sailors
  - 1 experienced keelboat instructor, 1 assistant.
  - 1 sporty keelboat. Sheltered estuary, F2/3, occasional gust 4
- It's the first time in a keelboat for the children. However, they are all sailors already, so the instructor takes them out for a familiarisation sail. The children are carefully briefed on what they are about to do and what to expect. He also checks their understanding of the brief. Not surprisingly, the children are very excited and constantly ask about 'when can they go fast'?
- The instructor and assistant 'run' the boat throughout as they consider the winches and sheets too risky for the children, although they do let them helm on occasions. However, they take back control each time they tack or gybe. The sails are heavily reefed, so the boat is very underpowered. At the end of the session, the instructor and assistant berth the boat and the children are taken safely back to the club.
- At the debrief, the instructor and assistant are dismayed to find that the children did not enjoy their session and none of them opt for any further keelboat tuition, despite it being on offer. They would all prefer to sail in their own single handers.

### Safety

The whole session was very safely run. All safety aspects were taken care of, and the children were not allowed to come to any harm.

### Enjoyment

Although the session was safe, the children did not enjoy it at all. Despite being experienced sailors, they were not allowed to 'do' very much on the boat, other than helm in a straight line. The instructors did not take into account their previous experience that would have allowed them to participate much more in sailing the boat. The instructors could have checked this at the start of the session or found it out whilst afloat by allowing the children to perform small tasks initially, then more challenging ones if they were successful.

### Learning

Because the children were severely limited in the sailing tasks that they could carry out, their learning was also kept to a bare minimum. They only learned what it was like to steer the boat in a straight line, something that they could already do quite successfully in their own boats. They had previously learnt the concept of sailing, but were not allowed to apply it to another vessel, which had they done so, would probably have been quite successful. The instructors underestimated their skills and experience.

## Start Windsurfing

- 6 children, beginners
  - 1 mature instructor recently qualified.
  - 6 beginner boards & rigs
  - 1 safetyboat, lake venue, F1/2, warm summer day.
- The instructor takes the children through 'on-shore 1' on the simulator. Each child tries each element on the simulator before moving on. The instructor is very thorough and accurate in his feedback to each individual. The session over runs and the children become restless. The instructor then checks the children's understanding of the task.
- The children get changed and after launching and anchoring the safety boat, the instructor helps the children carry the boards and rigs to the water. He helps each child raise their rig to the secure position and then sailing position. After helping all the students sail away from the beach, he needs to get into the safety boat to ferry them all back to the shore one at a time.
- Once all students are safely ashore, the instructor takes them back to the simulator to highlight the mistakes they have been making. The children become more restless.

<b>Safety</b>	Most of the safety aspects had been covered. However, the instructor had not anticipated that the students could not sail back to their starting point causing a slow motion star burst. He was able to deal with this effectively as the conditions were good and the weather was warm.
<b>Enjoyment</b>	The children enjoyed being out and on the water, but were probably very bored with the simulator session. They especially did not enjoy the follow up simulator session.
<b>Learning</b>	Only a small amount of learning took place, despite the instructors best efforts. He needed to adopt a different approach as he tried to teach the children as if they were adults. He needed to use elements of the 'Youth windsurfing scheme'.

## Dealing with Complaints

EXERCISE 7 – page 27

### National Sailing Scheme exercise (dinghy sailors only)

Performance sailing course

- 4 students (inland sailors)
  - 1 very experienced racing instructor
  - 2 x Advance High Performance boats (with mast head floats)
  - Sheltered coastal location, F 3/4
- 
- Instructor gives good, thorough brief on spinnaker gybing & 'power' use. Briefing includes area & task (spinnaker gybing) and how to deal with a capsize.
  - Sailing area, signals and safety brief given. After checking the students understanding, the instructor then helps rig dinghies before going afloat to lay the course and prepares to meet students on the water.
- 
- Students sail to area, but each time they hoist, they become overpowered and capsize. Consequently, they never actually sail with the spinnaker up and 'use' the power.
  - The instructor attends every capsize and ensures all students are safe and gives meaningful feedback when they have recovered.
  - Eventually, the instructor halts the session early and sends the students back to shore.
- 
- The instructor debriefs the session, concentrating on the errors that lead to the capsizes.
  - He is unable to comment on how the students used 'power', as they never got that far.
  - Unfortunately, the students later complain to the SI that they 'did not get what they paid for'.

Safety	All safety aspects have been addressed by the instructor, so although the students spent a lot of time capsized, the instructor had the situation contained throughout.
Enjoyment	It is unlikely that the students enjoyed their experience as they spent most of their time in the water.
Learning	The students will not have learned anything from the session, hence the complaint. It seems most likely that they were on the wrong course. They have found themselves on a 'Performance sailing' course when they needed a 'Sailing with spinnakers' course, consequently, their complaint was justified.

## National Sailing Scheme Exercise (keelboat sailors only);

1st session afloat in a keelboat

- 3 novice keelboat students
  - Newly qualified instructor
  - 1x keelboat. Weather – F 3/4, strong tide through marina berths
- 
- Instructor gives thorough boat intro & safety brief. He then briefs for leaving the berth. Each student is allocated a role. Instructor then gives a demonstration of how to leave the berth. He then puts it back on the berth, checks student understanding and hands over to the students. The instructor always puts the boat back onto the berth before the next student takes over.
  - He then briefs & demonstrates coming onto the berth, checks understanding and then hands over to the students.
  - After this, he briefs and demonstrates picking up a mooring, checks understanding, and hands over.
  - However, during this session, the sails are never used.
- 
- Each student has 3 attempts at each manoeuvre. The instructor provides useful feedback during and after each attempt. The students clearly improve during their attempts
- 
- At the end of the session (which was very long), the students are confident enough to put the boat back onto the berth with no input from the instructor. He congratulates them on their efforts and generally reviews & recaps the session, highlighting the teaching points.  
Unfortunately, the students made a complaint to the SI that their expectations weren't met.

<b>Safety</b>	The session was safe throughout
<b>Enjoyment</b>	Initially, the students enjoyed the experience, but it became clear that the whole session was going to be under motor and not under sail. The students also found the session to be too long before taking a break.
<b>Learning</b>	The students clearly learned many important manoeuvres needed for safe keelboating and progressed well. However, they did not learn about the sails & sailing the vessel, which had been a key part of why they had come on the course. Despite the instructor teaching the berthing manoeuvres very well, he had neglected to teach any sailing. He also missed an opportunity for student participation by always putting the boat back onto the berth himself before handing over.

## Windsurfing example (windsurfers only):

Start racing

- Improver course (intermediate planing, introduction to planing skills)
  - 3 students (keen intermediate, non-planing standard)
  - 1 young Advanced instructor (recently qualified)
  - Sufficient planing type boards & powerful, fully battened rigs for all students.
  - Flat water venue, cross shore, F4.
- 
- Instructor gives demonstration on FF simulator on use of harness, 'getting going' and use of footstraps. All students try on the simulator.
  - Instructor then briefs for on-water session including sailing area, task, and signals, He then helps with board & rig choice and ensures all students have the correct equipment.
  - After launching the safety boat, he then gives an on-water demonstration of the task, although he spends longer than is necessary; carve gybing at each end of the runs.
- 
- Students take to the water and try their best at the skills. The instructor frequently sails past them shouting encouraging words. He tries to ensure that all the students have had some on-water feedback. He is able to plane easily and hence, is able to sail near each of his students during the course of the session.
  - 2 of the students manage to plane, in the harness and front feet in the straps. 1 student planes twice, in the harness, but out of the straps.
  - After 2 hrs, he sends the students back ashore.
- 
- The instructor then debriefs each student on their progress and how to improve for next time.
  - Unfortunately, the students later complain to the SI.

<b>Safety</b>	All safety aspects had been covered by the instructor, including the briefing, equipment choice and launching the safety boat.
<b>Enjoyment</b>	Two of the students may have enjoyed some of the session, as they had a degree of success. One student enjoyed very modest success.
<b>Learning</b>	Although the students received the correct information at the start of the session, they received very limited input during the on water section. Their instructor spent more time sailing than instructing, hence feedback was in short supply. Consequently, their complaint was justified.



## Briefing

### EXERCISE 8 – page 34

Before an effective brief can be given, the SI should ask themselves the following questions. Imagine that you were about to give a briefing. Fill in the boxes below accordingly.

#### Dinghy Only

**VENUE** – HORSESHOE SHAPED ESTUARY, THE SAILING BASE IS ON THE BEACH BETWEEN THE TWO HEADLANDS. FLAT WATER

**WEATHER** – CROSS SHORE AT THE SAILING BASE, F2/3

**SESSION** – LEE SHORE LANDING,

**BOATS** – DOUBLE HANDERS

**STUDENTS** – CONFIDENT L2 SAILORS

What? (easy – but SI's will need to think carefully about sessions that the RTE is offering).

Lee shore landing – coming onto a beach downwind

Why? The wind will not always be blowing cross shore or off shore

Where? On a beach that is a lee shore, downwind of the centre. But only if it is gently shelving with sand or shingle. If it is rocky, it will damage the dinghies

When? When the students are confident (they are) and when it can be practised as a controlled drill. Don't wait until it's needed.

Who? (in this case, it's obvious, but SI's should find out who is on the course prior to their arrival) As above

How (Look in G14 if you don't know)

Sail upwind/upside of the shore, allow a lot of room. Turn head to wind, let the jib off, ensure the main halyard is free from knots & tangles. Drop the mainsail. Bear away and sail in with jib only. On reaching the beach, release the jib (and furl, if possible), round up head to wind, crew jumps out on windward side and holds dinghy head to wind. Helm removes rudder and then gets trolley for recovery

#### Windsurfing only, suggested briefing solution

**VENUE** – COASTAL LAGOON, FLAT WATER

**WEATHER** – F2 CROSS SHORE

**SESSION** – START WINDSURFING, ON WATER 2

**BOARDS** – BEGINNER WIDESTYLE, SMALL ADULT RIGS

**STUDENTS** – 6 ADULTS, FIT AND WELL-MOTIVATED

What; On-water 2 (upwind & improved tacking)

Why; Final part of the Start windsurfing progression

Where; Flat, sheltered water.

When; Following the teaching sequence (W33) once students have mastered sailing across the wind, understand the points of sailing and after the appropriate simulator session

Who; As above

How; (After an instructor on-water demo) Students identify a point upwind to sail to. Secure position, sailing position, new goal point (upwind), steer towards it. Return to sailing position (sail sheeted in more), make progress towards wind. Check for obstructions, tack board. Resume secure position, sailing position and so on.

## Keelboat only; suggested briefing solution

**VENUE** – COASTAL SITE

**WEATHER** – F3/4

**SESSION** – GYBING

**BOAT** – PERFORMANCE KEELBOAT

**STUDENTS** – 4 ADULTS, ALREADY DINGHY SAILORS

What; Gybing a keelboat

Why; It's part of the syllabus and a progression on from tacking & upwind sailing

Where; In a clear area away from obstructions, hazards & other vessels

When; as part of the syllabus, after downwind sailing

Who; As above

How; Check the area is clear, warn crew, bear away onto a training run. Check area downwind is clear, warn crew 'stand by to gybe' Crew responds 'yes'. Crew prepares to release the working jib sheet, another crew loads new winch, Helm calls 'gybe-oh' and steers through the gybe while the mainsheet crew sheets the mainsail into the middle of the boat. Helm straightens up on the new training run, crew trims mainsail out again, jib is trimmed on the new side. Helm settles onto new course.

## When sessions go 'bad' - 'The disaster department'

### EXERCISE 9 – PAGE 36

#### National Sailing Scheme (dinghy/keelboat sailors only):

Mistakes were made on shore (except Keelboat) after which there was a cascade effect on the water.

Errors that seem small at the start can be the beginning of much worse to follow. What errors were made that caused these sessions to go so badly wrong? (There may be more than 5 so concentrate on the ones that had the greatest impact).

#### Dinghy:

##### ERRORS

- 1 Students were offered a choice of sailing or be towed. Don't offer the choice, tow them.
- 2 Instructor should have decided if dinghies are reefed or not for the students.
- 3 A marshalling point was good, but sailing on a run to get to it was not. Keep the course as a broad reach only.
- 4 Instructor did not keep the sailors inshore enough
- 5 Instructor should have abandoned the session much earlier, after the first few capsizes

#### Windsurfing:

##### ERRORS

- 1 Students offered a choice of sailing or being towed. Don't offer the choice. Tow them
- 2 Students offered choice of rigs. Instructor should have chosen rig size
- 3 A marshalling area is good, but running to get there is not. Choose a better marshalling area
- 4 Instructor did not keep the sailors inshore enough
- 5 Instructor should have abandoned the session much earlier.

#### Keelboat:

##### ERRORS

- 1 No instructor demonstration
- 2 No 'escape' plan discussed or agreed upon
- 3 Instructor failed to recognise that the approach was too fast and that the boat had too much leeway
- 4 Crew was allowed to jump ashore. This may have led to serious injury
- 5 More effective use of fenders was needed

## Presentations

### EXERCISE 11 – PAGE 45

#### National Sailing Scheme exercise (dinghy/Keelboat sailors only):

Suggested picking up a monoverboard (PUM) presentation

TOPIC	MAIN POINTS	DETAIL	VISUAL AIDS	CONCLUSION POINTS (QUIZ)
1	When it would be used Why we would use it	Boat positioning, main down, sail in under jib alone	Whiteboard/flip chart, advanced sailing dvd	Why/when/how
2	When we would PUM Why we would PUM	Wind with/against tide approach, main up/down? Preparation before arrival, what knot to use (round turn & 2 half hitches), C/board up on arrival. Crew PUM at shroud. Line taken trough bow fairlead	Whiteboard/flip chart, advanced sailing dvd	Wind with/against Approach Speed Who PUM
3	Why come alongside	Angle of approach Direction of approach Speed of approach ('fill & spill' zone. Methods of slowing. Preparation before arrival, what to do when alongside	Whiteboard/flip chart, advanced sailing dvd	Approach Speed Angle What to do when alongside
4	Why we would anchor Where we would anchor	Wind with/against tide, approach, depth, Swinging arc, Jib down, speed Paying out of line, Snubbing anchor, check holding, leaving	Whiteboard/flip chart, advanced sailing dvd	Where, Approach How much line How do we know we are secure
5	Why we would reef When we would reef	Reefing method/s, how much to reef, how to tidy rig after reefing, shaking out reef	Actual dinghy	Reefing methods When, why, how

6	Why we tow When we would tow	Preparation of line on towing dinghy/boat, Strong points on both boats, passing of line, length of line, line passed around mast & not tied. Taking up the slack & taking strain. Communication and signals. C/board up, crew weight aft. Helm steers towards stern of towing boat. Course to be steered by both boats	Whiteboard/flip chart Advanced sailing dvd	When, why, how Possible problems
7	Differences types of spinnaker, Why use a spinnaker (advantages/disadvantages, Different systems of hoist/drop	Correct point of sailing (power diagram), good comms, quick hoist (sheet to helm), Sail correct course. Power up/down VMG, Correct drop, Dealing with a capsize. When/how to gybe.	Whiteboard/flip chart, Power diagram, advanced sailing dvd, use actual boat	How/why Dealing with power Capsize.

## Windsurfing instructors only

Harness use presentation

TOPIC	MAIN POINTS	DETAIL	VISUAL AIDS	CONCLUSION POINTS (QUIZ)
8	Where, when Types of conditions (flat, Small waves, on/ off shore breeze)	How/when to carry kit into water, Keep nose of board high, Beach start quickly, follow wave in. Lift tail of board (if nothing else) Lift kit clear of water, Rig handling	Diagrams/photos, Actual kit, Show various carrying methods	On/off/cross shore, Keep kit clear of water, timing
9	Why. Types of harness, correct, fitting, harness lines Stance	Waist/seat/chest Lines. Length/ positioning relative to rig size. Hooking in/out. Stance in harness	FF simulator Harnesses Rigs/lines	Type, Lines Length, Hooking, in/out, Stance 'Hands' rule
10	Why/where/when Size	Positioning. 3 or 4, adjustment. Getting in/out. Stance when in, dealing with a catapult	FF simulator Boards & straps	Stance. Getting in/out
11	How/why bother	Rig from scratch, use of 'hauls', correct tensioning, use of visual signs. Different settings for wind strengths Derigging	Sails/mast/booms/ extensions/ 'easy rigs'	General appearance. Different rigs/sails
12	Types/size Uses, costs	Types available, ability of sailor, wind range, mast compatible, care, wind 'window', Types to avoid	Diagrams, photos, types of sails.	General overview of types, application & size.
13	Types Costs Development	Volume, daggerboard/ no daggerboard, footstraps, material, weight, cost, type Sailor ability	Various boards beginner to upper intermediate Diagrams, volume formula	Application Ability of sailor, cost, sources of advice & info

## Assistant instructor training

### EXERCISE 12 – PAGE 47

Day 1	Land drills – going about On water practice – double handers. The 'method' up to 'going to windward. Theory – the 5 essentials	On water – upwind and tacking, sailing downwind Land drill - gybing On water – Downwind sailing & gybing
Day 2	Teaching single handers. Use of land simulator/land drill, tacking. On water tacking demos Practice of sessions 1 - 6	Land drill gybing. Practice gybing demos. Practice sessions 7 - 9
Day 3	Double handers. Further sessions inc. Capsize drill	