

SENIOR INSTRUCTOR

高级教练

WORKBOOK

工作手册

The Senior Instructor Course Workbook

高级教练课程工作手册

This workbook contains information, explanations and exercises in preparation for the RYA Dinghy Senior Instructor Course.

此工作手册包含为RYA小帆船高级教练课程作准备的信息、说明和练习。

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

作为培训和评估的一部分，学员应阅读这份材料并完成相应练习。



NAME姓名:

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RYA Senior Instructor

Dinghy Workbook

RYA高级教练

小帆船工作手册

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CONTENTS目录	PAGE页码
1: INTRODUCTION 介绍	1
ABOUT THE COURSE 关于课程	3
USEFULL LINKS 有用的链接	5
SAILING CV 航海简历	6
2: BACKGROUND KNOWLEDGE 背景知识	7
3: ROLES AND RESPONSIBILITY 角色和职责	9
THE ROLE OF A SENIOR INSTRUCTOR 高级教练的角色	9
RYA REQUIREMENTS RYA 要求	11
SENIOR INSTRUCTOR SKILLS 高级教练技能	13
4: COURSE PLANNING AND ON WATER MANAGEMENT 课程计划及水上管理	15
COURSE PLANNING AND ORGANISATION 课程计划及组织	15
RYA METHOD DELIVERY RYA教学方法	16
COURSE DESIGN AND CONTENT 课程设计和内容	18
APPROPRIATE SELECTION OF SAILING CRAFT 恰当选择帆船船型	20
WEEKLY PLANNING 周计划	21
SAILING AREAS AND ZONING 航海区域和分区	25
OPERATING PROCEDURES 操作流程	27
DYNAMIC RISK ASSESSMENTS 动态风险评估	29
5: INSTRUCTOR DEVELOPMENT AND MENTORING 教练发展和指导	31
SESSION PLANNING 课程计划	31
BREAKING DOWN A SKILL 技能分解	34
THEORY, LECTURES AND DISCUSSIONS 理论、演讲和讨论	35
THE DISASTER DEPARTMENT 灾难部门	38
BREIFING AND DEBRIEFING 课前讲解和总结	39
MENTORING 指导	49
DEALING WITH COMPLAINTS 投诉处理	51
ASSISTANT INSTRUCTOR TRAINING 助理教练培训	54
TEACHING CHILDREN 教导青少年	55
COACHING FROM A POWERBOAT 在机动艇上教学	57
6: WHAT'S NEXT 接下来是什么	58
7: KNOWLEDGE QUIZ 知识检测	59
8: NOTES 笔记	61
9: COURSE ASSESSMENT AND OUTCOMES 课程考核与结果	62
10: SUMMARY 总结	65

1: Introduction介绍

Following the RYA Sailing pathway and training to become a Senior Instructor (SI) is both an exciting and challenging stage, whether it is for self-development or essential to a centre/club. The RYA Senior Instructor (SI Course) has been designed to develop your skills and help you make the transition from instructing small groups and individuals, to effectively managing the day to day operation of an RYA Training Centre, such as organisation of RYA courses, group control and the supervision and mentoring of your instructors.

不论是基于自我成长还是中心/俱乐部所需，遵循RYA航海进阶路线，并接受培训成为一个高级教练（SI）是一个既让人兴奋又具有挑战性的阶段。RYA高级教练（SI课程）被设计为提升你的技能，并帮助你完成从指导小团队或个体到有效管理RYA培训中心的日常运营的转变，比如组织RYA课程，团队控制和对你的教练进行监督和指导。

The qualities required of an SI are diverse and vary depending on the centre/club you work at and the role you play within their staffing structure.

高级教练所需的特质因你所在的中心/俱乐部以及你在员工结构中扮演的角色的不同而不同。

It's important to speak to other experienced SIs, Principals and RYA Coach Assessors about your interest as soon as possible. This will enable people to assist you with preparation prior to the course, as well as provide support during and post course.

尽快地将你的兴趣告知其他有经验的高级教练、主席和RYA教官是十分重要的。这将允许人们帮助你进行课程前的准备、以及在课程中和课程后提供支持。

Please also contact your Regional Development Officer, as many regions have SI preparation days and mentoring networks in place to assist and support you.

也请联系你的区域发展官，因为许多区域有SI准备日和指导网络来帮助和支持你。

SIs require many skills including patience, resourcefulness and an ability to deal with students and instructors. Their organisational skills ensure RYA courses are safe, fun and informative. SI需要许多技能，包括耐心、足智多谋以及和学员与教练打交道的能力。他们的组织能力确保RYA课程的安全性、趣味性和知识性。

The SI Course, along with the content and exercises within this workbook have been designed to provide you with an introduction to the knowledge and expertise you will require, and continuously develop, in your role as an SI. G14, RYA Instructor Handbook provides further information.

SI课程，以及本工作手册中的内容和练习，旨在为你提供你所需的知识 and 专业知识的介绍，并在你作为SI这个角色中持续发展。G14-RYA教练手册提供了进一步的信息。

The Workbook

工作手册

This document should form a useful resource in preparing you for the SI Course, as well as also acting as a reference aid both during and after the course. The content and exercises have been chosen to help prepare you and your thoughts before your course by exploring the different roles and responsibilities an RYA SI may have.

这个文件应该作为你准备SI课程前的有用资源，也可以在课程中和课程后作为一个参考辅助。这些内容和练习都是为了帮助你在课程前进行自我准备和思想准备，通过探索作为RYA的SI应该具备的不同角色和职责。

It is important that you work through all the sections of the workbook. The content and exercises have been specifically chosen to help familiarise and provide you with an introduction to the elements the coaches will cover.

完成工作手册的所有部分是十分重要的。这些专门选择的内容和练习是用来帮助你熟悉并介绍教官会涉及的内容。

Each section is set out to provide you with an introduction and explanation, with some sections having exercises to be completed, and links to further information, videos or documents which will assist your learning.

每个部分都会提供一些介绍和说明，有些部分是需要完成的练习，以及进一步信息、视频或文件的链接，这将有助于你的学习。

Take your time when completing the exercises and consider your responses, this will assist with your understanding of the topic, as well as building your knowledge and understanding for the course.

完成练习时不要着急，考虑你的答案，这将有助于你对主题的理解，同时建立你对课程的知识 and 理解。

Although the work will not be formally marked, your course coaches will look at the completed workbook and use it to help them form a better understanding of your knowledge and expertise.

尽管这个工作不会被正式评分，你的课程教官会查看完成的工作手册，并借此更好地理解你的知识和专业知识。

The Course 课程介绍

During the course, the coaches will assist in laying the foundations of the skills you require, enabling you to undertake the role and continue learning and developing within your environment. Below are some of the main areas that will be covered:

课程期间，教官会帮助你奠定你所需的技能的基础，让你能承担这个角色并在你所处的环境中继续学习和发展。以下是一些会被涉及到的主要领域：

- Short on water sessions that are planned, led and debriefed by the course candidates
课程学员进行简短的水上课程的计划、主导和总结
- Skill development in areas such as reviewing and course/session management
在诸如回顾和课程/水上课程管理等领域的技能发展
- Shore based sessions, such as land drills and discussion topics, such as planning, developing mentoring skills and time management.
岸上课程，比如岸上演示和讨论话题，比如做计划、提升指导技能和时间管理

The RYA Training support site (www.rya.org.uk/training-support) is a useful source of information while completing this workbook and during the SI Course, but especially afterwards within your training centre environment.

在完成此工作手册以及SI课程期间，尤其是在随后你所在的培训中心的环境中，RYA培训支持网站(www.rya.org.uk/training-support) 都是一个有用的信息来源。

Those sites will help with a number of the exercises, as well as giving more general information on the topics covered and those involved with running an RYA Recognised Training Centre. 这些网站在许多练习中很有帮助，并且可以提供更多的与所涵盖的主题以及和运营一个RYA认证培训中心相关的一般信息。

Further information about the course and assessment is outlined at the back of the workbook. 课程和评估的进一步信息在工作手册的后面有概述。

Course Preparation 课程准备

Once confirmed you have a place on an RYA SI course, it is a good idea to start your course preparation as soon as possible to ensure you are adequately prepared, enabling you to make the most of the week.

一旦确定你可以参与RYA的SI课程，尽快开始你的课程准备是一个好主意，这将确保你充分准备并让你最大程度地利用这一周的时间。

Ensure you take time to polish your knowledge in the areas above, as well as the RYA Sailing Schemes (youth and adult); RYA method knowledge and delivery; land drills in a cross range of techniques and scheme levels; session structure and delivery.

确保你花时间完善你在上述领域以及RYA航海计划（青少年和成人）；RYA双人船教学方式的知识和交付；在技术和计划水平的交叉范围内的岸上演示；课程结构与交付等方面的知识。

The centre you have booked your course through, and/or course coach, will send you pre-course information, 'joining instructions', outlining what you can expect from the course, in addition to what will be expected from yourself - You may have already received these. **Make sure you read them thoroughly.**

你预订课程的中心，和/或你的课程教官会将课程前信息发送给你，“加入说明”-概述你可以在课程中期待什么，以及你将会被期待什么-你可能已经收到了。**确保你将他们读得很透彻。**

The type of information you can expect to receive and be asked to consider and prepare are: 你可以期待收到的信息类型，以及被要求考虑或准备：

- Information about the centre, contact relevant details and course timings
与中心有关的信息、联系方式及课程时间安排
- Personal equipment and resource requirements during the course, such as latest editions of RYA Publications

课程期间的个人装备和资源要求，比如最新版本的RYA出版物

- Draft programme
计划草案
- Pre course work requirements, such as:
课程前要求，比如：
 - Completion of the SI Workbook
完成SI工作手册
 - Discussion topic to prepare
需要准备的讨论主题
 - Presentation topics that may be required
可能会被要求的演讲主题

Completing and printing the workbook完成和打印工作手册

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.

本工作手册被创建为可编辑的PDF格式，增强了可用性，可以在不打印文件的情况下，供你直接在小册子上完成部分内容。这提供了一种更灵活的方法，提供了保存、再次阅读和更正的功能。这份文件可以通过电子邮件发送、打印或保存在笔记本上，并被带去课程现场。

- **Completion:** Completion of this document, as well as printing and saving requirements may differ depending on PDF format and version, as well as Mac vs PC variances. **Ensure you download the most recent Adobe Acrobat, or download it for free from the Adobe website.**

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Useful links有用的链接

The workbook will refer to different publications, resources and website pages. These references will also be useful during and post SI Course.

本工作手册将会参考不同的出版物、资源和网站页面。这些参考资料在SI课程期间和课程后也会有所帮助。

Visit the RYA Training support site www.rya.org.uk/training-support to provide yourself with further information and understanding in the various subjects listed below;

访问RYA培训支持网站www.rya.org.uk/training-support，为你提供以下列出的各种主题的进一步信息和理解：

Latest information and updates 最新资讯及更新	Managing your centre 管理你的中心
• Training Notices培训笔记	• Safety Management安全管理
• Training Guidance培训指南	Practical Centres: Running a centre 实践中心：运营一个中心
• Wavelength波长	• Dinghy, keelboat and multihull 小帆船，龙骨船和多体船
• Future events/ CPD未来事件/CPD	• Windsurfing帆板
Share your ideas 分享你的想法	• RYA requirementsRYA要求
• Briefing and debriefing课前讲解和总结	Qualifications 资质

Why not place extra links you have found here to help you in the future, such as specific operational requirements; RYA Instructor ratios; safety requirements; equipment checklists, as well as skills required to be an SI; reviewing; method delivery resources and videos.

为什么不在这里列出你找到的可能在未来对你有帮助的链接呢，比如特定的操作要求；RYA教练比例；安全要求；装备检查清单，以及作为一个SI所需的技能；回顾；教学方法资源和视频。

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EXERCISE 1: Your Sailing CV 练习1: 你的航海简历

Please use the exercise below to consider the type of sailing and teaching you have done. This will help both yourself and the course coaches identify areas of strength and development, as well as providing the course coaches with a more in-depth understanding of your experience.

请用以下练习考虑你所做过的帆船运动和教学类型。这将会帮助你识别你的优势和待发展领域，并且能让课程教官更深入地理解你的经验。

How many years have you been sailing? 你航海多少年了?

How many years have you been teaching/coaching? 你教学多少年了?

List the different crafts you have sailed and taught in? 请列举你操作过和教过的不同船型?

List the Recognised Training Centres you have worked/volunteered at?
请列举你工作过/当过志愿者的认证培训中心?

If you have raced, please list competitions/events you have entered (inc. results)
如果你曾参与过竞赛，请列举你参与过的竞赛/赛事（包括结果）

Consider what other life experiences you have that would be beneficial to this course and the SI role

请考虑你是否其他的对本次课程和SI角色有益的生活经验

What do you believe to be your personal strength 你认为你的个人优势是什么?

Areas you feel you will need assistance in developing 你认为你需要帮助提升的领域是?

*Having completed the exercise above, you may have identified areas you would like to develop further. There are plenty of people to assist you; your Principal, experienced SIs and Regional RYA Staff. Most importantly, remember to be **SMART** (Specific, Measurable, Attainable, Relevant and Timely) when setting any personal development goals.*

完成以上练习之后，你可能已经识别了自己想要提升的领域。有许多可以帮助你的人：主席、有经验的SI和区域RYA职员。最重要的是，在设置任何个人发展目标时记住SMART原则（具体、可衡量、可实现、相关和及时）。

2: Background Knowledge背景知识

RYA Recognition RYA认证

RYA Recognition confirms a centre has passed the high standards of an annual inspection including safety checks. These standards and their criteria are set out in the RYA Guidance Notes, which also cover the requirements such as the standard of equipment, safety and tuition.

RYA认证确认一个中心通过了包括安全检查在内的高标准的年度审查。这些标准和准则载于RYA认证指南，也包括设备标准、安全和教学等要求。

Once recognised, a centre is able to issue RYA certificates in the disciplines for which they have been approved, and it is the Principal who is responsible for ensuring the requirements of RYA recognition are maintained at all times.

一旦获得认证，中心就能够在他们认证的科目范围内颁发RYA证书，主席有责任确保他们一直保持RYA认证的要求。

The Senior Instructor award is the required qualification for becoming a Chief Instructor enabling a centre to gain RYA sailing recognition. The RYA relies heavily on the SI for the delivery and management of safe, enjoyable and informative courses in the UK and overseas. It is therefore vital, that as an RYA SI you are familiar with this guidance.

高级教练资质是成为一个让中心获得RYA航海认证的主教练的必要资格。在英国和海外，RYA在极大程度上仰仗SI提供和管理安全、有趣以及有知识性的课程。因此，作为一个RYA的SI，熟知这份指南是至关重要的。

RYA Recognition requirements are applicable to all training centres whether UK or Overseas and provide a comprehensive overview of all the requirements needed to run a safe and effective tuition, ratios, expectations, equipment and day to day management of staff.

RYA认证要求适用于不论英国还是海外的所有培训中心，并且全面概述了运营一个安全和有效的课程所需的所有要求，比例、期望、设备以及员工的日常管理。

Take a look, at the Recognition Guidance pages of the Training Support Site, for:
请在培训支持网页的认证指南页面查看：

- 'Practical Centres'“实践中心”
- About your recognition关于你的认证
- Managing your centre管理你的中心

Remember the link to the RYA Training Support site is: www.rya.org.uk/training-support
请记住RYA培训支持网站的链接是：www.rya.org.uk/training-support

We will take a closer look at the different areas of RYA Recognition, requirements when you look at Operating Procedures later in the workbook.

我们稍后在工作手册的操作程序部分仔细研究RYA认证的不同领域和要求。

RYA Training RYA培训

The RYA teaching methods within the different training schemes have developed over a long period of time and are used and imitated throughout the world.

在不同的培训计划中的RYA教学方式经过了很长一段时间的发展并且被全世界使用和模仿。

The schemes are regularly reviewed to ensure that current developments in the sport and in teaching are reflected.

计划经常性地被回顾，以确保反应这个运动和教学中的最新发展。

Each training scheme has a course handbook to assist students learning, as well as logbooks outlining the course and scheme syllabi. As an SI you should ensure you are familiar with, and have access to, the relevant logbooks, handbooks and resources which accompany the relevant schemes.

每个培训计划都有帮助学员学习的课程手册，以及概述课程的航海日志和航海计划书。作为SI，你需要确保你熟知并能够访问相关计划的航海日志、手册和资源。

3: Roles and Responsibilities 角色和职责

SI – the role within a centre or club: Who does what?

SI-在中心或俱乐部中的角色：谁做什么？

As an SI, you will soon realise that you may take on many different roles and responsibilities depending on the environment you work in.

作为SI，不久后你就会意识到基于不同的工作环境，你可能会担任许多不同的角色和职责。

What is common across all variations, is the need for the SI to have a good overall general knowledge of their own disciplines. SIs need to be able to sail well in a variety of dinghies and/or multihulls and/or keelboats (qualification dependent), demonstrating the correct technique relevant to each type. They are also responsible for ensuring the centre staff can sail and deliver effectively to the RYA method.

所有变化的共同点是，SI需要对他们自己的科目具有良好的总体知识。SI需要能够良好地操作不同的小帆船和/或多体船和/或龙骨船（取决于资质），示范每种船型相关的正确技术。他们也有责任确保中心职员能够按照RYA方式有效地操作和教学。

Instructors working at a centre or volunteering at a club may have a greater level of expertise in their particular field. These disciplines are dinghy/multihull sailing, keelboat sailing, windsurfing & powerboating.

在中心工作或在俱乐部做志愿者的教练可能在他们特定的领域具有更多的专业知识。这些科目是小帆船/多体船航海，龙骨船航海、帆板以及机动艇。

Within dinghy sailing for example, this may include single and double handed dinghies, aft and centre mainsheet techniques, symmetric and asymmetric spinnakers. Candidates should be proficient sailors, experienced instructors, as well as having a well versed knowledge of the RYA teaching methods, for both single and double handed boats.

例如，在小帆船航海中，这可能包括单人小帆船和双人小帆船，后置主缭和中置主缭技巧，对称球帆和非对称球帆。学员应该是很好的水手，有经验的教练，以及拥有丰富的RYA教学方法（包括单人艇和双人艇）的知识。

This lays an important foundation when managing a group of instructors, by providing a role model standard of delivery and ability.

通过提供教学和能力的榜样标准，这为SI管理教练团队奠定了一个重要的基础，

Below are just a few of the roles you may find yourself undertaking. You may have heard or used other words than those listed below, such as leader or mediator. We have used those below as most commonly used headings.

以下是一些你可能承担的角色。除了以下列举出的一些词汇，你可能听过或用过其他词汇，比如领导者或调停者。以下词汇是我们最常用的。

EXERCISE 2: Consider the roles below, and reflect on your own experiences, assisting us to further understand what the responsibilities and undertakings are for each role. A few initial examples have been provided for you:

练习2: 思考以下角色，并反思自己的经验，帮助我们进一步理解每一个角色的职责和承诺。一些初步的例子已经提供给你：

SI as a Manager

SI作为管理者:
(Supporter支持者)

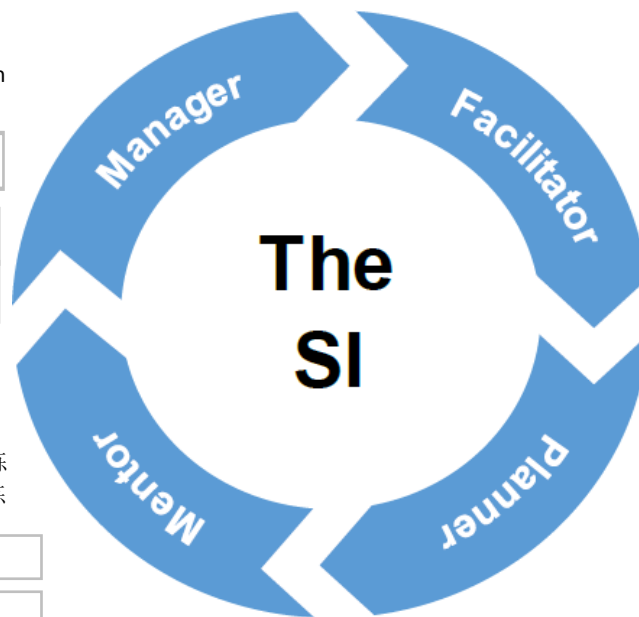
- Logistics: programme, individuals, groups 后勤: 方案, 个体, 团队
- Resources: safetyboats, equipment 资源: 安全艇, 装备
- Ready to step in and establish control 准备介入并建立控制

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SI as a 'Mentor' SI作为导师: (Developer发展者)

- Supports instructors 支持教练
- Develops instructors 发展教练

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SI as a Facilitator

SI作为促进者
(Problem solver问题解决者)

- Delegates duties, but retains responsibility 分派任务, 但保留职责

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SI as Planner

SI作为计划者
(Organiser组织者)

- Chief Instructor – mandatory for RYA Recognition 主教练 – RYA认证的强制性要求
- Organises course programmes 组织课程方案

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RYA Requirements RYA要求

A centre that provides teaching in all disciplines is required to have an appropriately qualified SI, excluding powerboating and personal watercraft, to oversee each of the specialised training areas. They are referred to as Chief Instructors (CIs).

提供各科目教学的中心需要有一个合适资质的SI（不包括机动艇和个人船艇），以便监督每一个专门的培训领域。他们被称为主教练（CI）。

- Take a look at the 'About RYA Recognition' and 'Practical Centres pages of the [RYA Training Support Site](#)在RYA培训支持网页查看“关于RYA认证”和“实践中心”页面

Understanding the different roles理解不同的角色:

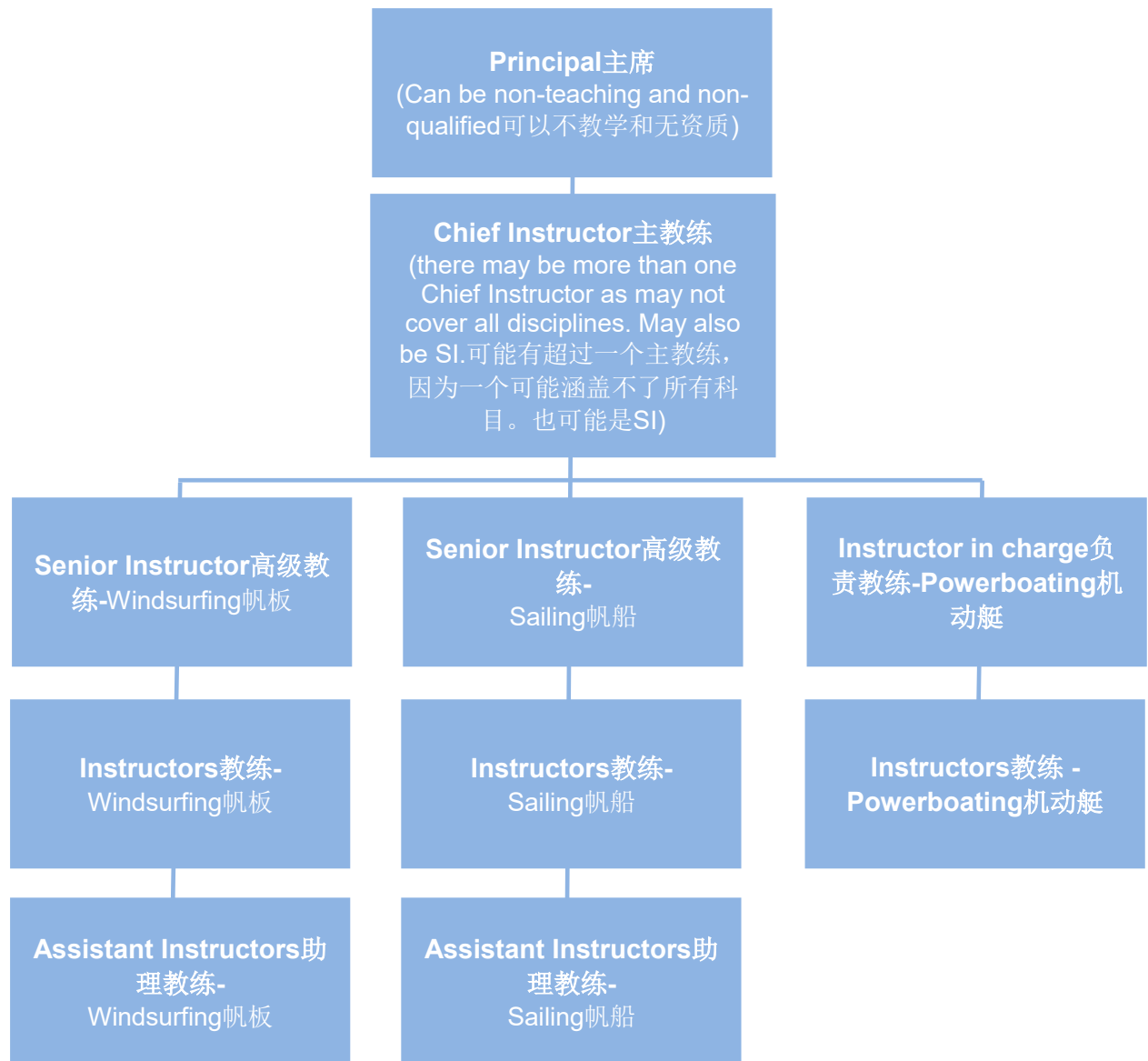
Depending on the type of centre or club, the SI will take on a variety of different roles.
根据中心或俱乐部的类型，SI将扮演各种不同的角色。

- In a commercial centre, there may be a Principal who has a Chief Instructor working for them who delegates to the instructors or SIs in charge of each discipline delivered.
在一个盈利性质的中心，可能主席下面有一个主教练，代表教练，或者有负责各个科目的高级教练们。
- In smaller centres and clubs a very different structure and designation of responsibility may be in place. An SI may be appointed to fulfil all roles, although the elected committee members will manage the running of the club.
更小的中心和俱乐部可能采用一个非常不同的结构和职责分配机制。SI可能被任命为全部的角色，当选的委员会成员会管理俱乐部的运营。

Below is an example of how the roles within a centre/club are often seen. The Principal of a centre may manage the areas listed below, however in a club these areas may be overseen by committees:

以下示例展示中心/俱乐部中各种角色的常见面貌。中心的主席可能管理下列领域，然而在俱乐部中，这些领域通常是由委员会监督。

The Principal主席	The Chief Instructor主教练	Lead SI or CI (If Individual CI's) 首席高级教练或主教练（如果个别CI）
<ul style="list-style-type: none"> • Administration行政 • Finance财务 • Staffing人员配备 • Child Protection儿童保护 • Buildings and Maintenance建筑和维护 • Purchasing采购 • Domestic and teaching staff内部事务和教学人员 • Equipment replacement and repairs装备更换和维修 • Inspections (All)审查（所有） 	<ul style="list-style-type: none"> • Manage the staffing for all disciplines and activities管理所有科目和活动的人员配置 • Co-ordinate all the centre activities协调所有中心活动 • Co-ordinate the senior staff协调高级员工 • Oversee all programmes监督所有方案 • Carry out risk assessments进行风险评估 • Produce or have major input to the SOP's创建或大力投入标准操作流程 • Report directly to the Principal直接汇报主席 • Monitor teaching standards through practical observation通过实际观察来监控教学标准 • Provide feedback to staff对员工进行反馈 	<ul style="list-style-type: none"> • All activities afloat所有水上活动 • Activity programmes活动方案 • Training and development of instructors教练培训和发展 • Instructors daily tasks教练日常工作 • Mentor指导 • Staff Development员工发展 • Training Assistant Instructors (Not powerboat)培训助理教练（不包括机动艇）



Senior instructor skills 高级教练技能

As a SI we need to possess many diverse skills, some of which may be the ability to delegate tasks to other instructors. To do this successfully we need to ensure those who are delegated are suitably developed, receive effective training and are ready and capable to take on the tasks.

作为高级教练我们需要掌握许多不同的技能，其中一些可能是给教练分配任务的能力。为了成功做到这一点，我们需要确保我们分配的人得到恰当的发展，接受有效的培训以及准备好和有能力承担这些任务。

EXERCISE 3: Take some time to consider the club and centre environments where you have worked, using the box below to list the different skills you feel are required. A few examples have been provided to set you on your way. Use the previous two exercises to assist you:

练习3: 花时间思考一下你工作的俱乐部和中心环境，在下面的方框中列出你认为需要的能力。方框中已经给出了一些示例供你参考。利用前面的两个练习来帮助你。

Examples示例:

- Meeting and greeting students 会见和问候学员
- Planning sessions 计划课程
- Staff training 员工培训

The SI role in the delivery of RYA Tuition SI在RYA教学交付中的角色

The RYA teaching methods within the different training schemes have developed over a long period of time and are regularly reviewed to ensure that current developments in the sports and in their teaching/coaching are reflected.

在不同的培训计划中的RYA教学方式经过了很长一段时期的发展并且经常性地被回顾，以确保反应这个运动和教学中的最新发展。

It is the Principals/Chief Instructor's responsibility to monitor standards of tuition and to ensure that their team is current and competent. An important element of this is to ensure that instructors are teaching the current scheme accurately and effectively, according to the method. When the centre or club has its annual inspection, the inspector will expect to see instructors teaching to the RYA syllabi, method and guidelines.

主席/主教练有责任监督教学的标准并确保团队是与时俱进的和有能力的。其中的一个重要元素就是确保教练精准地和有效地按照最新的计划进行教学活动。当中心或俱乐部进行年度审查时，审查员期望能看到教练按照RYA教学大纲、方法和指导方针进行教学。

A Senior instructor 高级教练

SIs may choose to delegate certain areas to an experienced lead instructor, however, the SI has a responsibility to ensure that the basic method of delivery:

SI可能选择将特定领域分配给一个有经验的首席教练，然而，SI有责任确保教学的基本方法：

- Is clearly understood by all instructors是被所有教练清晰理解的
- Is accurate in delivery是精准地传达的
- Conforms to the RYA 'method' as presented in the appropriate handbooks是和恰当的手册上所示的RYA“方法”相符合的

An instructor may add;教练可以增加

- Simple but effective adaptations to suit equipment/venue/conditions/student
简单但有效的调整以适应装备/场地/条件/学员
- Creative ideas that add to the experience and effective learning of the student(s)
有创意的想法，增加学员的经验和有效学习
- An interesting/innovative way of delivering technical information and theory subjects
一个有趣的/创新的方式来传达技术性信息和理论性的课题

An assistant instructor;助理教练

- Works under the direction or direct supervision of an instructor or SI
在教练或高级教练的指导或直接监督下工作
- Is counted in the tuition ratios as a qualified person (see RYA Guidance Notes for details)
在教学比例中算作有资质的人员（细节请参考RYA指南）

An unqualified helper may;没有资质的助手可以

- Work under the direct supervision of an SI
在SI的直接监督下工作
- NOT be counted as a qualified person in ratios
在教学比例中不算做有资质的人员

4: Course Planning and On-Water Management 课程计划和水上管理

Course planning and organisation 课程计划和组织

Planning the weekly and daily activities at a centre or club is an important task, with many factors to consider. This is often the Chief Instructor's or SI's responsibility. Within this section we will look at different types of planning and what they may involve.

计划每周和每日活动在中心或俱乐部是一项重要的任务，需要考虑许多因素。这通常是主教练或高级教练的职责。在本节中，我们将讨论不同类型的计划以及他们可能包含的内容。

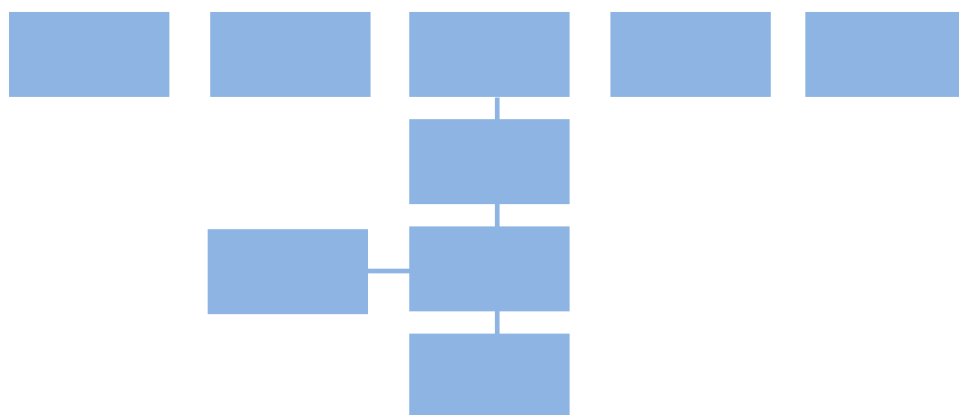
Before we look at planning, let's recap on our knowledge of the RYA scheme and look at the courses available.

在我们讨论计划之前，我们一起来回顾一下RYA航海计划的知识并看一下现有的课程。

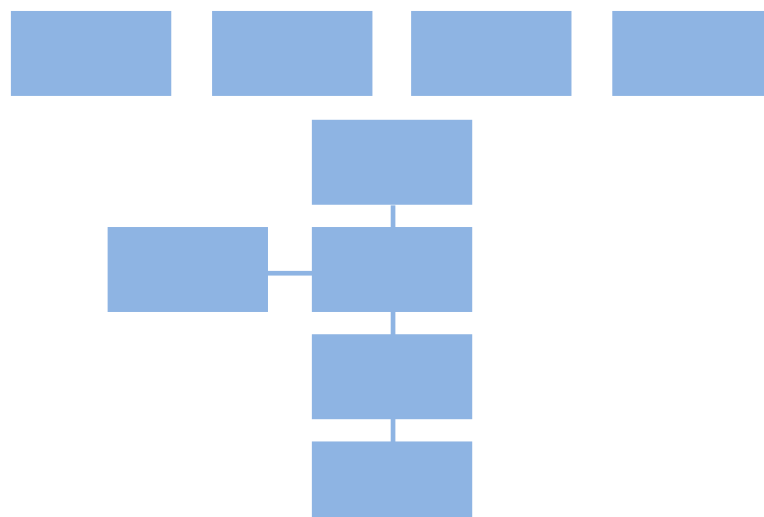
EXERCISE 4: Please fill in the tables below for the various courses within the RYA Sailing Scheme (NSS) and Youth Sailing Scheme (YSS).

练习4: 请在以下图表中完成RYA航海计划（NSS）和青少年航海计划（YSS）中的不同课程。

RYA Sailing Scheme RYA航海计划(NSS)



Youth Sailors Scheme 青少年航海计划 (YSS)

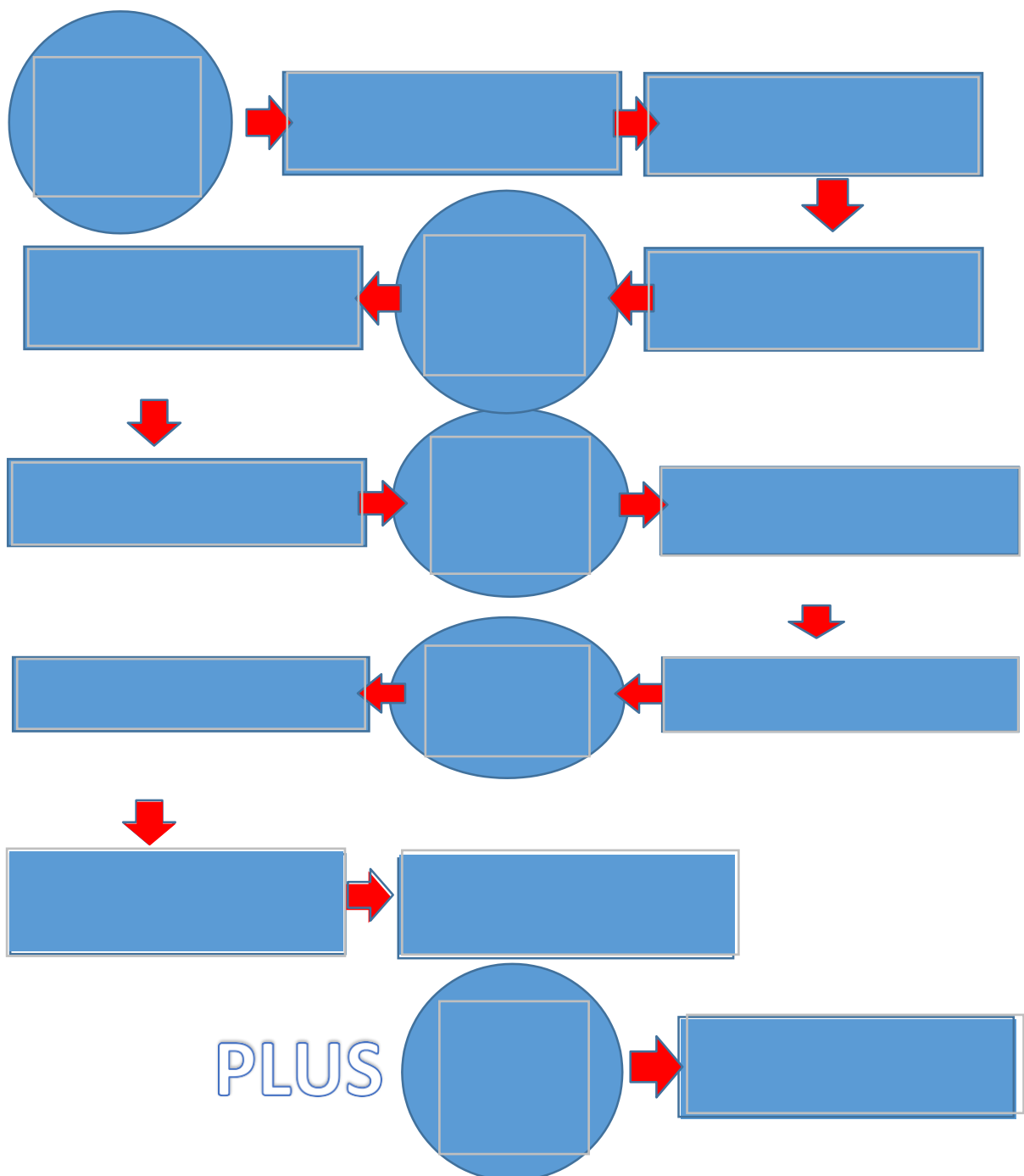


练习5：教学标准-确保团队是与时俱进的

你对程序和教学要点的记忆如何？

RYA培训支持网站中的“分享你的想法”，正如G14中所示，包括广泛的岸上演练，以协助你修正。以下链接为“分享你的想法”。

我们来看一下RYA双人船教学方式，并使用以下图表，填写空白框。试着在不参考RYA网站或G14的情况下完成图表，看看你做得如何？



EXERCISE 6: Now let's consider the planning of an *individual course*, such as a Stage 1 or Level 1 course at your usual RYA centre/club. What would the SI or lead instructor need to consider when planning? A few examples have been listed below to start you off:

练习6: 现在我们来思考一下单个课程的计划，比如在你所在的RYA中心/俱乐部的青少年一级水手或成人一级水手课程。做计划时SI或首席教练需要考虑什么呢？以下已经列出一些示例，可供你参考：

Here are some examples:

这里有一些示例：

- Aim/objective 目标/目的
- Length of course 课程时长
- *Other resources.* ?其他资源?

Course design and content 课程设计与内容

Having considered the requirements for planning a course, let's look at actually programming an individual course. 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.

已经考虑过计划单个课程的要求，现在我们讨论一下实际的课程方案。当撰写方案大纲时，SI/首席教练需要考虑课程的结果是什么，通常情况下可以在航海教学大纲中找到。

What is taught, and when, may be directed by specifics. For example, water levels in tidal environments, progress made by the group, or the syllabus. However the programme needs to be carefully thought out considering what 'goals' are needed at different stages to meet expectations and to enable the students to achieve their desired outcome, and also that you meet the syllabus.

教什么，何时教，可能得具体情况具体分析。例如，在潮汐环境下的水位，团队的进程，或者教学大纲。然而，需要仔细思量课程方案，在不同的阶段需要什么“目标”来满足期望，并使学员能够获得他们想要的结果，同时符合教学大纲的要求。

Dinghy sailing (double/single handers) sessions are carefully laid out in G14, G4 and G11. Before attending the SI course, it is important that you familiarise yourself with the method, up to and including further sessions, seamanship skills and sailing with spinnakers.

G14、G4和G11详尽阐述了小帆船航海（单人艇/双人艇）课程。在你参加SI课程之前，熟知教学方式，以及包括航海术和球帆航行在内的进阶课程是十分重要的。

You may be asked to run any of these sessions during the course, so hopefully this exercise will help reinforce your knowledge.

课程期间，你可能被要求开展其中任何一个课程，所以，希望这个练习可以帮你巩固知识。

Use the exercise below to help you identify any gaps you may have in your knowledge prior to the course, this will give you focussed revision in the build up to the course.

利用下面的练习，识别课程前你可能有的知识障碍，这将给你课程前的集中复习。

EXERCISE 7: Use the blank programmes below to plan the course requested, a brief overview of the skills to be taught and progression is all that is required, but it should cover the required syllabus content (for this exercise evening work should not be set).

练习7: 使用下面的空白计划表格计划要求的课程，只要求简单概述所教技能和进程，但是应该涵盖教学大纲所示内容（这个练习不要求设计晚间课程）。

Ex 7a. Level 1 Start Sailing 练习7a. 成人一级水手 航海起步

DAY	AM上午		PM下午
1 第一天		LUNCH 午餐	
2 第二天			

Resources required: (i.e.boats, safety cover, marks, etc)资源要求：（比如船只、安全看护、浮标等）

Ex 7b. Level 2 Basic skills 练习7b. 成人二级水手 基础航海

DAY	AM上午		PM下午
1 第一天		LUNCH 午餐	
2 第二天			

Resources required: (i.e.boats, safety cover, marks, etc)资源要求: (比如船只、安全看护、浮标等)

Ex 7c. Advanced Module: Please selected a course from Seamanship Skills, Day Sailing or Sailing with Spinnakers.

练习7c. 高阶模块: 请从航海术、日间航行或者球帆航行中选择一个课程

Perhaps choose a course you haven't taught before, or teach infrequently, encouraging you to work through the syllabus, and research ideas.

也许你可以选择一个你之前没有教过或不常教的课程, 这可以鼓励你完成教学大纲, 搜索想法。

Insert chosen course title请输入
你选择的课程名称

DAY	AM上午		PM下午
1 第一天		LUNCH 午餐	
2 第二天			

Resources required: (i.e.boats, safety cover, marks, etc)资源要求: (比如船只、安全看护、浮标等)

Appropriate selection of sailing craft 恰当选择帆船船型

Depending on the level of recognition the centre or club has, it may be seeking to instruct students sessions from just introductory and beginner, up to the more advanced modules.
根据中心/俱乐部的不同认证等级，学员课程可能从入门级和初学者，上升到更多高阶模块。

These courses require a wide variety of skills to be taught, as well as the centre/club potentially catering for children as well as adults.

这些课程需要教授各式的技能，中心/俱乐部也可能为青少年以及成人提供服务。

EXERCISE 8: In the table below, create a 'wish' list of various craft to cater for the different types of students listed in the first column. The idea is to investigate as many craft options as possible, so use this exercise to compare craft and increase your knowledge on different manufacturers.

练习8: 请在以下表格中，为第一列中不同类型的学员创建一个船型“愿望”清单，以满足他们的需要。这个想法旨在探索尽可能多的船型选择，所以请用下面这个练习来比较不同船型并增加你对不同制造商的知识。

When you are listing the different options, make a note of particular craft that have characteristics which could help a particular group or individual, such as a nervous adult, older sailor, child with restricted mobility, disabled sailor etc.

当你列举不同的选择时，请注意对特定团队或个人有帮助的特殊船型，比如对紧张的成人、大龄水手、行动受限的孩子以及残障水手等有帮助的。

If you are unsure about a particular area, it's a good idea to look at manufacturers websites gather other people's opinions who may have more experience working with a larger variety of students and craft.

如果你对特定领域不是很确定，访问制造商网站，搜集对多种学员和船型更有经验的其他人的意见是一个很好的想法。

LEVEL等级		SAILING CRAFT 帆船船型	WHY: Please list characteristics such as: stability and size etc. 为什么：请列出特性，比如稳定性和尺寸等
1	Beginner Youth (stage 1/2) 青少年初学者（1-2级水手）		
2	Beginner Adult (level 1/2) 成人初学者（1-2级水手）		
3	Improver (level 3, stage 3/4) 进阶水手（成人3级，青少年3/4级）		
4	Advanced (Advanced Modules-youth and adult) 高阶水手（高阶模块-青少年和成人）		

Weekly planning 周计划

Having considered individual courses, we can take a look at how this contributes to the larger, weekly organisation required in most centres. 讨论过单个课程之后，我们来看看这对大多数中心所要求的更大的每周组织有何帮助。

Unless a centre runs individual courses only, it is likely at some point that an SI will be required to assist in the wider logistics of planning the activities over a longer period, such as a week.

除非中心只开设单个课程，否则SI总有可能被要求协助更广泛的后勤，计划一个更长时间（比如一周）的活动。

This type of planning requires additional consideration and knowledge to ensure all courses can run with the correct number of staff, equipment and within the RYA ratios and tuition requirements; let's take a look at some of those considerations for daily and weekly planning:

这种类型的计划要求额外的考虑和知识，以确保所有课程可以在正确的员工数量、设备情况以及在RYA教学比例和课程要求下完成；让我们看一下日常和每周计划中需要考虑的因素：

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• The group/Individual: Aims and objectives, particular course etc
团队/个体：目标和目的，特殊课程等• Total number in the group (or is it an individual)
团队中的人数（或者是否是个个体）• Age年龄 | <ul style="list-style-type: none">• Length of the course
课程时长• Staffing: Specific qualifications required
人员配置：特殊资质要求• Ratios: Tuition and Safety
比例：教学和安全 | <ul style="list-style-type: none">• Equipment
装备• Tides/Weather
潮汐/天气• Any particular medical issues and individual needs
任何特殊医疗问题和个人需求• Refreshments/food/etc
点心/食物/等 |
|--|--|---|

At this stage it would be a good idea to take a look at the '**Practical Centres**', specifically: **Dinghy, keelboat and multihull** of the RYA Training support site. This will help familiarise yourself with the requirements. Pay particular attention to the supervision requirements, tuition and safety boat ratios.

在这个阶段，访问一下RYA培训支持网站中的“**实践中心**”页面是一个很好的想法，尤其是：**“小帆船、龙骨船和多体船”**。这将帮助你熟悉需求。尤其需要注意监督要求，教学和安全艇比例。

The following exercise should then assist in enhancing your knowledge and understanding of ratios, safety requirements etc.

以下练习将帮助你加强对比例和安全要求等方面的知识和理解。

EXERCISE 9: Below is the list of groups attending your centre next week, as well as your staff and equipment. As the SI for the week, use the planning sheet to programme the activities, considering the elements identified above. ***A 'workings page' has been provided for you to make notes and consider the exercise prior to completion, alternatively you can print the exercise to enable you to do the workings.***

Note: Tide/weather is excluded to simplify exercise:

练习9: 以下清单是中心下周的客户团队，还有你的员工和装备情况。将以上所示的因素考虑在内，作为本周SI，请使用计划表来安排活动。我

们提供了“工作页面”以供你做笔记和在完成之前思考练习，除此之外，你还可以打印这个练习，以便你完成。

注：为了简化练习，不用考虑潮汐/天气：

	Group 1 1组	Group 2 2组	Group 3 3组	Group 4 4组	Group 5 5组
Name名称	Gateway School 杰特威学校	Saturn Sailors “土星”水手	Stanborough College Stanborough学院	Rory Spellbound 罗丽	Youth group 青少年组
Date日期	1 st to 3 rd May 5月1-3日	2nd May 5月2日	1 st to 5 th May 5月1-5日	3 rd May 5月3日	4 th and 5 th May 5月4-5日
Activity活动	Stage 1 and 2 青少年1-2级水手	Level 3 成人3级	Dinghy, Keelboat and Windsurfing 小帆船、龙骨船和帆板	Technique improving 技能提升	Keelboats 龙骨船
Timing: am, pm, all day 时长：上午、 下午、全天	PM 下午	All Day 全天	Full days, week 全天，一周	Full day 全天	PM only both days 两天都是下午
Number人数	36	9	16	1 – Individual	7
Ages年龄	9/10	Adult成人	12 – 18	Adult成人	16-20
Special Notes 特殊备注	Progressive course, some students have experience 进阶课程，有些学员有 经验	Double handers 双人艇	Want to do 2 days single handed; 1 ½ days keelboat and 1 ½ days windsurfing 想要做2天单人艇，半 天龙骨船，半天帆板	Wants individual tuition in a laser; roll tacking, gybing and race starts 希望激光1对1教学，滚 动迎风转向，顺风转向 和起航	Level 2 group, some experience, regular visitors at the centre 成人二级水手团队，有 一些经验，经常到中心

Weekly planning 周计划:

WORKINGS PAGE: The following page can be used as a 'workings' page for the Exercise 9

工作页面：下面这一页可以作为练习9的“工作”页面。

	Group 1 1组	Group 2 2组	Group 3 3组	Group 4 4组	Group 5 5组
Name名称	Gateway School 杰特威学校	Saturn Sailors “土星”水手	Stanborough College Stanborough学院	Rory Spellbound 罗丽	Youth group 青少年组
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Activity活动	Stage 1 and 2 青少年1-2级水手	Level 3 成人3级	Dinghy, Keelboat and Windsurfing 小帆船、龙骨船和帆板	Technique improving 技能提升	Keelboats 龙骨船
Timing: am, pm, all day 时长: 上午、 下午、全天	PM 下午	All Day 全天	Full days, week 全天, 一周	Full day 全天	PM only both days 两天都是下午
Number人数	36	9	16	1 – Individual	7
Ages年龄	9/10	Adult成人	12 – 18	Adult成人	16-20
Special Notes 特殊备注	Progressive course, some students have experience 进阶课程, 有些学员有 经验	Double handers 双人艇	Want to do 2 days single handed; 1 ½ days keelboat and 1 ½ days windsurfing 想要做2天单人艇, 半 天龙骨船, 半天帆板	Wants individual tuition in a laser; roll tacking, gybing and race starts 希望激光1对1教学, 滚 动迎风转向, 顺风转向 和起航	Level 2 group, some experience, regular visitors at the centre 成人二级水手团队, 有 一些经验, 经常到中心

Staff 员工:	Ross罗斯	Jenny杰妮	Dawn道恩	Noah诺亚	Sam山姆	Milly米妮	Albie爱贝	Simon西蒙
Qualifications 资质:	Dinghy Instructor 小帆船教练	Dinghy Instructor 小帆船教练	Assistant DI: (Only available on a Tuesday) 助理DI (仅周二有 空)	Racing and Advanced Instructor 竞赛教练和进 阶教练	Keelboat Instructor 龙骨船教 练	Windsurfing Instructor and Assistant DI 帆板教练和助 理DI	Assistant Dinghy and Windsurfing 助理小帆船和 帆板教练	Assistant DI (Only available on a Tuesday) 助理DI (仅周二有 空)
Equipment 设备:	4 x Lasers 4条激光	18 x Picos 18条pico	3 x 2000 3条2000	2 x Colgate (With Engine) 2条Colgate (带发动机)	8 x Beginner WS 8条初学者WS	5 x Safety Boats 6艘安全艇		

Notes备注:

Date日期:		Monday 1 st May周一5月1日		Tuesday 2 nd May周二5月2日		Wednesday 3 rd May周三5月3日		Thursday 4 th May周四5月4日		Friday 5 th May周五5月5日	
		AM上午	PM下午	AM上午	PM下午	AM上午	PM下午	AM上午	PM下午	AM上午	PM下午
Activity/Group活动/组											
Number人数											
Equipment设备											
Safety Boats安全艇											
Staff员工											
Activity/Group活动/组											
Number人数											
Equipment设备											
Safety Boats安全艇											
Staff员工											
Activity/Group活动/组											
Number人数											
Equipment设备											
Safety Boats安全艇											
Staff员工											
Notes 备注											
Staff 员工:	Ross罗斯	Jenny杰妮	Dawn道恩	Noah诺亚		Sam山姆	Milly米妮		Albie爱贝		Simon西蒙
Qualifications 资质:	Dinghy Instructor 小帆船教练	Dinghy Instructor 小帆船教练	Assistant DI: (Only available on a Tuesday) 助理DI（仅周二有空）	Racing and Advanced Instructor 竞赛教练和进阶教练		Keelboat Instructor 龙骨船教练	Windsurfing Instructor and Assistant DI 帆板教练和助理DI		Assistant Dinghy and Windsurfing 助理小帆船和帆板教练		Assistant DI (Only available on a Tuesday) 助理DI（仅周二有空）
Equipment 设备:	4 x Lasers 4条激光	18 x Picos 18条pico	3 x 2000 3条2000	2 x Colgate2条Colgate (With Engine)（带发动机）		8 x Beginner WS 8条初学者WS	5 x Safety Boats 6艘安全艇				

Sailing areas and zoning 航行区域和分区

Once we have programmed the activities, we can often delegate the planning of the individual courses to our experienced instructors by supervising and supporting them with the session's aims, objectives and planning. It will also enhance their knowledge and experience. 计划好活动之后，我们通常可以通过监督和支持课程目标和计划，将个别课程的计划工作分配给有经验的教练。这同时也可以强化他们的知识和经验。

At the point the groups go afloat, it is the SI's responsibility to supervise effectively and ensure the instructors have planned and then execute their sessions effectively in light of their group's abilities, conditions and session aims.

团队下水之后，SI有责任有效监督并保证教练在考虑团队能力、条件和课程目标的情况下计划并有效实施他们的计划。

Logistically, supervising individual groups is easier than multiple groups when launching and landing. Multiple groups afloat require the SI to pay more attention to considerations such as: timings of launching and landing, where particular groups need to be to achieve their aims safely, and considering other water users etc.

从逻辑上来说，在下水和上岸时管理个别团队比多个团队要简单得多。多个团队同时在水上时，SI需要更加注意，比如：下水和回岸的时间把控，在哪里可以让特定团队安全地实现他们的目标，以及考虑其他水上使用者等。

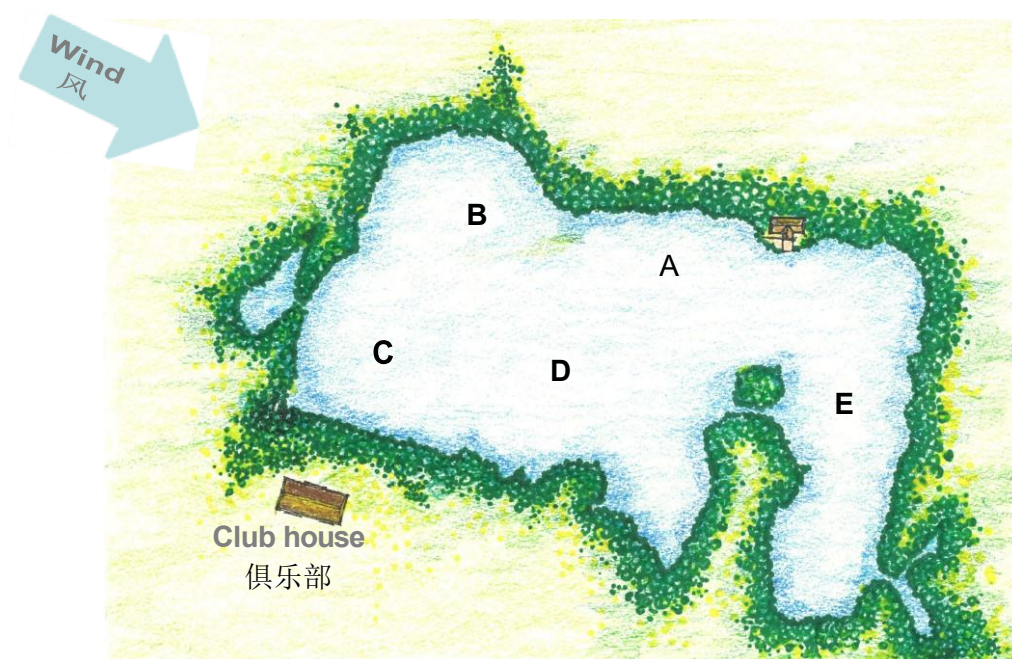
EXERCISE 10: Using the sailing club lake below, allocate the zone most appropriate for each of the four courses listed. remember to consider the weather, ability, level of the groups and their aims.

练习10: 使用以下航海俱乐部的湖泊，为列出的四个组别分配合适的区域。记住考虑天气、能力、组别的水平以及他们的目标。

Place the zone letter and any notes on particular considerations in the box provided, including why you have chosen to place groups in specific places.

请在给出的方框内填写区域字母并写上特殊的考虑，包括你为何选择将特定组别放在该区域。

Group组别	Zone区域
First "on water" session of a level 1 course(single handers) 成人1级水手课程第一次水上练习（单人艇）	
Level 2 course(2x double handers 成人2级水手课程（2条双人艇）	
Introductory sailing session for a local school group(single handers) 本地学校团队的入门级航海课程（双人艇）	
Improver spinnaker session(3X double handers) 进阶水手球帆课程（3条双人艇）	



Notes备注:

Operating Procedures 操作流程

In accordance with RYA Recognition requirements, recognised training centres are required to have a number of documents in place. Take a look at '**Managing your Centre**', specifically: **Safety Management** within the Training Support site for further guidance.

按照RYA认证要求，认证培训中心需要有一些文件。更多信息请访问培训支持网站的“管理你的中心”页面，尤其是**安全管理**页面。

These documents should record what happens in practice, the emphasis being on a *practical* and *workable* document, which instructors can read, understand and put into practice. The centres operating procedures are just one of these documents.

这些文件需要记录实际发生的事情，重点是确保文件的实用性和可行性，教练可以阅读、理解并付诸实践。中心的操作流程是这些文件之一。

Some of the other documents deemed necessary for the safe management include:
其他对于安全管理十分必要的文件包括：

- Health and Safety policy健康与安全政策
- Risk Assessments风险评估
- Emergency Action Plan紧急行动计划
- Child Protection Policy儿童保护政策
- Equality Policy平等政策
- Staff Qualifications员工资质

For this section, we are going to concentrate on the Standard Operating Procedures (SOPs) document.

本节中，我们将会集中讨论标准操作流程（SOPs）文件。

The Operating Procedure, or Standard Operating Procedures (SOPs) are simply a written record of the routine organisation of a club or centre, effectively a 'user's guide'. The outcomes of the risk assessments play an important part in the creation of the SOPs, and therefore do not need to be wholly incorporated, but should be linked.

操作流程，或者标准操作流程（SOPs）是俱乐部或中心的日常操作的书面记录，实际上是“用户指南”。风险评估的结果在SOP的制作过程中扮演着十分重要的角色，因此，不需要完全纳入，但是应该联系起来。

It is important the SOPs don't overwhelm the person reading them, and only contain the '*minimum necessary information*', and that they are a 'live' document, with lessons learnt from incidents, accidents and near misses often highlighting required amendments.

重要的是，SOP不会压制阅读它的人，而只是包含“最低限度的必要信息”，而且他们必须是“活”的，从事件、事故和侥幸脱险的事情中吸取的教训中突出需要修改的地方。

The SOPs document:

标准操作流程文件：

- Takes into account the risks assessed, recording who is responsible, and how certain routine operations, such as fueling powerboats are done.
考虑到评估的风险，记录负责人，以及如何进行常规操作，比如为机动艇加油。
- It is usually the Principal's responsibility but this may be delegated to the Chief Instructor, especially in cases where the Principal does not hold instructor qualifications or is actively involved in the delivery of tuition.
这通常是主席的职责，但是这也可能被委派给主教练，尤其是在主席不持有教练资质或积极参与教学的情况下。
- Clearly outline roles and responsibilities; staffing, ratio and safety considerations; student, course and training information; operating areas; use of boats and equipment.

清晰地概述角色和职责；人员配备，比例和安全考虑；学员，课程和培训信息；操作区域；船只和设备的使用。

- It is good practice to go through the document with your instructors highlighting important points for them to note, especially when changes/amendments have been made

教练通读整个文件时，强调重要的部分引起他们的注意，尤其是在做出改变和修改的时候。

- A signing sheet ensures and proves staff have read and understood the document, providing evidence externally.

签署单确保和证明员工已经阅读并理解文件，提供外部证据。

Staff training is used to prepare those responsible to make decisions beforehand and whilst afloat. A good operating procedure will be restricted to general or repeatable items, such as any specific areas or practices to be including in instructor briefings, hazards ashore or afloat, specific equipment usage and maintenance, leaving the instructor to run the group.

员工培训的目的是让那些负责人做好在事前和水上做决定的准备。一个好的操作流程包括一般的或可重复的项目，比如教练课前讲解需要涉及的任何特定领域，岸上或水上的危险，特定设备的使用和维护，让教练管理团队等。

Risk Assessments 风险评估

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. Usually carried out by the Principal, these assessments will assist the centre in keeping people safe and reducing injury.

风险评估是对可能给人们造成伤害的事物的仔细检查，然后引入防护措施以确保风险被消除或者减轻到可以接受的水平。通常由主席提出，这些评估会帮助中心保障人们安全并减轻伤害。

As an SI it is most likely that you will be dealing with the SOPs and not directly with Risk Assessments. In the event that you are required to carry out Risk Assessments, there is plenty of information to assist you in carrying out the task.

作为SI，很有可能你会处理SOP而不是直接进行风险评估。在你被要求进行风险评估的时候，大量的信息可以帮助你完成任务。

Dynamic Risk Assessments 动态风险评估

Whilst an SI will generally not get involved in Risk Assessments, there is a form of Risk Assessment both SIs and instructors are involved in *Dynamic Risk Assessments*.

尽管SI通常不会参与风险评估，但动态风险评估是SI和教练都会参与的一种风险评估的形式。

Dynamic Risk Assessments are the continuous assessments we make as an instructor prior to, during and after our sessions. Identify hazards and assessing risk, whilst continuously monitoring and reviewing our ever changing environment to ensure our student's safety. 动态风险评估是我们作为教练在课程前、课程中及课程后持续进行的评估。识别危险并评估风险，持续检测和回顾我们持续变化的环境，以确保学员的安全。

Most of the time instructors will act naturally to changing circumstances, especially with experience. However in some instances such as a new environment, a quick deterioration in weather or students abilities, input from the SI may be required, and it **remains** the SI's or Chief Instructor's responsibility.

大多数情况下，教练会自然地应对变化的环境，尤其是在有经验之后。然而，在某些情况下，比如面对一个新的环境，天气或学员能力的迅速恶化等，就需要SI的介入，而这仍然是SI或主教练的职责。

For more information visit the RYA Training Support site: '**Managing your Centre**', specifically '**Safety Management**'. The document: Guidance on writing training centre operating procedures will help you understand this section further.

更多信息请访问RYA培训支持网站：“管理你的中心”，尤其是“安全管理”页面。文件：培训中心操作流程撰写指南可以帮助你进一步理解本节内容。

The RYA Guidance Notes will form part of the requirements, such as ratios, within your Operation's document and working practice. Therefore as an SI it is important to have a good working knowledge, enabling accurate observation of the RYA requirements. RYA指南将会成为你的操作文件和工作实践的部分要求，比如比例。因此，作为SI，拥有良好的工作知识是十分重要的，这可以让你准确观察RYA的要求。

The following exercises look to enhance your knowledge, as well as the requirements of RYA working practice within them.

以下练习着眼于强化你的知识，并且强化RYA工作实践的要求。

EXERCISE 11: The Tuition ratios play a large part in the day to day management of a centre, as well as the safe delivery and quality of tuition. Referencing the relevant section of the RYA Training support site, use the table below to note the required ratios in each situation listed:

练习11：教学比例、安全教学和教学质量在中心的日常管理中十分重要。参考RYA培训支持网站的相关页面，使用下面的表格来记录每种情况中所要求的比例：

Activity 活动	Ratio比例	Guidance note reference point 指南参考位置
Double handed (Crewed) 双人艇（配备船员）		
Single handed Dinghies 单人小帆船		
Keelboat 龙骨船		
Safety boat for tuition 安全艇教学		
Safety boat for recreational Sailing安全艇娱乐性航行		

EXERCISE 12: Assistant instructors (AI) can be trained by a Centre Principal or Chief Instructor who holds a valid RYA Senior Instructor Certificate.

练习12: 助理教练（AI）可以由中心持有有效RYA高级教练证书的主席或主教练进行培训。

- Where on the Training support site can you find further information:
培训支持网站的哪个位置可以找到更多信息：

- Which schemes is this applicable to:
这适用于哪个航海计划：

- What is the supervision requirement:
监管的要求是什么：

- What is the Student:Assistant instructor ratio:
学员：助理教练比例是：

EXERCISE 12a: Short introductory sessions are designed to provide first experiences or to introduce the basic skills of sailing and windsurfing.

练习12a: 简短的介绍性课程，旨在提供初次体验或者介绍帆船和帆板的基础技术。

- What ratios should be observed during these sessions:
这些课程中应该采用什么比例：

EXERCISE 12b: Consider the difference between an introductory session and an RYA course.

Use the box provided below to write down your thoughts on the following areas:

练习12b: 思考一下介绍性课程和RYA课程的区别。请用下面提供的方框写下你对以下领域的想法：

- What are the fundamental requirements that make up a good introductory taster session?
一个好的介绍性体验课程的基本要求是什么？
- What should be the main areas of consideration, and therefore differences, when delivering a short introductory session compared to the first part of an RYA Level 1 course?
与RYA一级水手课程的第一部分相比，在进行简短的介绍性课程时，应该主要考虑哪些方面？因此区别又在哪里？

5: Instructor Development and Mentoring 教练发展与指导

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.

在所有SI需要扮演的角色中，他们经常被要求成为教练的导师，尤其是那些仍然经验尚缺的教练。

A mentor may need to advise, train and counsel their staff where and when required.

导师应该在需要的地方和时候对他们的员工进行建议、培训和劝告。

Mentoring may be carried out on an informal basis and not necessarily within a training programme, or it may be used when a staff member is training for a particular award, or if they are having specific problems with their own performance. Over the following sections we are going to look at how this may take place and in what formats.

指导可能在非正式的基础上进行，也不一定是在培训方案中进行，也可以用在员工为特定奖励进行培训的过程中，或者他们自身表现有一定问题的时候。在接下来的几节中，我们将看看这些如何发生，并以什么形式发生。

Session planning 课程计划

We have previously looked at course programming and its effects on the weekly organisation at a centre or club.

我们之前已经讨论过课程方案以及其对中心或俱乐部的每周组织上的影响。

To ensure individual course programming is effective, we need to delve a little deeper by looking closely at the organisation of each individual session an instructor is delivering, which subsequently makes up the whole course.

为了确保单个课程方案的有效性，我们需要深入一点，仔细观察教练讲授的每个小课程的组织情况，这最终组成了整个课程。

Planning an effective session is a skill learned during instructor training, and continuously developed. Therefore, as an SI it's important to have a clear understanding of what is required to enable mentoring and development of inexperienced instructors and reinforcement of best practice.

有效地计划课程是在教练培训时学到的技能，并且持续发展。因此，作为SI，清楚地明白对经验缺乏的教练进行指导和发展，以及强化训练所需的条件是十分重要的。

Ask yourself..... 'What does 'good' look like?'

询问你自己……“好”是什么样子的？

There are some important considerations to take into account, such as the weather, the time of year, the age and ability of the groups, as well as many more factors when planning a session.

计划一个课程的时候，需要将很多因素考虑在内，比如天气，季节，团队的年龄和能力，以及其他很多因素。

Structure is a fundamental part of any session. To ensure good structure, all sessions need a **Beginning** (brief), **Middle** (exercise) and an **End** (debrief).

结构是任何课程的基础部分。确保好的结构，所有课程都需要一个开始（课前讲解），中间部分（训练）和一个结尾（总结）。

As an SI, understanding this structure and what each area should consist of, is a good way to assist both us, and our instructors, to analyse the effectiveness of their sessions.

作为SI，理解这个结构及每个部分需要包含的内容，是一个帮助我们和教练分析他们课程有效性的良好方式。

Let's take a moment to recap these three main areas:

让我们花点时间来回顾一下这三个主要的领域：

Beginning: *The brief, and introduction to the session, what will be covered, how and safety considerations*

开始： 课前讲解，课程的介绍部分，课程将涵盖的内容，怎么做以及安全考虑

Middle: *The main part of the session, generally the exercise(s)*

中间部分： 课程的主体部分，一般是训练环节

End: *The summary (debrief), what has been covered and key areas you want your students to remember*

结尾： 总结部分（总结），涵盖了什么内容以及你希望学员记住的关键领域

EXERCISE 13: Session Ashore

练习13: 岸上课程

Having taken time to recap on what makes up good session structure, reflect on a 'land drill' exercise you have run recently and allocate the key words to the headings listed below which will ensure good structure. Here are a few examples: *briefing, location, key words*

我们已经花时间回顾了好的课程结构的组成部分，回顾一下你近期开展过的“岸上演练”并将关键词分配在下面的标题中。这里有一些示例：课前讲解，位置，关键词

Insert chosen land drill输入选择的岸上演练:

Beginning 开始	
Middle 中间部分	
End 结尾	

EXERCISE 14: Session Afloat

练习14: 水上课程

Having completed the previous exercise, use the same principles to choose and reflect on a session you have run in the past, allocating key words to the correct headings, a few example words have been placed below to start you off.

完成之前的练习之后，请用同样的原则选择并回顾一个你之前进行过的课程，将关键词分配到正确的标题之下，下面已经给出了一些示范词汇，以供你参考。

NB: Don't worry about the order within each section, just concentrate on allocating them to the various section. If you think of other areas or headings, feel free to add them to the lists. Refer to G14 for further reading and advice.

NB: 不用担心他们在每个部分中的顺序，只需将词汇分配到不同的部分中即可。如果你想到了其他的领域或标题，请随意在清单中添加内容。更多内容和建议请参考G14.

- *Holding area* 等候区域
- *Marker buoys* 浮标
- *Aims and objectives* 目标
- *Sailing area* 航行区域
- *Debrief* 总结
- *Safety boat* 安全艇
- *Head count* 清点人数
- *Timings* 时间把控
- *Whistle* 口哨

Beginning 开始	
Middle 中间部分	
End 结尾	

Breaking down a skill 技能分解

One of the many roles of the SI is to look at a skill, break it down so it is easier to learn for students and easier for instructors to teach. In this section we will examine the RYA skills model. How people learn, why we use a variety of delivery styles and how people progress.

SI的角色之一是观察技能并将其分解，以使学员更容易学习，也使教练更容易教学。我们将在本节中研究RYA技能模型。人们怎么学习，为什么我们使用不同的教学方式以及人们如何进步。

Further reading and information on this subject and many others surrounding instructing and coaching skills can be found in G14 Section: 'Techniques for Instructing and Coaching'. It would be beneficial for you to read this section prior to your course.

更多有关这个主题和许多其他围绕教学技能的信息请参考G14：“指导和教学的技巧”。在上课前阅读这一部分内容是有好处的。

The delivery of sessions across the schemes comprise land and water based drills, the various land drills are delivered following the WHOLE~PART~WHOLE structure, therefore a good land drill would look like:

航海计划中的课程包括岸上和水上演练，各种岸上演练按照总-分-总的结构进行，因此，一个好的岸上演练应该包括：

1. Deliver the whole drill at normal speed (**WHOLE**)
用正常速度示范整个动作（总）
2. Break the skill down into smaller parts and demonstrate these parts with key points and stages (**PART**)
将技能分解成小的部分，并用关键词和阶段进行示范（分）
3. Rebuild the whole drill, but delivered at a slower speed, with some words, aiding further learning (**WHOLE**)
再次示范整个动作，但保持较慢的速度，用一些词汇辅助，帮助进一步学习（总）

As SIs manage the delivery of the land drills and mentor instructors, it is imperative that SIs are proficient at not only the various drills with adaptations, but also the delivery model too. Practicing land drills are important so you remain effective in your delivery.

由于SI管理岸上演练教学和指导教练，所以SI不仅要精通各种适配演练，而且还要精通教学模型。练习岸上演练十分重要，这样才能保持教学的有效性。

The RYA have produced a series of videos demonstrating the various drills, please take some time to watch the videos recapping on the techniques and key points:

[Follow this link](#) to 'Share your Ideas' and 'CPD' where you will find various training clips.

RYA制作了一系列示范不同演练动作的视频，请花一些时间观看视频，回顾技巧和要点：[点击链接](#)访问“分享你的想法”和“CPD”，你将会看到各种训练视频片段。

People also learn in a variety of ways for example, by seeing (VISUAL), by listening (AURAL), by reading, or by doing (KINAESTHETIC). These can be summarised by VARK. When we deliver on the water, or ashore we should make sure we meet all these learning styles, **please revisit G14** for further information and techniques on instructing and coaching, as well as reviewing our session delivery to ensure we meet the various learning styles.

人们也通过不同的方式学习，比如通过观看（视觉），通过倾听（听觉），通过阅读或者通过去做（动觉）。我们通常总结为VARK。当我们在水上或岸上教学的时候，我们应该确保我们满足了所有的学习方式，更多教学和指导的信息和技巧请重新阅读G14，并且通过回顾我们的课程方式来确保我们满足了不同的学习方式

Basic skills model 基本技能模型

It is also important that we understand the best delivery method;
我们理解最好的教学方式也是十分重要的：

1. When students are complete novices, they have no idea how hard sailing is, they are **UNCONSCIOUSLY INCOMPETENT**,
当学员完全是初学者时，他们完全不明白航海有多难，他们是**不知道自己不知道**
2. They then try sailing and realise how hard it actually is, they are **CONSCIOUSLY INCOMPETENT**, at this stage they need small sessions, with instructors telling them what to do in small bite size chunks and plenty of repetition. They are learning the technique by using land drills or by repetition on the water.
然后他们尝试航海，并明白了航海有多难，他们是**知道自己不知道**，这个阶段的其他他们需要简短的课程，教练一小步一小步地告诉他们怎么做并伴随着大量的重复。他们通过岸上演练或者水上重复来学习技能。
3. Once they master this part and they become skilful at the technique and they become **CONSCIOUSLY COMPETENT**,
一旦他们掌握了这个部分，他们就会熟练掌握技巧，他们就成了**知道自己知道**，
4. They know they are getting better and what they need to do to get to the next stage **UNCONSCIOUSLY COMPETENT**, they need coaching and mentoring getting them to analyse performance rather than by telling them what to do, they have become skilful at the technique.
他们知道自己在进步并且知道达到下一个阶段他们需要做什么，**不知道自己知道**，他们需要指导，引导他们分析表现，而不是告诉他们怎么做，他们熟练地掌握了技巧。



Theory, lectures and discussions 理论，讲座和讨论

During your instructor training, you will have delivered a short presentation on a theory subject from the various schemes. The coaches would have guided you in the preparation and delivery of presentations making them enjoyable, interactive, if possible, and informative to the correct level for the course.

在你的教练培训中，你将会在航海计划中选择一个理论主题进行简短的演讲。在展示过程中，教官会引导你并让演讲变成有趣的、有互动性的，如果可能的话，还要有符合课程水平的知识性。

G14 gives lots of advice on presentations, such as ways to enhance your delivery and use of visual aid. It would be a good idea to reference other RYA publications, such as G3/ G12 and topic specific handbooks on navigation and meteorology etc. all of which will enhance your knowledge.

G14给出了很多演讲的建议，比如强化你教学的表达和视觉教具的使用。参考其他RYA出版物是一个很好的主意，比如G3/G12和特定主题的导航和天气手册等，都能够强化你的知识。

One of the SI roles is to observe the instructors delivering theory sessions and also land based models and they should be able to mentor the instructors to ensure they are current and competent in these areas.

SI的其中一个角色是观察教练进行理论课程和基于岸上的模型，他们也应该能够指导教练，确保教练在这些领域是与时俱进的和有能力的。

The SI could also be expected to manage a discussion, gathering the thoughts of their staff group. Managing the discussion effectively will ensure everyone has a say, is allowed an opinion and the capture of information. Summarising the discussion at the end ensures collation of key points raised and group agreement in the outcome.

SI同样也可以被期待管理一个讨论，搜集他们的员工团队的想法。有效地管理讨论，确保每个人都有发言的机会，允许观点表达和信息获取。在讨论的最后进行总结，确保整理提出的要点并在结果中达成一致。

What does a discussion look like? What makes a discussion effective?

讨论是怎么样的？什么让讨论有效？

Similar to a presentation, it has a beginning, a middle and an end. Let's explore these area:

与演讲类似，它有开始，中间部分和结尾。我们来探讨一下这些领域：

DISCUSSION讨论	
Beginning 开始	<p>Introduction of the topic – The AIM: What are we discussing 介绍主题-目标：我们讨论什么</p> <p>Expectations, what we would like at the end 期待，最后我们想要什么</p> <p>Setting ground rules: Everyone allowed a view/everyone allowed to talk 制定团队规则：每个人都可以看/每个人都可以说</p>
Middle 中间部分	<p>Get the entire group to talk, manage the group 让整个团队讨论，管理团队</p> <p>Develop the conversations开发对话</p> <p>Keep discussion on track – stop them wandering off course 保证讨论不偏离轨道-阻止他们偏题</p> <p>Fuel the discussion if needed必要时促进讨论</p> <p>Manage the time管控时间</p> <p>SI takes notes and steers the conversation SI记录并引导讨论</p>
End 结尾	<p>Summarise the discussion 总结讨论</p> <p>Refer back to the AIM 回溯目标</p> <p>Detail the main points agreed during the discussion 详细说明讨论中达成一致的主要观点</p>

A discussion can take many forms; round a table with a chairman, where everyone has input is probably only effective with small groups and can be very formal. There are various other formats for a discussion.

讨论可以以多种形式展开；与主席围坐在一起，每个人都可以发表观点，这种方式可能仅适用于小团队，而且可以非常正式。也有很多其他的讨论形式。

EXERCISE 15: Take a look at the different styles below placing further suggestions in the positive and negative boxes:

练习15: 请看看下面不同的风格, 将更多的建议填写在积极和消极的方框里:

STYLES OF DISCUSSIONS 讨论的风格		
STYLE 风格	POSITIVE 积极	NEGATIVE 消极
FORMAL DISCUSSION 正式讨论 Formal with SI leading as Chair, can be round a committee table, and can use a flipchart or whiteboard SI担任主席引导讨论, 围坐在委员桌, 并可以使用白纸板或白板	SI in control SI控场 Can manage strong personalities 鲜明的个人风格 Can manage time effectively 有效的时间把控	Large groups may get frustrated as only one person can talk at a time 人数多的团队可能会让人感觉沮丧, 因为一次仅一人发言
	请将想法写在这里: Place your thoughts here:	请将想法写在这里: Place your thoughts here:
BUZZ GROUPS 临时讨论小组 Set scene as a group and break out into buzz groups. Come back together at the end to summarise 以团队为单位, 分成临时讨论小组, 最后再一起总结	People can feel more relaxed 人们感觉更放松 More discussion time as group is split 团队分组, 更多讨论时间 SI can stroll between groups watching rather than writing SI可以在小组之间来回, 可以看, 而不只是写	SI is split between groups and may miss something which isn't recorded SI分散在各组, 可能错过没被记录的信息 Dominant people may not be controlled, they may talk too much in their groups 占主导地位的人可能不受控制, 他们可能发言过多
	请将想法写在这里: Place your thoughts here:	请将想法写在这里: Place your thoughts here:
INFORMAL 非正式讨论 Informal discussion in a group where the SI collects thoughts informally SI非正式地搜集想法 The discussion is more like a chat but is still structured and thoughts are collected 讨论更像谈话, 但仍有结构, 仍然搜集想法	Less formality gives a feeling of freedom to express themselves. 非正式性给人自由表达的感觉 People feel relaxed and able to talk freely 人们感觉放松并能自由谈论 SI can feel relaxed in control SI可以在控制中感觉放松	人们互相交谈, 而不是在小组内表达 People will talk between themselves rather than the entire group
	请将想法写在这里: Place your thoughts here:	请将想法写在这里: Place your thoughts here

There may be others you have been involved in and as long as everyone has a say, there is an opening statement with an aim, everyone has input and there is a summary with conclusions at the end then this is a discussion. **You will be given a topic on the course and you will need to prepare and manage a discussion with support from the coaches.**

可能你参与过其他类型的讨论, 但是只要每个人都能发表自己的想法, 有一个有目标的开场白, 每个人都有输入以及最后有总结, 这就是讨论。在课程中, 你会被给定一个主题, 并在教官的支持下准备并管理一个讨论。

The Disaster Department 灾难部门 – 'When sessions go bad'当课程出问题的时候

Despite the best efforts of everyone concerned and in particular the SI, sometimes things go wrong. The reasons for this are often varied and 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 becomes much harder to deal with.

即使每个人都尽了最大的努力，尤其是SI，有时候还是会出问题。原因经常是多种多样的和复杂的，但是“悲剧”通常可以归因于很早之前发生的一件小事。事实经常证明，如果小事在当时被很好地处理了，“悲剧”就不会出现。然而，如果放任或者忽视，这个问题就会变成一个更大的问题，变得更难处理。

Questions that the SI should be asking themselves during sessions might be..... '*What is happening with tide, wind, water and air temperature, other users, etc?*'

在课程期间SI应该问自己的问题是“潮汐的情况如何，风、水、气温以及其他的水上使用者呢？”

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

但是，更重要的是…可能发生什么（条件的变化，疲劳等），以及我将作何处理？

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

如果“可能发生什么”的回答是“可能不会”，这个课程就应该终止和调整。SI不应该等到答案变成“不会”。因为到那时，就太晚了！

The often used saying is, '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.

我们经常使用“从错误中学习”这句话。通常来说，这是对的。然而，这句话仅在错误很小并且每个人都毫发无损的时候才有用。如果错误的结果很严重，那么教训的价值就会被放到次要位置，他们的价值就会丧失。

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*'. Instructors should be encouraged to use this book in an open and honest way, and as an SI or indeed CI you should use it carefully for positive reinforcement and training.

在这一方面一个有用的“工具”是“侥幸脱险”本子。出问题的情况可以记录在这个本子里面并且可以随后查看“可以学到的经验教训”是什么。教练应该被鼓励以一种开放和诚实的方式使用这个本子，并且作为SI或者CI，你应该谨慎地使用它来进行积极的强化和培训。

Encouraging instructors to talk about sessions that don't quite go to plan, don't use it to lay blame in any particular direction.

鼓励教练大胆谈论没有按照计划开展的课程，不要将其用来进行任何方面的指责。

EXERCISE 16: Consider and describe a situation you have been involved in or have witnessed. Your course coach may ask you to discuss the experience on the course with the other candidates. No blame will be attached in any direction, but other candidates will be interested in what happened and what lessons could be learned for the future.

练习16: 思考和描述你曾参与过或看见过的情形。课程教官可能会要求你在课程中和其他学员讨论这个经验。不会有任何方面的指责，但是其他的学员会好奇发生了什么以及可以为未

来吸取什么样的经验教训。

What happened? 发生了什么？

What mistakes were made? 犯了什么错误?

How was the situation resolved? 事情是怎么解决的?

Was there any further outcome? 还有其他后果吗?

What key learning points were there? 有哪些关键的学习点?

Briefing and debriefing 课前讲解和总结

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

在任何中心或俱乐部SI都被看作是“技术专家”，以及某种程度上来讲，SI有责任 and 主教练及主席一起确保所有课程按照惯有的高标准执行。所有教练都在“合适的SI的监督下”工作。

During the course, briefing and debriefing by the SI will be explained carefully and candidates will be given the opportunity to practice these skills. Consequently, only limited information is given here.

课程期间，SI的课前讲解和总结会被详细地说明，而且学员将会有机会练习这些技能。所以，本节给出的信息是有限的。

It is highly recommended that you visit the '[Share your ideas](#)' and '[CPD](#)' pages on the [RYA Training support site](#), where there are several videos and presentations to aid your learning, as well as the relevant sections in G14, assisting you in becoming more familiar with what will be required on the SI Course.

强力推荐你访问RYA培训支持网站上的“[分享你的想法](#)”和“[CPD](#)”页面，你会看到很多对[你学习有帮助的视频和演讲](#)，你也可以参考G14中的相关章节，有助于你更熟悉SI课程的要求。

Remember earlier we discussed the SI as a 'Mentor', 'Manager' and a 'Planner':
还记得在之前的章节中我们讨论了SI作为“导师”，“管理者”和“计划者”：

- Monitoring instructors
指导教练
- Mentoring and updating instructors when necessary to ensure they are current, whilst at the same time playing a key role in developing CPD
必要时指导和更新教练以确保他们是与时俱进的，同时在发展CPD中扮演关键的角色
- Support and assist instructors in their teaching and everyday duties
在教学和日常职责中支持和帮助教练
- Lead and co-ordinate multiple groups on the water
领导和协调水上的多个组别

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

为了履行这些职责，SI应该能够管理局面，以有效的方式提供明确的指导和反馈。SI会被看作榜样，并且可能需要：

- Deal sensitively with students
敏感地与学生打交道
- Feedback carefully and accurately to staff
仔细地、精确地给予职员反馈
- Manage awkward situations sensitively and successfully.
敏感地和成功地处理尴尬的局面

Briefing 课前讲解

Instructors should already be familiar with briefing, and as we examined in the previous section they should know that before any task 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.

教练应该已经对课前讲解十分熟悉了，而且根据之前的章节，他们应该已经知道，在任何任务之前都需要给学员清晰的课前讲解。如果学员与教练一起在龙骨船或双人艇上，这个任务就比较简单了。

However, if instructors are teaching single-handed dinghies, this task becomes much more critical, as it will have a direct bearing on the success of the activity.

然而，如果教练使用单人艇教学，任务就会变得更加艰难，因为它直接关系到活动的成败。

Within the SI Course, briefing and debriefing will be extended to delivering briefings and debriefing to instructors by the SI. The methodology remains broadly the same, but the information given will differ. Guidance on these differences will be given on the course.

SI课程期间，课前讲解和总结将会被延伸到SI给教练做课前讲解和总结。方法大致相同，但是给出的信息将会不同。本课程指示出这些差异。

Briefing and debriefing can be thought of as a simple three point progression;
课前讲解和总结可以被看成一个简单的三点进程；



- **Plan (brief)计划（课前讲解）：**
What to do做什么
- **Do (task)实施（任务）：**
Run the session/skill开展课程/技能
- **Review (debrief)回顾（总结）：**
What happened, what went well.
发生了什么，什么做得好
what could be improved and how什么
需要提升什么以及如何提升

Briefing – Dinghy Instructors to Students 课前讲解-小帆船教练对学员:

The plan will include the elements of the briefing, as listed below. It must be remembered that an instructor briefing is just that – **brief**. If the briefing is a lengthy monologue, the students will have become 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.

计划包括课前讲解的要素，如下所示。必须要记住，教练的课前讲解是简短的。如果课前讲解是一段冗长的独白，学员在下水之前就会感觉厌烦并且忘记很多信息。没人喜欢或学到冗长的、乏味的课程，进行有影响力的简短课程无疑是更好的。

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

计划中所包含的内容是有争议的，但是为了课程成功进行，最低限度的信息如下：

- The task (Aim)任务（目标）
- Checking prior knowledge of the students检查学员的已有知识
- What it is (why we do it)做什么（我们为什么做）
- How to achieve it (teaching points)如何实现（教学要点）
- How long it will take花多长时间
- The sailing area including holding areas航行区域，包括等候区域
- How and where feedback will be given反馈如何给出并在何处给出
- What to do in an emergency如果发生紧急情况，需要做什么
- Any signals that are likely to be given (including recall)可能给出的信号（包括召回）
- Check student understanding (confirm understanding)检查学员的理解程度（确认理解）

Briefing – SIs to Instructors 课前讲解-SI对教练

As we have previously explored, the SI as the manager, the person who delegates responsibility and sessions for the instructors to deliver. An SI will manage and mentor the instructors but also allow each instructor to take responsibility, as long as the sessions are safe, enjoyable, people learn and they meet the syllabus. Morning staff meeting can provide a great opportunity to check what instructors are planning to delivery and how, during their sessions.

正如我们之前所探讨的那样，SI作为管理者，为教练分配职责和课程。SI管理和指导教练，但同时也会允许每个教练承担责任，只要课程是安全的、有趣的，人们能够有所收获以及符合教学大纲。员工晨会为检查教练在课程中计划的教学内容和方式提供了一个极佳的机会。

To enable an instructor to make the final decision about the session delivery and content, but to ensure the instructor has a clear understanding what is required, let's consider what the SI brief needs to look like, and what should be contained within the brief.

允许教练最终决定课程的内容和交付方式，但是要确保教练明确地理解要求。我们思考一下SI的课前讲解应该是什么样的，应该包含什么内容。

To enable us to make the transition from instructor to SI with regards to briefing content, we need to ask ourselves certain questions. Exercise 21 should help us with this.

为了能够让我们在课前讲解内容方面完成从教练到SI的转化，我们需要问自己一些特定的问题。练习21应该会帮助我们做到这一点。

Remember: The RYA Training Support Site: 'share your ideas', 'CPD' and G14 will assist your understanding and completion of this section and exercise

记住：RYA培训支持网站：“分享你的想法”，“CPD”和G14将帮助你理解和完成本节练习。

EXERCISE 17: Imagine that you were about to give a briefing to an instructor. Fill in the boxes below, considering the information provided, to assist you in deciding what information you should provide the instructor:

训练17: 设想一下，你即将给教练做课前讲解。根据所提供的信息，完成以下表格，以帮助你决定给教练提供哪些信息。

VENUE: Horseshoe Lake (the sailing base is on the beach between the two headlands) 场地：马蹄湖（帆船基地位于两岬之间的海滩上） CONDITIONS: Flat water 条件：平静水面 WEATHER: Cross Shore at the Sailing base, F2/3 天气：风平行于帆船基地，2/3级	SESSION: Lee Shore Landing 课程：近岸风回岸 BOATS: Double handers 船型：双人船 STUDENTS: Confident Level 2 sailors 学员：有自信的二级水手 INSTRUCTOR: Confident and experienced instructor 教练：有自信和经验的教练
Aim of the Session课程目标	
Resources (Safety, boats, timings)资源（安全，船只，时间节点）	
Area区域	
Other courses or water users其他课程或水上使用者	
Who? (Experience, number, medical?) 谁？（经验，人数，医疗信息）	
Confirm understanding确认理解	

How much detail did you choose to give the instructor?

你选择给教练多少细节呢？

Remember, it is the SIs role to brief the instructor with the facts, allowing them time to consider how they will deliver the session.

记住，SI的角色是给教练做基于事实的课前讲解，并给他们留出时间思考他们如何开展课程。Once the instructor has a plan, the SI could ask for a brief summary. This enables the SI to ensure the session will meet the aims, be safe and effective. If there are any concerns, the

SI can put it right before the instructor starts the session, thereby ensuring the dinghy instructor will not deliver a weak session.

一旦教练有了方案，SI可以要求教练做一个简单的总结。这可以让SI确保课程能够实现目标，并且安全有效。如果有任何问题，SI可以在教练开始课程之前解决，因此，这能确保小帆船教练不提供薄弱的课程。

Debriefing 总结

There are many ways to review a session and provide effective feedback. During our initial instructor training course, we are taught basic methods, assisting us to instruct and provide our students with feedback in a simple but effective manner.

回顾课程及提供有效反馈的方式很多。在我们最初的教练培训课程中，我们学习了基本的方式，这可以帮助我们以一种简单而有效的方式指导并为我们的学员提供反馈。

An SI will need to learn a variety of methods, which will assist in the delivery of more structured, effective and developmental feedback, in a variety of situations.

SI需要学习很多方法，来帮助我们在各种情形中进行更结构化、更有效以及更进阶的反馈。

Initially we are going to consider two main methods, which should also act as a recap, assisting us from the transition from instructor to SI:

首先我们考虑两种主要的方法，也可以把他们当成复习，帮助我们完成从教练向SI的转化：

1. The Hamburger, or Layer Cake 汉堡，或者夹心蛋糕
2. The Traffic Lights 交通信号灯

During your instructor's course, you were most likely taught the hamburger method;
在你的教练课程中，你最有可能学到“汉堡”方法：

1.The hamburger or Layer cake

汉堡或夹心蛋糕；

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.

这包括一开始表扬学员（或在SI教练案例中，表扬教练）、然后建设性的反馈（或者可能是批评性的）以及针对遇到的问题的解决方案，然后在结束课程之前再次给他们表扬。



The top. Give praise for aspects that have gone well. Be specific.
顶层。针对做的好的方面表扬，要精确一点。

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.
夹层。哪些没有做好以及如何改正。要精确一点。使用“三的原则”，比如可以让这个阶段进步的三个关键点。

The bottom. More praise - finish with praise and on a positive note
底层。更多表扬，以表扬或者积极意见结束。

Another debriefing model which you may be familiar with, is the 'Traffic Lights'. This allows the instructor more freedom to discuss and to find solutions to development areas together.

另外一种你可能比较熟悉的总结模型是“交通信号灯”。这种方法能够让教练更自由地和学员一起讨论并找到进步的方法。

2. The traffic light交通信号灯;

This is becoming the more common method, but it does require a more skilful delivery from the SI. 这逐渐成为一种更普遍的方式，但是这需要SI更熟练地进行。

Red stop light is to 'ask' the instructor about some aspects of their performance/ delivery.

红灯是“询问”教练他们表现和教学的某些方面。

Amber light is to 'discuss' the problems that may have occurred and to discover what might have caused them.

黄灯是“讨论”可能发生过的的问题以及找到可能造成问题的原因。

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.

绿灯是程序中的“解决”部分，通过引导讨论，对前一部分出现的的问题的解决方案达成一致。

ASK

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

询问-关于任务。谁，什么，怎么做，为什么以及什么时候

DISCUSS

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

讨论-基于他们的问题讨论他们的表现。做得好的是什么，可以提升的点是什么。

SOLVE

Solve – agree on an action plan/route towards improvement

解决-就改进的行动计划或路线达成一致

During the course, your coach will spend some time exploring a few different models, including those above. Ensure you spend some time revising and understanding both examples. 在你的课程中，你的教官会花些时间来探讨一些不同的模型，包括上面这些。确保你花时间复习和理解这两个示例。

The Traffic Light methods, requires greater observation and awareness of the instructor's abilities as well as being able to form the appropriate question. Your course coaches will give you guidance on techniques during the early part of the course.

交通信号灯方法，需要对教练的能力有更深的观察和认知，才能够问出合适的问题。你的课程教官会在课程的早期部分给你一些技术上的指导。

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

有效的总结可以通过一些替代方法来进行。与其“陈述显而易见的”，不如尝试寻找不同的方法来提供正确的反馈。

Consider these alternatives思考一下这些替代方法;

DIFFICULTY EXPERIENCED BY THE INSTRUCTOR 教练体验到的困难	ACTUAL PROBLEM 实际的问题	POSSIBLE SI FEEDBACK 可能的SI反馈	ALTERNATIVE SI FEEDBACK 替代的SI反馈
Session did not contain on water coaching 课程中缺乏水上指导	Safety boat poor position 安全艇的位置不佳	You should move your safety boat so you can coach the students 你应该移动你的安全艇，这样才可以指导学员	The group had good fun out there and I saw you chasing around after the students in the safetyboat, where do you think you could position yourself differently next time to allow you to coach more effectively? 你的组玩得很开心，我看到你用安全艇追着你的学员。你认为下一次你把安全艇停在什么位置，才能让你更有效地指导学员？
Bomb burst at the start 课程一开始就一片混乱	No holding area on launch 下水时没有设置等候区域	Remember to give a holding area in your brief 记住在你做课前讲解的时候说明等候区域	I noticed as the group left the beach you had problems getting them together again, what could you do to stop this next time? 我注意到学员离开沙滩的时候你很难再次把他们聚集起来，下一次你会怎么做来避免这样的情形出现？
Students not able to head upwind 学员去不了迎风标	Poor position of rounding marks 浮标位置不佳	Why don't you look at the back of G14 and see the way the markers are laid 你何不看一下G14上设置浮标的方式呢。	Looked like a difficult session but they seemed to be enjoying it, I was just wondering if you had any difficulties with the students going upwind? What are your thoughts about the marks they had to go round? 课程看起来很难，但是他们看起来很开心。我只是在想学员在迎风航行的时候有没有什么问题呢？你对他们要去绕的标怎么看？

During your course, the coach will provide you with more guidance on debriefing instructors and how to deliver feedback successfully. This is delivered through a number of different methods, including acting as SI, observing sessions and then deliver feedback as part of the debrief to an instructor.

在你的课程中，教官会提供更多的给教练做课前讲解以及成功做反馈的指导给你。这通过一系列不同的方法进行，包括SI角色扮演，观察课程然后将反馈作为给教练做总结的一部分。

As instructors, we are used to giving feedback to students directly related to their performance of a task. However, an SI is expected to take the next step and provide their instructors with accurate debriefs on their performance, helping to identify strengths, as well as develop.

作为教练，我们习惯于基于学员的表现给他们反馈。然而，SI被期望更进一步，对于教练的表现给出更精确的总结，帮助他们识别优势和需要提升的方面。

A key to being able to provide effective feedback is to firstly know exactly what the 'content' or 'aim' of the session is, then by closely observing it, we can provide effective and accurate feedback.

提供有效反馈的一个关键是，首先，确切地知道课程的“内容”和“目标”是什么，然后通过仔细观察，我们就可以提供有效并精确的反馈。

We can use the session structure discussed earlier in the workbook, but to develop this

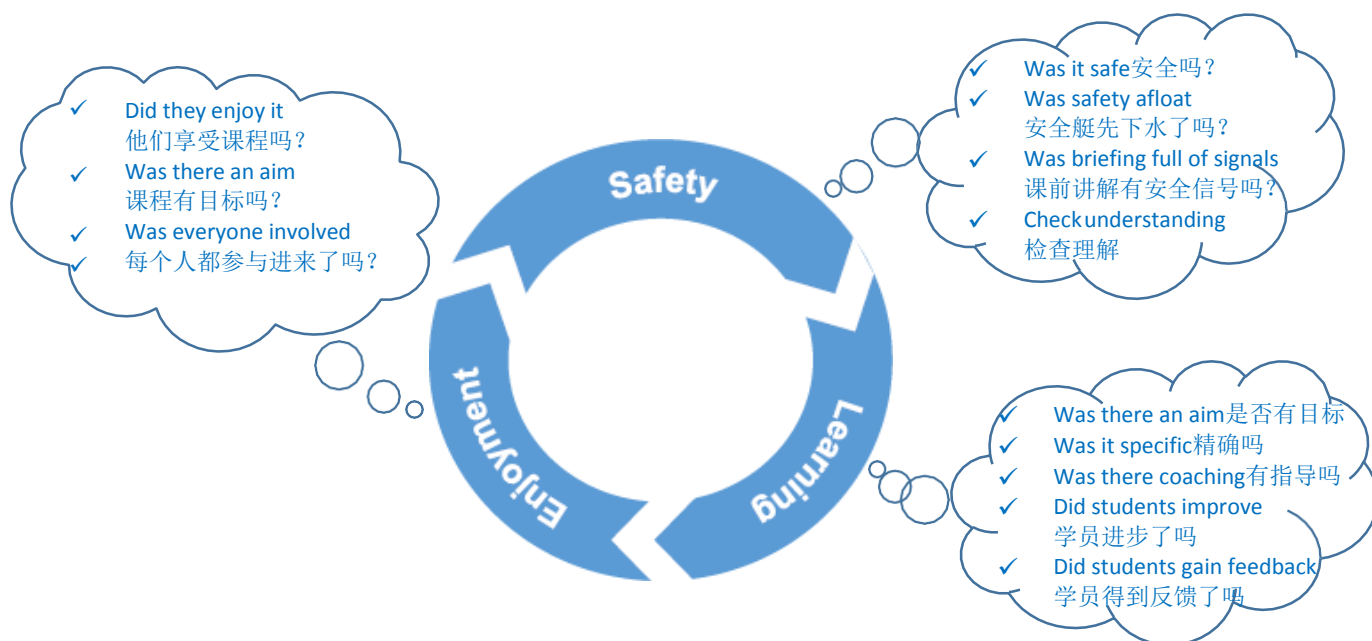
further, and enable us to provide more effective feedback, we use the 'progression method': *Safe, Enjoyment and Learning*.

我们可以使用之前在本工作手册中讨论过的课程结构，但是为了更进一步地发展它，并给出更有效的反馈，我们使用“进展法”：安全、享受和学习。

This '*progression method*' will help to clarify how successful the session was, as well as the structure and content. To do this we can ask ourselves the following questions:

这个“进展法”可以帮助我们阐明课程的成功程度、以及课程结构和内容。要做到这一点，我们可以问自己以下的问题：

- Was the session **safe**? If it wasn't, the SI may have to step in and modify the session.
课程安全吗？如果不安全，SI可能就不得不插手并修正课程。
- 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.
学员享受这个课程吗？如果是的，为什么？识别好的部分，因为这些是教练应该在未来的课程中重复的。如果不是，仍然要问为什么？然后给出改进建议。
- Did the students **learn**? Same questions and answers should be applied.
学员有学习到东西吗？如果是的，为什么？如果不是，仍然要问为什么？然后给出改进建议。



Safety安全:

This is always the main and 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 the SI. Safety should be monitored constantly and if any factors change, the SI and instructor should consider modifying the session or even consider stopping it.

安全总是最主要和最重要的。如果课程是安全的，教练和学员可以向下一个阶段进阶。SI有职责确保中心的所有课程都是安全的。他们会将部分责任分配给教练，但是SI仍然承担最终责任。应该时刻监督安全，如果任何因素发生变化，SI和教练应该考虑调整课程或者甚至考虑终止课程。

Enjoyment享受:

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.

学员必须要享受他们在做的事情。首先，不论是作为俱乐部会员还是课程费，他们可能为体验付了钱，所以他们会期待物有所值。如果他们玩得不开心，他们很有可能停止活动并寻找另一个他们可能更喜欢的活动。在水上或船上通常足够让人开心，但不能视其为理所当然。

Learning学习:

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.

如果其他两个标准已经被满足，那么这就是最后一个需要考虑的。然而，让学员感受到他们在活动中经受挑战是十分重要的，另外他们也必须感觉到切实的进步。

One of the many roles of an SI is to mentor and 'develop' our instructors. To progress and review the session between the SI and the instructor, the 'develop' phase is added to the cycle. SI的角色之一是“指导”和“发展”我们的教练。为了提升和回顾SI和教练之间的课程，“发展”阶段就需要被增加在这个循环中。

Develop发展:

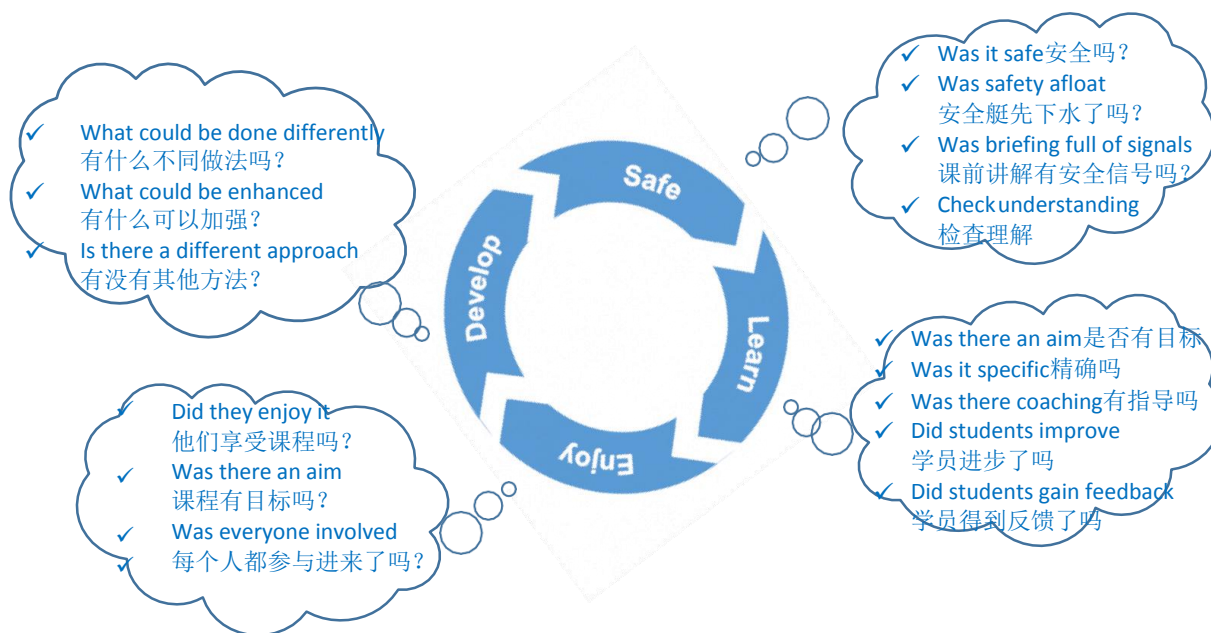
If all the areas above have been addressed, 'safety, enjoyment and learning', it is the SI's role to develop, using experience, the SI can offer advice on how the session could be changed or modified for the future:

如上述各方面都已解决，即“安全、享受和学习”，SI有职责运用经验去发展，就未来如何改变或修正课程提供意见：

- What could be done differently? 有什么不同的做法吗？
- What could be enhanced? 有什么可以加强？
- Is there an alternative approach 有没有其他方法？

During the course, your coach will provide opportunities for you to review dinghy instructor sessions, using this model as a template will assist you in the initial phase:

在课程中，你的教官会给机会让你回顾小帆船教练课程，将此模型作为模板将在最初阶段帮助你：



Creating our Coaching Conversation 建立教学对话

To assist us in the delivery of feedback we can ensure we create effective conversations, through our questioning.

为了帮助我们提供反馈，我们可以通过提问的方式确保我们建立有效的对话。

By using the model and methods above we should be able to check our instructors are providing clear briefs, realistic aims, and effective session planning and delivery. It is then time for us to provide feedback and development. A few top tips to providing feedback are: 通过使用上述模型和方法，我们应该能够检查我们的教练是否给出了清晰的课前讲解，现实的目标以及有效的课程计划和教学。然后就是我们提供反馈的时候了。以下是一些提供反馈的建议：

- Observe the session closely 近距离地观察课程
- Be honest 保持诚实
- Concentrate on three points 集中在三个要点
- Base your feedback on facts and performance 反馈基于事实和表现
- Try and create a conversation ratio of 70:30 (Candidate/SI)
尝试建立70:30（学员/SI）的对话比例

By concentrating on the forming of our questions we can enhance our delivery, There are two types of questions we can use, open and closed:

我们可以通过集中精力组织提问来强化我们的表达，有两种类型的提问，开放式和封闭式：

- **Open Question:** Questions which provoke longer answers, and generally probe for knowledge, opinion or feeling.
开放式提问：能引出更长答案的提问，通常是对知识、观点和感受的探究。
These are frequently opened with '*what*', '*where*', '*when*', '*how*'
这些词通常以“什么”、“哪里”、“什么时候”以及“怎么”开头。
- **Closed Questions:** A question which when posed, usually receives a 'yes', 'no', or very short response
封闭式提问：当你提出问题时，通常收到“是”、“不是”或者极短的回答。

Please take a look at the 'Creating Conversations' presentation within the '[Share your ideas](#)' and '[CPD](#)' sections of the [RYA Training support site](#), as this will further enhance your knowledge and understanding.

请访问RYA培训支持网站的“分享你的想法”和“CPD”部分中的“建立对话”演讲，这会增强你的知识和理解。

Mentoring 指导

The SI's role as a mentor is fundamental to the relationship and development of the instructing team, however it must be effective. In addition, RYA recognition depends on a dinghy instructors working under the supervision of an SI, which enables the instructors to be guided and developed, ensuring accurate and safe sessions are delivered, until they themselves gain the experience they require.

SI作为导师的角色对于教练团队的关系和发展至关重要，然而，它必须是有效的。此外，RYA认证依赖于小帆船教练在SI的监督下工作的方式，这能够让教练接受指导和发展，确保课程的准确性和安全性，直到教练自己获得他们所需的经验为止。

If you have been mentored effectively yourself, consider the approach the individual took:
如果你曾被有效指导过，考虑一下这个人所用的方式：

- What are the key areas of this individual skills that highlight themselves to you
这个人技能的哪些关键领域引起了你的注意
- What approaches did they adopt
他们采取了什么方式
- How did they talk to you
他们如何与你交谈
- Why do you feel it was effective
为什么你认为那是有效的

As a dinghy instructor, the training we are provided with covers the basic knowledge and fundamentals of the RYA Sailing Scheme. Giving individuals the basic tools and abilities to instruct small groups and individuals to the RYA Method, and further stages/levels in the scheme, under supervision. Therefore the role of a mentor is essential to the growth of a team and individual instructors.

作为小帆船教练，我们提供的培训覆盖了RYA航海计划书的基本知识和基本原理。给人们基本的工具和能力，让他们能够在监督下指导小团队和个人学习RYA方法以及计划书中的进阶阶段/等级。因此，指导者的角色对于团队和教练的成长是不可或缺的。

If you are new to the role of mentor, a good place to start is with assistant instructors. Assistant instructors are generally very keen, but not always highly skilled at delivery, so will need simple input and feedback in their early development. The results and how effectively the SI has been during the training period will be very easy to see. Further in the workbook and on your course, we consider assistant instructor training, taking a look at programme design, content and delivery.

如果你刚开始承担导师的角色，指导助理教练是一个很好的开始。助理教练通常是很热心的，但在授课方面并不总是非常熟练，所以他们早期发展中需要简单的输入和反馈。结果和SI在培训期间的有效性是很容易看到的。在本工作手册后面的章节和课程中，我们会考虑助理教练培训，看看课程设计、内容和教学。

Whatever the case may be, a good model to use and apply to any training is the SMART principle. These are;

不论情形如何，SMART原则是一个适用于任何培训的好模式。他们是：

- S** – Specific具体的
- M** – Measurable可测量的
- A** – Achievable可实现的
- R** – Realistic现实的
- T** – Time, 'have a time limit applied to whatever is decided upon'有时限的， “对所决定的事情要有时限”

Records should be kept as to the training provided and what further, or additional assistance will be required, and when. As well as less formal catch-ups to check on progress.

应记录下所做的培训，并记录需要的进一步或额外的协助，以及何时提供。也可以使用一些不太正式的检查进度的方法。

EXERCISE 18: Think about a time when you have been mentored and or coached by someone, what traits did they have, what did they do and say which helped you on your pathway, what would you keep and use yourself, and what would you have changed?

练习18: 想想你被某人指导的时候，他们有什么特质，他们做了什么或说了什么对你的人生道路产生了帮助，什么是你会保留和使用的，以及你会改变什么？

In the grid below, write down a few of the traits you felt helped, and some that you felt held you back

在下面的表格中，写下一些你认为对你有帮助的特质，以及一些你认为阻碍了你的特质：

My Mentor – What does GOOD look like, what would I value 我的导师-“好”是什么样的，我看中什么	
Traits which helped and supported me 帮助和支持我的特质	(eg: Approachable比如：平易近人的)
Traits which hindered my development 阻碍我发展的特质	(eg: Too busy比如：太忙)

EXERCISE 19: Now consider yourself as an SI helping your team. What can you do to help increase the effectiveness of the support provided:

练习19: 现在假设你是帮助你的团队的SI，你可以做什么来提升以下这些支持的有效性：

How can I mentor my team? 我可以怎么指导我的团队？	
Techniques 技巧	
Theory 理论	
Progression 进展	
Performance 表现	

Dealing with complaints 投诉处理

Unfortunately, the SI sometimes needs to deal with complaints, usually from students or parents. This can generally be traced back to a breakdown in communication somewhere along the line from booking the course to its delivery, or perhaps where a specific expectation has been set, assumed or not managed effectively.

不幸的是，有时候SI需要处理投诉，一般来自于学生或家长。这通常可以追溯到从课程预订到课程开展中某个地方的交流故障，或者可能在某个地方设置了或假设了特定期望或者未对其进行有效管理。

If handled effectively, the complaint can be dealt with immediately and the student goes away happy. If it is left, it can develop into a difficult and uncomfortable situation for all concerned.

如果处理得当，投诉可以被立即处理，学员可以高兴地离开。如果放任不管，它可能会发展成一个艰难且让人不舒服的局面。

EXERCISE 20: Dealing with complaints will be a discussion on the course, in the meantime, read the situations below and using priorities: safe, enjoyment and learning, to see if the student's complaint is justified and if so, how.

练习20: 处理投诉会是课程中的一项讨论内容，同时，阅读下面的情况，运用安全、享受和学习三要素，看看学生的投诉是否合理，如果是，说明其合理性。

Background information: A Student signed up to do an RYA Level 2 course at Lilly-pad watersports, where you are the Chief Instructor. They had already completed a Level 1 course and have had some opportunity to practice since.

背景信息: 一名学生报名参加了Lilly-pad水上运动中心的RYA成人二级课程，你是该中心的主教练。他们已经完成了成人一级课程并在那之后做了一些训练。

The other course participants were a family of four, two adults, a son of 8 and daughter of 12. The instructor was Sarah, a young girl who had just started working for you.

另外的课程参与者是一个四口之家，2名成人，一个8岁的儿子和一个12岁的女儿。莎拉是教练，一个才开始为你工作的年轻女孩。

The student's complaint学生的投诉:

Dear Chief Instructor

亲爱的主教练

Everything during the course seemed geared around the family and keeping the children happy, I was basically ignored. Whilst I appreciate it is difficult to teach such a wide range of ages the instructor seemed determined the family should pass.

课程似乎围绕着这个家庭以及让孩子们开心展开，我基本上是被忽视了。虽然我认为教授年龄跨度比较大的团队是很困难的，但是教练似乎已经决定让这个家庭通过考核。

The mother was nervous and would not helm when windy, in light winds the mother would helm but would not allow the jib to be used as she was scared.

妈妈很紧张，风大的时候不能掌舵，小风时妈妈会掌舵，但是她不能让前帆正常工作，因为她很害怕。

On one of the afternoons there was very little wind, the boats used were a 2000 and two Pico's. I asked if I could have one of the Pico's, but the instructor didn't allow me, as she wanted me to accompany the children in the 2000, whilst the parents

practiced in the Pico's.

其中一个下午，风非常小，我们用一条2000和两条Pico。我问教练我是否可以独自用一条Pico，但是教练没有答应我，因为她希望我能够在2000上陪着孩子们，家长就可以用Pico练习。

Due to the lack of wind, the instructor told the children that they could jump off the back of the boat I was helming to keep cool. At this point the instructor left me and joined the parents, leaving me with the children and no safety boat around. The instructor was with the parents quite far away.

因为风小，教练告诉孩子们他们可以从船尾跳进水里，我掌舵。这时候，教练不管我了，她上了家长们的船，让我和孩子们处于没有安全艇看护的状况下。教练和家长离我们很远。

For the rest of the afternoon I was effectively a child minder.

在余下的下午的时间里，我就像是一个托儿所工作者。

The next day we practiced coming alongside, I was allowed to do it once, but then told that the parents needed to practice and that I should sit on the fun boat with the children. When I asked to have another go, I was told there is no time.

第二天，我们练习靠船，我就做了一次，然后被告知我需要和孩子们坐在娱乐船里，而家长们需要练习。当我询问我是否可以再来一次时，她告诉我没有时间了。

By this point I was very frustrated and told Sarah I was not happy and I would not be coming to the last day of the course as I felt I was not getting any tuition. Sarah's response was "I'm sorry you feel that way", making no effort to get me to stay on the course.

这时候我非常沮丧，而且我告诉莎拉我很不开心，我也不会最后一天的课程，因为我感觉我没有接受到任何指导。莎拉的回答是“对你的感受我很抱歉”，根本没有花力气让我继续课程。

On the final morning of my holiday I was given a bill by yourself for my Level 2 course. I notified you that I was not happy to pay because I had received very little tuition and had been unhappy with how the course was run, at which point you said you were not aware of this and would speak to Sarah.

在假期的最后一天我收到了你给我的二级课程的账单。我告知你我不愿意支付因为我几乎没有受到指导，并且对课程的开展方式十分不满意，这时你说你不知道这个事情，你会跟莎拉谈谈。

That evening, the family told me they had passed their Level 2. When I spoke to Sarah, I was told I couldn't be awarded it as I had not covered all the elements of the syllabus- I was missing some knots and weather theory.

当晚，这个家庭告诉我他们通过了二级课程。我跟莎拉谈话的时候，她告诉我我没法通过考核，因为我没有完成教学大纲上的所有内容-我缺失了一些绳结和天气理论。

I asked if I could go over the missing parts the next day before leaving for the airport but was told there were no instructors available.

我询问我是否可以在明天去机场前过去补上缺失的内容，她告诉我没有有空的教练。

I am very disappointed with your centre and the instructor running my course, I received very little teaching, was used as a child minder and feel I was placed on a course with four people who are far weaker sailors than I, who have been given their RYA certificates.

我对你的中心以及我的课程教练非常失望，我几乎没有受到任何指导，被当做托儿所工作人员，而且我认为我课程中的另外四个人技能上比我弱很多，他们却拿到了

RYA证书。

After I left the course there were still two days of my holiday in which I could have covered the missing elements but no-one came to see why I had left the course or told me that I would not get my certificate.

离开课程之后，我的假期还有两天，我原本可以补上缺失的内容，但是没有一个人来问我为什么不继续课程，或者告诉我我拿不到证书。

EXERCISE 20: Having read the situation above, use the priorities: safe, enjoyment and learning, see if the students complaint is justified and if so, how.

练习20: 阅读上述情形之后，使用安全、享受和学习三要素，来看看学生的投诉是否合理，如果是的话，说明其合理性。

Safety 安全	
Enjoyment 享受	
Learning 学习	

Assistant instructor training 助理教练培训

Assistant instructor training can be run by the Principal or Chief Instructor who holds a valid SI certificate. This training can take the form of a formal course or 1:1 'on the job' training, over a period of 20hrs, enabling them to teach up to and including Level 2 - Basic Skills in the National Sailing Scheme and Stage 3 of the Youth Sailing Scheme.

助理教练培训可以由持有有效SI证书的主席或主教练进行。这个培训可以按照正式课程的形式，或者进行长达20个小时的1:1工作中培训，这可以让他们教到国家航海计划中的二级水手-基础航海以及青少年航海计划中的三级水手。

Assistant instructor candidates do not need powerboat certificates or first aid, as the SI is always present and directly supervising the assistant instructors but they should be capable sailors. The training should 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, specific background knowledge, and specifics on centre equipment.

助理教练学员不需要机动艇证书或急救证书，因为SI总是直接监督助理教练，但是他们应该是有能力的水手。培训大部分应该“在水上”进行，除了对方法、岸上演练、非常简单的航行角度、特定背景知识以及中心设备相关的细节的了解之外，几乎没有理论知识。

The role of an assistant instructor may be varied, providing assistance in either double or single handed dinghies, multihulls or keelboats. The assistant instructor may act as helm, but as with a dinghy instructor, we should train them to quickly hand over the controls to the students.

助理教练在双人或单人小帆船上、多体船或龙骨船上提供帮助时，其角色可能有所不同。助理教练可能会作为舵手，但是因为有小帆船教练在场，我们应该培训他们尽快让学生掌控。

For single hander dinghy sessions, the assistant instructor may act as a rigger and a 'catcher and dispatcher', offering help where the instructor deems necessary.

对于单人小帆船课程来说，助理教练可以扮演组装者和“捕捉者及协调者”的角色，在教练认为必须的地方提供帮助。

After the training course/period, an assessment should be made on the ability of the assistant instructor with the certificate awarded accordingly. The certificate is an in-house RYA awarded certificate, which lasts for a maximum of five years.

在培训课程/培训期后，应该对助理教练进行能力考核，并颁发相应证书。该证书为RYA内部证书，最长五年有效期。

If further training is needed, then the Principal/Chief Instructor will do so. All training given should be recorded and logged, so that it is clear what training has been delivered and received.

如果需要，主席/主教练会进行进一步培训。应该记录所有进行过的培训，所以可以清楚地知道进行过和接受过什么培训。

EXERCISE 21: Using the blank programme below, write a simple training programme based on the skills discussed above and which you believe are important for an assistant instructor to hold. Further information and reference can be found in G14 and under the 'Qualification' section; 'Dinghy, Keelboat and Multihull of the RYA Training support site www.rya.org.uk/training-support.

练习21: 使用下面空白表格，基于上述讨论和你认为助理教练需要掌握的技能制定一个简单的培训方案。更多信息，请参考G14和RYA培训网站www.rya.org.uk/training-support中的“小帆船，龙骨船和多体船”中的“资质”章节。

DAY 1 第一天		
DAY 2 第二天		
DAY 3 第三天		

Teaching children 教导青少年

Although the fundamentals of teaching remain the same no matter who is being taught, adaptations are required when it comes to teaching children and adults.

尽管不论教学对象，教学的基本原理都是不变的，教导青少年和成人时还是需要做一定的适应性调整。

Most importantly children and adults tend to 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 specific groups and individuals.

更重要的是，青少年和成人的学习方式是不一样的，而且，如果教练在教学上是比较成功的，他们应该可以识别这些区别并调整教学风格和课程以适应不同的组别和个体。

The RYA Training Support site, specifically '[Share your ideas](#)', and G14 provide further information to help you understand the type of considerations required, as well as having fantastic top tips on adapting our delivery, including explanations on learning styles and games that help teach specific skills.

RYA培训支持网站中，尤其是“分享你的想法”页面和G14提供了更多信息，以帮助你理解所需考虑的类型，也有调整我们教学的攻略，包括对学习方式的说明以及帮助我们教授特定技术的游戏。

EXERCISE 22: Use the box below to list ways in which we can teach different skills and techniques to children, keeping them engaged and learning. Remember to use safety, enjoyment and learning to help describe and explain.

练习22: 请在下方框中列举我们在教授青少年不同技术时可以使用的方法，让他们参与进来并不断学习。记住，你可以使用安全、享受和学习三个元素来帮助描述和解释。

An example has been placed below to help you initially, with a suggestion for two of the three skills needing completion:

下面列举了一个例子，来帮助你开始，并建议了你需完成的三种技能中的两种：

Insert skill to be taught 输入所教技术: <i>Build knowledge on rigging and how to rig</i> 装船知识和方法	Method of teaching it 教学方法: <i>Rigging Race</i> 装船比赛	Description 描述:	<i>Splitting the group into small teams, using fully de-rigged boats, set up a race</i> 将团队分成两组，用拆好的船，设置比赛
		Safety 安全:	<i>Instructor brief, including safety considerations, ashore in plenty of space</i> 教练课前讲解，包括安全考虑，岸上充足空间
		Enjoyment 享受:	<i>Fun, team involvement,</i> 乐趣，团队参与
		Learning 学习:	<i>Wind awareness, team work, reinforcing the order of rigging and how</i> 风感，团队合作，强化装船顺序和方法
<i>Tacking (Land Drill)</i> 迎风转向 (岸上演示)		Description 描述:	
		Safety 安全:	
		Enjoyment 享受:	
		Learning 学习:	

<i>Sailing</i> <i>Across the wind</i> 横风航行		Description 描述:	
		Safety 安全:	
		Enjoyment 享受:	
		Learning 学习:	
<i>(Insert a further skill of choice here</i> <i>在此处输入一个技能选择)</i>		Description 描述:	
		Safety 安全:	
		Enjoyment 享受:	
		Learning 学习:	

Coaching from a powerboat 在机动艇上教学

Coaching from a powerboat effectively is a skill many instructors will need to learn and continuously develop as they progress their teaching ability and environments.

有效地在机动艇上教学是一项许多教练在提升他们教学能力和环境的同时需要学习和持续进步的一项技能。

The following resource has been put together as a guide on the fundamentals and general principles, in addition to top tips and advice for different levels and types of craft.

以下资源被放在一起，作为基本原则和一般原则，以及针对不同水平和船型的攻略和建议。

The 'Coaching from a Powerboat' resource should not be seen as an alternative to the RYA Safetyboat Handbook G16, but is a fantastic companion.

“在机动艇上教学”资源不能被看作是RYA安全艇手册G16的替代品，但这是一个很好的补充。

Take a look at the RYA Resource on the following link, use the box below to make any notes you feel will be useful during your Senior Instructor course.

点击链接查看RYA资源，在以下方框中写下你认为在高级教练课程中会有用的笔记：

[**Coaching from a Powerboat在机动艇上教学**](#)

NOTES笔记:

6: What's Next? 下一步是什么？

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 SI. You should now feel a little better equipped to deal with course organisation, giving briefings and feedback, and giving presentations and advice.

希望本工作手册让你明确地认识到SI的职责和各种角色，并对你担任SI的能力有了更多的认识和自信。现在，你应该感觉准备得更好了，来处理课程组织，提供课前讲解和反馈以及进行演讲和提供建议。

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.

毫无疑问，你已经发现了一些困难和让人困惑的地方，并希望进一步讨论。你可能希望在下面记录下任何此类主题。请不要认为承认困难会对你不利-教官需要知道他们能在什么地方能最好地帮助你。

Try taking the quiz on the next page to see what you have learnt and which areas you feel you may still need to develop further.

请试着做一下下一页的测验，看看你已经掌握了什么，以及哪些方面仍然需要进一步加强。

Notes笔记:

7: Knowledge Quiz 知识检测

The following quiz has been pulled together to help test your knowledge on the areas covered within the SI workbook. Good Luck!

以下测验旨在帮助你测试本工作手册中涉及到的知识。祝你好运！

1. The SI in a centre or club has a variety of roles and responsibilities depending on their environment. List five key roles below:

根据不同的环境，SI在一个中心或俱乐部有不同的角色和职责。请列举五种主要的角色：

2. An SI is responsible for ensuring the RYA teaching method is accurately delivered by the instructor team. Why is this important?

SI有责任确保教练团队准确按照RYA教学方式的教学。为什么这是重要的？

3. What considerations should be taken into account when planning multiple groups afloat with regards sailing areas and zones?

在规划多个组别的航行区域时，应该考虑哪些因素？

4. What are SOPs/OPs and why are they important?

SOP/OP是什么，为什么他们很重要？

5. What are the RYA Guidance Notes and how are they relevant to the role of a SI?

RYA指南是什么，以及他们与SI的角色有什么关系？

6. What are the RYA ratios for a) teaching double handers? b) safety boats required for six dinghies?

a) 双人艇教学的RYA教学比例是？ b) 6艘小帆船需要多少安全艇？

7. As an SI we will be reviewing sessions delivered by our instructors. What are the four priority elements to aid the delivery of feedback?

作为SI，我们会回顾我们的教练的课程。可以帮助我们进行反馈的四个主要要素是什么？

8. List the elements of the 'Basic skills model'?

列举“基本技能模型”的要素？

9. When creating a coaching conversation, what are the types of questions we can use and how do they differ regards the response received?

9. When creating a coaching conversation, what are the types of questions we can use and how do they differ regards the response received?

建立教学对话时，我们可以使用什么类型的问题以及他们的回答有什么差别？

10. List two methods for providing feedback.

列举提供反馈的两种方式。

11. What does SMART stand for?

SMART代表什么？

8: Notes 笔记

The space below has been created to enable you to make notes on any areas you wish; prior, during or post course, such as important RYA Ratios, RYA qualifications, Safety aspects and key learning theories or aspects from the workbook information, exercises and referenced resources: 以下区域可以让你做任何方面的笔记：课程前、课程中或课程后，比如重要的RYA比例，RYA资质，安全方面和来自工作手册的关键学习理论，训练以及参考资料：

RYA Ratios and reference from the RYA Recognition requirements :
RYA比例以及来自RYA认证要求的参考：

Theories and aspects from the workbook:
来自工作手册的理论和内容：

Further notes其他笔记：

9: Course Outcomes and Assessment

课程结果和考核

The Training Course: RYA Senior Instructor courses are approved by the RYA and run in the UK and overseas, staffed by two or more RYA Coach/Assessors.

培训课程: RYA高级教练课程由RYA批准, 在英国及海外开展, 配备两名或更多RYA教官和考核官。

The course may take the form of four consecutive days, or two weekends, run with a minimum of six students, ensuring course diversity and the opportunity for candidates to share differing experiences and knowledge.

课程可能在连续的四天中展开, 或者两个周末, 最少6名学员, 确保课程多样化, 并为学员分享不同经验和知识提供机会。

Assessment: The outcome of the course is determined by continuous assessment made by the course Coach/Assessors. Each session will be reviewed by the coaches where they will identify areas which you did well and highlight development areas to work on.

考核: 课程的结果由课程教官或考核官通过持续考核来决定。教官将会回顾每个课程, 以便他们识别你做得好的地方以及突出你需要提升的地方。

There are two important debriefs which take place during the course, the mid-course debrief, and the final course debrief:

课程期间有两次重要的总结, 中期总结和结课总结:

Mid-course debrief: Providing an important opportunity to discuss performance so far, with coaches having identified positive points and highlighted actions required for the remainder of the course. This debrief enables further opportunity to demonstrate and practice specific elements. The coaches may also discuss the final outcome of the course, highlighting specific areas for you to concentrate on. You should use this review to shape and focus your performance for the remainder of the course.

中期总结: 提供一个重要的机会讨论目前为止的表现, 教官已经为剩余的课程确认了积极的点和需要的突出的行动。此次总结为示范和练习特定方面提供了进一步的机会。教官也可能会讨论课程的最终结果, 强调你需要特别注意的领域。你应该利用这次回顾来塑造和集中你在剩余的课程中的表现。

Final Debrief: During your final debrief your course coaches will discuss your final performance and course outcome, which may require areas of further development. Any areas the coaches feel need further development will be compiled into an action plan, focusing on your development going forwards and ensuring you are supported in their completion. Actions sent will be written using SMART objectives: Specific, Measurable, Attainable, Relevant and Timely, aiding understanding and completion.

结课总结: 在结课总结中, 你的课程教官会讨论你的最终表现和课程结果, 这可能涉及进一步发展的领域。任何教官认为需要进一步发展的领域都会被放在“行动计划”中, 专注于你未来的发展, 以及确保你在完成的过程中得到支持。“行动”会用SMART原则来写: 具体、可衡量、可实现、相关以及有时限, 来帮助你理解和完成。

Below are some common areas highlighted for further development:

以下是需要进一步发展的常见领域:

1. Sailing ability

航海技术

2. Session planning and structure

课程计划和结构

3. Reviewing Skills

回顾技能

4. Knowledge of the National Sailing Scheme

国家航海计划的知识

5. Teaching Experience

教学经验

6. Powerboat skills

机动艇技术

If an action plan is set for further development, a variety of methods will be discussed to ensure accessible completion; such as reassessment by another RYA Coach, assistance from an experienced SI or attendance on a specific course.

如果制定了进一步发展的行动计划，将运用各种方法以确保可以顺利完成。比如，由另一位RYA教官进行再次考核，由一位有经验的SI协助或者参与特定课程。

Examples of potential actions set are listed below. Please note these are *examples* and other areas may be identified, or alternative actions set.

以下列举的是一些可能的行动的示例。请注意，这些只是示例，也可能涉及其他领域，或者其他行动。

Examples of possible development point and actions set:

可能的发展点和行动制定范例：

- **Reviewing skills:** Insufficient evidence, or consistency, of the skill at a level required was seen on the course.

回顾技能：在课程中并未看到足够的证据或者与所要求的技能水平不一致。

Action Plan: Further practice embedding the reviewing skills at SI level is required over an agreed period at their own club/centre. Once confident this action is met, it is likely contact will be required with one of the original course coaches to agree a date when reviewing skills will be assessed. A time frame for completion will be provided such as 3 months.

行动计划：在他们自己的俱乐部/中心，在一个约定的时间内，进一步练习，以达到与SI水平一致的回顾技能。如果有信心能够满足这个行动要求，就可以联系原本的课程教官，商定一个日期，再次考核回顾技能。将设定完成的时间限制，比如三个月。

- **Sailing Ability:** Lack of sailing ability at the required level, in an identified area, for example:
a) seamanship skills; b) advanced skills

航海能力：在指定的领域缺乏必备的航海能力，比如，a)航海术；b)高阶技能

Action Plan: A) Attend a Seamanship course within 6 months, emailing the certificate to one of the Coach/Assessors, or

行动计划：A)在六个月内参加航海术课程，将证书邮件发送给其中一位教官/考核官，或者

B) Lack of Instruction on the higher level courses (spinnaker/day sailing etc), **Action Plan:** Attend an Advanced Instructor endorsement or performance course to raise level of experience delivering and sailing, at the required level within 6 months. Email the certificate to the Coach Assessor when completed. (*There are many other action plans that could be developed around sailing and instructional ability and experience, within the SMART guidelines.*)

B)缺乏高水平课程的指导（球帆航行/日间航行等），**行动计划：**在六个月内，参加一个进阶教练认证或高阶航海课程，将教学和航海方面的水平提升到指定水平。完成时，将证书邮件发送至考核官。（以SMART为指南，还可以制定许多其他围绕航海、教学能力和经验的行动计划。）

- **General Instructor Experience:** Lack of confidence with highlighting and feeding back the development areas to Dinghy Instructors.

总体教练经验：缺乏向小帆船教练反馈其可发展领域的信心。

Action Plan: Mentored by an experienced SI for an agreed period, such as 3 months, to gain further confidence and experience. When the candidate is confident this has been completed,

make contact with the course Coach to discuss reassessment.

行动计划: 在指定的时间内，比如三个月内，由有经验的SI指导，获得更多信心和经验。学员足够自信的时候，可以与课程教官联系，商定重新考核的时间。

OR或者

Work experience at a different centre or club for an agreed period to develop wider delivery experience. When complete they should ask the Mentor to contact the Coach to discuss reassessment if required.

在指定的时间内，在不同的中心或俱乐部工作，以提升教学经验。如果需要的话，完成时他们应该请导师联系教官，商讨重新考核事宜。

- **Session delivery:** Session structure, content and experienced delivery are important skills for an SI to enable them to mentor their team effectively, and may be highlighted as an area for further development.

课程教学: 课程结构、内容和有经验的的教学对于SI来说是很重要的，因为这能够让他们有效地指导团队，或者指定一个可以进一步发展的领域。

Action plan: Depending on the concern, this may require further assessment from a Coach Assessor or potentially an experienced SI.

行动计划: 根据需要，这可能需要一位考核官或潜在的有经验的SI进行进一步考核。

- **Powerboat skills:** Safe powerboat handling in a range of situations is imperative, should this not be evident, or consistent, on the course, further assessment or training will be required.

机动艇技能: 安全的机动艇操作技能在一系列的情况下都是必要的，如果不够明显，或与要求的技能水平不一致，就需要进一步的考核或者培训。

Action plan: Further training concentrating on a specific areas such as powerboat handling has been identified as required, a lack of experience was evident with further skill development was needed, actions set will reflect this. Spend an agreed time with an RYA Powerboat Instructor and make contact with the course Coach to discuss reassessment or sign off.

行动计划: 如果已确定需要对机动艇操作等特定领域进行进一步培训，明显缺乏经验，需要进一步的技能提升，制定的行动会反应这一点。指定时间之后，与课程教官联系，商定重新考核事宜或签字。

10: Summary 总结

Summary and the SI course 总结和SI课程

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.

恭喜。现在你已完成工作手册，且截止目前，你应该更加了解SI的角色并且准备好参加课程了。

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. 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.

课程将提供更多机会，与前些页面的内容相同，但更重要的是，你将有机会练习你已经学习过的内容。为了做到这一点，培训课程通常包括一系列由SI课程学员组织的水上课程。正常情况下，你们每个人都至少会给其他学员上2次课，然后教官团队会提供反馈。与反馈一样，水上的团队管理对于SI来说是关键的技能。

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.

这样的好处之一是学员会体验到广泛的任务和方法，并且有机会反思不同方法的优势和劣势。通常情况下，培训课程中的教练都有非常不同的经验，这也是一种有用的教育。

A few suggestions for the course:

对于课程的一些建议：

- **Make sure your sailing skills in your chosen discipline are well practiced; single and double handers or keelboats**
确保在你所选的科目中，你的航海技术得到充分的训练，单人艇、双人艇或龙骨船
- **Check and know your teaching method tacks and gybes, your knowledge of the RYA teaching sequence and awareness of the RYA Schemes.**
检查并了解迎风转向和顺风转向的教学方式，你对于RYA教学流程和RYA计划的了解
- **Make sure your powerboat handling is safe and effective, particularly the use of the kill cord and one hand for the throttle and one hand for the wheel.**
确保你的机动艇操作是安全和有效的，尤其是保险的使用以及一手方向一手油门。

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, perhaps amending or adjusting your sailing CV on page 6 with areas you had now recapped and considered.

值得注意的是，你可以在课程开始时询问教练团队任何你想讨论的内容，也可以用你现在已经回顾和考虑到的内容，在第六页修改或调整你的航海简历。

Good luck with the course!

祝你好运！



Senior Instructor Workbook

高级教练工作手册

RYA Training, Ensign Way, Hamble, UK

RYA培训，英国南安普顿汉布尔