

Acceleration



Overview: To improve acceleration of a start line



Brief to cover:

- How do we accelerate?
- Use of the 5 essentials
 - Sails, trim, balance, centreboard, course made good
- Other aspects and issues
 - Communication, other boats, timing



Practical Session:

- Good exercises are Holding Station, The Drive Through and Trigger Pulls
- Get sailors to practise alone initially alongside a buoy and take it in turns coming alongside the rib and accelerating away whilst you give direct feedback
- Build up to using a start line with plenty of space
- Use short video clips if possible



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Debrief:

- Focus on the aims from the Brief, i.e. using the 5 Essentials correctly to accelerate as fast as possible
- Discuss the main issues and give specific aims for the next session



Coach Notes:



- This is a very useful skill to master, key points are:
 - Communication in double handers
 - Timing of the roll, sail sheeting and balance are critical
- Use games where all cheating, pumping, rocking etc is allowed so as to get sailors used to the boat moving around under them. This is great for light wind/no wind scenarios

National Sailing Scheme: Once students have 'knowledge' of the elements covered they will have achieved the standard required for acceleration within the dedicated 'Starts' section of the Intermediate Syllabus.

For more Instructing and Race Training resources visit the RYA web shop www.rya.org.uk/shop

Publications of interest are: RYA Advanced Sailing (G12) RYA National Sailing Scheme Instructor Handbook (G14)

RYA National Sailing Scheme Syllabus and Logbook (G4) RYA Race Training Exercises (G100) RYA Race Coaching Handbook (G101)

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Asymmetric Spinnaker Handling



Overview: To improve the sailors' competence handling asymmetric spinnakers



Brief to cover:

- What do we already know and what are everyone's individual aims
- Apparent wind
- Run over the key points in a land drill – hoists, drops and gybes
- Confirm that all sailors are clear on the hoist/drop zone and power zones – use diagrams, pictures and video if available
- Focus on this session should be either:
 - improving wind awareness and keeping the power on
 - or sinking low and how to achieve that skill



Practical Session:

- Exercises that work well for this skill are
 - Windward/leeward course
 - Windward mark starts (set off down wind)
- Follow individual boats and feed back afloat near leeward mark
 - Key points for discussion are: steering, communication, awareness of gusts



Debrief:

- Discuss practical session and any issues that came about
- How did we identify whether to sail high or sink low?
- Use video to debrief if available
- Other sails – how were the main and jib sheeted? (normally a lot closer in than without a spinnaker due to the apparent wind)



Coach Notes:

- Link steering to pressure: more pressure – sail lower, less pressure – sail higher
- Communication between helm and crew is vital
- Boat should be flat and helm steers boat under the spinnaker
- Luff of spinnaker should be just about curling
- Give themselves enough sailing area and course to enable the students to perform the tasks set

National Sailing Scheme: Spinnaker handling forms just one of the core areas that can be taught through several of elements under 'boat preparation and handling' in the RYA Racing Syllabus. Once students have 'knowledge' of the elements covered they are likely to have achieved the standard required for areas of Start Racing and potentially the Intermediate Syllabus. The RYA Sailing with Spinnakers course is also a good course to encourage students towards where they have an interest in spinnaker boats.

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Controlling Boat Speed



Overview: To improve the sailors' control of slow speed manoeuvres



Brief to cover:

- Why do we need to?
- How do we do it?
- Come up with a list of ways to control our speed
 - Sails
 - Balance & trim
 - Sail controls
 - Angle to wind
 - Rudder
- Good communication



Practical Session:

- Set up exercise on close reach initially in open space, can also use a mooring buoy as a measure
- Start with basic controls, i.e. sail along and ease sails
- Build on skill as sailors improve
- Follow my Leader is good exercise either behind rib or in pairs one behind the other
- Try other points of sailing



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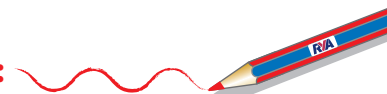


Debrief:

- Discussion on what works best
- Problems with a slow or stopped boat? (no or little steering)
- Summarise and agree key points



Coach Notes:



- The most useful skill as it is used on all the stopping manoeuvres
- Focus is on
 - wind and wave awareness
 - communication
 - balance
 - sheet control and easing kicker
 - start basic (sails) and build on skill as the sailors gain better boat control (kicker, trim, rudder etc)
- Also practise backwards sailing so they understand opposite rudder and steering in reverse

National Sailing Scheme: The techniques required for controlling boat speed are core skills that can be taught as part of, and meet the standard for, 'boat preparation and speed' within the Start Racing course. These skills can then be developed and refined, progressing students onto achieving the standard required for areas of these sections within Intermediate and Advanced Racing.

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Gybe Mark



Overview: To improve the sailors' performance at the gybe mark



Brief to cover:

- Approach, awareness of other boats, do overlaps exist?
- Helm & crew roles
- Sail controls – adjust for next leg if necessary
- Steer boat – smooth turn
- Balance and trim
- Adjust sheet controls as necessary
- Gybe spinnaker if flying
- Where is the next mark?



Practical Session:

- Use a variety of exercises (see G100)
 - Triangular course
 - Downwind slalom
- Keep everyone clear of each other initially but slowly involve more boats or smaller courses
- Sailors need to understand the technique before having too much pressure put on them especially if spinnakers are being used
- Boats tend to be following each other but sailors need to be aware of overlaps and room for boats inside them



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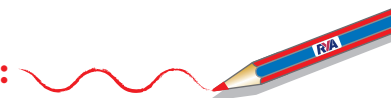


Debrief:

- Recap on aims and cover order of changes, discuss any variations with different classes?
- Key points
 - Smooth steering
 - Balance
 - Adjust sheets if necessary
- Build on basics and bring in other aspects as necessary



Coach Notes:



- Can be used for a simple introduction of Rule 18, overlapped at a mark
- Focus on boat handling initially and then move on to tactics and course
- Don't use spinnakers until sailors are comfortable with completing the manoeuvre without, this may vary depending on wind conditions
- You can use the coach boat as the gybe mark. (The engine should be off and down so that the prop is out of the way)

National Sailing Scheme: Once students have the techniques required for tackling the Gybe Mark they will reach the standard for some of the core skills taught under 'boat handling and speed' within the Start Racing course. These skills can then be developed and refined progressing students onto achieving the standard required for these sections within Intermediate and Advanced Racing.

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Leeward Mark



Overview: To improve the sailors' performance at the leeward mark



Brief to cover:

- Approach, awareness of other boats
- Helm & crew roles
- Order of changes
 - Centreboard down
 - Sail controls – adjust for windward leg
 - Steer boat
 - Balance and trim
 - Sheet in
- Where is the next mark?



Practical Session:

- Use a variety of exercises (see G100)
 - Leeward mark mayhem
 - Short windward/leeward course
 - Drifting death (windward/leeward course but windward mark is drifting, this progressively shortens the course and adds pressure)
- Keep everyone clear of each other initially but slowly involve more boats or smaller courses
- Sailors need to understand the technique before having too much pressure put on them
- Boats can be converging quite quickly so a good look out is vital



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Debrief:

- Recap on aims and cover order of changes, discuss any variations with different classes?
- Key points?
- Centreboard down, Adjust controls, Steer, Sheet in
- Build on basics and bring in other aspects as necessary



Coach Notes:



- Other boats can be approaching at speed so looking out of the boat is essential
- Focus on boat handling initially and then move on to tactics and course
- Don't use spinnakers until sailors are comfortable with the manoeuvre without, this may vary depending on wind conditions
- You can use the coach boat as the leeward mark. (The engine should be off and down so that the prop is out of the way)

National Sailing Scheme: Once students have covered these elements they should be able to apply their knowledge to the standard required for areas of the core skills taught under 'boat handling and speed', within the Start Racing course. Through further development students may reach the standard for Intermediate and Advanced Racing.

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Race Strategy



Overview: To introduce sailors new to racing to the basics of race strategy



Brief to cover:

- What is race strategy?
 - The fastest route around the race course
- Aspects of race strategy:
 - Wind, tide, geographical features, start line bias
- Demonstrate on various courses, get the sailors to think their way around a course



Practical Session:

- Can be used in conjunction with other practical sessions
- Get sailors to agree the best strategy before going afloat and what is going to affect it
- Discuss how it interacts with Tactics (boat on boat decisions)
- Use courses that deliberately require a definite strategy



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Debrief:

- What affected their strategic thinking afloat?
- Did they follow their strategic plan or were they forced into a different plan?



Coach Notes:

- This is a very difficult one to coach as a session afloat but whenever they race then they should try and develop a strategic plan (however simple) just to get used to thinking about it
- Try and build this into other sessions as well as using it as a stand-alone session
- Useful on a no sailing day, give examples of different venues and how the factors can affect a race
- If you have internet using Google Earth is very useful tool

National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, 'Strategy and Meteorology' is taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Once students have covered these elements they should reach the standards required for areas within this section up to Advanced Racing. Further sections which are covered in Intermediate and Advanced Racing, such as Starts, Tactics and Boat Speed, may also be relevant to the elements taught within this section.

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Rigging



Overview:

- Improve knowledge of rigging and how to set the boat up
- Introduction to class specific rig settings



Brief to cover:

- How rigging affects our sailing
- Demonstration of how to set up a mast (static controls – shroud tension, spreader settings, mast foot position)
- Demonstration of how the dynamic controls (kicker, downhaul, outhaul, sheets, halyard tension, mast ram, fairlead positions) affect the rig and sails
- Use the boat as a visual and kinesthetic tool
- How to use a Rig Tension Gauge
- How to read class specific rig settings



Practical Session:

- Everyone to try different settings on their own boats
- Have a go at
 - Basic rig set up
 - Try settings for different conditions
 - See how the static controls affect the rig
 - Change the dynamic controls and look at the changes



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Debrief:

- Questions on what controls produce what changes
- How would we set the boat up for light, medium and strong winds
- Produce basic set up sheet that each sailor can use and understand



Coach Notes:

- This session may not have a separate Brief, Practical Session and Debrief, it may be just a shore based session that covers an introduction, discussion, demonstration, practice and summary
- It can be as simple or complex as you like depending on the students' ability



National Sailing Scheme: Rigging is an area developed throughout a dedicated section within the Race Syllabus under 'Boat Preparation'. Taught at a basic level for the Start Racing course and progressed through to Advanced, students covering these elements should reach standards required for areas across the syllabus levels.

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Rules 1



Overview: To better understand the basic Racing Rules of Sailing, 2013-2016



Brief to cover:

- Introduce the RYA Racing Charter
- Introduce Part 1 Fundamental Rules
- Use the Racing Rules of Sailing when running any rules based session, get the sailors to read the rules out and explain them using a whiteboard and boats
- Definitions – introduce them as they are paramount to understanding the rules
- Introduction to RRS, Part B, Section A.
Basic Right of Way rules, numbers
 - 10 – on opposite tacks
 - 11 – on the same tack, overlapped
 - 12 – on the same tack, not overlapped
 - 13 – while tacking
- Also Rule 14, Avoiding Contact should be mentioned, as we should always try and avoid contact



Practical Session:

- You may need to set up a number of sessions afloat to work on the different rules but normally it is easiest to introduce them whilst you are running other sessions and if a situation arises then run through it in the debrief
- Get the sailors to describe situations that occur and then discuss which rules apply



- Use “Dinghy Park Shuffle” (dinghies on trolleys in the dinghy park) to set up rules scenarios ashore and discuss what rule applies when
- A good exercise for basic rules is a box where they can’t sail out of it, they soon realise the need to stay to leeward and on starboard tack: this is good to run in plastic single handers!



Debrief:

- There may not be a right answer to a rules scenario but try and get sailors to understand the rule as it is written and try and relate it to tactics



Coach Notes:

- It goes without saying that you need to have some understanding of the Racing Rules but don’t just give your opinion, get the sailors to read the rules and discover the answer for themselves
- There are a number of rules books that explain the rules as well as just listing them

National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, ‘Racing Rules’ are taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Once students have covered these elements they should reach the standards required for the Start Racing course.

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Rules 2



Overview: To further understand the Racing Rules of Sailing, 2013-2016



Brief to cover:

- Recap the RYA Racing Charter
- Use the Racing Rules of Sailing when running any rules based session, get the sailors to read the rules out and explain them using a whiteboard and boats
- Definitions – remember to refer to them as they are paramount to understanding the rules
- Introduction to RRS, Part B, Section B, General Limitations
 - 14 – Avoiding Contact
 - 15 – Acquiring right of way
 - 16 – Changing course
 - 17 – Same tack, proper course
- Read through the rule, use magnetic boats to explain, then move dinghies around in the dinghy park and encourage questions



Practical Session:

- You may need to set up a number of sessions afloat to work on the different rules but normally it is easiest to introduce them whilst you are running other sessions and if a situation arises then run through it in the debrief
- Get the sailors to describe situations that occur and then discuss which rules apply
- Use “Dinghy Park Shuffle” (dinghies on trolleys in the dinghy park) to set up rules scenarios ashore and discuss what rule applies when
- A good upwind exercise is “The Channel” see G100 for details



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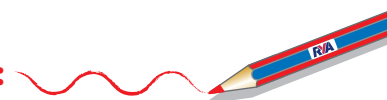


Debrief:

- There may not be a right answer to a rules scenario but try and get sailors to understand the rule as it is written and try and relate it to tactics
- Get the sailors to describe the situation with diagrams and magnetic boats, discuss the rules infringed



Coach Notes:



- Use plenty of diagrams and clear demonstrations ashore
- If possible get some video clips of rules in action
- Get the sailors to read the rules and discover the answer for themselves
- There are a number of rules books that explain the rules, as well as just listing them
- Do not over complicate the issues, keep it simple and clear
- At all times keep it good humoured

National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, ‘Racing Rules’ are taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Once students have covered these elements below they should reach the standards required for Intermediate Racing.

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Rules 3



Overview: To encourage further understanding of the Racing Rules of Sailing, 2013-2016



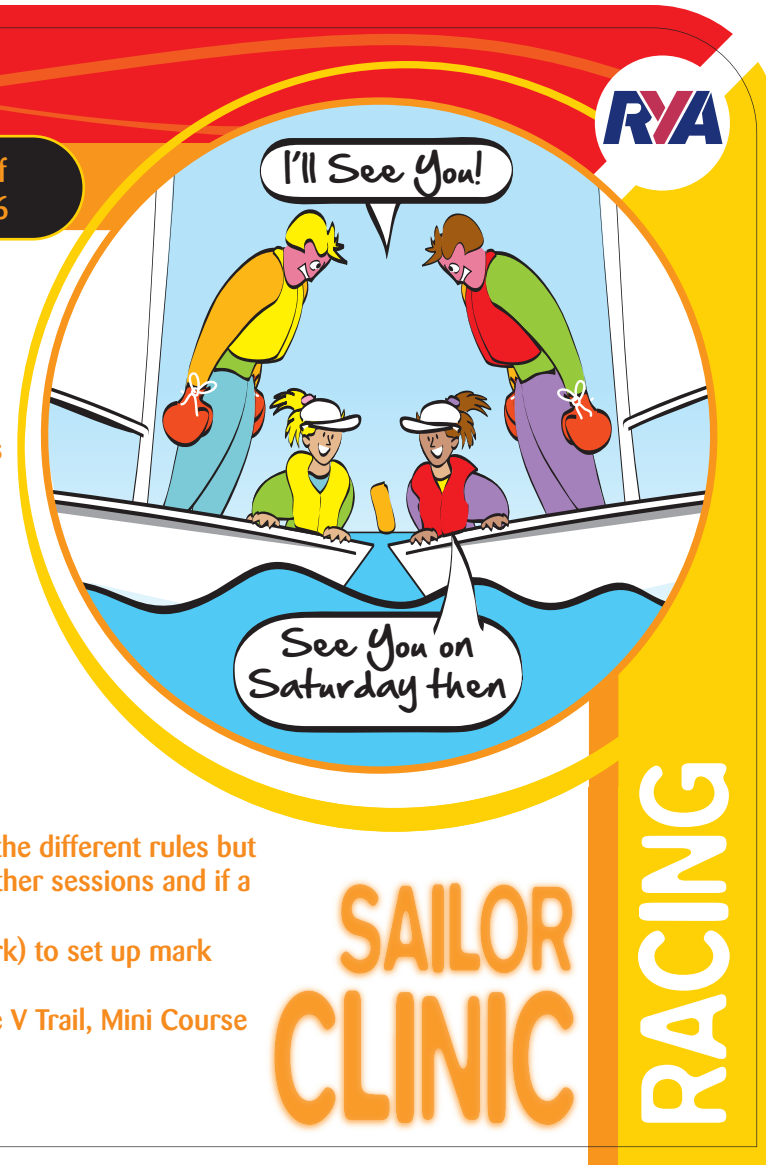
Brief to cover:

- Recap previous sessions if necessary
- Remember to use the Racing Rules of Sailing and to get the sailors to understand the Definitions
- Introduction to RRS, Part B, Section C, At Marks and Obstructions
 - 18 – Mark Room
 - 19 – Room to pass and Obstruction
 - 20 – Room to Tack at an Obstruction
 - 21 – Exoneration
- Read through the rule, use magnetic boats to explain, then move dinghies around in the dinghy park and encourage questions



Practical Session:

- You may need to set up a number of sessions afloat to work on the different rules but normally it is easiest to introduce them whilst you are running other sessions and if a situation arises then run through it in the debrief
- Use “Dinghy Park Shuffle” (dinghies on trolleys in the dinghy park) to set up mark roundings ashore and discuss what rule applies when
- Good exercises for mark rounding are Leeward Mark Chaos, The V Trail, Mini Course



Debrief:

- Rule 18 is one of the most discussed rules in the bar after racing
- Get the sailors to describe the situation with diagrams and magnetic boats, discuss the rules infringed



Coach Notes:

- All of these rules sessions can be used on non-sailing days as a shorebased session
- Use plenty of diagrams and clear demonstrations ashore and video clips afloat if possible
- Get the sailors to read the rules and discover the answer for themselves
- There are a number of rules books that explain the rules, as well as just listing them
- Do not over complicate the issues, keep it simple and clear
- Keep it good humoured at all times

National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, ‘Racing Rules’ are taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Once students have covered these elements they should reach the standards required for Advanced Racing.

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Symmetric Spinnaker Handling



Overview: To improve consistency of skills with a symmetric spinnaker



Brief to cover:

- What do we know already?
- Key pointers for improving knowledge
 - Good communication
 - Balance, trim and steering
 - Smooth gybes
- Manage individual aims and make a note of them for on the water



Practical Session:

- Set up a suitable course for the level of experience and conditions, skewed windward/leeward, straight windward/leeward or triangle are all good
- Make sure the course is big enough especially if it is breezy or you have faster boats
- Often it is easiest just to have a leeward mark to show the leeward end of the sailing area
- Plenty of observation and feedback afloat
- Take short video clips if possible



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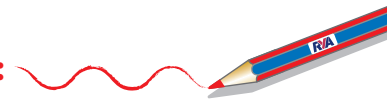


Debrief:

- Refer to everyone's individual aims; discuss these and any issues that the sailors may have encountered
- Agree next session aims and areas to focus on
- Don't be afraid to go back to a demo ashore to clarify any points



Coach Notes:



- There could be a big difference in abilities so make sure everyone has individual aims
- Think about pushing the sailors as they get better – more gybes, gybe set, flying the spinnaker without a pole etc
- Spend time following boats down the run then get alongside, discuss their performance and give feedback

National Sailing Scheme: Spinnaker handling forms just one of the core areas that can be taught through several of elements under 'boat preparation and handling' in the RYA Racing Syllabus. Once students have 'knowledge' of the elements covered they are likely to have achieved the standard required for areas under the Start Racing course, and potentially Intermediate Racing Syllabus. The RYA Sailing with Spinnakers course is also a good course to encourage students towards where they have an interest in spinnaker boats.

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Starting – Line Bias



Overview: To understand how to assess line bias



Brief to cover:

- Description of a start line, committee boat and pin
- What is line bias?
- Various methods of identifying line bias
 - Head to wind in the middle, which end are you pointing towards?
 - Sail along line towards one end with main set correctly (not quite luffing), tack and assess whether main sheet needs easing or sheeting in. The biased end is end that you have to sheet in when sailing towards
 - Use a compass; get head to wind reading then sail along the line, start at the end that is less than 90 degrees from head to wind reading



Practical Session:

- Set up line with varying degrees of bias; get sailors to try various methods of assessing the bias
- Then give them some starting practice again with various line bias but they then need to use the information to be at the correct end
- Throw in an actual short race to keep things interesting



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Debrief:

- Discuss the various methods, which did the sailors find easiest? Most effective?
- What other issues affected their start?
- What will they do in their next race?



Coach Notes:

- Set the start line with a lot of bias initially then gradually reduce it as the sailors improve
- Lots of feedback afloat to discuss how they are getting on with identifying bias
- Also vary the length of the line
- Do shore based “walk through” before going afloat so everyone can try it ashore



National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, ‘Starts’ is a section taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Once students have covered these elements they should reach the standards required for Start Racing and elements of Intermediate Racing.

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Starting – Time on Distance



Overview: To establish how we judge our speed and time to a start line



Brief to cover:

- How to control speed (recap from previous session)
 - Use of sails
 - Use of sail controls, specifically the kicker
 - Angle of boat to the wind
 - Crew weight
- Direction of approach, ideally upwind
- Communication between helm and crew
- Specific issues for different classes, double hander or single hander
- Outline of session afloat, sailing area, timings
- Advanced issues
 - No go zones on approach
 - Other boats



Practical Session:

- Boats can use individual buoys, start with short period and build to a longer period
- Vary approach speed – Sail fast or sail slow, adjust sails to increase/decrease speed
- Do on both tacks
- Feedback afloat (Rib alongside dinghy and stationary)
- Short line and do starting signals
- Build in to short race to finish
- Important to build up slowly and allow time to practise



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Debrief:

- Questions to sailors
 - How did they control their speed?
 - Who did what in double handers?
 - What difference did other boats make?
 - What angle did they approach the line?
 - What factors caused the approach to fail?
 - What methods can we use to judge time on distance?
- Discuss the answers, they may be different for different classes
- Summarise and agree areas of further practice

National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, 'Starts' is a section taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Once students have covered these elements they should reach the standards required for Intermediate and elements of Advanced Racing, as well as covering skills from 'boat handling', 'speed' and 'teamwork' covered at this level.

For more Instructing and Race Training resources visit the RYA web shop www.rya.org.uk/shop

Publications of interest are: RYA Advanced Sailing (G12) RYA National Sailing Scheme Instructor Handbook (G14)

RYA National Sailing Scheme Syllabus and Logbook (G4) RYA Race Training Exercises (G100) RYA Race Coaching Handbook (G101)

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Starting – Use of Transits



Overview: To improve starting skills by better understanding the use of transits



Brief to cover:

- What do we need for a good start?
- Speed, gap to leeward, on the line, favoured end
- How do we gauge when we are on the line? – Introduce transits
- Line transit and safe transit
- Use diagrams and do a walk through ashore pushing dinghies
- Good transits and not so good transits



Practical Session:

- Initially use a start line with no countdown – Get sailors to hold their hands up when they think they are on the line
- Then use starting exercises with time to identify transits
- Vary line bias and length
- Video starts if possible
- Set up short windward/leeward mark to give the exercise some variations



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Debrief:

- Revisit aims and run through walk through ashore if necessary
- Use of transit at different points on the line, what differences are there?
 - Committee boat end
 - Middle of line
 - Pin end
- How useful was the safe transit? How safe was it? 2 lengths back? 4 lengths back?



Coach Notes:

- Lots of feedback on the water when they are assessing the line and using their transits
- Marks out of 10 is good for the sailor to understand
- G100 has some good exercises and also get them using transits in other sessions



National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, 'Starts' is a section taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Students covering these elements at a basic level will reach standards required for Start Racing. When developed and refined students' skills should reach the standard required for Intermediate or Advanced Racing.

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Tactics



Overview: To introduce basic tactics



Brief to cover:

- What is meant by tactics?
- Introduce basic tactics:
 - Clear air both upwind and downwind
 - Inside boat at a turning mark
 - Holding a lane upwind
- Decision making
 - Tack or duck?
 - How do we decide? Wind pressure, tide, where the windward mark is etc



Practical Session:

- The Channel exercise is good for a tack or duck decision making session
- Short courses with a start sequence help with other tactical issues
- Short feedback sessions afloat after each race
- Get the sailors to take notebooks and draw situations after each race so that they can be discussed in the debrief ashore



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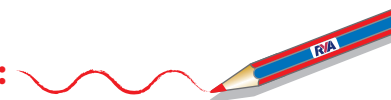


Debrief:

- Use real situations from the practical exercise
- Discuss with diagrams, magnetic boats or Dinghy Park Shuffle
- Use video of instances where good (or bad) decisions have been made



Coach Notes:



- Tactics isn't something that can be just learnt in one session, it takes years. All we can do is introduce some basic important factors that can be built on over time
- Very much a practical session with plenty of discussion afloat and ashore, you can easily run a number of tactics sessions over the summer
- Key issues are decision making – get the sailors to say why they made those decisions and discuss the outcomes
- Remember everything is easy with hindsight!

National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, 'Tactics' is a section taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Students covering some of these elements at a basic level will reach standards required for Start Racing. Once all elements are covered students should reach the standard required for Intermediate or perhaps Advanced Racing.

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Teamwork in Double Handers



Overview: To improve communication and performance in double handers



Brief to cover:

- Key areas around the race course for communication
 - Pre start
 - First beat
 - Windward mark
 - Downwind
 - Leeward mark
 - Tack or duck decisions
- Get sailors to think about what they should be communicating at the key areas



Practical Session:

- Vary course style to get the sailors thinking each race
- Vary the start line and start period to also vary the sailors' thinking process
- Run short courses – emphasis is for the sailors to focus on their communication and decision making
- Get them to make notes between races to discuss later in the debrief



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Debrief:

- Use the notes from the sailors to discuss when communication and decision making was good, – why was it good?
- When it wasn't so good why wasn't it good? What was missing?
- Who was the main decision maker? Does it change on different legs of the course?



Coach Notes:

- Each team will do things differently so be aware of that
- Try and get them agreeing who makes the decisions and when this happens
- Make sure the sailors are flexible but it is good to have a routine as well



National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, 'Teamwork' is a section taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Students covering some of these elements, at a basic level, will reach standards required for Start Racing. Once all elements are covered students should reach the standard required for Intermediate and Advanced Racing.

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Understanding the Start Sequence



Overview: To improve the sailors' knowledge of starting signals



Brief to cover:

- Overview of the start sequence
- Timings & Flags:
 - Warning or class flag
 - Preparatory
 - P, I, Z or Black
 - 1 minute
 - Start
- Short practical quiz on the sequence
- Recalls – individual and general
- Postponements
- Shortened course – S
- Finishing – Blue flag



Practical Session:

- Short start sequence run a number of times using different preparatory flags
- Build into short race



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Debrief:

- This session may be part of a bigger session but the aim is for sailors to get to grips with basic start sequences and to gain some understanding of other signals
- A quick visual test is sometimes a good option, show a flag and ask what does it mean?



Coach Notes:

- You must have all the flags
- Explain about flags and sound signals
- Move on to other signals if sailors are ready:
 - L, M, Y, C
 - Abandonment
 - Various types of postponement
- Refer to Racing Rules of Sailing (Part 3) so as to be accurate
- This may well be a good shore-based session for bad weather days



National Sailing Scheme: As a dedicated section within the RYA Race Syllabus, 'Starts' is a section taught and progressed from Start Racing right through to Advanced, initially concentrating at a basic level. Students covering some of these elements at a basic level will reach standards required for Intermediate Racing; however covering most elements will take students to Advanced Racing standard.

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Windward Mark Rounding



Overview: To improve the sailors' performance at the windward mark



Brief to cover:

- Approach, awareness of other boats
- Helm & crew roles
- Order of changes
 - Ease sheets
 - Steering
 - Sail controls, kicker
 - Centreboard
 - Balance & trim
- Where is the next mark? Think about the course



Practical Session:

- Use a variety of exercises (see G100)
 - Windward mark mayhem (sailors do follow my leader until the coach blows a whistle then they all head up to close hauled and race to the windward mark)
 - Short windward/leeward course
 - Drifting death (windward/leeward course, but with the windward mark drifting (not anchored) so the course becomes shorter as the session progresses)
- Keep everyone clear of each other initially but slowly involve more boats or smaller courses
- Sailors need to understand the technique before having too much pressure put on them



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Debrief:

- Recap on aims and cover order of changes, discuss any variations with different classes
- Key points?
 - Ease sheets
 - Bear away
- Build on basics and bring in other aspects as necessary



Coach Notes:

- Can be one of the most crowded areas of a race course so looking out of the boat is essential
- Focus on boat handling initially and then move on to tactics and course



National Sailing Scheme: Once students have covered these elements they should be able to apply their knowledge to the standard required for areas of the core skills taught under, 'boat handling and speed' within the Start Racing course. Through further improvement students may reach the standard for Intermediate and Advanced.

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