



Racing Coach Level 2 Worksheets



**This booklet is aimed at helping you prepare for a Racing Coach Level 2 Course.
The full Coaching Manual will be issued during the course.**

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The Racing Coach Level 2 Course

Day 1		Day 2		
am	pm	Evening	am	pm
0900-1200 Coaching Skills	1400-1630 On the water exercises	1900-2000 Designing the Programmes	0900-1200 On the water exercises	1400-1500 On the water exercises
1200-1300 Running the exercises	1630-1800 Debrief		1200-1300 Lunch	1500-1600 Personal debriefs
1300-1345 Lunch and change	1800-1900 Working dinner			CPD

These times are subject to change

1. Coaching Skills: Delivering the goods

‘The effective coach’ and how people improve skills.

Lesson planning, how people learn, briefing and debriefing, guide to effective communication.

2. Running the exercise:

Practical skills on running exercises including a demonstration on how to give a brief, run an exercise and teach rules.

3. The exercises (3)

Two exercises per coach. You will be required to prepare one exercise prior to arriving on the course but the second will be given by the Tutor at a later date.

4. Running the programmes

This covers the issues that affect designing a race training programme.

5. Personal Debriefs

This will include a full and detailed assessment and feedback of the candidates coaching skills and will require him/her to complete an action plan.

Notebooks

All candidates must use a notebook and take notes on the exercises. The essential part of a coach’s job is to give specific and quality feedback. I also want to encourage coaches to use notebooks on the course. Most of our Olympic coaches use notebooks and I feel that this is part of the professionalism we need to convey.

Top tips for giving briefs

“Accentuate the positive and eliminate the negative”

I hear and I forget.

I see and I understand.

I do and I remember.

The mere statement of a fact is no guarantee that listeners have received that fact as you understand it, or will necessarily remember it for any length of time. It is far better to teach a practical subject in a practical way whenever possible.

Bear the following points in mind when teaching in the classroom:

Always be positive and enthusiastic. It will rub off!

Consider the room layout. Anything you say or do will be pointless unless your students can see and hear you. Remember that you are in charge; move furniture if necessary. Encourage students to fill brief/lecture rooms from the front. Make sure your room is comfortable, cool and well ventilated.

Keep it short and simple (KISS). 10 minutes is about the maximum length of time to maintain students' attention without testing or a break. Don't over-run.

Give your brief/lecture a structure: Introduction, Development, Summary, and Test. A handout stating the important facts is useful but should not be given out until the end of the brief/lecture. However, if you can use handouts that allow students to take notes then the act of taking note helps them remember what has been said. Always conclude with the 'golden nuggets' of the lesson, try to minimise these to approx 3 points.

Always use first names: Use duct tape to either write your students names on their buoyancy aids or on the transom on the boat.

Tailor your presentation to suit your audience.

Choice of language. Avoid using jargon, even simple terms such as tack and gybe should be checked that everyone understands (see use of questions).

Choose your position. Where and how you stand is important. Standing behind a desk or lectern is more formal and puts a barrier between you and your audience but sitting on a table at the front of the class may be too relaxed for some talks. Watch experienced speakers and assess their use of body language. Don't hide behind your visual aids.

Involve your audience. Speak to your audience — all of them. Don't talk to the ceiling, the floor or the wall at the back of the classroom. Try to make eye contact with every member of the audience at some stage. As alternatives to a monologue, use question and answer techniques, discussions, games etc. Learn and use students' names.

Avoid distractions. Like mannerisms, any distractions which take your students' attention away from what you are saying will damage your brief/lecture. If you are lecturing outside because of good weather, arrange the group so they are facing away from any distractions. For instance make sure the sun isn't in their eyes or that they are not watching the club race.

Practise writing on blackboards. Prepared Overhead Projector acetates are preferable to copious board writing with your back to your students. Never talk to your blackboard, always to your students. If you are not using or have finished with a blackboard, rub it clean to avoid distraction.

Always try to describe the course with a diagram

Actually verbally describing a race course is quite complex but a diagram on a board means that there will be less ambiguity and the sailors are more likely to remember.

Brain storming. This is a great technique to involve the sailors in the lesson/brief and can be used in conjunction with effective question to reinforce the key teaching points. The secret is that every suggestion has a place on the flip chart or board, if only because it provokes the students to think.

Don't bluff. If you don't know the answer to a question — say so. Your students would far rather have an honest “I don't know, but I'll find out.” than a bluffed answer. Having said that, you should always ensure that you have a wider knowledge of your subject than the basic facts contained in your brief/lecture.

Don't be afraid to test. Ten questions, which are immediately marked by the students themselves, will help to reinforce your teaching.

Avoid sarcasm, humiliation or rudeness. Try not to let any of your prejudices alienate members of the class. In particular, avoid sexism.

Don't try to be funny unless you are naturally witty.

Avoid the brief/lecture entirely if the subject can be better taught another way. For example aspects of meteorology may be best taught during the course of the weekend rather than a specific lecture.

Finally, remember that your brief/lecture will have succeeded only if your students leave it having learnt all the important facts which you intended to communicate and are eager to learn more.

Questions, Questions, Questions

The concept of using questions in your teaching has been outlined above. Questions to the class can be used to fulfil three main purposes — to Teach, Test or Trigger more learning. Teaching by question and answer is a technique which relies on the Coach being able to pose the right questions in order to elicit the required response. Well used, it will enable students to maintain their attention span for far longer than in a formal brief/lecture, because they are involved.

Pose, pause pounce.

Using questions for testing is most effective if you follow the pattern of Pose — Pause — Pounce. Pose the question to the group then pause to allow students time to think of the answer. During this time your gaze will rove around the group until you pounce on someone for an answer.

If you identify one of the group before asking the question, the others will lose attention, knowing that they are not going to be asked.

If a student doesn't know the answer, don't chastise him for it but move on to someone who does. If none of the group know the answer to something which has been covered, it is because you did not explain it properly — *thus questions serve to confirm whether your teaching has been effective.*

Questions fall into two categories — **closed (or direct)** which require a simple answer and **open (or indirect)** which lead onto more thoughts. In general terms, closed questions are used for simple testing whilst open questions are more effective for teaching and triggering further thought.

PREPARATION AND USE OF VISUAL AIDS

Basic Principles

Relevance — Visual aids should not be produced for their own sake. They must be relevant or they become a distraction.

Clarity — Diagrams must be easily understood and not contain irrelevant detail. They must be readable by the most distant of your audience. Any visual aid which cannot be clearly seen by everyone is neither visual nor an aid.

Timing — Don't produce visual aids until they are needed; they will only distract your audience if displayed too soon. Dispose of them after use.

Display — Try to display a visual aid in a dramatic manner. Students will remember something far longer if it is linked to a highlight.

Use the other senses. An aid which does something and which can be passed around is more valuable than something which is merely displayed. Beware of moving on to another topic while one aid is still circulating. Nobody will listen to you if they have a toy with which to play. Equally, use the mechanism of some visual aids to 'punctuate' your brief/lecture and put in 'paragraphs' e.g. switching off the OHP between acetates, lights on/off between slides.

Yourself — Don't forget that you are a walking visual aid with optional sound. Think about your mannerisms, delivery, position etc and their effect on the class. Never hide behind another visual aid so that your audience cannot see you properly. Finally, dress for the occasion. Although sailing is a practical sport, don't let your appearance serve as a distraction to your audience. A good general rule is to dress about as well as the best dressed of your audience — that way, nobody will be offended.

Planning Your Exercise Brief:

The aims

The teaching points

Diagrams used

Diagram of the course to be used (include position of the coach boat)

Order of events

Safety brief

Key questions for you:

Have you chosen the best visual aid to demonstrate the lesson?

How will they remember the exercises?

Have you checked they know what you have briefed? Questions not only assess the knowledge of the sailors but also check that they have understood.

Young sailors vary rarely ask questions so don't assume that they have absorbed all your brief!

Worksheets

These sheets are designed to provide you with a set of basic notes for running specific racing exercises. They should be used with the G14 and will hopefully be useful to help developing your own exercises for race training.

They are designed to cover a range of abilities and hopefully should provide some ideas for you to tailor your own sailing programme.

These sheets can be copied onto A5 size paper and then laminated/covered to assist you running sessions on the water.

There is an electronic version stored on the YR8 (a CD with the OHP for the Club racing coach), which you can alter to fit your own needs.

Characteristics of an excellent coaching session (Cross & Lyle 2000)

1. Are planned and published in advance of the session.
2. Starts and end on time.
3. Keeps athletes busy the whole time.
4. Promotes healthy competition between friends.
5. Includes a variety of exercises and methods.
6. Includes skills and behaviours required in competition.
7. Includes non- stressful training to learn new skills and pressure to test those skills.
8. Involves/ encourages each sailor to generate their own goals.
9. Generates as much feedback to the sailor as possible.
10. Evaluates each sailor, exercise and coach as soon as possible afterwards.
11. Includes feedback to the coach from the sailor.
12. Maintains a positive and encouraging atmosphere that promotes the sailors taking responsibility for their own learning.

Exercise 1: Setting Up The Boat

1. General Aim: To run through the basics of how to rig up the boat and the names of the controls

2. Theory:

3. The Exercise:

Using the boat, demonstrate rigging up correctly (top tips) run through the names of the controls.

Then get them to help each other rig up the boat. Advise them as they rig. Leave the Coaches boat rigged to act as an example. This should also include tips on how to launch.

4. Teaching Points:

- Top tips on rigging the boat.
- Get the students to rig their own boats.
- Get the students working together.
- Teaching the names of all of the control.
- Test and questions

5. Coaching Top tips

6. Briefing Check list:



Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 2: Rule 10 (port and starboard)

1. General Aim: To introduce the second most basic rule of racing (the first being to avoid collisions) and develop their awareness of other boats on the racing course.

2. Theory:

- Run through the definitions of the rule.
- Explain the meaning of being on port/starboard tack.
- Right of way and the correct calls.
- Examples and land drills.

3. Exercise

- Using a standard line start divide the group into 2.
- Group 1 has to tack onto port as soon as possible after the start (using the right hand end of the line).
- Group 2 have to start using the left hand end of the line and should stay on starboard.
- The coach then blows the whistle and all boats tack.
- As the boats come together, starboard boat shouts, “Starboard”, while the port tack boat replies, “ducking/tacking.”
- At the top mark, all boat round to port and then slow on a reach to allow the others to catch up. The process can be repeated for the downwind leg by using the same groups and getting them to gybe away on different tacks.



4. Teaching Points:

- The definition of port and starboard tack.
- Introduction to the rule book.
- Use land drills and example to test understanding before going out on the water.
- The calls.

5. Coaching Top tips

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 3: The Start Sequence

1. General Aim: To teach the sound and visual signals with their respective timings.

2. Theory:

Use simply methods of timings for a general club race to get the students used to anticipating their approach to the line.



3. The Exercise:

- Demonstrate the signals and create a start line in the dinghy park (this allows you to give directions to where they should be at certain times and allows them to practise using their watches).
- Run the same exercise on the water giving the same instructions as to position and timings.
- It may be necessary to set the boundaries for pre-start sailing area.
- Everyone to start on Starboard.
- Use standard sound signals 5, 4, 1, Go (2, 1, Go is fine for later exercises although you may want to vary this to your own Club timings to make it realistic).

4. Teaching Points:

- Visual and sound signals
- Timings and how to use the watch
- Timing the approach (basic details)
- Keep timings short to increase the number of starts.
- Basic rules of avoiding other boats.

5. Coaching Top tips

- This does take a long time to run and the coach should be encouraged to use flags.
- The flags need a pole to work effectively as the coach runs out of hands.
- Future starts can resort to using 2/ 1/ go and the battens but re-introduce the standard start every now and then.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 4: Using The Controls

1. General Aim: To introduce the change of controls needed around the course and to start the habit of setting the boat up for different legs.

2. Theory:

Centreboard, Kicker, Outhaul, Cunningham

3. The Exercise:

- With the students, design a check list of what controls to alter at different parts of a triangular course and the order to do them.
- Get them to sail around the course in their own time to practise and improve their efficiency.
- The coach should be encouraged to vary the approaches and scenarios of the mark rounding.
- Finally these skills should be tested with a race.



4. Teaching Points:

- To introduce the key controls.
- To develop an understanding on how they affect the speed of the boat. (Only deal with the basic principles).
- To teach the students a set process in altering the settings.

5. Coaching Top tips

- Position the coach boat at the top mark.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 5: Rule 18

1. General Aim:

To introduce the basic rules and techniques for rounding marks.

2. Theory:

Rule 18.2, approach on starboard, look for space, control your approach, and try to allow time to adjust controls.



3. The Exercise:

- Set up 2 buoys approx 200m apart.
- Get the sailors to sail in pairs around an anti-clockwise race track.
- As each pair approach the mark, both should shout “overlap, give me room,” or “no overlap, no room.”
- The sailors should try and vary their speeds to provide as many variations as possible.
- An extension of this exercise is to get each pair to catch up the pair ahead of them or reduce the distance between the buoys to increase the mark roundings.

4. Possible Teaching Points:

- Overlaps and 2 boat lengths
- The calls or overlap/no overlap/water
- Avoid collisions!

5. Coaching Top tips

Position the Coach boat at one of the marks and call when the boats reach 2 boat lengths.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 6: Balance & Trim Upwind

1. General Aim:

To explain the difference between balance and trim and how they affect boat speed.

2. Theory:

Balance affects turning, while trim will vary with different wind speeds to reduce drag and optimise boat speed.

The type of wake and the feel of the tiller are critical to develop an understanding of the effects of trim and balance.



3. Possible Exercises: Wind dependent

- Scoring upwind balance out of 10.
- Heel the boat 5 degrees to windward/leeward while sailing and get the coach to call any adjustments.
- Give instructions for trim adjustment and then tune their position from the coach boat.
- Get them to sit too far back or too far forward and watch their wake. The aim is to make it smooth!
- Also see the 'ping pong' exercise in the later section on race training exercises.
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4. Possible Teaching Points:

- To develop an understanding of how position in the boat affects boat speed.
- To introduce sailors to feeling the boat through the helm.

5. Coaching Top tips

- This exercise requires the coach boat to follow each boat and give specific feedback. So sailors need to keep sailing around a sausage course practising scoring themselves for trim and balance until you can get to them.
- The too far back/too far forward needs specific directions and need to include, "how does this feel?"

6. Briefing Check list:

Ability of the students
Clothing and kit
Wind direction
Weather forecast and warnings
Tide: HW LW
Other users
Sound signals
Signal afloat/ ashore

Medical Consent forms
Ratios Ribs: sailors
Does the club know?
Insurance
Rib equipment (buoys, etc) and fuel
First aid kit and qualification
Alternative game/exercise

Exercise 7: Balance & Trim Downwind

1. General Aim:

See previous subject

2. Theory:

Good positioning reduces drag and increases boat speed

3. The Exercises:

- Using the coaches boat, adjust the students position in the boat downwind.
- Mark out of 10 for balance. Single hander will require heeling to windward to make the boat more efficient. Basic theory will be required.
- 'Extremes'- Get the sailors to sail sitting as far forward/aft/windward/leeward and 'feel' the difference with the helm/speed.
- 2 Boat Tuning- divide the sailors into pairs and get one to sit in the normal position while the other sits too far forward/back, heeling to windward/leeward.
- Technique will need to include light wind variations.



4. Teaching Points:

- To understand the change in position down wind.
- To understand how positions varies with different wind strengths.

5. Coaching Top tips

The two boat tuning is a fun way to keep them occupied while you follow them giving specific feedback.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 8: Roll Tacking

1. General Aim:

To improve the efficiency of a standard tack and start to introduce the technique for roll tacking.

2. Theory:

Using the hull/sails to help steering.
Rolling the boat.



3. The Exercise:

- Demonstrate the whole tack.
- Get the sailors to talk through the routine of tacking- Key points.
- Tacking on the whistle.
- Getting the sailors to score themselves out of 10 for use of rudder, roll of boat, etc.

4. Possible Teaching Points:

- a) Improving the speed coming out of the tack.
- b) Breaking down the tack.
- c) The demo.
- d) The pump!

5. Coaching Top tips

- Minimise the teaching points.
- Make sure you follow each boat giving specific tips for each boat.
- Start by getting them to slow down their tacks.
- Try to develop a feel for heeling the boat through the tack.
- Break the tack down into entry, middle and exit.
- Emphasise the importance of righting the boat energetically to develop speed out of the tack (pumping it upright).
- Swapping hands after the tack.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 9: Roll Gybing

1. General Aim:

To improve gybing technique and increase speed out of the tack.

2. Theory:

Break down the stages of the gybe and use the hull to help steer the boat through the gybe.

3. The Exercise:

Gybing on the whistle.

If it is windy use buoys to mark out a down wind slalom.



4. Possible Teaching Points:

- Breaking down the phases of the gybe.
- Using the hull to steer the boat.
- Using the sail to power up the boat (pumping).
- Avoid hitting the water with the sail (correct kicker setting).
- Flick the mainsheet to avoid the mainsheet catching on the transom (laser).
- Need speed into the gybe in strong winds.

5. Coaching Top tips

You can use a good sailor to demonstrate and possibly get the whole class to watch from the rib or the shore. Video is equally effective but keep teaching points to a minimum and direct their attention.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 10: Rules Involved With Starts

1. General Aims:

To continue the development of rules knowledge.

To get sailors used to dealing with other boats near the start line.

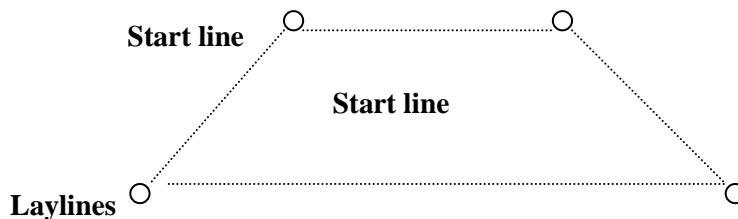
2. Rules: 10, 11,



3. The Exercise:

Mark out a square area to leeward of the start line. All boats are to remain within the box during the start sequence (2, 1, start) and to practise calling ‘starboard’ and “up, up.”

Coaches may want to task different boats to try to start on port or starboard. To improve this exercise more details about approaching the line on a lay line may be included and this may require a modified practise area with laylines included.



4. Possible Teaching Points:

- Avoid hitting other boats.
- Port and starboard tacks and calls
- Timing the approach.
- Speed off the start line if possible.
- Control of speed.

5. Coaching Top tips

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 11: Assessing Line Bias

1. General Aim:

To develop good pre-start and start habits.
To teach technique for assessing which end of the line to start.

2. Theory:

To start at the end of the line which is closest to the top mark i.e. which end will give the shortest route to the first mark.

3. The Exercise: Technique:

- Sailing down the line both directions and work out which one was closer to the wind. Use the other tack.
- Go head to wind and assess which end the bows point towards. Choose that end to start.
- Look at the committee boat flag and assess which end it points towards. Choose that end.



Run a number of starts and adjust the line each time to favour one end. The sailors should all select one technique and practise it each time prior to the start.

4. Teaching Points:

- Discuss the different techniques of assessing start line bias.
- Assessing the bias.
- Making a good start and the right end. Timing, space, speed.
- Continue to develop the sailor's use of the rules.

5. Coaching Top tips

A sneaky way to change the bias is to use a long anchor rope and vary it when the sailors are rounding the top mark.

Get the sailors to assess which they prefer and when to do it.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 12: The First Leg

1. General Aim:

To teach the principles of selecting a route to take to the upwind mark and how to position yourself on the start line.

2. Theory:

Reminder of rule 18 and the starboard approach to the mark.

Deciding position on the line dependent on bias and the route chosen.

3. Possible Exercises: Setting the priorities

Set up a race course and designate sailors to sail up the first beat on the left, right and middle of the course.

Race 1: All the sailors have to then start on the section of the line that gives them the best access to the side of the course they have been given.

Race 2: change the set route for each sailor



4. Possible Teaching Points:

- Deciding the route to be taken.
- Start line positioning.
- Start line routines.
- Observing other boats.

5. Coaching Top tips

Get the sailors to assess each route and where they should start before and after the exercises.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 13: Downwind mark roundings

1. General Aim:

To introduce the basic rules and techniques for rounding marks.

2. Theory:

Rule 18.2, look for space, control your approach, and try to allow time to adjust controls.

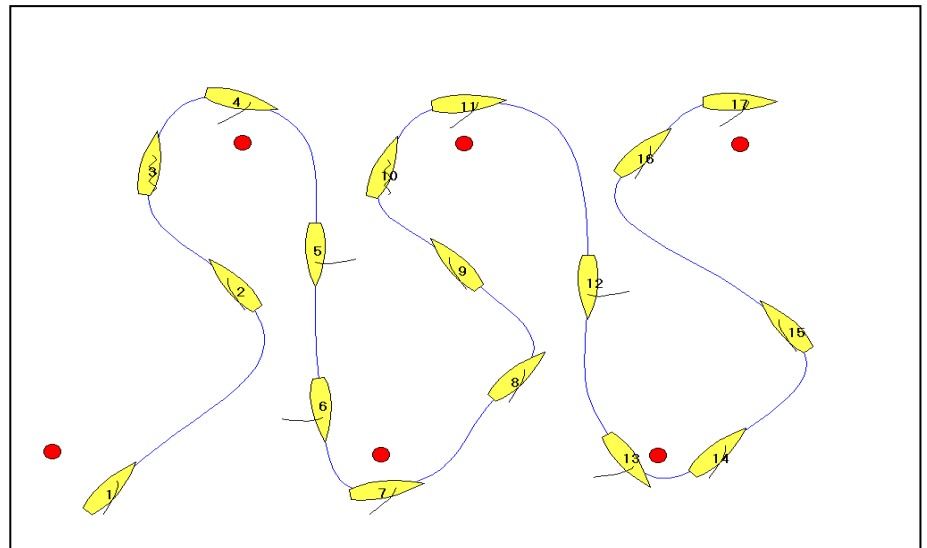


3. The Exercise:

4. Possible Teaching Points:

- Control approach to look for gaps.
- Approach on starboard tack.
- Room to go around the mark.
- Wide in tight out.

5. Coaching Top tips



6. Briefing Check list:

Ability of the students
Clothing and kit
Wind direction
Weather forecast and warnings
Tide: HW LW
Other users
Sound signals
Signal afloat/ ashore

Medical Consent forms
Ratios Ribs: sailors
Does the club know?
Insurance
Rib equipment (buoys, etc) and fuel
First aid kit and qualification
Alternative game/exercise

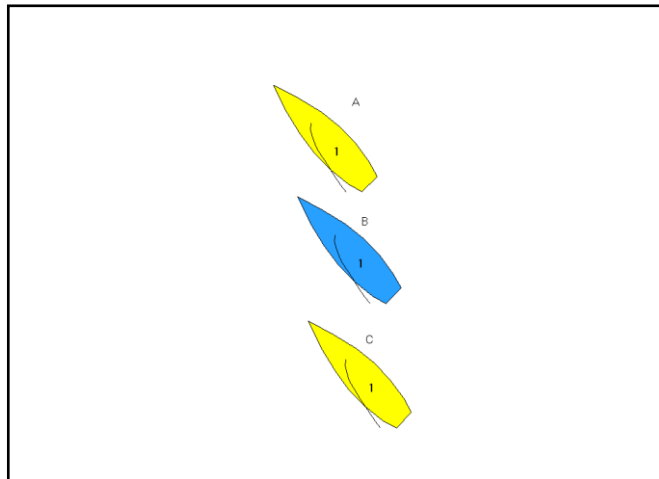
Exercise 14: Piggy In The Middle

1. General Aim:

- To teach awareness of covering other.
- To improve awareness of boat control in close company to others.

2. Theory:

To cover another boat and slow it down requires the windward boat to be within a boat length and forward enough to avoid being lee bowed.



3. The Exercise:

- Boat A positions themselves upwind to B and C as in the diagram above.
- The aim is for A to slow B enough to allow C to take the lead. B can tack and change course as much as possible to avoid being covered.
- As soon as C has passed B (or another variation of positions) then they reform in their new positions (e.g. C is to windward of A and B) and start the process again. The course can be run around a standard triangle course.

4. Possible Teaching Points:

- The theory behind covering and dirty air.
- Get the sailors to generate ideas about how to 'break out.'
- Rules (windward boat).
- Keep the positions fluid and get the team to change around/ re-start on a regular basis.

5. Coaching Top tips

Lee bowing can also be introduced but at a later stage.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 15: Identifying Wind Shifts

1. General Aim:

To raise awareness of the changes in wind directions and how to use them.

2. Theory:

Tack on headers, stay on lifts. Later lessons can deal with wind bends.

3. The Exercise:

- Lap 1: Get the sailors to sail close hauled and to line up a mark on the shore. They should then sail, calling when they are on a lift or a header.
- Lap 2: This time the sailors use the race course and sail in pairs. One tacks on the headers and the other tacks on the lifts. Repeat and swap roles. This can be extended to a whole race with set groups tacking on lifts/headers



4. Teaching Points:

- Recognising the change in wind, e.g. compass, transits, etc.
- Tacking on headers.
- Sailing in pairs to make the differences obvious.
- This can be repeated for downwind shifts for asymmetrics and cats.
- Observing other boats.

5. Coaching Top tips

Position the coach boat at the top mark or follow each boat.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 16: Penalties

1. General Aim:

To understand when to take penalties, how to initiate a protest on the water and how to sail the penalty turn(s).

2. Theory:

Rules: 20, 31, 44

3. The Exercise:

- Practise 360 turns, the aim to remain stable, efficient and keep the speed on.
- Set a race and then after the start instruct the sailors to take turns when the whistle is blown or a set number of times on each leg.
- Act as an Umpire boat and initiate penalties on boats throughout a race.



4. Teaching Points:

- What are penalties and when to take them.
- Initiating a protest.
- Boat handling skills.
- Developing the confidence to protest.
- If in doubt do your turns and protest.
- Upwind, Tack first- Downwind gybe first.

5. Coaching Top tips

Get each sailor to practise turns near the coach boat so that you can give them feedback before the exercise.

Get each sailor to decide which is quicker tacking first or gybing.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 17: Judging Laylines

1. General Aim:

To reduce the distance sailors need to sail around the course and to improve their layline calls and their approach to the marks.

2. Theory:

Using rules of thumb to determine when to tack for the mark. Ideally this needs to include down wind legs as well.



3. The Exercise:

- Get them to sail 2 laps of a sausage race course.
- Each sailor is only allowed to tack/gybe once to reach each mark. Each time around they need to alternate which tack they sail away from the bottom mark on and then estimate when to tack for the next mark. i.e. Start on starboard, tack, round the first mark, bear away and gybe for the bottom mark, head off on port tack, tack and round the top mark, bear away and gybe before gybing once again for the bottom mark.

This exercise can be made more complex by adding buoys to windward of the top mark (see Zeb's Layline Ducker).

4. Teaching Points:

- The angles between tacks.
- Assessing when to tack- rule of thumb.

5. Coaching Top tips

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 18: Tethered Rudders

1. General Aim:

To develop the feel of the boat and an understanding of how the sails and the hull contribute to steering the boat.

2. Theory:

Sail trim and balance affect the steering of the boat. This replaces the old exercise of rudderless sailing and uses the full effect of the rudder and therefore should make it more realistic for developing the feel.



3. The Exercise:

- Use a bungee (elastic cord) to tie down the tiller or to restrict the movement.
- The sailors then sail around a triangular course using the sail(s) and balance to steer. By using the bungee they can use the tiller but only if major problems occur.
- Vary the tightness of the bungee depending the level of sailor.

4. Teaching Points:

- Sails and balance help to steer the boat.
- Reducing drag on the rudder.
- Feeling the boat and improving awareness of handling the whole boat.
- The difference in boat tuning (weather and lee helm, to be introduced at a later stage)

5. Coaching Top tips

Let the sailors have lots of room to practise and position the coach boat at the bottom mark to give them feedback as they pass.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 19: Sailing With Eyes Closed

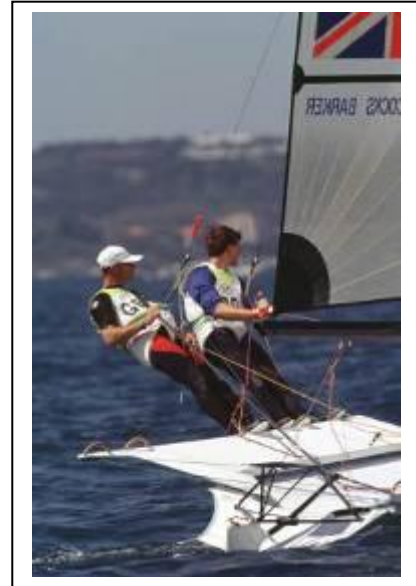
1. General Aim: To develop the feel of the boat and to improve communication in 2 person boats.

2. Theory:

Removing a single sense helps to generate automatic skills. The more skills that become automatic then the more the brain can concentrate on other skills such as tactics, teamwork, etc.

3. The Exercise:

- This exercise requires a lot of space.
- Each sailor is asked to sail with their eyes closed, only opening them if the feel unsafe. The aim is to try and extend this time for as long as possible.
- As the coach you have to be diligent to prevent collisions.
- An extension of this exercise is to make major adjustments to the boat, too much kicker, heeling to leeward, pointing too much, too much outhaul, etc. and get the sailor to feel the difference with their eyes shut. Again this can be done with the tethered rudder exercise.



4. Teaching Points:

- Improving the feel of the boat.
- Extend the time with their eyes closed.
- Safety.

5. Coaching Top tips

Position the coach boat at the bottom mark to give them feedback as they pass.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Exercise 20: Stopping & Acceleration

Trigger pulls

1. General Aim:

To be able to improve general boat handling skills, specifically to improve ability to control the approach to the start line.

2. Theory (See Exercise 12 'Park and ride' in the Race training exercises) Relevance to starting.

3. The Exercises:

- Follow my leader to introduce variations in speed.
- Sailors to stop by a buoy and maintain position as long as possible. This can include the coach signalling when to start and when to finish the 'hovering.' At the end of this exercise sailors need to use as many skills as possible to accelerate away to close-hauled.
- Using a start line and a set box, the sailors have to remain in this area during the pre-start period and then accelerate when the start signals sounds. Race up to the top mark.
- Follow the Barron is another good exercise for this lesson.



4. Teaching Points:

- Slowing down: using the rudder and reverse sail, heading into wind.
- Reverse these to increase speed.
- Increase use of rudder, sail and heel to steer the boat when at slow speeds

5. Coaching Top tips

You need a good diagram or magnetic boats to demonstrate the lesson.

Emphasise the core essentials- CMG, sail trim and use balance to accelerate.

6. Briefing Check list:

Ability of the students

Clothing and kit

Wind direction

Weather forecast and warnings

Tide: HW LW

Other users

Sound signals

Signal afloat/ ashore

Medical Consent forms

Ratios Ribs: sailors

Does the club know?

Insurance

Rib equipment (buoys, etc) and fuel

First aid kit and qualification

Alternative game/exercise

Training Exercises

1 Hover in box 1 min before start

BOX STARTS

2

The Rabbit

RABBIT STARTS

3

4 Gybes

4 Tacks

GUTBUSTER

4

Tacking and gybing inside the ribs

THE RIVER

5

TACKING ON THE WHISTLE

6

4 BOAT TEAM RACING

7

HOVERING BY A MARK

8

A

B

C

PIGGY IN THE MIDDLE

Training Courses

