Opti - Wet Feet
Instructor Manual and Resources

Written and Illustrated by: Tine Moberg-Parker
Jenn Grierson of BC Sailing
ACKNOWLEDGEMENTS

The purpose of this manual is to help sailing instructors conduct a Learn to Sail Wet Feet program. The Wet Feet program was designed with the intent to help introduce young athletes to sailing. One of the main objectives of this program is to breakdown the fundamental skills required for sailing into their distinct components. This will help to reinforce proper form at a very young age, and help ensure that they don't develop bad habits.

Development Team

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Sailing for Gold  Sailing for Life
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The wet feet curriculum and course is designed to give a young child (ages 5-8) a safe and purposeful first sailing experience. It is based on a 12.5-hour course usually conducted over 5 days.

The curriculum is based on breaking down sailing skills into their smaller components. The sailors can learn these components quickly and later compile them, which is necessary in the development of more complicated skills such as roll tacking. Learning the basic components of a skill at a young age will help to avoid bad habits once these students develop as sailors.

This course covers the following learning objectives:
· Safety on and off the water
· Balance
· Steering
· Propulsion
· Proper tiller extension grip
· Double sheeting
· Tacking
· Stopping and acceleration

This binder will supply you with the following resources to help with these learning objectives:
· Lesson plans
· Work sheets
· Progress card

Additional resources for no wind days include:
· Bailing
· Paddling
· Sprit pole paddling

· Boat parts vocabulary while in the boats

Our goal is that this binder will help you teach young sailors through providing you with quality lesson plans, worksheets and evaluation tools. Hopefully, this resource will promote a positive learning experience for first time sailors and their families.

Please feel free to adapt this resource to better suit your needs as an instructor, or the needs of your students. Also, any suggestions on how to improve this resource would be greatly appreciated. Comments can be sent either to BC Sailing (crew@bcsailing.bc.ca) or the Canadian Yachting Association (training@sailing.ca).

Preparing for the Session

Prior to arriving for the first day, it is essential that the sailors receive any pertinent information regarding the course. A good way to accomplish this is to send a letter to the parents/sailors, welcoming them to the course, informing them about what to bring (lifejacket, clothing for different weather conditions, drinks, food, sun-screen, hat etc.), when to arrive, finishing times as well as how to contact the club if the sailor will be late or absent. Most sailing clubs and schools have a standard letter, however if not, a sample letter has been included in the resource material at the back of this book. Communicating course objectives and expectations is also a good idea. This way students and parents know what they are entering into, and can properly prepare. Encourage parents with questions to show up early or stay later. This way you are not spending time with parents while you should be instruct-
ing students.

Taking pictures and distributing them to students is a great way to finish off a course, however you should only take pictures if you have written permission from every sailors parents. Send out a permission form with the introduction letter and ask them to bring it on the first day of classes. Once you have this permission, you can take pictures throughout the course and burn a CD for each child; this is something many parents would love to have. Volunteers are great for taking pictures throughout the course. This ensures that you can remain focused on instructing.

Before the course starts is also the time to get your art box ready. The art box contains all the art supplies you might need for a session such as markers, crayons, scissors, coloured paper, paper plates and glue. A list of suggested items to include in your art box is in the resource section of this book.

Setting up the learning environment

Rules and routine are an essential part of creating a safe learning environment. Setting guidelines will help ensure that the students feel safe and the parents are comfortable leaving their children in your care. Important rules to lay out include; always wear a life jacket on or around the water (both students and instructors), wear appropriate footwear, treat all other students and instructors respectfully, only one person speaks at a time during lessons, and any other important rules you think warrant noting.

It is important that all students and instructors meet at the same location every morning. This helps to make certain that everybody is present and organized right from the start of the day. Unless a sailor has told the instructor they will be late, it is important to wait until all are present. If a sailor mentions he/she is going to be late, arrange with the parents to meet at a specific time and place. A cell phone, radio or other means of communication can help instructors stay in contact with parents or others while both on and off the water.

A good way to help prevent lost items is to have the students wear nametags on their lifejackets. This will not only help keep the sailors gear organized, it will also help you learn their names at the beginning of the course.

The instructor and sailors work as a team to set up the equipment and the instructor has to be involved in lifting, tying and rigging while still supervising the whole group. Having a volunteer can be very helpful during the rigging and derigging of boats.
When the sailors arrive, on the first day there needs to be a predetermined meeting place for coaches and sailors. If there are a number of classes or groups meeting at the same time, having a Wet Feet poster can help to guide the sailors and their parents to the proper location. As a coach, it is important that you are at this meeting place 15 minutes before the start of each day. Kids and parents will have questions, and be eager to meet you. Your ability to take this time before the class starts helps in establishing your dedication to the class and each student.

**Getting Oriented**

Your sailors will be excited and energetic on the first day, they will not want to sit still for long so make sure your introduction is entertaining, yet concise. The sooner you get the students actively participating the better. After your introduction run a quick ice breaker that will help the students get to know one another. Next, take the students to the boats they’ll be sailing. Rig one boat at a time with all students showing how it is done over and over. If the kids are young, just going on the water without the rig (just hull, rudder and dagger board) is a great way to experience steering, balance and to be involved for all the sailors.

**Safety**

Safety is the first priority for all the sailors, coaches and volunteers. Wearing a life jacket, sunscreen, hat and proper clothing is essential to having a comfortable, and safe day at the sailing club/school. Cover safety every day in small sections. Watch for students running on the dock, pushing people in the water and general misbehaviour. These are called teachable moments, when a situation rises to help in setting up a learning situation. (see safety lesson)

**This Is Your Tiller**

Before the students get on the water, teach them how to properly hold the tiller extension, like a microphone. While still on the dock, demonstrate how to hold the tiller extension and then have the students all practice. All the sailors should sit in their boat and practice going from side to side changing their hands, and always grabbing the tiller extension like a microphone. A great activity to help reinforce this skill is to have all the students sing their favorite song into their tiller extension.
Now that the sailors have all been properly introduced to their tillers, take them out on the water to scull around to get a feel for the boat. Sculling around teaches the sailors steering, propulsion and direction. While coaching, your detection and correction should focus on the student’s “microphone grip”.

Set a course, or area for them to stick too and have a rule that if they hear 3 whistles, they are to all scull back to the dock (or to you, depending on where you are).

If your sailors are really new and especially young, doing a towing activity is a great way to get the sailors used to steering at speed. Set up the towline and have the kids in their boats without rigs. Remind them how to properly hold their tiller extension and, while being towed, instruct them on steering.

Sailing Fully Rigged

After the sailors have had their first experience on the water, the boat’s rigs can be introduced. Many young sailors do not want to sail by themselves; so sailing with two in the boat is often ideal (one can steer while sitting in the back while the other works the mainsheet and sits in front of the daggerboard trunk).

Before any sailor goes on the water with a sail, there are certain skills they need to know:
  · How to hold the tiller extension (review)
  · How to stop (let sail out)
  · How to go (pull sail in)
  · Ducking when the boom comes across the boat

When all the sailors comprehend how to start and stop their boat, you can then take them onto the water fully rigged. To make things easy at first, put the sailors on a beam reach to beam reach course (2 marks set perpendicular to the wind). There is no need to necessarily go around the marks so long as they are sailing back and fourth between them.

Remind the students how to properly hold the tiller, and coach them through their tacks. Tacking is tricky at first and they will need lots of instruction for the first few.

Try to pair students that have no sailing experience with those that may have been in a boat before. This way the students can help mentor one another while the coach is busy with another crew.

Have the sailors follow you out to the 2 marks at the predetermined destination. If you need to fall back to help coach a group of sailors, tell the others to keep their boats pointed in the direction of the marks.

De- Rigging

Ensure that all students are actively helping to derig their boats. Organize the group and keep everyone on task.

If some students finish early, have them help others with their boats. The students are usually quick and eager to please, however most young sailors will have a very short attention span. Remember that you as the coach are a role model, the harder you work, the harder they will.

Debrief

At the end of every day, debriefing is a must. Ask the sailors what their favourite part of the day was, what they have learned, and whether they had fun. Debriefing is also very important for the students internal processing. Having them repeat what they have learned will help them to consolidate the information. Give every student equal attention and try to get all of them to speak about their day. Be encouraging and constructive with your feedback. Remember the first two questions their parents will ask them: Did you have fun and what did you learn? You need to make sure they are prepared with the answers to these questions. Asking students their favourite part of the day will also help you to determine what the most successful aspect of the day was so that you can improve your own coaching abilities.

Reflection

At the end of the day, take time to reflect on your own performance. Use a journal to write down what went well during the day, and what your plan is for the next. Also, note the sailors who had difficulty throughout the day, and develop a plan on how to differentiate your teaching style to help these students tomorrow.
Lesson Title: Water Safety

Name: ____________________________

Creative Theme: ____________________

Total Time: 10min

Skill: Safety Rules

Audience: Wet Feet Sailors

What do I want the sailor to know?

Important rules that must be followed during the Wet Feet program

Standard. By the end of the lesson, students will be able to:

Recite the rules every morning

Skill Breakdown. Step by step, what does the skill your teaching look like:

N/A

Teaching Methods (Try to use 3 as a minimum):

Lecture, Problem Solving, Game Playing

Time | Introduction (how will I grasp the sailors attention in the first 7sec?)

| Time | Questions:
|------|--------------------------------------------------|
| 3min | “What do you think some good rules would be for around the water?”
|      | “How about while you’re on the water?”

Skill Progression

Rules:

Lifejackets on all the time No pushing
No running on the dock Don’t crash into other boats
One person speaks at a time Listen to your instructor
Wear shoes all the time Stay with the group
Use whistles only in an emergency
<table>
<thead>
<tr>
<th>Time</th>
<th>Drills/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Before class: Copy and cut out “Things we can do &amp; things we can’t do” from the instructor resource material. Divide a poster board in half and title each half “Things we can do” and “Things we can’t do”. Put velcro pieces on the poster board. 6 on the yes side, 5 on the no side. Put the other half of the velcro on the back of each rule. Have the students velcro each rule to the side they think it belongs. Ensure you save the velcro and board so that you can reuse all your materials the next time you approach this lesson.</td>
</tr>
<tr>
<td>1 min</td>
<td><strong>Lesson Check</strong></td>
</tr>
<tr>
<td></td>
<td>Have sailors recite the rules they have learned</td>
</tr>
<tr>
<td>1 min</td>
<td><strong>Conclusion/Debrief</strong></td>
</tr>
<tr>
<td></td>
<td>Review the rules one more time, at this time also set consequences for breaking these rules.</td>
</tr>
<tr>
<td></td>
<td><strong>Materials Needed</strong></td>
</tr>
<tr>
<td></td>
<td>Poster board, velcro pieces, rules from resource material</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong></td>
</tr>
</tbody>
</table>
|       | Ensure that students are all abiding by the rules set out for them}
Lesson Title: Steering

Creative Theme: ____________________________

Skill: Holding the tiller like a microphone

Name: ____________________________

Total Time: 15min

Audience: Wet Feet Sailors

What do I want the sailor to know?

How to properly hold the tiller extension

Standard. By the end of the lesson, students will be able to:

Always hold the tiller extension like a microphone while sitting on the gunwhale

Skill Breakdown. Step by step, what does the skill your teaching look like:

Tiller extension crossed in front of body, back hand holding the tiller extension with an overhand grip

Teaching Methods (Try to use 3 as a minimum):

Demonstration, Game Playing, Guided Discovery

Time | Introduction (how will I grasp the sailors attention in the first 7sec?)

| 5min |

Questions:

“Where is the tiller extension?”

“Can someone demonstrate how to hold it?”

Skill Progression

1. Sit in boat on dock holding tiller extension properly

2. On the water, holding tiller extension like a microphone
<table>
<thead>
<tr>
<th>Time</th>
<th>Drills/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Bring speakers to the dock with a CD player or mp3 player and a well-known children’s song. Have sailors sit in their boats, holding the tiller extension like a microphone. Turn on the music, and sailors sing into the tiller extension, Pretending it’s a microphone.</td>
</tr>
<tr>
<td>2 min</td>
<td><strong>Lesson Check</strong></td>
</tr>
<tr>
<td></td>
<td>Have sailors demonstrate how to hold the tiller extension before they go sailing</td>
</tr>
<tr>
<td>3 min</td>
<td><strong>Conclusion/Debrief</strong></td>
</tr>
<tr>
<td></td>
<td>“Why do we hold our tiller extension like a microphone instead of like a frying pan?”</td>
</tr>
<tr>
<td></td>
<td>Answer: It’s easier to steer, especially when you have to change direction really fast to avoid a collision!</td>
</tr>
</tbody>
</table>

**Materials Needed**

Opti with rudder attached, speakers, music, CD or mp3 player

**Evaluation**

Watch for students sailing with the tiller extension held properly all the time
Lesson Title: Sculling around (Steering)  Name: 
Creative Theme: ___________________________  Total Time: 25min
Skill: Sculling__________________________  Audience: Wet Feet Sailors

What do I want the sailor to know?

How to propel the boat without a sail

Standard. By the end of the lesson, students will be able to:

Be able to scull around a small course

Skill Breakdown. Step by step, what does the skill your teaching look like:

Holding the tiller extension like a microphone, push and pull the tiller repeatedly. To turn, scull to one side of the boat without crossing the centre with the tiller.

Teaching Methods (Try to use 3 as a minimum):

Demonstration, Game Playing, Drill and Practice

<table>
<thead>
<tr>
<th>Time</th>
<th>Introduction (how will I grasp the sailors attention in the first 7sec?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5min</td>
<td>Questions:</td>
</tr>
<tr>
<td></td>
<td>“We’re going to go out in the boats, but not use our sails. How are we going to get around?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Skill Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>5min</td>
<td>1. Holding tiller like a microphone (Previous lesson)</td>
</tr>
<tr>
<td></td>
<td>2. Pushing and pulling the tiller repeatedly to go straight</td>
</tr>
<tr>
<td></td>
<td>3. Not crossing the centre to turn</td>
</tr>
<tr>
<td>Time</td>
<td>Drills/Activities</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10 min</td>
<td>Course: Set two marks, fairly close to one another. Have sailors scull between the two marks. With two sailors in the boat, make sure they switch so everyone gets a chance to steer.</td>
</tr>
<tr>
<td>10 min</td>
<td>Sponge Tag: All of the sailors will be familiar with the game of tag, and so not a lot of explanation will be necessary. The boat that is “it” will have the sponge, or ball (something that won’t hurt if someone gets hit), and they will scull around and try to throw it at another boat. If the sponge hits the boat, then that boat is it. Make sure to tell sailors that they have to stay within a certain area so they don’t wander off.</td>
</tr>
</tbody>
</table>

**Lesson Check**

Repeat these drills on days when the wind is too heavy or too light.

**Conclusion/Debrief**

“We usually have sails when we go out in the boats. When would we need to know how to scull?”

Answer: Docking, avoiding other boats, when there’s no wind, getting out of irons.

**Materials Needed**

Boats rigged with their rudders

**Evaluation**

Observe students sculling in a practical setting. ie. docking
Lesson Title: **Sheeting**  
Name:  

Creative Theme:  
Total Time: **30min**  

Skill: **Stopping and starting a sailboat**  
Audience: **Wet Feet Sailors**

What do I want the sailor to know?  
How to make the boat stop and go again

Standard. By the end of the lesson, students will be able to:
Be able to luff the sail and accelerate on command

Skill Breakdown. Step by step, what does the skill your teaching look like:

Stop: Let sail out by letting the mainsheet run

Go: Sheet in mainsheet until luffing stops

Teaching Methods (Try to use 3 as a minimum):
Brainstorming, Demonstration, Game Playing

<table>
<thead>
<tr>
<th>Time</th>
<th><strong>Introduction</strong> (how will I grasp the sailors attention in the first 7sec?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5min</td>
<td>“Do sailboats have motors?”</td>
</tr>
<tr>
<td></td>
<td>“What do you think powers up the boat and makes it move?”</td>
</tr>
<tr>
<td></td>
<td>“Guess at how you think a sail becomes powered or depowered.”</td>
</tr>
</tbody>
</table>

Skill Progression

1. Practice pulling in the mainsheet with two hands on the dock

2. Stopping on water: sailor in charge of mainsheet lets go of mainsheet and both sailors balance in their boat

3. Go on water: pulling in mainsheet with two hands

4. Stop and go on command
<table>
<thead>
<tr>
<th>Time</th>
<th>Drills/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>With 2 sailors in each boat, one sailor will be steering and the other will be in charge of the mainsheet. Make certain sailors switch positions throughout the day so each get to practice both skills.</td>
</tr>
<tr>
<td></td>
<td>On the dock: Have one sailor sit in the boat while on the dock, the other sailor will help push the sail out for the “stop” command. Instructor says “Go” and sailors have to pull in mainsheet with both hands, as if they were on the water. When instructor says “Stop” sailors have to let out mainsail.</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Game: What time is it Mr. Wolf?</strong> Have sailors start by holding onto the dock (or make a start line between to marks) and have a mark or a finish line set. This course should be a short reach. Sailors say “What time is it Mr. Wolf?” and the instructor says a time (eg. 5 o’clock). Sailors have to pull in their sails and sail for that number of seconds (5 seconds). While all counting aloud. When done counting, sailors have to stop by letting out their sails. The game continues until one boat reaches the finish mark, or the instructor says “Lunch Time!” and all sailors have to sail back to the start line.</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Lesson Check</strong> In the future, periodically ask sailors to stop their boat on the water. ensure that they are taking the proper steps to stop and start their boats</td>
</tr>
<tr>
<td></td>
<td><strong>Conclusion/Debrief</strong> “What do we do when our boat starts tipping over in heavy winds?” Answer: Stop by letting out our sails</td>
</tr>
<tr>
<td>1 min</td>
<td><strong>Materials Needed</strong> Rigged boats for each team of 2 sailors</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong> Watch for how sailors stop at the dock</td>
</tr>
</tbody>
</table>
Lesson Title: Terminology  
Name: ____________________________

Creative Theme: ________________  
Total Time: 30min

Skill: Rudder Parts  
Audience: Wet Feet Sailors

What do I want the sailor to know?

Parts of an Opti rudder

Standard. By the end of the lesson, students will be able to:

Point out all the different parts of an Opti rudder

Skill Breakdown. Step by step, what does the skill your teaching look like:

N/A

Teaching Methods (Try to use 3 as a minimum):

Guided Discovery, Game Playing, Problem Solving

<table>
<thead>
<tr>
<th>Time</th>
<th><strong>Introduction</strong> (how will I grasp the sailors attention in the first 7sec?)</th>
<th><strong>Whose Talking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5min</td>
<td>“Who knows where the rudder is on their boat?”</td>
<td>Me and Sailors</td>
</tr>
<tr>
<td></td>
<td>“How many different sections or parts of the rudder can you count?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Do you think that each part has it’s own name?”</td>
<td></td>
</tr>
</tbody>
</table>

Skill Progression

Parts: Tiller, Rudder, Universal, tiller extension, pintels
**Drills/Activities**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10 min | Colour Activity Sheets:  
Some sailors may not be able to read the activity sheets. Therefore, instructors need to explain to the students what it is they are to colour in. (eg. “The first word is tiller. Where is the tiller? We’ll colour it yellow!”) |
| 10 min | Lesson Check  
On-water Simon Says:  
eg. “Simon says touch the universal” sailors have to stop sailing and touch the universal  
This activity teaches balance, stop-go, as well as terminology |
| 2 min | Conclusion/Debrief  
Review rudder parts while derigging |

**Materials Needed**

Whiteboard, pens, activity sheets, markers, and rigged boats on the water

**Evaluation**

Ensure students are using the correct terminology while on the water and around their boats
Day 1

Resources for Activities
(Please photocopy these pages or print them from your resource CD)
Rules Activity Cut-Outs

Have fun!

Sail!

Wear our PFDs all the time
Running on the dock

Blowing our whistles when it’s not an emergency
Yelling when the instructor is talking

Wear our shoes all the time

Pushing our friends in the water
Crashing into other boats

Listening to our instructor

Staying with our class
My Rudder

☐ Rudder
☐ Tiller
☐ Tiller Extension
☐ Universal
☐ Pintels
Day 2

Sail, Sail, Sail your Boat

The Meeting place for day 2 should be the same as Day 1. Use the same poster or sign, wear the same lifejacket, and dress familiar. This will help to avoid confusion amongst the students.

Again, it’s important to arrive early, as parents will likely have questions for you. It is unfair to spend 15-20 minutes talking to parents when the class should be starting.

Topics covered today include vocabulary (boat parts), and double sheeting (being able to stop and go by their self, regardless of whether there is another student in the boat.)

Parts Of The Boat

While rigging, go over the parts of the boat. Many sailors can identify common parts such as boom, sail and rudder (especially since you probably used many of these words the previous day). Now is a great time to go through the vocabulary in a bit more detail, building upon what they have already learned. A good way to evaluate the students is through question asking. For example, say: “Right now I am touching something starting with an S”, while you touch the sprit pole. If they require additional help, try adding letters, and begin sounding the word out. Also, Rig in groups where each person on a team has a specific job such as getting a rudder. This helps the students become familiar with the new terminology.

Double Sheeting

Once the boats are rigged explain and demonstrate the double sheeting technique using your fingers as “lobster claws”. 3 fingers always stay on the tiller extension while the thumb and index finger are the claws. Demonstrate how to properly sheet in and out, and then let the students practice.

Watch as all the sailors try (providing feedback and instruction) and then team up sailors into groups of two and allow them to practice in their boats on the dock. The first sailor practices, while the other watches, and then they switch. This camaraderie is usually helpful, as they will help to coach one another. Also, The sailor or watching will help the boom out while his partner sheets out. Even if the sailors are not sailing by themselves yet, it is essential that they learn the technique correctly before they begin to develop bad habits.

Introduction To Tacking

Now is also a good time to explain the importance of ducking when the boom comes across the boat. Show the sailors by having a boat on the water while you hold onto the bow. Have one sailor sit in the boat and push the tiller extension while you turn the bow around. This is a great way to help coach students through their first tack.
Set up another reaching course so that the sailors have a defined space to stay within. Once all the sailors are sailing the course you can use the commands of one whistle stop, two whistles go (ensure you describe these commands before getting on the water). This will allow for all the sailors to practice their double sheeting in a controlled setting. Your feedback should primarily focus on sheeting and you will probably need to re-demonstrate proper sheeting technique while on the water. Having a mainsheet in your boat and a stick or spare tiller extension will be useful to have so you can show the sailors while you are in the coach boat.

A great stop and go drill is “What time is it Mr. Wolf?” Most kids are familiar with this game, and it is easily adaptable to the water. Have all the sailors start between 2 marks or directly from the dock. The instructor is the wolf, and their coach boat should be set on a reach about 8 boat lengths from the start. When all the kids yell “what time is it Mr. Wolf?” you will say a time (ie. “5 o’clock”). The sailors have to pull their sails in to go, and count out loud to 5. When they get to 5 (or whatever time you said), they have to let their sails out to stop. This allows sailors to discover how fast it takes for their boats to accelerate and stop, in a fun and interactive manner. This game is covered in the stop and go lesson for Day 1.

Another drill you can do is “Follow the leader”. The object of this game is to ensure that the sailors remain behind you the whole time. You slow down and the sailors slow down too. Also, the sailors are not allowed to pass the boat in front of them (this keeps a nice line of students all slowing and accelerating at the same rate). After a few minutes, send the closest boat to you to the end of the line. This allows for all the sailors to be right behind you and receive individual attention.

While coaching your focus can go back to holding the tiller extension like a microphone. Ensure that you are only providing feedback on aspects of sailing that you have already taught. It is unfair to start presenting new information to the students while they are out on the water trying to perfect what you have already taught them.

While the sailors are playing “Follow the leader”, they should begin steering without focusing on the tiller/rudder. Having to follow somebody will help the sailor by taking his focus and attention outside of the boat. It is important that the sailors all begin to steer and control their boat almost subconsciously so they can concentrate on what is happening out on the water. After this activity, it is a good time to talk about steering, as all the sailors will have experienced what steering looks like, feels like and sometimes sounds like. Basing the lesson you teach on what the sailors already know is a great way to ensure that the students relate with the material, so that they can build upon it. You likely have noticed that many sailors were having a difficult time steering in a straight line because they did not have a specific location to point towards. Teaching the sailors to have a point to steer towards will help them to look forward while sailing. As soon as the sailor looks down, the boat often starts to zig-zag. Lessons on land can be walking in a straight line while looking forward, followed by walking in a straight line while looking backwards this is a fun way to help demonstrate the importance of looking where you’re going.

Debriefing

Debriefing should again cover topics from the briefing and focus on the specific lessons taught throughout the day. You can introduce steering for discussion and have a quick “brain storm” to help set the sailors up for what is coming the following day. Again, focus on what the sailors know, not what they will be learning in the future. Remember the question: What did you learn/improve upon today?
Lesson Title: Terminology
Name: ______________________

Creative Theme: ________________
Total Time: 30min

Skill: Boat Parts
Audience: Wet Feet Sailors

What do I want the sailor to know?

Parts of an Opti

Standard. By the end of the lesson, students will be able to:

Identify all the different parts of an Opti

Skill Breakdown. Step by step, what does the skill your teaching look like:

N/A

Teaching Methods (Try to use 3 as a minimum):

Guided Discovery, Game Playing, Problem Solving

<table>
<thead>
<tr>
<th>Time</th>
<th>Introduction (how will I grasp the sailors attention in the first 7sec?)</th>
<th>Whose Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1min</td>
<td>“Who can tell me all the boat parts that they know”</td>
<td>Me and Sailors</td>
</tr>
<tr>
<td></td>
<td>“Perfect, do you think those are all the parts?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Let’s go over a few new ones”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Skill Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>5min</td>
<td>Parts:</td>
</tr>
<tr>
<td></td>
<td>Sail, boom, mast, hull, daggerboard, sprit pole, wind indicator, tiller extension, rudder, tiller,</td>
</tr>
<tr>
<td></td>
<td>Bow, stern, port, starboard, hiking straps, airbags, tow line</td>
</tr>
</tbody>
</table>

Lesson Plans
### Drills/Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td><strong>Colour Activity Sheets:</strong>&lt;br&gt;Some sailors may not be able to read the activity sheets. Therefore, the instructor may need to guide the students through the different boat parts that they are colouring in (eg. “The first word is sail, where is the sail? Let’s colour it blue.”)</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Lesson Check</strong>&lt;br&gt;On-water Simon Says:&lt;br&gt;eg. “Simon says touch the bow” sailors have to stop sailing and touch the bow&lt;br&gt;This activity teaches balance, as the sailors will be up and moving around their boat</td>
</tr>
<tr>
<td>2 min</td>
<td><strong>Conclusion/Debrief</strong>&lt;br&gt;Ask students to name parts of the boat while rigging and derigging</td>
</tr>
</tbody>
</table>

### Materials Needed
- Whiteboard, pens, activity sheets, markers, and rigged boats on the water

### Evaluation
- Ensure students are using the correct terminology while on the water and around their boats
Lesson Title: **Sheeting the Sail**  
Name: ________________________________

Creative Theme: ____________________________  
Total Time: 30min

Skill: **Sheeting with Both Hands**  
Audience: Wet Feet Sailors

**What do I want the sailor to know?**

How to sheet in using both of their hands

**Standard. By the end of the lesson, students will be able to:**

Consistently sheet in with both hands in under 7 knots of wind

**Skill Breakdown. Step by step, what does the skill your teaching look like:**

Holding tiller extension in back hand and mainsheet in front hand, bring sheet to tiller-hand. Pull on sheet with tiller hand while reaching down with other hand. Grab sheet with front hand and sheet in. Pass the sheet to tiller hand.

**Teaching Methods (Try to use 3 as a minimum):**

Demonstration, Guided Discovery, Drill & Practice

<table>
<thead>
<tr>
<th>Time</th>
<th><strong>Introduction</strong> (how will I grasp the sailors attention in the first 7sec?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1min</td>
<td>“How do we sheet in our sail? Do we use one hand and wrap the sheet around it? Do we put the tiller between our knees and sheet with both hands? Use our teeth? No, we use two hands while still holding onto the tiller?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th><strong>Skill Progression</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3min</td>
<td>1. Sheeting with only the sheet (no tiller, and on land)</td>
</tr>
<tr>
<td>3min</td>
<td>2. Hold tiller and pretend passing sheet to tiller hand (on land)</td>
</tr>
<tr>
<td>5min</td>
<td>3. Use sheet and tiller together to sheet (on land, and then on water)</td>
</tr>
</tbody>
</table>
### Drills/Activities

**Crab Claw Stop and Go:**
Hold tiller with middle, ring, and pinky fingers. Index finger and thumb are the “crab claw” to grab onto the mainsheet when sheeting.

One whistle let go of sheet and luff, two whistles sheet in.

#### Lesson Check
Get sailors to demonstrate sheeting before sailing

#### Conclusion/Debrief

“Why do we sheet with both hands?”

“It’s faster and you remain capable of steering.”

#### Materials Needed
Rigged Opti, whistle

#### Evaluation
Watch for sheeting on the water. Ensure that sailors are using both hands properly.
Lesson Title: Steering

Creative Theme: 

Skill: Steering to a Point

Name: 

Total Time: 30min

Audience: Wet Feet Sailors

What do I want the sailor to know?

Be able to sail in a straight line

Standard. By the end of the lesson, students will be able to:

Sail in a relatively straight line to a given destination (eg. a mark)

Skill Breakdown. Step by step, what does the skill your teaching look like:

Find a sight either on shore or on water that is not moving. Steer towards that point on a given point of sail. moving the tiller as little as possible to stay in a somewhat straight line.

Teaching Methods (Try to use 3 as a minimum):

Drill & Practice

<table>
<thead>
<tr>
<th>Time</th>
<th>Introduction (how will I grasp the sailor's attention in the first 7sec?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1min</td>
<td>“What is the fastest way to get to a destination?”</td>
</tr>
<tr>
<td></td>
<td>Draw a few different paths on the whiteboard and have students determine which is the fastest.</td>
</tr>
<tr>
<td></td>
<td>“Right! you want to travel in a straight line.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Skill Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>3min</td>
<td>N/A</td>
</tr>
<tr>
<td>5min</td>
<td></td>
</tr>
</tbody>
</table>
Drills/Activities

Set two marks on a beam reach course. Tell sailors to sail between the two marks. They don’t have to go around the marks, but have to change direction (tack or gybe, doesn’t matter) when they get close to the mark. If there are more advanced sailors in the class, they can go around the marks.

When on the water, find a point for the sailors to sail towards (keep to a close or beam reach angle). Tell all the sailors to sail towards that point. When they've been sailing for a few minutes in that direction, find a point in the opposite direction, and tell them to turn around and head back.

Lesson Check

Watch that students are sailing a straight course in the future

Conclusion/Debrief

“Why do we use a point on shore that’s not moving?”

“Because if it’s moving, we wouldn’t be able to sail in a straight line!”

Materials Needed

Rigged boats, two marks

Evaluation

Have sailors find their own point on land to sail to
Day 2

Resources for Activities
(Please photocopy these pages or print them from your resource CD)
Parts Of My Boat

☐ Sail  ☐ Daggerboard  ☐ Rudder
☐ Boom  ☐ Sprit Pole  ☐ Tiller
☐ Mast  ☐ Tiller Extension  ☐ Hull
Parts of My Boat

- Stern
- Bow
- Thwart
- Port
- Daggerboard Trunk
- Airbags
- Starboard
- Hiking Straps
After reflecting on the success of day 1 and 2, it is time for the sailors to review what they have learned, while continuing to build upon their sailing abilities. Allowing the sailors to practice what they know, get comfortable with their new skills, while still expanding their knowledge will help to build their confidence.

Two great activities for reviewing what has been taught in the 2 days prior include on-water parts of the boat, and sponge tag. Having the students get up and touch certain parts of the boat while they are on the water is a great way for you to see if they understand the terminology. It is also a good activity to help teach the students how to maintain their balance while on the water. Sponge tag is another game that is excellent for practicing steering, balance and propulsion. This game is played much like a game of tag but sponges are thrown from boat to boat to determine who is “it”. The sailors can also throw sponges at a mark or the coach boat for various point amounts. This game is a lot of fun however some rules are necessary such as “no hitting other boats” (loss of points), and “no hitting other students.”

Wind Direction and Sail Trim

Once a review has been completed, Wind direction is a great topic to discuss with the sailors. This lesson compliments what the students have learned with regards to steering. Ask the students; how do we get from point A to point B? Where does the wind come from? How can we tell?

Also, start to introduce reaching, running and up-wind sailing. Avoid teaching a points of sail lesson, which is full of terminology and confusing for the younger students. Provide a brief introduction to limited vocabulary and teach where to keep the boom in relation to the wind (at the corner up-wind, half way out on a reach and all the way out downwind). Using a boat at the dock, demonstrate these 3 points of sail, the boom positioning and where the wind is coming from. The sailors can then work in teams of two to replicate what you have just demonstrated. To help accomplish this, ask them to show you how to set their sails for up-wind, downwind, and reaching.

For the students to practice trimming their sails a good on-water activity is follow the leader. This way you can ensure their boats are pointing upwind, downwind, or on a reach. If this is too difficult for the sailors, set a simple two, or three-mark course for them to sail around. Make certain that the course covers the different points of sail that you have just taught them. A course may be easier then follow the leader because it allows you the opportunity to drive up beside boats to provide individual coaching.

Tacking

By now the students have all conducted a number of tacks. However these tacks have likely been highly makeshift. Now is a good time to start teaching proper form. To start, just ensure that all students are facing forwards throughout the tack. Proper tacking is going to be difficult for a lot of students at first, just getting them to face forward will be a huge victory.
Lesson Title:  **Wind Direction**

Creative Theme:  

Skill:  **How to Find Where the Wind is Coming From**

Audience:  **Wet Feet Sailors**

Name:  

Total Time:  **25min**

What do I want the sailor to know?

How to identify wind direction

Standard. By the end of the lesson, students will be able to:

Be able to list 3 ways to find and correctly identify wind direction

Skill Breakdown. Step by step, what does the skill your teaching look like:

N/A

Teaching Methods (Try to use 3 as a minimum):

Brainstorming, Guided Discovery, Discussion

---

### Introduction

**(How will I grasp the sailors attention in the first 7sec?)**

“Who can tell me where the wind is coming from today?”

“What clues did you use to help determine that?”

“Can you think of any other clues that could be used?”

### Skill Progression

**Ways to find wind direction:**

Flags, Wind Indicators, Waves, Luffing Sails, Trees, Grass, Hair, Feel on Face
Drills/Activities

Have a map or chart of your sailing area for each sailor (allow them to colour it how they would like). Pin "wind arrows" to the centre of the map, loose enough to spin but tight enough that they’ll stay in place. Each day have the sailors identify where the wind is coming from and spin their arrow to show the direction. If your club has space, you can tape these up on a wall for all sailors in the program to see.

Lesson Check

On the dock, ask sailors to point out all the ways to find wind direction, then identify the wind direction using those indicators.

Conclusion/Debrief

“How do we know where the wind is coming from? What are some ways we can find the wind direction?”

Provide hints for the students and try to involve as many of them as possible.

Materials Needed

Whiteboard & Pens, flag, opti wind indicator, fan (if inside), map, markers, construction paper and pins for “wind arrows”

Evaluation

Identify wind direction on the water using wind indicators and their sails.
Lesson Title:  **Sheeting**  
Name:  

Creative Theme:  
Total Time:  **30min**

Skill:  **Where should the boom be?**  
Audience:  **Wet Feet Sailors**

**What do I want the sailor to know?**

Where their boom should be when sailing upwind, downwind, and on a reach

**Standard. By the end of the lesson, students will be able to:**

sheet their sail to the right position the majority of times

**Skill Breakdown. Step by step, what does the skill your teaching look like:**

- Close Hauled - boom over the back corner
- Reach - boom halfway out
- Downwind - boom all the way out

**Teaching Methods (Try to use 3 as a minimum):**

Demonstration, Game Playing, Drill & Practice

<table>
<thead>
<tr>
<th>Time</th>
<th>Introduction (how will I grasp the sailors attention in the first 7sec?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1min</td>
<td>“While you are sailing around, are your sails always set at the exact same place?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Skill Progression</th>
</tr>
</thead>
</table>
| 10min| 1. Upwind - boom over the back corner  
2. Reach - boom halfway out  
3. Downwind - boom all the way out |
<table>
<thead>
<tr>
<th>Time</th>
<th>Drills/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10min</td>
<td>Go over each position separately at first. When sailors have grasped each concept, move onto games. When sailors are practicing, make sure they are using their double-handed sheeting knowledge. The other partner will help push the boom out</td>
</tr>
<tr>
<td>10min</td>
<td><strong>Sheeting Game:</strong> Split sailors into partners. One partner will sit in the boat, the other will help push the boom out. There are 4 commands: 1. “Close Hauled!” - pull boom into the corner as if they were sailing upwind 2. “Reach!” - have the boom halfway out as if you were sailing on a reach 3. “Downwind!” - let the sail out all the way as if you were sailing downwind 4. “Switch!” - sailors have to switch positions; the sailor who was pushing the boom out now sits in the boat, and the sailor who was in the boat now pushes the boom out.</td>
</tr>
<tr>
<td>15min</td>
<td><strong>On Water:</strong> Set a triangle course so sailors can use each of the three points of sail you have just taught them</td>
</tr>
<tr>
<td>1min</td>
<td><strong>Lesson Check</strong></td>
</tr>
<tr>
<td></td>
<td>Check for proper sail trim while sailors are going around the course</td>
</tr>
<tr>
<td></td>
<td><strong>Conclusion/Debrief</strong></td>
</tr>
<tr>
<td></td>
<td>“Are these the only points of sail?”</td>
</tr>
<tr>
<td></td>
<td>“No, but they are 3 very important ones. You just need to make minor adjustments for every other direction.”</td>
</tr>
<tr>
<td></td>
<td><strong>Materials Needed</strong></td>
</tr>
<tr>
<td></td>
<td>Rigged boats</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td></td>
<td>Watch during all on-water drills that students are using correct sail trim.</td>
</tr>
</tbody>
</table>
Lesson Title: Tacking

Creative Theme: ___________________________

Skill: Basic Steps to Tacking

What do I want the sailor to know?

How to perform a basic tack

Standard. By the end of the lesson, students will be able to:

Facing forward through the tack (can also work on staying on feet during tack)

Skill Breakdown. Step by step, what does the skill your teaching look like:

Look around to make sure there are no boats in the way; tell crew you are tacking; push the tiller; duck; straighten tiller when pointing to new direction; switch sides (back foot across first so always face forward); sit down; switch tiller and mainsheet hand (do not stress too much on this step as it is fairly complex); sail away

Teaching Methods (Try to use 3 as a minimum):

Guided Discovery, Demonstration, Drill & Practice

<table>
<thead>
<tr>
<th>Time</th>
<th>Introduction (how will I grasp the sailor's attention in the first 7 sec?)</th>
<th>Whose Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min</td>
<td>“When we want to change direction and our sail switches sides, what is that called?”</td>
<td>Me and Sailors</td>
</tr>
<tr>
<td>5 min</td>
<td>Skill Progression</td>
<td>Me and the Sailors</td>
</tr>
</tbody>
</table>

1. Performing skill on the deck
2. Doing a tack on the water, under coaches instruction
3. Performing a tack without instruction
<table>
<thead>
<tr>
<th>Time</th>
<th>Drills/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10min</td>
<td>Instructor demonstrates the whole tack on the dock. If you have a volunteer, have them demonstrate the tack while you talk through it. Then, have each sailor try it while you talk them through it. After each sailor has had a turn, split them into pairs and have them try it with their partners in their own boats. Walk around and help out whoever is having problems.</td>
</tr>
<tr>
<td>5min</td>
<td>When all the sailors are on the water, go beside each boat and talk every sailor through a tack. It is important to remain patient, some students may require more attention then others. Eventually everyone should be capable of performing an uninstructed tack.</td>
</tr>
<tr>
<td>10min</td>
<td>Set two marks on a beam reach course and have the sailors tack around each mark.</td>
</tr>
</tbody>
</table>

**Lesson Check**

Watch each sailor perform a tack without talking them through it

**Conclusion/Debrief**

“When our bow goes through the wind it is called a tack. What about when we do the opposite & turn the stern of our boat through the wind?”

**Materials Needed**

Rigged boats, 2 marks

**Evaluation**

Consistant tacks on or off a set course. Differentiate between a tack and a gybe

**Whose Talking**

Activity

Activity

Activity

Me and sailors

Materials Needed

Rigged boats, 2 marks

Evaluation

Consistant tacks on or off a set course. Differentiate between a tack and a gybe
Day 3

Resources for Activities
(Please photocopy these pages or print them from your resource CD)
Where should my boom be?
Day 4

On day 4 it is time for you to finish off your students’ progress cards. Try to make these cards playful and fun by using colourful stickers, and encouraging words. Every sailor tried, yet not all will attain the “I can” level. This is okay and to be expected. Remain positive, and focus on what these sailors did accomplish. Tell them what aspects of the course you feel they can improve upon and encourage them to stick with sailing and to continue refining their skills.

For today the main skills that you will be working on with the sailors are tacking and balance.

The Complete Tack

Demonstrate to the students how to perform a proper tack, while focusing on the following 3 points:
- Staying on your feet
- Looking forward
- Ducking the boom

Watch the sailors demonstrate their tacks while at the dock. Watch and make certain that they are all focusing on the 3 points mentioned prior. If they cannot demonstrate this skill on the dock, they are very unlikely to do so on the water. So keep practicing until everyone has it.

While on the water, there is no need to set up a windward leeward course, rather stick to a reaching course. This will allow the students to work on their tacking without having to worry about progressing upwind. Many students will need a fair bit of coaching, and be certain that everyone is focusing on 1) staying on their feet, 2) looking forward, and 3) ducking the boom.

Balance

The other skill you will be working on with your students today is balance in the boat. Allowing the sailors to move around in the boat on the water helps in establishing the sense of where the sailors can sit and where they can move. While on the water, have the sailors move from the rudder touch the mast, touch the sprit pole, back to the stern, have no legs or hands touch the bottom of the boat, balance on all 4s and anything else you feel the sailors can benefit from. By combining balance and vocabulary you are able to cover two topics in a fun and interactive way.
Lesson Title: **Terminology**

Name: __________________________________________

Creative Theme: _____________________________

Total Time: ___30min_____________________

Skill: **Sail Parts**

Audience: **Wet Feet Sailors**

What do I want the sailor to know?

**Parts of a Sail**

Standard. By the end of the lesson, students will be able to:

Be capable of listing/desccribing all the parts of an opti sail

Skill Breakdown. Step by step, what does the skill your teaching look like:

N/A

Teaching Methods (Try to use 3 as a minimum):

Guided Discovery, Game Playing, Problem Solving

<table>
<thead>
<tr>
<th>Time</th>
<th>Whose Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1min</td>
<td>Me</td>
</tr>
<tr>
<td>5min</td>
<td>Me and the Sailors</td>
</tr>
</tbody>
</table>

**Introduction** (how will I grasp the sailors attention in the first 7sec?)

“How many parts of the sail are you able to name?”

“Excellent, now lets learn the remaining”

**Skill Progression**

**Parts of the Sail:**

Boom, mast, battens, sail ties, tell-tales, wind indicator, outhaul, boom vang, sprit pole
Drills/Activities

**Colour Activity Sheets:**
Some Sailors may not be able to read the activity sheets. Therefore, instructors need to show sailors the word they are talking about (eg. “The first word is boom, where is the boom? We’ll colour it green.”)

**Lesson Check**

**On Water - Simon Says**
eg. “Simon says touch the bow” - sailors have to walk to the front of their boat and touch the bow

“Simon says touch the sprit pole” - sailors have to stand and touch the sprit pole

**Conclusion/Debrief**

Review the parts of the sail while derigging

**Materials Needed**

Whiteboard & pens, activity sheets, markers, and rigged boats

**Evaluation**

Identify parts when rigging

---

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
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<tr>
<td>10min</td>
<td>Lesson Check On Water - Simon Says eg. “Simon says touch the bow” - sailors have to walk to the front of their boat and touch the bow</td>
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</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Drills/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5min</td>
<td>Conclusion/Debrief Review the parts of the sail while derigging</td>
</tr>
</tbody>
</table>

**Materials Needed**

Whiteboard & pens, activity sheets, markers, and rigged boats

**Evaluation**

Identify parts when rigging

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<table>
<thead>
<tr>
<th>Whose Talking</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Activity</td>
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<tr>
<td>Activity</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Me and Sailors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sailors</td>
</tr>
</tbody>
</table>
Lesson Title: Tacking  
Name:  

Creative Theme:  
Total Time: 30min  
Skill: Proper form through a tack  
Audience: Wet Feet Sailors  

What do I want the sailor to know?
How to tack while using proper form

Standard. By the end of the lesson, students will be able to:
Tack a boat while looking forward, standing on their feet, and ducking the boom

Skill Breakdown. Step by step, what does the skill your teaching look like:

1) sailors push the tiller away from themselves
2) place back foot across to the other side of the boat
3) stand, looking forward
4) duck the boom as it swings across the boat
5) straighten the tiller
6) sit on the new side of the boat

Teaching Methods (Try to use 3 as a minimum):
Guided Discovery, Game Playing, Problem Solving

<table>
<thead>
<tr>
<th>Time</th>
<th>Introduction (how will I grasp the sailors attention in the first 7sec?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“When you tack what are some important things to watch for?”</td>
</tr>
<tr>
<td></td>
<td>“Do you face backwards while switching sides?”</td>
</tr>
<tr>
<td></td>
<td>“Do you want to learn how to perform the PERFECT tack?”</td>
</tr>
</tbody>
</table>

Skill Progression

1) Explain step-by-step how to conduct a proper tack
2) Demonstrate a tack at the dock in their boats
3) Perform a tack on water with instruction
4) Perform a tack on water without instruction

Whose Talking
Me and the Sailors
<table>
<thead>
<tr>
<th>Time</th>
<th>Drills/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10min</td>
<td><strong>Off Water:</strong> Set up 2 chairs facing each other and have the sailors simulate how they would switch sides of the boat through a tack. Bring in a tiller and a mainsheet for them to hold as well. As they switch sides have them duck a broom stick (simulating the boom).</td>
</tr>
<tr>
<td>10min</td>
<td><strong>On Water:</strong> 1) Have the students follow you upwind while tacking on the whistle or, 2) set an upwind-downwind course with 2 marks. Tell the students they have to perform at least 5 tacks on the upwind leg. While performing their tacks in either drill, have them recite aloud; “Turn, Stand, Duck, Sit”. This will help to reinforce their learning and help them through their tacks.</td>
</tr>
<tr>
<td>5min</td>
<td><strong>Lesson Check</strong> Watch for your students upwind sailing in the future. Make sure they are 1) Looking forward, 2) Standing, 3) Ducking the boom.</td>
</tr>
<tr>
<td></td>
<td><strong>Conclusion/Debrief</strong> Congratulate students on how well they performed on the water. Ask them where they think they could improve, or if they had trouble with anything in particular. Give them concise and necessary feedback. Reiterate the importance of Standing, ducking, and facing forward through a tack.</td>
</tr>
<tr>
<td></td>
<td><strong>Materials Needed</strong> 2 Chairs, Tiller, Mainsheet, rigged boats, 2 marks.</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong> Watch for proper tacks out on the water in future lessons.</td>
</tr>
</tbody>
</table>
|       | Whose Talking Activity Activity Sailors Me and Sailors Me and Sailors Me and Sailors Me and Sailors Me and Sailors Me and Sailors Me and Sailors Me and Sailors Me and Sailors Me and Sailors Me and Sailors
Day 4

Resources for Activities
(Please photocopy these pages or print them from your resource CD)
This is my sail
Day 5

A Pirate PaARRRty

The last day should be fun and focused on tying up loose ends, and ensuring that the students leave the camp happy and excited about sailing. Having a pirate theme for the day is a great way to put a fun spin on activities, and promote a fun environment for everyone's last day together.

Activities

Pirate activities could include: sponge tag (pretend cannons), a treasure hunt on or off the water (with a pirate map), or a treasure hunt with a series of clues hidden on different boat parts. A Kleenex box covered in aluminum foil works well as a treasure box. Treasures for your treasure box can include whistles, coins, or any other small, and cost effective prize.

If possible, sail your students to a new location for their pirate activities. The new location will help add to the excitement of the day. The students will take on their pirate roll very seriously, being well organized with your activities will help to ensure that they never have to break character, thus maximizing their enjoyment.

Costumes

Have pirate hats for all the sailors, you can either make some yourself out of black construction paper or have the sailors create and decorate their own (see Build Your Own Pirate Hat at the end of this chapter). Encourage the students to come in full costume. Have some extra pieces of clothing for the ones who have forgotten or who did not have anything at home.

Loose Ends

It is important that while the students are sailing around today that you still provide valuable coaching to them. This is their last chance to prove to you that they are capable of accomplishing the required skills for this course. Focussing your attention on those borderline students may be the difference that helps a number of students accomplish the goals of the Wet Feet program.
Day 5

Resources for Activities
(Please photocopy these pages or print them from your resource CD)
Pirate Hats!

The following steps illustrate how to create your own pirate hat. If you are uncertain whether the sailors will be able to make their own hats, prefold them and have your students decorate their own hats. Newspaper is a good material to use because of it’s size.

1. Start with a flat sheet of paper
2. Fold this sheet in half
3. Fold the top corners down and to the middle
4. After folding, your hat should look like this
5. Fold up the front bottom half
6. Fold up the back bottom half
7. Here’s YARRRR hat
Treasure Hunt

Look for these objects around your sailing area. Circle the ones that you locate!
After the Course

Improving As A Coach

In order to properly develop as an effective coach it is important that you are always learning from, and evolving with every course you teach. Every course will be different and provide you with unique opportunities to better refine your instructing abilities. The better you can adjust your teaching style and creativity, the better the sailors will learn, making for a more fun learning environment. Keep a journal, every day write down what went well with the day, what could have gone better, and how you would do things differently next time. If you do not write it down, it will slip your mind and be wasted as a learning opportunity.

Learning Outcomes for a typical 5-day Wet Feet program

By the end of this course the following objectives will have been addressed:
- Safety
- Balance
- Steering
- Propulsion
- Proper tiller extension grip
- Double sheeting
- Tacking
- Stopping and acceleration

Resources available in this course package and CD

- Lesson plans
- Work sheets
- Progress card

No Wind Activities

In addition to the lesson plans accompanying the individual days, a number of lessons have been developed for days where it is not possible to get on the water (i.e. too much wind, not enough wind, stormy conditions).

These lessons can be found after this chapter and include:
- Bailing
- Paddling
- Sprit pole paddling
- Boat parts vocabulary
- Towing
- Docking
- What to wear on the water
- What you need in a boat (MOT requirements)
- Knots
- Art projects
No Wind Lessons
Lesson Title: Docking

Creative Theme: ______________

Skill: Docking Upwind

Total Time: 25min

Audience: Wet Feet Sailors

What do I want the sailor to know?

How to approach an upwind dock safely and in control

Standard. By the end of the lesson, students will be able to:

Be capable of safely bringing an Opti safely to an upwind dock in one attempt

Skill Breakdown. Step by step, what does the skill your teaching look like:

Sail up to about 2 boat lengths from dock (the distance will depend on the wind); let sail out completely so it’s luffing; drift into dock. Students may need to skull a bit to get to the dock.

Teaching Methods (Try to use 3 as a minimum):

Demonstration, Drill & Practice,

<table>
<thead>
<tr>
<th>Time</th>
<th>Introduction (how will I grasp the sailors attention in the first 7sec?)</th>
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<tbody>
<tr>
<td>1min</td>
<td>“When you come into dock, do you want to ram into it at full speed?”</td>
</tr>
<tr>
<td></td>
<td>“How is it that we normally slow down or stop our boat out on the water?”</td>
</tr>
<tr>
<td></td>
<td>“Can you explain how you think a safe way to come into dock would be?”</td>
</tr>
</tbody>
</table>

Skill Progression

1) Letting sail out when close to the dock
2) Skulling
3) Letting out sail then skulling slowly into dock
<table>
<thead>
<tr>
<th>Time</th>
<th>Drills/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10min</td>
<td>Put a mark by the dock where you feel the students should begin to let their sails out. After a couple practices, take the mark away and see if sailors can judge where to let their sail out. This should be done in light wind!</td>
</tr>
<tr>
<td>10min</td>
<td>Set a short course with two marks. Without sails in the boats (only rudder, and daggerboard in the hull), have sailors skull around the marks. Make sure this course is short so sailors can get around easily, but large enough that there won’t be collisions. This exercise will help them refine their skulling skills.</td>
</tr>
<tr>
<td>5min</td>
<td><strong>Lesson Check</strong></td>
</tr>
<tr>
<td></td>
<td>Make sure sailors are approaching the dock properly. Help them out if they are having difficulty.</td>
</tr>
<tr>
<td>1min</td>
<td><strong>Conclusion/Debrief</strong></td>
</tr>
<tr>
<td></td>
<td>“If it is really really windy, do you think we should let our sails out earlier or later when approaching the dock?”</td>
</tr>
</tbody>
</table>

**Materials Needed**

- Rigged boats, 2 marks

**Evaluation**

Watch for proper docking after every on-water session. Start to get the students thinking about how they should be approaching the dock from all wind directions.
Lesson Title: **Capsizing**

Creative Theme: 

Total Time: **25min**

Skill: **Bailing**

Audience: **Wet Feet Sailors**

**What do I want the sailor to know?**

How to properly bail a boat while sailing at the same time

**Standard**. By the end of the lesson, students will be able to:

Be capable of demonstrating how to properly hold a bailer while still steering the boat

**Skill Breakdown**. Step by step, what does the skill your teaching look like:

Hold bailer handle in forward (mainsheet) hand with pinky towards the top of the bailer. Reach under the knees and scoop the bailer toward the front of the boat. Lift up bailer and dump the water over the side.

**Teaching Methods** (Try to use 3 as a minimum):

Demonstration, Drill & Practice, Game Playing

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<th><strong>Introduction</strong> (how will I grasp the sailors attention in the first 7sec?)</th>
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<tbody>
<tr>
<td>2min</td>
<td>“Do you think you would sail faster or slower with water in your boat?”</td>
</tr>
<tr>
<td></td>
<td>“How would you get the water out of your boat to ensure you’re going as fast as possible?”</td>
</tr>
</tbody>
</table>

**Skill Progression**

1) Hold bailer with pinky forward 
2) Scoop water from back to front 
3) Dump water over the side

**Whose Talking**

Me
### Drills/Activities

Give each sailor their own bailer (they can share if there are not enough). Have students practice holding their bailers and also scooping water.

**Bailing Race:**
Put sailors into teams of 2, and assign one boat to each team. Put the same amount of water in each boat, and give sailors a bailer each and have them get into their swamped boats. Next have a start signal (ie. whistle) and then have the students race to bail all of the water out of their boats. First team done, wins!

### Lesson Check

Watch for sailors bailing out their boats on the water. Look for proper form.

### Conclusion/Debrief

If you are struggling with bailing out the water and waves keep filling up your boat, should you continue to try and bail it out on your own, or ask for help from an instructor?

### Materials Needed

One boat for every 2 sailors, one bailer for every sailor

### Evaluation

Watch for proper form, next students will focus upon bailing while sailing.
Lesson Title: Docking

Creative Theme: __________________________

Total Time: 25 min

Skill: Docking On A Reach

Audience: Wet Feet Sailors

What do I want the sailor to know?

How to safely dock on a reach

Standard. By the end of the lesson, students will be able to:

Be capable of safely bringing an Opti to dock on a reach

Skill Breakdown. Step by step, what does the skill your teaching look like:

Sail close to dock, about 2 boat lengths away; let sail out and drift slowly into the dock

Teaching Methods (Try to use 3 as a minimum):

Demonstration, Drill & Practice

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<td>“When you come into dock, do you want to ram into it at full speed?”</td>
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<td>“How is it that we normally slow down or stop our boat out on the water?”</td>
</tr>
<tr>
<td></td>
<td>“Can you explain how you think a safe way to come into dock on a reach would be?”</td>
</tr>
</tbody>
</table>

Skill Progression

1) Letting sail out when close to the dock
2) Letting out sail then drifting slowly into dock
3) Skulling if needed
### Drills/Activities

Sailing to the dock, have a mark a couple of boat lengths from the end of it. Tell sailors to let their sails all the way out when they reach this mark, and then drift gently into the dock.

### Lesson Check

Make sure sailors are approaching the dock properly. Help them out if they are having difficulty.

### Conclusion/Debrief

“If it is really really windy, do you think we should let our sails out earlier or later when approaching the dock?”

“Do we sail into the dock exactly like this for all wind conditions?”

### Materials Needed

Rigged boats, 1 mark

### Evaluation

Watch for proper docking after every on-water session. Start to get the students thinking about how they should be approaching the dock from all wind directions.
Lesson Title: Docking

Creative Theme: __________________________

Skill: Docking Downwind

Audience: Wet Feet Sailors

Total Time: 30min

Name: __________________________

What do I want the sailor to know?

How to approach a downwind dock safely

Standard. By the end of the lesson, students will be able to:

Be capable of safely docking an opti at a downwind location

Skill Breakdown. Step by step, what does the skill your teaching look like:

Sail downwind until about 3 boat lengths from the dock; turn the boat head to wind and unclip the mainsheet (if more advanced, can unclip the mainsheet without heading to wind); drift and skull the boat into the dock

Teaching Methods (Try to use 3 as a minimum):

Demonstration, Drill & Practice

<table>
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<tr>
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<th>Introduction (how will I grasp the sailor’s attention in the first 7sec?)</th>
<th>Whose Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1min</td>
<td></td>
<td>Me</td>
</tr>
</tbody>
</table>

“How do you unclip your mainsheet?”

“When might it be helpful to unclip your mainsheet?”

“How could you luff your sail while still pointing downwind?”

Skill Progression

1) Turning up into irons
2) Skulling
3) Landing at a downwind dock safely
Drills/Activities

**Docking:**
Set a mark 3-4 boat lengths from the dock. Have sailors sail downwind to this mark. When they reach it, have them turn up into irons. After a few successful dockings, take the mark away and have sailors judge when they should turn into irons on their own.

**Skulling:**
If students require practice skulling; set up two marks and have them skull around the course without rigged sails.

or, set up a skulling race for the students to compete in. To do this, set up one mark away from the dock. Have students race from the dock, around the mark, and then back again.

**Lesson Check**
Make sure sailors are approaching the dock properly. Be near the dock as some may require assistance unhooking their mainsheets.

**Conclusion/Debrief**
“If it is really really windy, do you think we should unhook your mainsheets earlier or later?”

**Materials Needed**
Rigged boats, 2 marks

**Evaluation**
Watch for proper docking after every on-water session. Start to get the students thinking about how they should be approaching the dock from all wind directions.
Lesson Title: Water Safety

Creative Theme: ______________________

Total Time: 35min

Skill: What to Wear on the Water

Audience: Wet Feet Sailors

What do I want the sailor to know?

How to dress appropriately for all weather conditions

Standard. By the end of the lesson, students will be able to:

Dress appropriately for everyday they are out on the water

Skill Breakdown. Step by step, what does the skill your teaching look like:

N/A

Teaching Methods (Try to use 3 as a minimum):

Discussion, Brainstorming, Guided Discovery, Game Playing

<table>
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<th>Introduction (how will I grasp the sailors attention in the first 7sec?)</th>
</tr>
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<tbody>
<tr>
<td>1min</td>
<td>“What does the weather look like today?”</td>
</tr>
<tr>
<td></td>
<td>“How do you think you should dress if you were to go out on the water today?”</td>
</tr>
<tr>
<td></td>
<td>“Can you think of all the different kinds of weather you could go sailing in?”</td>
</tr>
</tbody>
</table>

Skill Progression

**Sunny and Hot:**
Sunscreen, sunglasses, shorts, t-shirt, bathing suit, PFD, hat, sandals

**Rainy but Warm:**
Light jacket, spray pants, hat, PFD, boots

**Cold and Unpredictable:**
Layers, jacket, spray pants, wetsuit/drysuit, gloves, hat, boots, PFD
Drills/Activities

**Dress Up:**
Fill a box with all different kinds of clothing. Nominate 3 sailors to be sailing in 3 different weather conditions (sunny and hot, rainy, and cold). Have the remaining sailors appropriately dress the 3 nominated sailors for their weather conditions using the clothing in the box.

**Lesson Check**

Draw a person on a whiteboard (or flipchart), and give a weather condition. Sailors have to shout out clothing that would be appropriate to wear for said condition. As answers are provided, draw them onto the cartoon individual.

**Conclusion/Debrief**

“What should you always wear regardless of the weather?”

“What would you wear on a day like today?”

**Materials Needed**

Whiteboard, Pens, Weather specific clothing in a box

**Evaluation**

Watch to ensure that students are dressing appropriately for the different weather conditions.

Try to keep extra clothing at your program. Often students will not be properly dressed for the weather and require a sweater or jacket.
Lesson Title: **Water Safety**

Creative Theme: 

Skill: **MOT equipment requirements**

Name: 

Total Time: **30min**

Audience: **Wet Feet Sailors**

What do I want the sailor to know?

How to equip a boat under 6m as outlined by the Ministry of Transportation Standard. By the end of the lesson, students will be able to:

Identify the different objects required on a boat under 6m

Skill Breakdown. Step by step, what does the skill your teaching look like:

N/A

Teaching Methods (Try to use 3 as a minimum):

- Brainstorming
- Guided Discovery
- Role Playing

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 1min | "What do you think would be some handy things to keep with you while on the water incase you get into trouble?"
|      | "Did you know that the Coast Guard has laws about specific things we need in our boats to keep us safe?"

Skill Progression

**MOT Requirements:**

PFDs for everyone, 15m towline, paddle or anchor, bailer, flashlight, (or flares) whistle, navigation lights (if operating at night), fire extinguisher (for boats with an inboard engine)
### Drills/Activities

**MOT Box:**
Have 2 boxes, each containing all of the MOT required equipment. as well as some equipment that might be a good idea (ie. VHF radio, duct tape, snacks, sunscreen, first aid kit, etc.). Divide the class into 2 teams and give each team a box. Each team has 5 minutes to divide all the contents of the box into required and non-required items.

### Lesson Check
Have sailors point out the MOT equipment found in your coach boat.

### Conclusion/Debrief

“Why is it important to keep these items in our boat?”

“What do you think happens if the Coast Guard catches us without these items?”

### Materials Needed

Whiteboard, Pens, Boxes with MOT equipment, Coast Guard booklet

### Evaluation

Are students capable of describing to you the different items, how to use them, and their importance?
Additional Resources
June 15, 2008

John Doe
1234 W 56 Ave
Vancouver, BC
A1B 2C3

Dear John,

This letter is to confirm your registration in Wet Feet for the session starting July 2 and ending July 6. Your class will run from 1:00pm to 3:30pm each day, and we will be meeting each day on the grassy area at the back of the clubhouse.

You are reminded that you must bring your own MOT-approved PFD each day. We have a limited number of PFDs available to those who have forgotten, however you will not be able to go on the water without one so please bring your own.

Please bring the following each day:

- At least one change of clothes with a towel
- Sunscreen and a hat
- A sweater, windbreaker or other lightweight jacket
- Soft-soled footwear with a fixed heal (no flip-flops please!)

Please note that wetsuits and drysuits are not required, however some sailors find wearing one more comfortable. Snacks will be provided each day (juice, cookies, crackers), however you are welcome to bring your own snack as well. Please let us know of any allergies or conditions (ie. Diabetic, nut allergies) we should be aware of.

Parents: please fill out the attached photography consent form and bring it on the first day of class.

We hope that you are excited about this coming summer and your time at the Yacht Club. If you have any questions regarding your registration, please contact myself or the Head Instructor at 604.123.4567.

We are looking forward to seeing you on July 2!

Sincerely,

(Sailing Director or Head Instructor)
Photography Consent

Child’s Name:__________________________

Dates of Session:_____________________

Throughout the sailing course, instructors will be taking pictures of all the sailors. At the end of the course, these photos will be compiled and put onto a CD for each sailor. Photos may also be used on the Yacht Club website.

We ask that you complete this form indicating whether you give your permission for instructors to photograph your child. Please note that names will not be on either the end of session CD or anywhere else the photos are used.

Please check one:

_____ I allow my child to be photographed for the purposes outlined above

_____ I do not want my child to be photographed

Parent/Guardian Signature: ____________________________

Parent/Guardian Name (please print):____________________________

Date: ____________________

Please complete this form and give it to the instructor on the first day of the session.
Suggested Supplies for an Art Box

• Felt Markers
• Crayons
• Pens & Pencils
• Scissors
• Glue
• Tape
• Coloured Paper
• Coloured Construction Paper
• White Paper
• Poster Board
• Paints (water based)
• Paint Brushes
• Foam Stickers
• Coloured Foam Sheets
• Sponges
• Stencils
• Pipe Cleaners
• Rulers
• Paper Cups
• Paper Plates

All of this can be found at any art supply shop. This list is just a suggestion, you may want more or less items depending on your class.