
The Senior Instructor's role at RYA Training Centres

This booklet contains explanations and exercises for the **Dinghy Senior Instructor** and the new **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 G14/2003 for more information. Very experienced candidates may choose a two-day assessment arranged by the Regional Coach/Development Officer.



NOTE TO COACH/ASSESSORS AND TRAINERS

In recent years the Senior Instructor training course has concentrated on fleet management afloat, without much formal requirement in matters traditionally dealt with by the Principal of an RYA Training Centre.

The new SI course, and particularly the dinghy four day SI course is designed to minimise the time and expense involved in SI training whilst including sufficient material to enable successful SI candidates to take full responsibility for the running of an RYA Training Centre.

This shorebased pack is designed to be completed during the month before the course and should take about 8 hours for candidates to complete.

You are encouraged to use the material as the basis for discussion, presentations and as a resource for candidates to take away. It is not suggested that the workbook be formally marked as part of the assessment process, but it is **essential** that you look through the candidates' work and discuss it with them.

Ideally candidates should receive the workbook about one month before the training course starts.

As always SI training must only be organised with the explicit permission of the Regional Coach/Liaison Officer/Development Officer, or the National Coach if the course is to take place overseas.

Very experienced Dinghy Instructors or Dinghy Club Racing Coaches may elect to try a two-day version of the SI training course, and this process is only available through the Regional Coach/Development Officer.

We are particularly grateful to Phil Twining and Annie Jukes, who have put an enormous amount of time and effort into developing this pack.

David Ritchie, RYA National Sailing Coach

Amanda Van Santen, RYA Chief Windsurfing Instructor

CONTENTS

| | | |
|--|--|-----------|
| INTRODUCTION | 4 | |
| PART 1 | ROLES AND RESPONSIBILITIES OF A SENIOR INSTRUCTOR | 5 |
| | A SI – Superhero! | |
| | B SI role within a club or centre | |
| | C SI role in teaching the schemes | |
| PART 2 | COURSE PLANNING AND ORGANISATION | 11 |
| | A Course design and content | |
| | B Selection of sailing craft | |
| | C Session planning – single course | |
| | D Multiple course management | |
| PART 3 | BRIEFING AND DEBRIEFING SKILLS | 27 |
| | A Briefing Students | |
| | B Briefing instructors | |
| | C Debriefing students | |
| | D Debriefing your team | |
| | E Debriefing a difficult session/complex situation | |
| PART 4 | CATASTROPHE CLINIC | 38 |
| PART 5 | RISK ASSESSMENT AND CENTRE OPERATING PROCEDURES | 42 |
| | A What is a risk assessment? | |
| | B How to do a risk assessment | |
| | C Risk management in sailing | |
| | D Risk assessments and their place in centre operating procedures | |
| PART 6 | PRESENTATION SKILLS | 46 |
| PART 7 | POWERBOAT USE IN A TEACHING ENVIRONMENT | 48 |
| PART 8 | WHAT NEXT? | 49 |
| SUMMARY AND THE SI PRACTICAL COURSE | 50 | |
| APPENDICES | | |
| | A Resources and Further Reading | |
| | B Guidance Notes for the Inspection of RYA Training Centre | |
| | C Principals' Pack | |

INTRODUCTION

Welcome to the Senior Instructor Workbook. I hope that you will find it a useful introduction as you start on the path to becoming an RYA Senior Instructor. The workbook was introduced to allow the course itself to be completed in a shorter period of time, making the award more accessible to a wider range of Instructors. It will also prepare you for the practical course, introducing you to the roles and responsibilities of the Senior Instructor at an RYA Training Centre.

The RYA relies on Senior Instructors for the safe, informative and enjoyable delivery of the RYA Sailing and Windsurfing Schemes through RYA Training Centres across the UK and overseas.

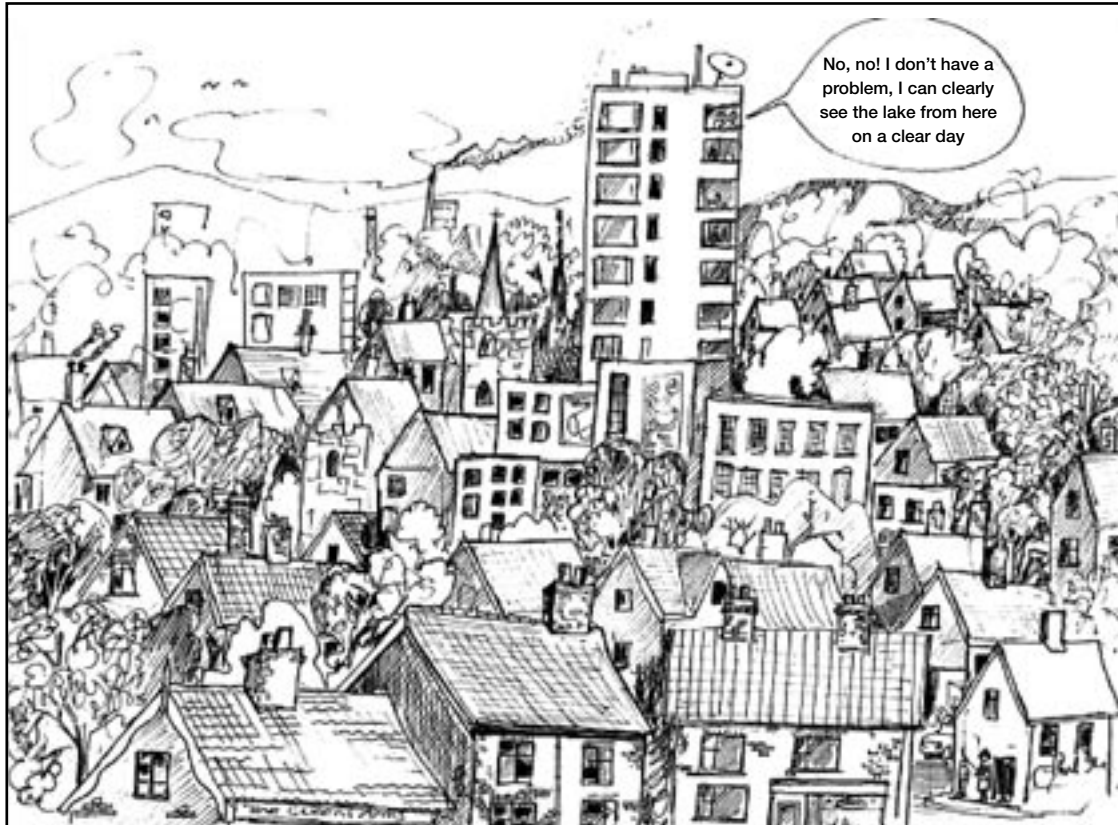
Please work through the exercises in the workbook as they will be looked at on the course, although not formally marked. They will form the basis of discussions and presentations during the course and will provide the best possible foundation to your goal of attaining Senior Instructor status.

Please note most of the information inside this booklet is relevant to both Dinghy and Windsurfing Senior Instructor candidates and should be read by all. Some exercises are discipline specific and you should complete the appropriate exercise for your training course, whether it be windsurfing or dinghy sailing.

We wish you all the best with the course.

David Ritchie, RYA National Sailing Coach

Amanda Van Santen, Chief Windsurfing Instructor



Unlike the Principal, and to some extent the Chief Instructor, there should always be a Senior Instructor at the centre supervising activities afloat. Please see Appendix B for further details.

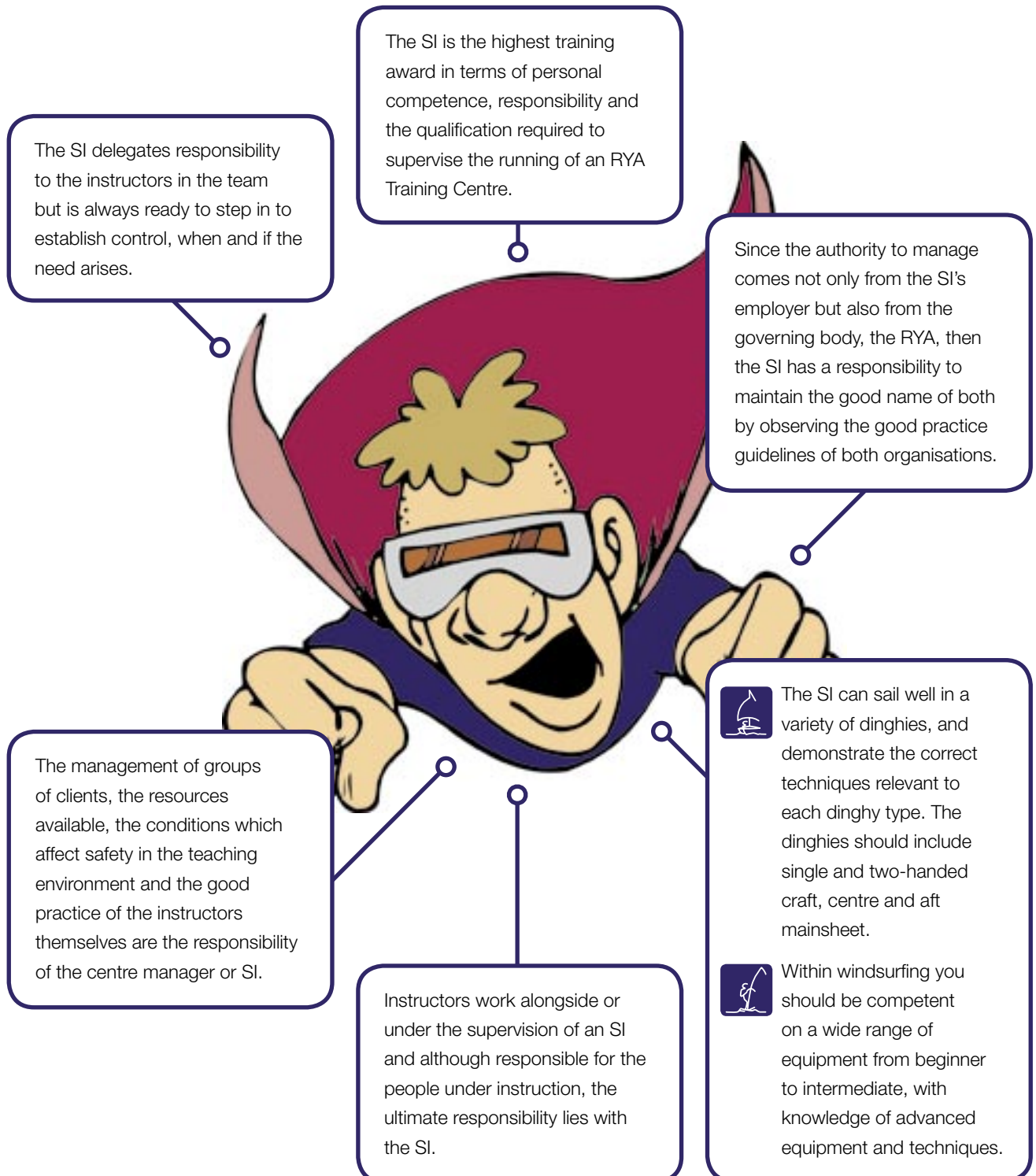
THE ROLES AND RESPONSIBILITIES OF THE SENIOR INSTRUCTOR

1

SI – SUPERHERO!

SECTION A

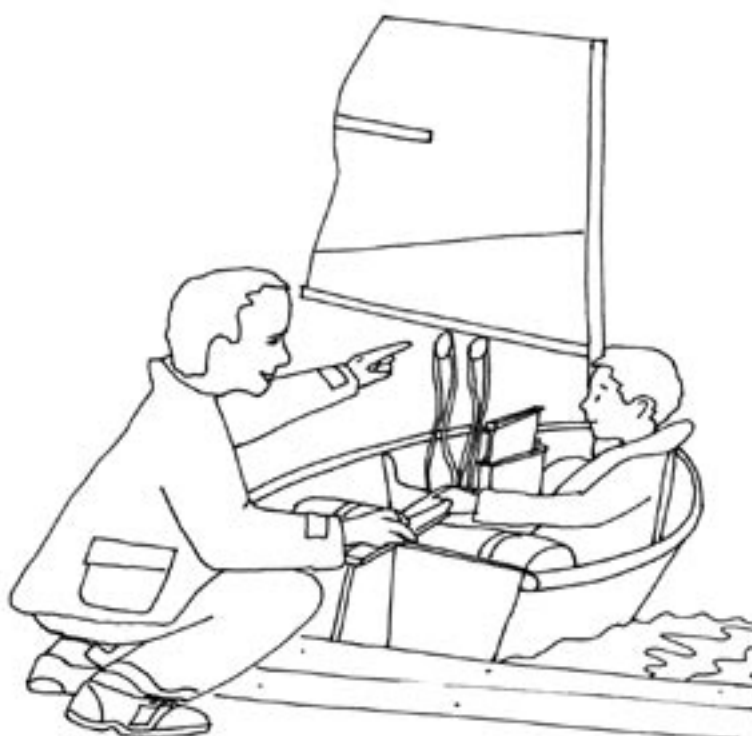
The jobs are many and varied! Are you up for it?...



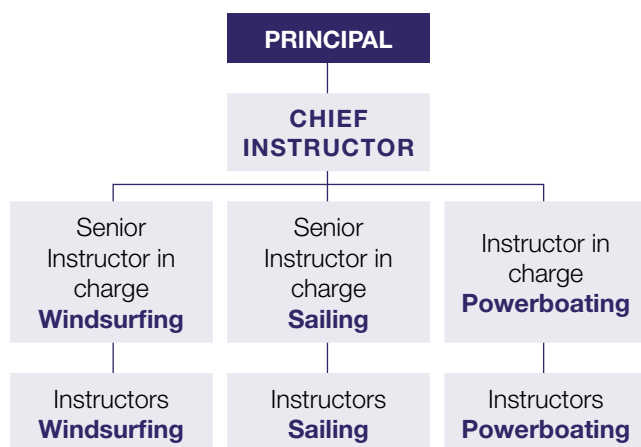
| INSTRUCTORS-IN-CHARGE | QUALIFICATION AT ENTRY TO THE COURSE |
|--|---|
| To be an SI at a Dinghy Training Centre | Dinghy Instructor plus 1 year's full-time or two year's part-time teaching and training course |
| To be an SI at a Keelboat Training Centre | SI with a Day Skipper practical certificate, or A Yachtmaster Instructor, or A Dinghy/Multihull Instructor with a two-day Keelboat Instructor conversion plus SI training |
| To be an SI at a Windsurfing Training Centre | Windsurfing Instructor plus 1 year's full-time or two year's part-time teaching and training course |
| To be in charge of Powerboating at a Powerboat Training Centre | Powerboat Instructor |

A centre that provides teaching in all the disciplines will have the appropriately qualified Senior Instructor/Lead Instructor to oversee each of the specialist training areas.

| | |
|--|--------------------------|
| An SI should have a good general knowledge of their discipline. Instructors in charge of other disciplines may have greater expertise in that field. | Dinghy/multihull sailing |
| | Keelboat sailing |
| | Windsurfing |
| | Powerboating |



Who does what?



In a professional centre, there may be a Chief Instructor working with the Principal, who delegates to the instructors in charge of each discipline.

The Principal in a centre may manage:

- Administration
- Finance
- Staff recruitment
- Building maintenance
- Purchasing
- Domestic and teaching staff
- Equipment repairs and replacement



At a sailing club these tasks will often be carried out by an elected committee.

The Chief Instructor (may be the Senior Instructor!) in a centre may:

- Manage the staffing of all disciplines
- Co-ordinate all activities
- Co-ordinate the work of the senior staff
- Work, in consultation, on all programmes
- Carry out risk assessments
- Report to the Principal on the work of the centre
- Monitor standards



Lead Senior Instructor or Lead Powerboat Instructor

at any centre will manage:

- All activities afloat
- Instructors' programmes
- Instructor training and development
- Assignment of instructors to their daily tasks
- Training dinghy Assistant Instructors



A sailing club may well appoint a Senior Instructor to fulfil all the roles (Principal, Chief Instructor, Senior Instructor) although the elected committee members will manage the running of the club.

INSTRUCTOR SKILLS

As an Instructor becomes increasingly skilled and experienced they may take responsibility for:

- Meeting and briefing students
- Preparing equipment for sessions afloat
- Recommending/issuing appropriate clothing to students for the session
- Planning the teaching session to take into account age, ability and fitness of students
- Selecting the appropriate sailing area
- Arranging safety cover
- Teaching the programme
- Evaluating student performance
- Coaching
- Debriefing students
- Theory talks ashore and afloat
- Experience in the work place

Many of these areas are SI responsibilities which can and should be delegated to competent instructors. The SI must remember, however, that s/he is ultimately responsible.

Remember: Assistant Instructors and unqualified sailors can play a major part in teaching at many clubs.

SUMMARY OF THE ROLES OF THE SENIOR INSTRUCTOR, CHIEF INSTRUCTOR AND PRINCIPAL

Principal

In overall charge of the centre. Responsible to the RYA for ensuring that all groups afloat are lead by appropriately qualified staff. Activities afloat are delegated to the Chief Instructor who in turn writes and staffs the teaching programmes.

Chief Instructor

Oversees all training in one or more disciplines but delegates the on-water management of groups afloat to the appropriately qualified SI.

Senior Instructor or Instructor in charge

Management of group teaching afloat. Type of group depends on qualifications.

In a small club or centre you may well fulfil all three roles! (and be the main instructor too...)

In each case record four of the areas for which each person is responsible (the first is done for you).

PRINCIPAL

1 Issuing RYA certificates

2

3

4

5

CHIEF INSTRUCTOR (may also be Senior Instructor)

1 Briefing and supervising the Senior Instructors

2

3

4

5

SENIOR INSTRUCTOR

1 Supervision of groups afloat

2

3

4

5

When your centre is inspected for recognition the Inspector will expect to see instructors teaching to the RYA syllabi and guidelines.

The RYA teaching methods have stood the test of time and are widely used throughout the world.

The schemes and teaching methods are regularly updated to take into account developments in the sport and teaching methods.

The SI has a responsibility to ensure that all instructors work to the same scheme.

They may delegate some areas to a **Lead Instructor** on a particular day/group.

The SI has a responsibility to ensure that the basic method of delivery:

- is clearly understood by all instructors
- is delivered accurately
- conforms to the technical definitions described in all specific RYA teaching manuals/logbooks and handbooks. (See appendix for publications listings)

An instructor may add:

- simple adaptations to suit a particular boat/board/rig or student
- creative ideas that add interest and excitement
- delivery of technical information in an interesting and memorable way.

An Assistant Instructor may:

- work under the supervision of an SI in teaching sailing
- be counted in the tuition ratios as a qualified person (see RYA Guidance Notes for Inspection of RYA Training Centres).

An unqualified helper may:

- work under the supervision of an SI
- not be counted as a qualified person in the tuition ratios.

As an SI how will you ensure that everyone on your team knows the RYA Method and the order in which the various skills are taught?

As an SI/Lead Instructor it is your responsibility, when setting a course, to:

- Check the number of students in each teaching group
- Check the age and experience of the students
- Decide on the programme that they are to follow
- Consider the group and the planned session and choose the appropriately qualified/ experienced instructor to lead that group
- Make sure that the Instructor assigned to the group has all the necessary information (names, age, medical problems)
- Discuss (briefly) the aims of the session with the instructor and review the lesson plan
- Offer suggestions where appropriate but allow the instructor as much freedom in planning and carrying out the lesson as good practice will allow
- Check the equipment list with your instructor – dinghies, boards/rigs, safety boat, buoys etc
- Consider assigning an Assistant Instructor if you think this is necessary
- Discuss the sailing area to be used, bearing in mind the needs of other groups afloat.

COURSE DESIGN AND CONTENT

SECTION A

COURSE DESIGN AND CONTENT

EXERCISE 2

Please fill in for your appropriate discipline. The syllabus for all dinghy and windsurfing courses is outlined in G4 and WSM1 to 6

Write out a programme for a Level 1 course

| DAY | AM | PM |
|-----|----|----|
| 1 | | |
| 2 | | |

LUNCH

Write out a programme for a Dinghy Basic Skills Level 2/Windsurfing Intermediate course

| DAY | AM | PM |
|-----|----|----|
| 1 | | |
| 2 | | |

LUNCH

Write out a programme for a Seamanship/Introduction to Harness and Footstraps course

| DAY | AM | PM |
|-----|----|----|
| 1 | | |
| 2 | | |

LUNCH

Write out a programme for a Start Racing/Windsurfing Youth Level 1 course

| DAY | AM | PM |
|-----|----|----|
| 1 | | |
| 2 | | |

LUNCH



Dinghy Only - Write out a programme for a Day Sailing or Sailing with Spinnakers course:

| DAY | AM | | PM |
|-----|----|--------------|----|
| 1 | | LUNCH | |
| 2 | | | |



Windsurfing Only - Write out a programme for a 5 Day Intermediate Course incl. Clinics:

| DAY | AM | | PM |
|-----|----|--------------|----|
| 1 | | LUNCH | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

Your centre/club seeks to instruct a wide variety of clients from beginners to advanced. You may also have to accommodate young people and children. List the types and number of craft/equipment that you would prefer to use. The idea will be to equip your centre to teach as broad a range of people and courses as possible.



Dinghy Exercise:

| SAILING CRAFT | | PARTICULAR USE |
|---------------|-----------|---|
| 1 | | All round general purpose dinghy - all ages, beginners to improvers + |
| 2 | Optimists | |
| 3 | | Young people/teenagers - progressing to advanced skills |
| 4 | | |
| 5 | | High performance dinghy - teaching advanced courses, yet still 'user friendly'. |
| 6 | RS Feva | |
| 7 | | |
| 8 | | |



Windsurfing Exercise: (Please specify rig size as well)

| SAILING CRAFT | | PARTICULAR USE |
|---------------|---------------|--|
| 1 | | All round, general purpose - all ages beginners board |
| 2 | JP Young Gun | |
| 3 | | Intermediate progression board suitable for both adults and teenagers |
| 4 | | |
| 5 | | Board for teaching introduction to advanced skills - yet still 'user friendly' |
| 6 | Hifly Trainer | |
| 7 | | Light, responsive children's sail, enabling progression onto youth level 2 and 3 |
| 8 | | Adults fully battened sail range; teaching Intermediate skills |

**Dinghy example:**

Planning appropriate sessions for the right group, taking into consideration the weather and time of year, is a major 'job' of the SI. In the following exercises, assume you are the SI at a centre. The centre owns the equipment you have chosen above.

Over the page are three planning exercises for you to complete. Your instructor is not sure what to do. How do you advise them as an SI? To start you off on **Exercise 1**, here are some thoughts the SI has to consider...

- This exercise is quite difficult because the children are young and will, no doubt, be full of energy so they will be looking to you to provide an exciting day. Unfortunately there is no wind!
- Before you choose the boats you will have to consider what activity is possible and worthwhile.
- The children could, of course, drift around in big boats, but there would be little for them to do and the instructor would have to keep them entertained. How would he or she do that?
- They could go into the smallest boats, the Optimists, but with no wind what would you have them do?
- Is it possible to devise an activity that is part of the Youth Sailing Scheme?
- There may not be a single way of providing an activity for this group of children so simply think up the best activity that can be realistically delivered.

In the boxes only write sufficient information to make the aims of the session and the important issues involved clear.

**Windsurfing example:**

The skills and techniques you can teach in a session are governed by the level of the group and the conditions on the day.

An experienced instructor builds up knowledge of alternative plans. As an SI, new instructors may rely on you to begin with.

Over the page there are three planning exercises for you to complete. Your instructor is not sure what to do. How do you advise them as an SI? To start you off on **Exercise 1**, here are some thoughts the SI has to consider...

- This exercise is quite difficult because the children are young and will, no doubt, be full of energy so they will be looking to you to provide an exciting day. Unfortunately there is no wind!
- Before you choose the equipment you will have to consider what activity is possible and worthwhile.
- The children could, of course, drift around but there would be little for them to do and the instructor would have to keep them entertained. How would he or she do that?
- They could try and sail, but with no wind what would you have them do?
- Is it possible to devise an activity that is part of the Youth Scheme?
- There may not be a single way of providing an activity for this group of children so simply think up the best activity that can be realistically delivered.

In the boxes only write sufficient information to make the aims of the session and the important issues involved clear.

STAFF: 1 INSTRUCTOR PLUS AN ASSISTANT INSTRUCTOR

WEATHER: IT IS SUMMER, SUNNY AND CALM

CLIENTS: 6 CHILDREN **AGE RANGE:** 9 TO 11 YEARS OLD

Dinghy - Ref: G14 page 52 and Windsurfing – Ref: W33a

| | |
|--|--|
| You have a range of boats/boards and rigs – which will you choose and why? | Equipment chosen because... |
| Very much a 'first time' sail. Your aim will be to get them all sailing. | How will you organise their first session afloat? |
| You have an Assistant Instructor | How will they help you? |
| The weather is hot and sunny with very little wind. | How will the conditions affect your session? How can you use the conditions to your advantage? |
| Safety on and off the water | What are the safety issues? How will you keep everyone safe? |

General points that may need to be mentioned by the SI:

STAFF: 1 INSTRUCTOR PLUS AN ASSISTANT INSTRUCTOR

WEATHER: IT IS AUTUMN, WET AND SQUALLY, SW F4 TO 5

CLIENTS: 6 CHILDREN **AGE RANGE:** 14 TO 16 YEARS OLD

Ref: G3 Start Sailing, G11 Youth Logbook + W1 Youth logbook

| | |
|--|---|
| <p>You have a range of boats/boards and rigs – which will you choose and why?</p> | <p>Equipment chosen because...</p> |
| <p>Stage/Level 1 of a youth course is very much a 'first time' sail. Your aim will be to get them all sailing.</p> | <p>How will you organise their first session afloat?</p> |
| <p>You have an Assistant Instructor</p> | <p>How will they help you?</p> |
| <p>The weather is wet and squally. Wind blowing F4 to 5. It is early autumn and the water temperature is around 12°C</p> | <p>How will the conditions affect your session? How can you use the conditions to your advantage?</p> |
| <p>Safety on and off the water</p> | <p>What are the safety issues? How will you keep everyone safe?</p> |

General points that may need to be mentioned by the SI:

This is quite a difficult grouping. How can the difficulties be resolved?



Dinghy Exercise:

STAFF: 1 INSTRUCTOR PLUS 2 ASSISTANT INSTRUCTORS

WEATHER: IT IS EASTER, SW F4

CLIENT: 2 FAMILIES **FAMILY 1:** PARENTS 33 YEARS, CHILDREN 6 AND 8

FAMILY 2: PARENTS 50, CHILDREN 14 AND 15

They want to sail together if possible. They are thinking of buying a Wayfarer to go cruising.

| | |
|---|--|
| You have a range of boats – which will you choose and why? | Dinghies chosen because.... |
| There are many alternatives which may call for negotiation with the families. | How will you organise their sessions afloat? |
| The Lead Instructor has two other instructors in the team. | How will they help you? |
| Easter (may be quite cold). Wind SW F4. | How will the conditions affect your session? How can you use the conditions to your advantage? |
| Safety on and off the water | What are the safety issues? How will you keep everyone safe? |

General points that may need to be mentioned by the SI:



Windsurfing Exercise:

STAFF: 2 INSTRUCTOR PLUS 1 ASSISTANT

WEATHER: IT IS EASTER, SW F4

CLIENT: 2 FAMILIES **FAMILY 1:** PARENTS IN 30'S, CHILDREN 6 AND 8

FAMILY 2: PARENTS 50, CHILDREN 14 AND 15

They want to sail together if possible, sailing somewhere to have a picnic for lunch

You have a range of boards and rigs – which will you choose and why?

Equipment chosen because....

There are many alternatives which may call for negotiation with the families.

How will you organise their sessions afloat?

The Lead Instructor has two other instructors in the team.

How will they help you?

Easter (may be quite cold). Wind SW F4.

How will the conditions affect your session? How can you use the conditions to your advantage?

Safety on and off the water

What are the safety issues? How will you keep everyone safe?

General points that may need to be mentioned by the SI:

In the following scenarios the groups are too large to be handled by Instructors and will need to be led by a Senior Instructor (you!). This is one of the key functions of the SI.

Using a similar format to the previous exercises sketch out the way each session will run. In some of these scenarios you might encounter problems, for example, with safety cover. You know that the centre is busy and operating to its limit. There may be situations you haven't met before, try for the best plan. Remember, if there is a situation you haven't met then your Instructors probably haven't met it either.

CHOOSE THREE ONLY



Dinghy Scenarios

Unless specified you may choose single or double-handed dinghies to suit the clients and the conditions.

| NO OF STUDENTS | SESSION REQUIRED | NO OF INSTRUCTORS | WEATHER |
|--|---|-------------------------|--|
| 4 club members | Assistant Instructor training course session 1. See G14 page 46 | You | Raining, F3 to 4 |
| 30 children | Day 3 of Stage 1 including day sail and picnic. See G11 | 6 instructors plus you. | Summer, fair, E F2 to 3 |
| 15 children | 5 beginners, 2 hold Stage 1, 7 hold Stage 2, 1 holds Stage 3. See G11 | 2 instructors plus you. | Spring, fair, NNW F3 to 4 |
| 12 teenagers (16-18 years) | Preparation for Instructor course pre-entry assessment. See G14 | 2 instructors plus you. | Summer, cloudy, showers, WSW F2 to 6 |
| 17 children | School group on second afternoon session during summer term. | 4 instructors plus you. | Rain, WSW F7 |
| 12 Secondary School children (mixed) 14-16 | School visit. Children to be encouraged to work together. | You plus 3 instructors. | Spring, warm and sunny but wind increasing to strong by early evening. |

| | | | |
|--|--|--|------------------------------------|
| 9 adults – club members | Day 3 of Level 2. 3 clients do not want to do any exercises afloat as they don't want Level 2 – they want to sail to a nice pub for lunch. 4 clients want Level 2 so they can hire a boat. 3 are indifferent so long as they sail. | 2 instructors plus you. | Summer, SW F3 |
| 6 physically impaired but mobile teenagers with helpers | Any activity afloat that can be safely arranged. Helpers will remain if required but have no sailing skills. See G14 | 2 instructors plus you. | Summer, rain expected, E F4 |
| 8 club Laser sailors | Want coaching to improve racing. Some have brought own boats 'to be tuned'. See G14 and G12 | Racing Instructor and two instructors. | Summer, dull, wind gusting F4 to 5 |
| 15 Dinghy Instructors (various centres). Spinnaker training. | Need sufficient skills to be able to deliver spinnaker module of the scheme. See G14 and G12 | 3 instructors | Sunny, steady wind 3 to 4 |



Windsurfing Scenarios:

| NO OF STUDENTS | SESSION REQUIRED | NO OF INSTRUCTORS | WEATHER |
|----------------|--|--|---------------------------|
| 4 adults | Day 2 of a Intermediate course | 1 Fastfwd instructor | Raining, F3 to 4 |
| 15 children | Day 1 of a level 1 youth course | 1 windsurfing instructor plus 1 assistant and you | Summer, fair, E F2 to 3 |
| 15 children | Mixed group progressing in the youth scheme: 5 beginners; 2 – level 1; 7 Level 2; 1 Level 3 | 1 windsurfing instructor and 2 Fastfwd instructors | Spring, fair, NNW F3 to 4 |

| | | | |
|---|---|--|--|
| 4 teenagers (14 – 18 years) | Prep for an instructor course, personal assessment wanted signing | 1 Advanced instructor | Summer, cloudy, showers, WSW F2 to 6 |
| 1 adult | A partially sighted adult improver | 1 Fastfwd instructor | Fair day SW F2-3 |
| 8 adults | Intermediate Clinic: Non Planing Carve Gybe | 2 Fastfwd Instructor (1 Non planing and 1 planing | Spring, warm and sunny but wind increasing to strong by early evening. |
| 9 adults | Day 3 of a Intermediate course. 3 clients do not want to do any exercises afloat – they want to sail to a nice pub for lunch. 4 clients want their Intermediate non-planing signing so they can hire a equipment. 3 are indifferent so long as they are on the water sailing. | 2 Fastfwd instructors plus you | Summer, SW F3 |
| 6 physically impaired but mobile teenagers with helpers | Any activity afloat that can be safely arranged. Helpers will remain if required but have no windsurfing skills | 2 instructors plus you. | Summer, rain expected, E F4 |
| 12 children (9 – 13 years) | A group of Team 15 children wanting extra coaching with their racing skills | Team 15 red coach and a windsurfing instructor | Summer, dull, wind gusting F4 to 5 |
| 8 adults and teenagers | Adults introduction to Footstraps during a Intermediate course | 2 Fastfwd and 1 assistant instructor | Rain, WSW F7 |

Teaching group

Weather conditions

Aims of the session

Equipment list

Ideal sailing area

How will you deploy
your instructors?

Special
circumstances that
have to be considered

Describe briefly how
the session will be run

| | |
|--|--|
| Teaching group | |
| Weather conditions | |
| Aims of the session | |
| Equipment list | |
| Ideal sailing area | |
| How will you deploy your instructors? | |
| Special circumstances that have to be considered | |
| Describe briefly how the session will be run | |

| | |
|--|--|
| Teaching group | |
| Weather conditions | |
| Aims of the session | |
| Equipment list | |
| Ideal sailing area | |
| How will you deploy your instructors? | |
| Special circumstances that have to be considered | |
| Describe briefly how the session will be run | |

The Senior Instructor is the technical expert at any centre and has a responsibility to ensure that all the teaching sessions are delivered to the highest possible standard. It has to be remembered that a Dinghy or Windsurfing instructor is only qualified to teach 'under the supervision of the appropriate RYA Senior Instructor'.

The duties of the SI will be:

- to monitor the performance of instructors
- to train and retrain instructors as necessary
- to support and assist the instructor to maintain and develop their skills
- to lead large groups afloat where more than one instructor is needed (eg. several groups on a day sail).

The key to performing these duties well and managing any situation is the ability to give clear direction and feedback in an appropriate way. The SI is seen as the role model having to:

- deal sensitively with students
- feedback carefully yet professionally with staff and colleagues
- manage awkward situations and scenarios appropriately and effectively.

(have a look at the section in G14 on Briefing and Debriefing - pages 22-24).

BRIEFING STUDENTS

SECTION A

Before any exercise is carried out students should be clearly briefed. To avoid students having to remember a great deal of detailed information briefings can be divided into two parts.

GENERAL PROCEDURES

These apply to all activities. For example "Everyone on the waterfront or afloat must wear a buoyancy aid". This briefing may need to be 'topped up' with reminders now and again.

A general briefing would include things to be done that are common to all activities afloat. Included could be:

- Clothing and buoyancy aid checks
- Launching and recovering trailers – where they are safely left
- Rigging and launching area
- When to go on the water
- Signals
- Check – do they understand?
- Etc

SPECIFIC PROCEDURES

These procedures or 'rules' will apply to the particular activity about to be carried out. Add to the list below if you think it is useful.

- Aims of the session
- How these aims are to be achieved (exercise)
- Skills (demonstrated) to be practiced
- Sailing area
- Dinghy rigged for exercise (eg. anchors if not standard, MOB etc)
- Windsurfing equipment and sails suitable for the exercise
- Signals specific to exercise
- Check – do they understand?

Should things go wrong (changes in the weather, mishap or the students, for some reason, are not making progress) the session should be stopped and the students set a new task with more achievable aims. This would require carefully re-briefing the student.

THE PEOPLE WE TEACH

EXERCISE 6

Write paragraph headings for briefing the first session afloat. What teaching points should be covered? What will you actually say?



Dinghy Only - Your team are Assistant Instructors and unqualified sailors. What points will you cover with them beforehand?

As Dinghy SI you may train Assistant Instructors (AIs). AIs are often very good sailors who will need an understanding of the RYA Method and Schemes. They will also need support and help in communicating positively and clearly, and may lack confidence. They may need reminding what it is like to go afloat for the first time!

In some ways debriefing existing instructors is more difficult. A student accepts that when they come on a course they will need to be taught (told) what to do by the instructor. They will expect some difficulties when learning something new.

Instructors can properly regard themselves as competent and may find criticism a bit hard to take!

However the same general principle remains – when debriefing anyone start by establishing the acceptable level of skill and then help the instructor take on board ways of improving their performance. This often happens as the instructor feeds back to you at the end of the day.

This is best done by having the instructor review their own performance.

Part of your responsibility is to assign tasks to the appropriate instructor (who is qualified and experienced enough to run the session). This may often be done in a team meeting at the start of the day.

How you do this is quite important:

“Right Sally. Today you have three beginners. Meet them in reception at nine o’clock and talk through the day and invite them to ask questions. You have their names, ages and other relevant details. Start with rigging the equipment. You can then proceed to launching. Don’t spend too much time...”



or

“Sally you have a beginners’ group later this morning. Here are their details. When you have had a chat with your students and decided on your programme let me know what equipment you are using. I’ll arrange safety cover if you are sailing with the group. Give me a quick outline of your programme before you go afloat. Any problems? OK I’ll leave you to it.”



"He trusts me"

Even if you were the lead instructor afloat, directly involved in the teaching, you would encourage comments during planning from the other instructors.

Much of student debriefing will go hand in hand with continuous coaching but it is also important to debrief all the students after the exercise has been completed. Debriefs should always be positive.

Confirm success no matter how slight, then offer advice on how to build on that success.

Avoid “BUT”



Dinghy Scenarios:

“You are sailing well but if you sat further forward when going to windward you would sail faster.”

“You are sailing well. Try sitting further forward when going to windward. This may help you to sail faster when going upwind.”

Look at the alternatives below:

| DIFFICULTY EXPERIENCED BY STUDENT | PROBLEM | POSSIBLE INSTRUCTOR INPUT | ALTERNATIVE |
|-----------------------------------|--|---|--|
| Difficulties when tacking | Sitting too far aft | “You won’t get it right unless you sit where I told you!” | “You are almost there, good. Try sitting further forward; that should make it easier to change hands.” |
| Difficulties when gybing | Gybing reach to reach and losing control | “Don’t let go of the tiller and straighten up as soon as the sail starts to come across.” | “Reach to reach is quite difficult. Start on a training run so that you have time to settle down. Give it another try and take your time.” |
| Final debrief (group ashore) | | “You all did well. Now get the boats put away and get changed.” | <p>“Well done everyone!</p> <p>Tom, your tacking is really coming on. Try changing hands sooner.</p> <p>Mary, you really are sailing well to windward. If you are over powered pull up the daggerboard a little.</p> |

INDIVIDUAL FEEDBACK IS IMPORTANT



Windsurfing Scenarios:

“This is really good, but as the wind is light try trimming the board a little better by moving your feet a closer to the mast”

“This is really good your sailing has improved so much, you are making great progress, as the wind is a little light today, try moving your feet a little more central and closer to the mast, keeping the board trimmed”

Look at the alternatives below:

| DIFFICULTY EXPERIENCED BY STUDENT | PROBLEM | POSSIBLE INSTRUCTOR INPUT | ALTERNATIVE |
|-----------------------------------|---|--|--|
| Difficulties when tacking | Board loses momentum and will not turn | “You won’t get it right unless you keep the rig where I told you!” | “You are almost there, good. Try keeping the rig pulled in and the backhand remaining in position on the boom; that should make it easier and keep the power on.” |
| Difficulties when gybing | Unable to control the power as rig leans forward to bear away | “We went through this on the land you’ve got to stop holding your body so upright” | “Try to relax your body, keep a low position, bending your knees a little more. Give it another try and I’ll talk you through.” |
| Final debrief (group ashore) | | “You all did well. Now get the equipment de-rigged, put away and get changed.” | “Well done everyone! Tom, your tacking is really coming on. Try stepping round in a few less steps. Mary, you really are sailing well both upwind and downwind. Try lifting the daggerboard when sailing downwind and gybing |

INDIVIDUAL FEEDBACK IS IMPORTANT

Try some of these:



Dinghy Exercise:

| PROBLEM | REASON FOR THE PROBLEM | POSITIVE WAYS OF BRINGING THE PROBLEM TO THE STUDENT'S ATTENTION |
|---|---|--|
| Not sailing close enough to the wind | Not using the jib as an indicator | |
| Mainsail jammed in the track during sail drop for lee-shore landing | Halyards not stowed carefully and not checked before drop | |
| Child in Optimist continually head to wind | | |



Windsurfing Exercise:

| PROBLEM | REASON FOR THE PROBLEM | POSITIVE WAYS OF BRINGING THE PROBLEM TO THE STUDENT'S ATTENTION |
|---|---|--|
| Bearing away and catapulting each time they try and hook into the harness | Gear gazing!! | |
| Board unstable and turning into wind when trying to beach start | Poor weight distribution and foot placement | |
| Child on a beginners board continually going head to wind | | |

Here are a couple of situations that have occurred at a Training Centre. How would you deal with the problems that have arisen?

THE INSTRUCTOR

EXERCISE 8

THE INSTRUCTOR

You are a young instructor who sails brilliantly! You have an excellent knowledge of your sport both practical and theoretical. You feel that you are admired by all your students and some of your fellow instructors are jealous of your wide and considerable skills. You put up with your Senior Instructor although she's past it. You have amused students with your clever jokes at the expense of your SI.

She wants to see you, probably to confirm your importance and superiority and you are quite looking forward to the interview. You have even prepared a few ideas and intend pointing out some of your SIs more obvious errors.

THE SENIOR INSTRUCTOR

You are an SI who has working for you the most conceited young instructor that you have ever met! The trouble is that he is an excellent sailor and sails flawlessly. He also has the knack of gaining great popularity among the students who you suspect think that he should take charge. A few of the mature clients are less impressed and the other instructors are suffering a loss of confidence in their own abilities. Talk to the young person and sort things out.

Outline in note form how the above problem can best be solved.

You could:

- confirm your instructor's high opinion of himself
- explain that his attitude makes it necessary for him to leave the centre
- find a compromise that encourages the best of his talents but curbs the less desirable

WHAT WILL YOU DO, AND HOW?

(list the issues that need discussing and how you would approach each subject)

WHAT OUTCOME WOULD YOU HOPE FOR?



One of the biggest challenges an SI has to encounter is how to debrief a session that is going, or has gone, 'horribly wrong'. The SI has to judge when to step in and stop or alter the session, and how to manage the situation to ensure clients and staff retain confidence and respect.

The analysis of what went wrong needs to be handled carefully as the SI must ensure any 'mistakes' are recognised, accepted and corrected as such, whilst the instructors are left feeling positive and motivated.

The skill in debriefing is to avoid any kind of confrontation where the instructor feels they are being attacked and becomes defensive. You realise how difficult it can be to get everything right and we all make mistakes.

The aim of the debrief should be to get your instructor to question their own performance and make a mental note not to make the same mistakes again.

The aim is also to improve the instructor's performance whilst maintaining their confidence and self esteem.

An instructor should see the occasional debriefs as a valuable aid to improvement.

The following section describes a teaching session ashore and afloat that was observed by the SI. Please read through the exercise and assess from the evidence the performance of the instructor.

Please see the example appropriate to your discipline.

| | |
|--------------------|---|
| GUESTS: | 9 adults (mixed) |
| ACTIVITY: | Seamanship Skills |
| CRAFT: | 4 Wayfarers |
| WATER TEMP: | 12°C |
| CONDITIONS: | Dull, drizzle. Fresh cold Northerly wind. |
| AIMS: | <ol style="list-style-type: none">1. To teach Seamanship Skills as defined in G4 syllabus.2. To practice the skills on a short day trip. |

Two experienced instructors were given this particular task with a 5 metre RIB as support boat. The instructors were pleased to have a group of students who could sail independently and to whom they could teach more advanced skills and manoeuvres.

After the briefest of introductions they were kitted out for the day and instructed to rig up and be ready to launch. In the meantime the instructors would get changed and launch the RIB.

When the instructors returned three of the Wayfarers were waiting in the shallow water but the fourth had sailed away from the beach. One instructor went off in the RIB to keep an eye on the dinghy while the second instructor briefed the remaining students.

The task was a bit complicated involving reefing afloat, picking up man overboard, coming alongside and anchoring.

The instructor explained to each crew in turn the order of the exercises and the various parts of the sailing area which were to be used. There was a lot of noise but everyone nodded to indicate that they understood what would be happening.

As the dinghies sailed away the lead instructor began to have doubts about the group's abilities. Dinghies were not being sailed flat and the first exercise, picking up a mooring, was to windward of the launch site; it was obvious that some of the crews were not going to be able to get there.

The instructors decided to cancel that part of the exercise and get all the boats to put in a reef.

Finally a decision was made to place one instructor in the Wayfarer nearest the sailing area to sail the boat upwind. In the meantime the second instructor set off downwind to take the furthest Wayfarer in tow. This still left a couple of dinghies in trouble so you (the SI) dispatched a second safety boat with a crew of two to help bring everyone back.

The students were a little dampened by their experience but still enthusiastic to continue. The instructors then helped everyone to reef ashore. It was decided that everyone would go for an early lunch and then start the exercises again.

others where either waiting in the shallows, or on the grass still rigging. One of the instructors decided to go out in the rib and keep an eye on the two on the water while the other instructor help some of the group rig and explained the plan for the afternoon

The session was a bit complicated involving a long tack upwind in strong tidal waters, between quite a few moored boats and other groups on the water.

The instructor explained the direction in which they were heading first, the skills they were going to practice and where in the sailing area. Unfortunately as the instructor explained the session a group of beginner dinghy sailors were launching, with their sails flapping it created a lot of noise, but everyone still indicated they understood.

As the group launched the lead instructor began to doubt their overall ability. The conditions were quite gusting and some of the group were having problems being overpowered unable to control their sails, leaving the beach and staying up wind, while others were flying off with wails of delight in their footstraps. It was quickly obvious to both instructors that some of the group would not reach their upwind destination.

After a few discussions and rounding up a few of the group, the instructors decided to cancel the upwind exercise and try to gain control of the group.

Finally one of the instructors led the more competent sailors on an across wind course while the second instructor in a safety boat towed the boards furthest down wind back to the group. This did leave a couple of the group struggling to stay up wind so you (the SI) got a spare instructor to take out a second safety boat and help the instructors.

As Senior Instructor you decided to debrief the instructors and look at the session plan intended for the afternoon.



SESSION PLAN - WINDSURFING

| | |
|--------------------|--|
| GUESTS: | 9 adults (mixed) |
| ACTIVITY: | Upwind and downwind exercises |
| EQUIPMENT: | 10 F2 Primes rigs ranging from 5.5 to 6.2 |
| WATER TEMP: | 12°C |
| CONDITIONS: | Dull, drizzle. Fresh cold Northerly wind. |
| AIMS: | <ol style="list-style-type: none">1. To teach improved upwind and downwind sailing skills.2. To practice the skills on an afternoon sail. |

Two experienced instructors were given this session with aid of a rib as a safety boat and an extra board to teach from. The instructors were really happy to finally be given a group that could sail well and needed help improving there advanced skills and manoeuvres.

After the briefest of introductions the group where given their equipment and shown the area to rig and later launch from. In the meantime the instructors would get changed and rig the rib.

When the instructors returned some of the group where already on the water practising, and the

Dinghy and Windsurfing:

Re-read the session plan and scenario and assess the instructors' performance in the following way:

Use a highlighter pen to score through all the points described in the session that you consider good practice.

Use a highlighter of a different colour to score through situations that you feel are not good or that you are uncertain about.

Then:

Compile a few statements that summarise the best of the session so that the best is positively acknowledged.

For each of the elements that you are unhappy about devise short questions that help your instructor review their own performance. For example, imagine that an instructor gave a poor briefing which led to confusion on the water. You might ask: Why do you think they were confused? Is there anything that you could have done to make sure that they really did understand the set task?

Because we work in a very uncertain environment there is always the possibility that something will go wrong. We try our best at the planning stage to take into account:

- what is happening (tide, wind, water and air temperature, other users, etc)
- what could happen (changes in the conditions, fatigue, etc)

But often the best laid plans...

Please see your appropriate examples:



DINGHY SCENARIO

| | |
|-------------------------|---|
| 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 SCENARIO

| | |
|-------------------------|--|
| SESSION: | Instructor and 6 adult students |
| AIMS: | To improve their sailing on intermediate equipment |
| SEA STATE: | Wind against tide – 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 not be as 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.
- Two boards drifted towards a drilling platform; if they became entangled there would be serious risk of fatality.

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 across the tide, 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 after all the anxiety.

Dinghy and Windsurfing:

Mistakes were made on shore after which there was a cascade effect.

Errors that seem small at the start can be the beginning of much worse to follow. What errors were made that caused this session to go so seriously wrong?

ERRORS

1

2

3

4

5

6

WRITE A SHORT DESCRIPTION OF A CATASTROPHE THAT YOU HAVE WITNESSED OR BEEN INVOLVED WITH

What happened? (describe briefly)

How was the situation resolved?

What was the outcome?

What mistakes were made?

What were the key learning points for the future?

WHAT IS A RISK ASSESSMENT?

SECTION A

A risk assessment is a careful examination of what could harm people, then introducing safeguards to ensure that the risks are 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 DO A RISK ASSESSMENT

SECTION B

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 SAILING

SECTION C

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 NGB guidance or a centre/club's own written operating procedures.

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

SITE/EVENT 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.

ONGOING OR DYNAMIC RISKS

These require good, trained 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 capsizes – reef or put instructors back in each boat; windsurfers becoming overpowered – encourage to sail to shore and wait for squall to pass or downsize rigs.

RISK ASSESSMENTS AND THEIR PLACE IN CENTRE OPERATING PROCEDURES

SECTION D

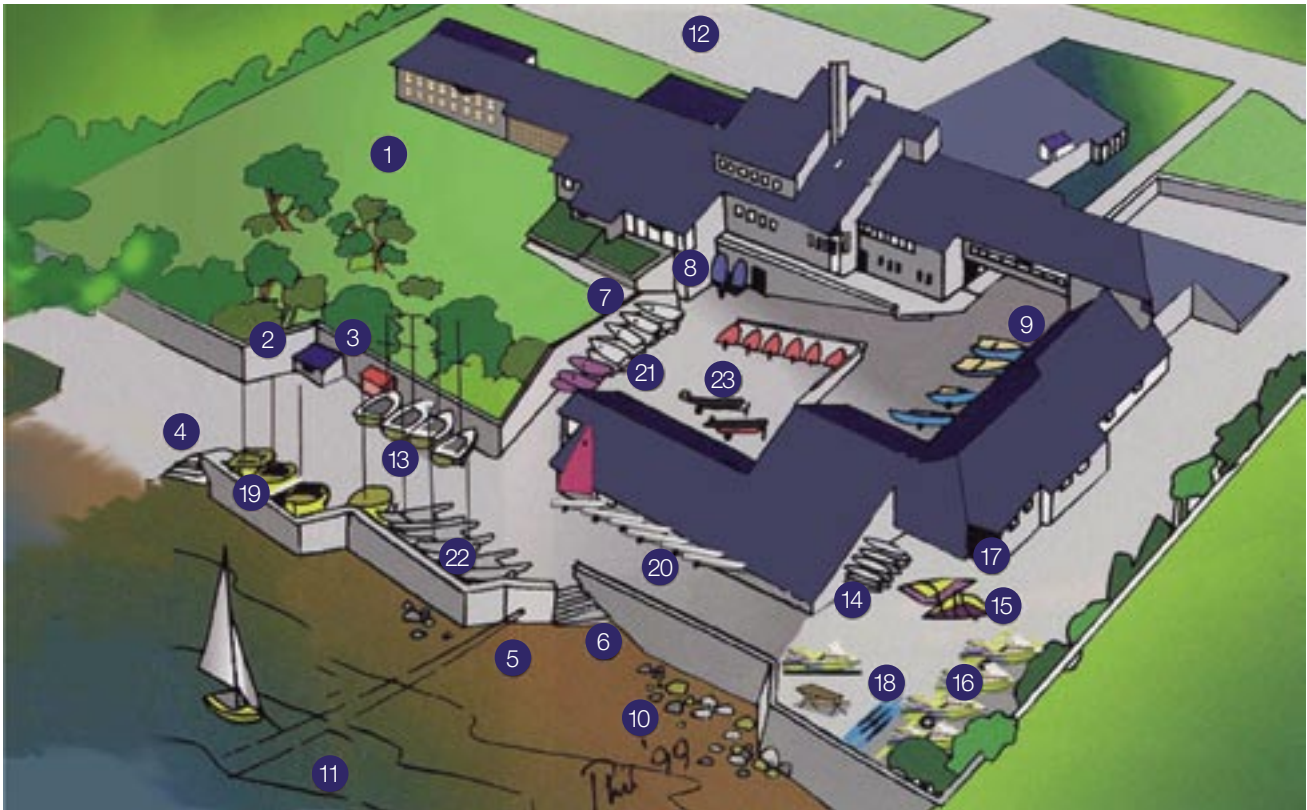
An operating procedure is simply a written record of the routine organisation of a club or centre. It will take into account the risks already assessed in recording who is responsible, and how certain routine operations (such as fuelling powerboats) are done.

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.



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.



Plas Menai, Welsh National Watersports Centre. Diagram by kind permission of the Manager.

Key to areas numbered on the map:

| | | | |
|----|---|----|---|
| 1 | Grassed area used for lunch breaks, windsurfing simulator, single-handed dinghy shore drills etc. | 12 | Car park. |
| 2 | Winch house. Only used to draw yachts and keelboats up the slipway. | 13 | Stratos dinghies parked nose to wall and tied down. |
| 3 | Steel locker for petrol storage. | 14 | Longboards (various) stored on metal racks 4 boards high. |
| 4 | Wide slipway (concrete) with steps down to beach. | 15 | Windsurf sails rigging area. |
| 5 | Beach made up from fine particles, sand and stones. | 16 | Storage for personal watercraft. |
| 6 | Steps down to the beach. | 17 | Windsurfing sail store inside building through double doors. |
| 7 | Lasers stored in racks 3 boats high. | 18 | Canoe storage and picnic area. |
| 8 | Optimist dinghies stood on their transoms and secured by straps. | 19 | Two-man dinghies stored nose to wall and tied down. |
| 9 | Asymmetric dinghies. Access to the waterfront is down sloping pathway. | 20 | Pico dinghies stored nose to wall and tied down. Storage area slopes towards slipway. |
| 10 | Large, immovable rocks on beach. | 21 | Toppers on racks. |
| 11 | Beach covered as tide rises. Small stones, rocks and seaweed. Running mooring lines. | 22 | Multihulls stored nose to wall and tied down. |
| | | 23 | Powerboats (RIBs) on road trailers with winches. |

Look at the layout of the centre and risk assess fuel storage and two more of the areas.
 (The first is an example)

| AREA NO. | DESCRIPTION | POSSIBLE HAZARDS | CONTROL MEASURES. THESE MEASURES WILL BECOME PART OF THE CENTRE'S OPERATING PROCEDURES |
|----------|--------------|------------------------------------|---|
| 5 | Slipway | Cuts to bare feet (windsurfers) | Advise of danger and recommend wearing shoes. Instructor to check launch area for obvious sharp debris. Beginners must wear footwear. |
| | | Carrying boards and rigs, tripping | Advise caution. Boards to be carried in pairs, or singly, by two people (tolerable risk). |
| 3 | Fuel storage | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

During instructor training you will have been required to give a talk or presentation. As an SI you will have to monitor talks given to clients by your instructors, give advice and help to those who may be having difficulty. There is plenty of good advice and information in the G14 Dinghy Coaching Handbook and theory sections of the W33 Windsurfing Instructor Manual to which you should refer your team.

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.

Here is an example:

| INTRODUCTION (tell them what you are going to tell them) | CORE (tell them) | | | SUMMARY (tell them what you have told them) |
|--|--|--|--------------------------|--|
| 1 Topic | 2 Main points to be covered (paragraph headings) | 3 Detailed points to cover | 4 Visual aids | 5 Main points covered (summary) |
| Tides | Cause | Gravitational effects | Moon, sun, earth diagram | As column 2 Questions to clients to confirm understanding |
| Springs and neaps | Phases of the moon | Moon, sun, earth diagram | | |
| High and low water. Ebb and flow | 12ths rule or % rule | Harbour wall and seabed with 12th markings | | |
| Tide tables | Explanation of tide tables | Handouts from almanac | | |
| Effects (launching and recovery/landing) | Choosing the time and place | | | |

Choose a topic from the list below to use for your training example, and summarise the points in the table.



Dinghy Topics:

Launching from a windward shore
 Anchoring
 Sail setting

Lee shore landings
 Reefing a single-hander
 Spinnaker gybing

Mooring alongside
 Towing



Windsurfing Topics:

Launching and landing in different conditions
 Rigging and tuning
 Equipment choice

Harness/footstrap setup
 Teaching the NPCG
 Rescue techniques

PRESENTATIONS

EXERCISE 12

| INTRODUCTION (tell them what you are going to tell them) | CORE (tell them) | | | SUMMARY (tell them what you have told them) |
|--|--|-----------------------------------|----------------------|--|
| 1 Topic | 2 Main points to be covered (paragraph headings) | 3 Detailed points to cover | 4 Visual aids | 5 Main points covered (summary) |
| | | | | As column 2 Questions to clients to confirm understanding |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Reference: G14 Dinghy Coaching Handbook page 66

| QUALIFICATIONS | WHILST TEACHING CAN I...? | YES/NO |
|---|---------------------------------------|--------|
| Dinghy Instructor with Level 2 Powerboat certificate | Provide safety cover for dinghies? | Yes |
| | Provide safety cover for windsurfers? | No |
| Windsurfing Instructor with Level 2 Powerboat certificate | Provide safety cover for dinghies? | No |
| | Provide safety cover for windsurfers? | Yes |
| Powerboat Instructor with Level 2 Powerboat certificate | Provide safety cover for dinghies? | No |
| | 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 SIs hold this award (pre-entry requirement).

BUT

SIs/Principals can 'in house' train instructors 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. Familiarise yourself with the equipment and environment of your club or centre.

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.

For example:

Topic: Briefing exercise, page 28

Issue: Didn't understand if looking for general 'arrive at centre' briefing, or specific 'on water 1st session' briefing.

SUMMARY AND THE SI PRACTICAL COURSE

The SI training course generally consists of a series of sessions afloat organised by the SI candidates. In normal circumstances you would each run a minimum of two of these sessions with the coaching team facilitating feedback. Fleet management afloat is a key skill for the SI.

One of the advantages of this is that you 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 are well practiced.
- Check 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 good.

A few Dinghy candidates may choose the 'fast track' option. This consists of two days at different locations, the second of which is an assessment day. It can only be organised through the Regional Coach/Development Officer in conjunction with the RYA office.

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!

APPENDICES

RESOURCES AND FURTHER READING

APPENDIX A

The following publications are the materials which underpin the relevant RYA Training Schemes

Dinghy Sailing

- G3** Start Sailing, the Beginners Handbook – A basic introduction to small boat sailing, companion to the National Sailing Scheme Level 1 and 2 courses
- G32** Go Sailing – Covers similar material to G3, but in a design intended for young people.
- G45** Go Sailing Activity Workbook – A companion to G32 – stickers, drawing and puzzles for young people learning the ropes
- G4** National Sailing Scheme Syllabus and Logbook
- G11** Youth Sailing Scheme Syllabus and Logbook
- G12** Advanced Sailing, the Advanced Handbook – An introduction to the advanced skills and background knowledge in the advanced modules of the National Sailing Scheme
- G14** Dinghy Coaching Handbook and Logbook – The bible for instructing and coaching in the RYA Schemes

The following are available in DVD or VHS format:

- DVD11/V28** Start Sailing – Promotes and teaches the basics in Pico and Laser 2000 dinghies
- DVD10/V29** Better Sailing – Intro to asymmetric spinnakers and racing, presented by Shirley Roberston MBE

Power Boating

- G16** The Safety Boat Handbook – How to provide safety cover for dinghies, windsurfers and other small craft.
- G13** RYA Powerboat Handbook – Broad background to the modern sport of powerboating

Windsurfing

- W33** Instructor Manual – A wealth of knowledge for instructing and coaching the RYA Windsurfing Scheme
- W4** Instructor Logbook
- W33a** Instructor Guidance Manual – Materials covering the Junior Windsurfing Scheme
- W2** Assistant Instructor Guidance manual
- WSM1 – 6** Levels 1 to 5 Logbook – Materials covering knowledge for beginner to the advanced sailor
- WF1** New Fastfwd Logbook – An Introduction to part of the new National Scheme

The RYA sets one 'standard' for the training centres it recognises. Clubs and professional centres comply with the same standards, teaching ratios etc and each is inspected once per year. Much of the value for money arising from RYA recognition is vested in the inspection, which is at the very least a chance to think through ideas afresh and seek the views of another experienced person appointed for the purpose by the RYA.

The Guidance Notes set various minimum standards for RYA recognition of your training. These should be complied with at all times, not just during the inspection! In particular you should note that because an SI is present at all times during sail training, they have the discretion to use assistant instructors and unqualified but competent sailors as assistants. This can be a huge advantage and allows considerable flexibility within the terms of RYA Recognition.

As the dinghy Senior Instructor you can train Assistant Instructors for the club or centre. This site-specific award has no minimum age, and enables you to familiarise competent people with the RYA Method so that they can deliver large parts of beginner courses, and indeed more advanced skills if they are competent to do so.

The Guidance Notes are available from the RYA Training office, and are mailed to all RYA Recognised Training Centres at the start of each year.

The RYA Principals' Pack is a resource to guide you through the administrative aspects of running RYA courses at a Training Centre. It includes details on how to apply for recognition and guidance on risk assessment and health and safety issues. The pack is available from the RYA Training Department or to download from the RYA website.

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