

Getting started

This section draws together many teaching themes common to pupils of all ages and abilities. The main themes covered, learning to sail and organising a residential visit, apply equally to primary, secondary and special schools. Topics which are more specific to these groups are dealt with separately in the next three sections. However, there are many overlaps and general material will be found in all four sections.

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Learning to sail

Introduction

The focus in this part of the section is on support materials for teachers and adult helpers. Excellent resources for beginners themselves are referred to in the **Resources** section.

Many experienced sailing instructors would argue that one of the most effective approaches to learning sailing is through games. None would dispute the fact that enjoyment is vital if beginners are to be persuaded to become keen enthusiasts for life. The first two contributions follow this theme, providing a variety of fun ideas for games, annotated with teaching points. The third provides introductory lesson notes from a collection of support materials written for non-sailing teachers and adult helpers. The fourth is a set of revision notes for adults with more experience of sailing. The fifth is a detailed description of a competency-based award scheme which provides a possible framework for devising a teaching programme.

How do I make it fun?

Extract from 'Watersports are for everyone' by Carol Blundell with kind permission of RYA

"I believe that sailing in all its forms should be an adventure, a voyage of discovery, exciting, challenging and fun."

It is now an accepted practice in teaching sailing that people can learn and polish skills through playing games. Don't assume that this applies only to children - it's astonishing how quickly adults will relax and start enjoying games. Many of us have learned much through playing games in the playground - most children's games can be adapted to on the water exercises with a little imagination. (There are many good ideas for games in the RYA Young Opportunity Activity Books.)

My favourite game for the very young and some special needs groups, although not total beginners, is a very simple balloon game. First, scatter the lake with lots of different coloured balloons, half-filled with water so that they don't blow away too quickly. Depending on the ability of the group, set a task selected from A to H.

- A Can you catch the balloon?
- B Why put water in it?
- C Which way is the wind blowing?
- D Why did it pop?
- E Who collected the most balloons?
- F Maths lesson - eg each colour has a value - collect 13 points.
- G What will happen to the environment if we leave pieces of rubber on the lake - research?
- H Which team has the most balloons?

Great value can be gained from evaluating the game with the students afterwards. Whatever the game, the students will also very quickly learn to tack, gybe, reach, run, race and therefore gain confidence without realising.

Don't underestimate how much preparation time is needed for some games; always be prepared to adapt or stop the exercise if it is no longer fun. As a general rule, any exercise or game should be done twice - once so that participants properly understand what is involved and the second time so that they can really relax and enjoy it.

Finally, remember that each game or exercise needs a purpose. If it is planned and organised properly, the students will forget that they are being taught and they will learn many techniques through watching others, copying or experimenting.

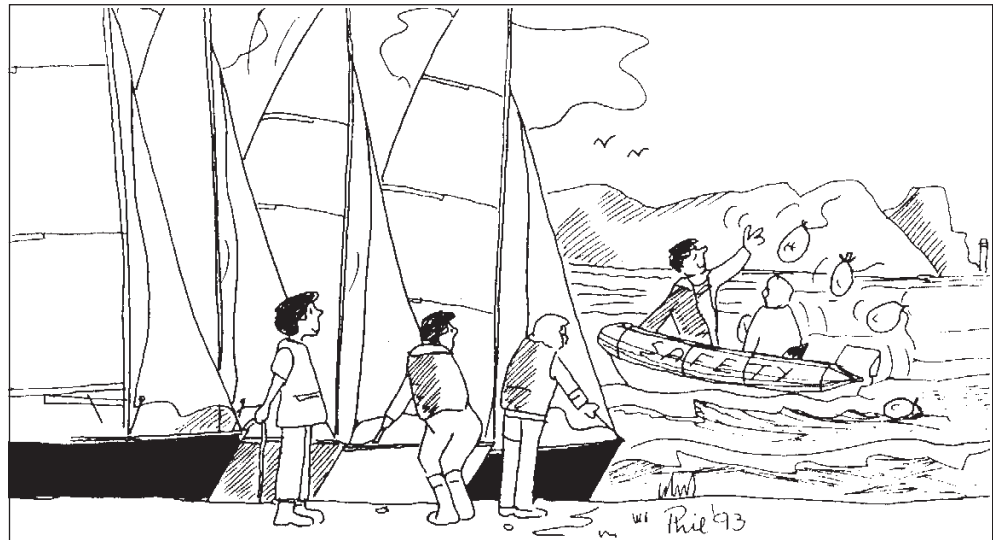
Sailing through games

First published in School Sailing Matters, Spring 1993, cartoon illustrations by Phil Twining. Additional contributions from many sources.

Ideas to help introduce or re-inforce teaching points of sailing during training sessions. These games can be great fun for pupils but for learning objectives to be achieved safely, consideration must be given to the pupils' abilities and confidence as well as the prevailing conditions. When enjoyment ceases, games lose their purpose in teaching.

Duck hunt catch

With the group all afloat or awaiting a Le Mans start on the whistle, the 'ducks' are spread over the sailing area. The winner is the person or team to collect the greatest number. Variation: Award points by 'duck' colour, size or marking. The winner is still the one with the highest score but this offers a more tactical game.



Teaching points: Going about, gybing, awareness of other boats, avoiding collisions.

Resources: Plastic containers/half inflated balloons containing a little water to stop them blowing away.

Corky

Game for figure of eight course.

Take cork from container and return to safety boat. Only one cork at a time.

Teaching points: Going about, gybing, going alongside.

Resources: Corks, floating open-topped containers.

Leapfrog

Two boat teams A and B. From start A anchors, B sails past to windward, carries out a MOB recovery then anchors; as soon as B retrieves MOB, boat A weighs anchor and sails past to windward and carries out MOB recovery. Variation: Boat B must anchor upwind of A such that she can drop back on her anchor warp and pass a baton or litre 'pop' bottle of water. Once A has the container she sails to windward, drops anchor and passes baton.

Teaching points: man overboard practice, anchoring and warping.

Resources: Baton or litre 'pop' bottle of water.

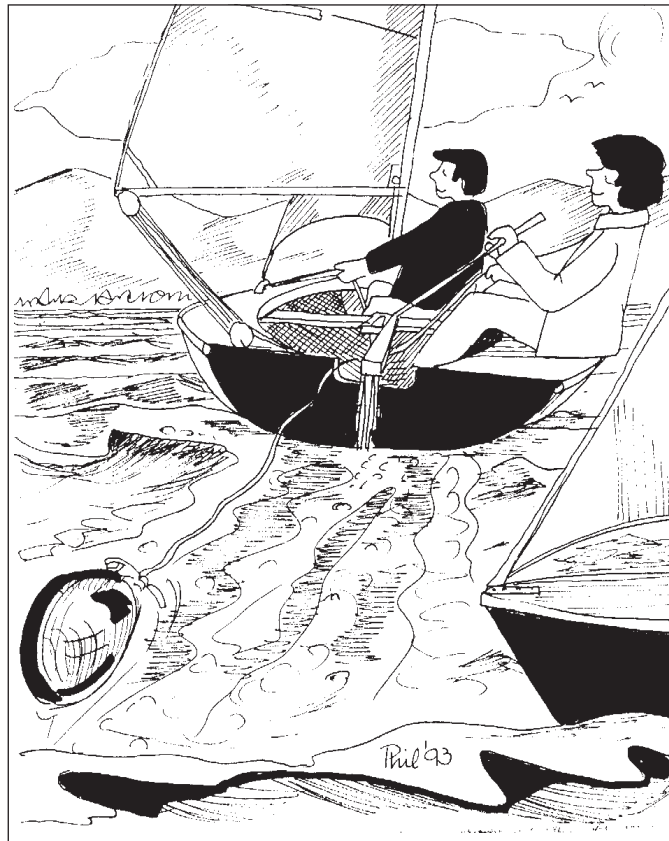
Hare and hounds

Each boat has a container on string tied to the back of the boat. Hare tows his container outside boat. When the container is touched by another boat, it becomes the hare and trails its container. The 'old hare' pulls out his container and becomes a hound. Play in a marked out area.

Teaching points:

Going about, gybing, accurate sailing avoiding collisions.

Resources: Plastic bottles on string.

**Environmentally friendly treasure hunt**

From start, anchor off lee shore and drop back to retrieve two pieces of 'treasure' (litter/plastic container etc) from shore. Sail to 'barge' (safety boat) to deposit treasure and return for more. Winner is first to retrieve given number of pieces of treasure.

Teaching points: Sailing off from a lee shore.

Resources: Pieces of litter, plastic containers or buoyancy aids as treasure.

Orienteering afloat

As for land orienteering, but using buoys marked with code letters.

Teaching points: Sailing on all points of the wind.

Resources: Buoys, coloured or marked with code letters.

Paddling/rowing races

Individual or teams, between two buoys or moored boats.

Teaching points: Paddling/rowing skills

Resources: Dinghy hulls only with paddles/oars

Working to windward

Go to bucket, get ball, return to boat.

First with three balls wins.

Come alongside - given cork every time they make a slow pass.

Round a 5-point course.

If you pass a boat put a cork in.

Teaching points: Sailing to windward.

Resources: Buckets, tennis balls, corks.

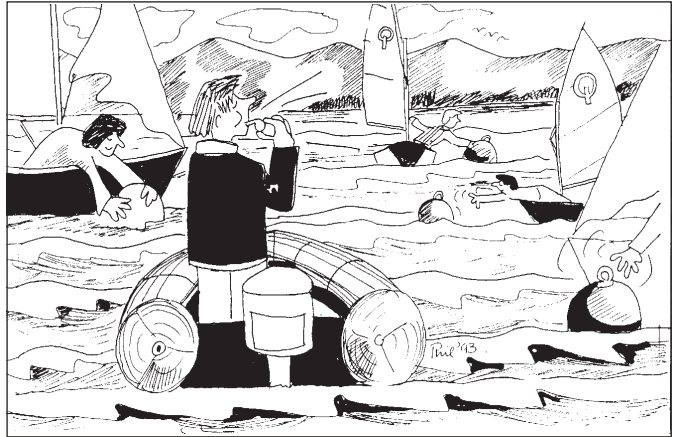
Musical buoys

Using a set of buoys and boats sailing around, maybe with music or on the whistle, boats are required to catch hold of or moor to the buoys. Variation: first nominate a buoy by touching it then do a 'man overboard' type return. Normal collision rules apply, remove one buoy each time round.

On command go and pick up buoys.

Teaching points: Man overboard practice - awareness of other boats, avoiding collisions.

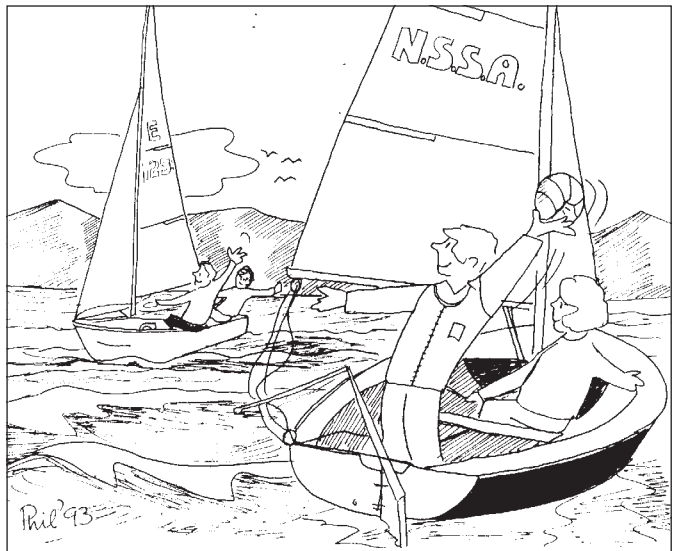
Resources: eg 4 boats and 3 buoys.

**Tag**

One boat is 'It', raises dagger board half-way, throws tennis ball at other boat. If it hits, then struck boat is 'It', retrieves tennis ball, raises dagger board half-way, and chases other boats. Useful to play when using different types of boats - Oppies and Toppers.

Teaching points: Use of centre/dagger board, speed control.

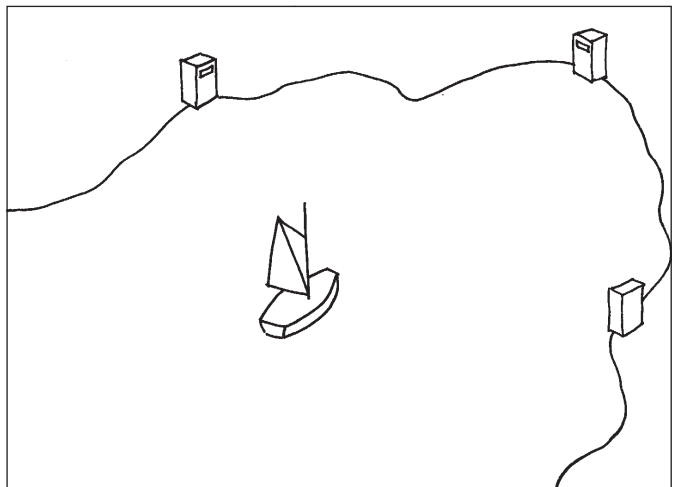
Resources: Tennis ball, large buoyant sponge, buoyant frisbee.

**Postman**

Delivering 'letters' through 'post boxes'. These are placed according to your facilities and wind direction.

Teaching points: Points of sailing, stopping the boat, 'lying to'.

Resources: Large polythene bottles with slots, placed at water's edge.



Relays

Teams event to transport baton/piece of equipment/person from one shore to another.

Variations:

- a) transport to a boat,
- b) race round a slalom course,
- c) to collect gear required for a task.

All of these need very clear instructions about

changeover procedures, what and how objects can be carried, time penalties etc.

Teaching points: Sailing accurately on all points of sailing, landing on lee shore, leaving lee shore.

Resources: Buckets, tennis balls, corks.



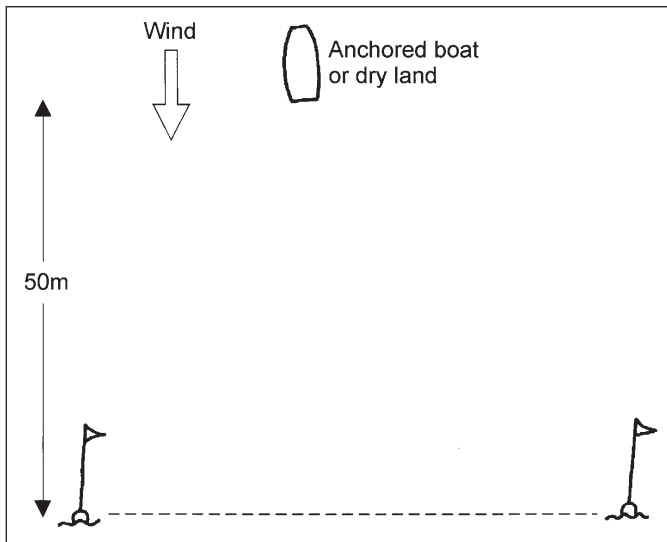
Creepy

Each boat tries to reach the moored boat.

Group leader faces away from the start line. When he/she turns around, any boat with sail drawing is 'out' and retires (returns to start line and continues game).

Teaching points: How quickly can you take the power out of your rig?

Resources: Two marker buoys for start line.

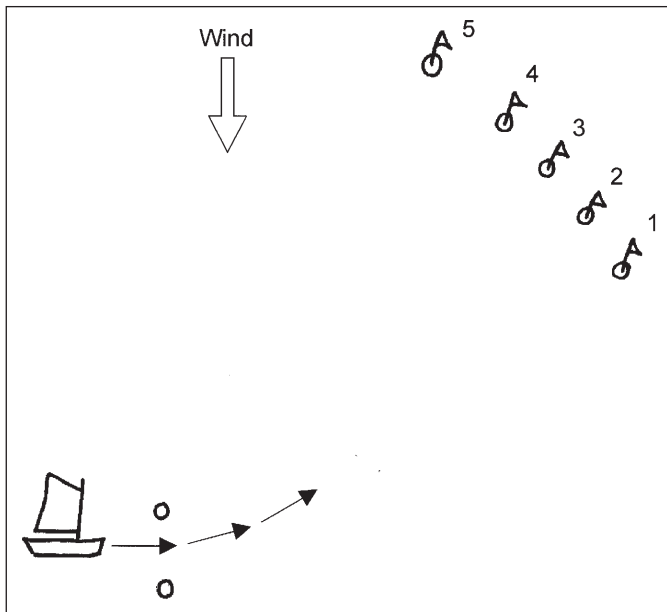


Target beating

Each boat in turn sails through the 'gate' and aims for the highest buoy that can be reached without a tack.

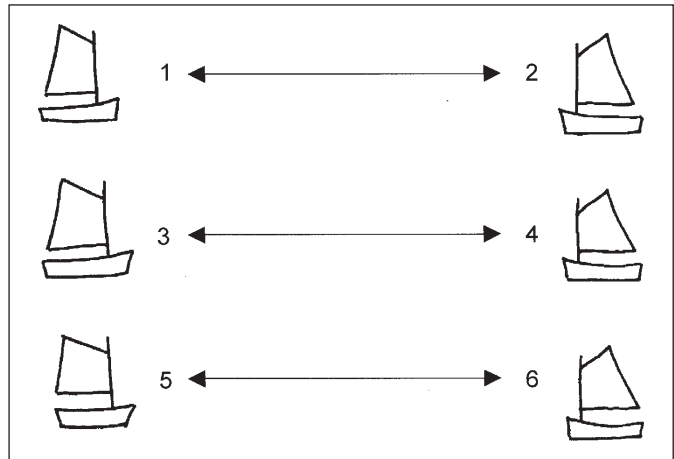
Teaching points: Sailing to windward.

Resources: Any number of boats, buoys as appropriate.



Trafalgar

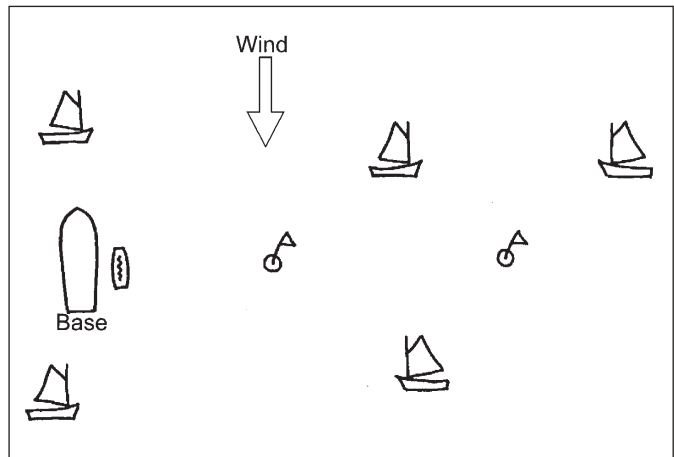
Two fleets, Odds and Evens, each boat has one ball to start with. In pairs, (1/2), (3/4), (5/6) they attack each other. Each boat attempts to hit its opponent 3 times with a tennis ball to 'sink' it. A 'sunk' boat retires. Fleet with most boats at end of 'battle' is the winner. Floating tennis balls may be retrieved by anyone.



Teaching points: Close, accurate sailing, going about, gybing.
Resources: One tennis ball per boat.

Rounders

This is not a team game, each boat tries to beat the scores of all the other boats. In turn, all boats come alongside the anchored rescue boat - the base. The 'batting boat' throws a ball in any direction and then sails around the buoys. Each buoy rounded scores a rounder. Fielding boats retrieve balls and either hit the batting boat or return the ball to base.



Teaching points: Reaching, coming alongside.
Resources: One tennis ball, 4 - 6 boats.

Tug of war

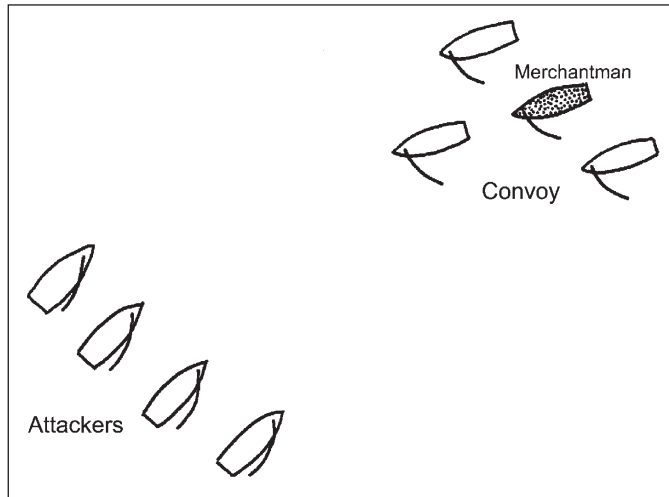
Two boats are tied stern to stern and have a paddling tug-of-war.



Teaching points: Paddling skills, stamina
Resources: Two boats, rope.

Convoy

Group is divided into two fleets, Attackers and Convoy. Convoy consists of one merchantman and a number of defending ships. Merchantman carries a cargo, eg a fender, which the attackers try to gain. All boats are 'armed' with one tennis ball but can retrieve any floating tennis balls. The attackers attempt to 'sink' the merchantman and get its cargo by hitting it 3 times with tennis balls. Defenders throw balls at attackers, if they hit an attacker, the attacker has to do a 720° turn. Defenders do not have to do a 720° turn if they are hit. Game ends when merchantman has been shepherded to a pre-arranged point on the water.



Teaching points: Avoiding collisions, basic rules.

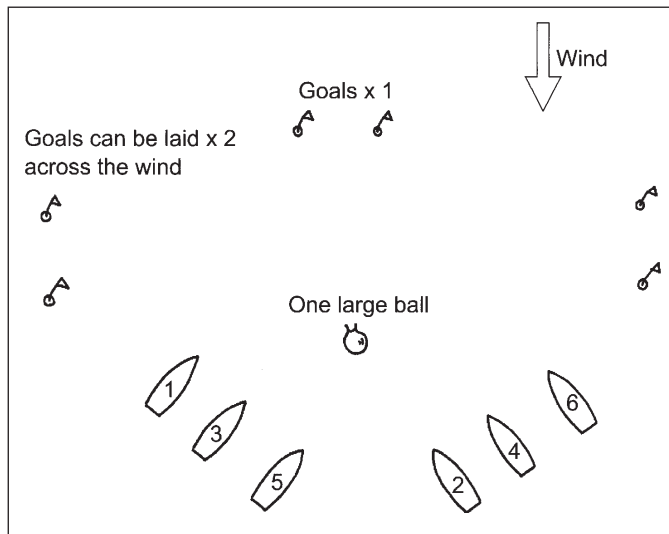
Resources: Tennis balls, fender.

Football

Two teams, Odds and Evens. Each team has to collect the large ball and push it over the line with the bow of the boat. Sailing rules apply except to the boat with the ball.

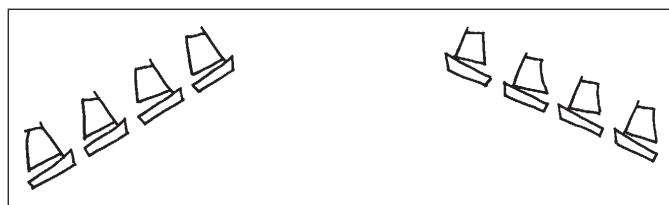
Teaching points: Basic sailing rules, accurate sailing.

Resources: Large inflated buoy or 'space-hopper'.



Mother Hen

Who can lead their flotilla in the best 'follow my leader'? Group can be split into several flotillas. Each leader (Mother Hen) has to complete a set number of manoeuvres. The winner is the leader who completes the manoeuvres in the shortest possible time.



Teaching points: All points of sailing.

Resources: Stopwatches.

Overtaking

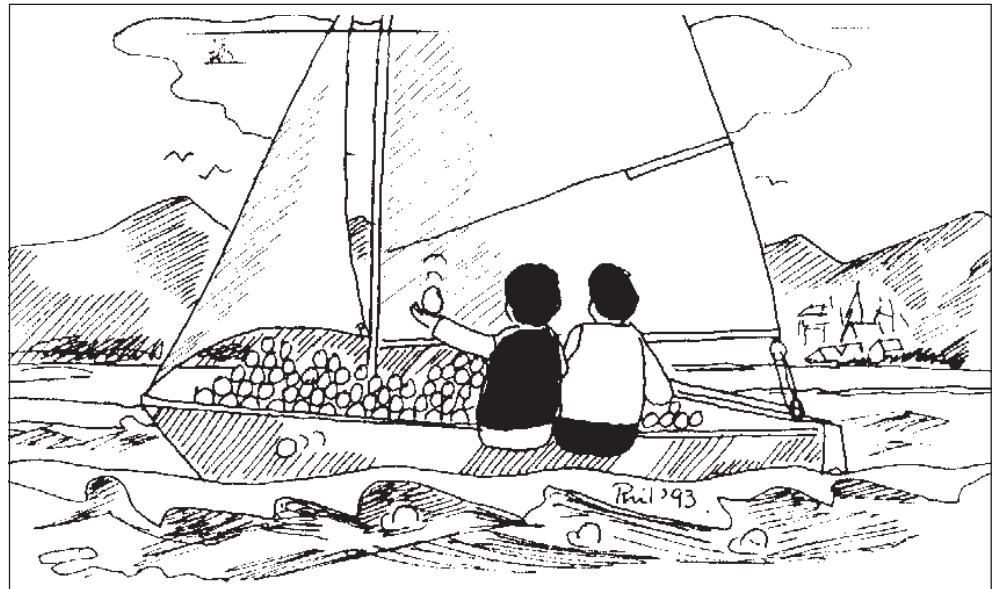
Each boat which is overtaken has a cork put in it - the boat with the most corks in, loses. Sail round a defined course.

Teaching points: Going about, gybing

Resources: Lots of corks (counted).

Battleships

The battleship (Wayfarer) is armed with as many missiles (tennis balls) as there are enemy destroyers (Toppers). Destroyers have one missile each. Destroyers are 'sunk' immediately they are hit. The battleship must be hit an agreed number of times before it surrenders (lowers sails) or 'sinks' (depending on group ability).



Teaching points: Accurate sailing, capsize drills.

Resources: One Wayfarer, several Toppers, many tennis balls.

Variation: 'Sunk' destroyers must capsize.

More advanced games**Blind zig-zag**

Follow marked out slalom course with helm blindfolded - crew giving instructions. Timing each other. One start going one way, other going opposite direction - who has right of way?

Teaching points: Team building, racing skills.

Resources: Buoys, blindfolds, wrist stop watches.

Forming a tow

Practice bowlines, coiling and throwing lines first on land, then test skills forming a tow.

Teaching points: Towing.

Resources: Lines, suitable targets.

Pentathlon

Devise a sequence of 5 activities to suit the abilities of the group, eg

- 1 coiling and throwing a line
- 2 rowing around a buoy and back
- 3 tying a certain number of knots
- 4 naming the parts of a boat
- 5 plotting a course on a chart

Teaching points: General sailing knowledge.

Resources: Lines, lengths of rope, dinghy pictures, charts.

Uncharted seas

Sail a given course from a fixed point, taking a sounding every so often. After a tidal height correction, if appropriate, produce a profile of sea/lake bed. As a long term project a model could be made. A team sailing parallel courses could produce '3D' data more quickly.

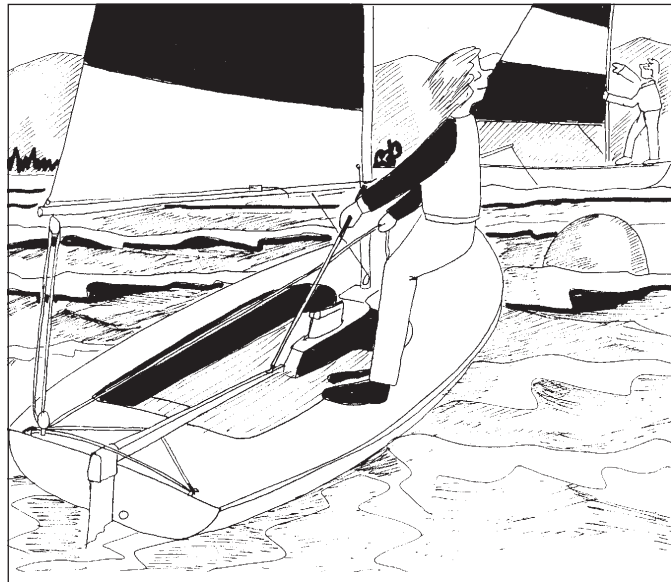
Teaching points: Sailing a given course, profiling sea or lake bed.
Resources: 'Lead lines'



Topper racing all standing

Race around a triangular course without sitting down in the boat (tack either by walking around the mast or by stepping between boom and sail foot; gybe by stepping around sail clew).

Teaching points: Boat balance and trim.
Resources: Three marker floats.

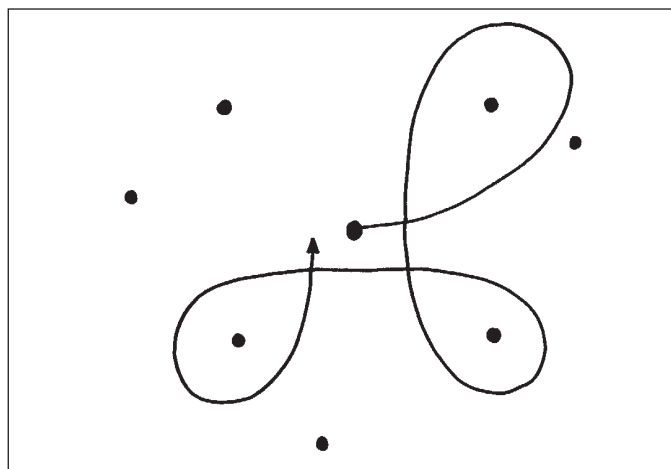


Loop the loop

Follow course (demonstration) in Wayfarer, each take a turn and time race against each other in Coypus (one sail) or Toppers.

Teaching points: Remembering what course to follow.
Resources: Wayfarers, Coypus, Toppers, compasses (floating or on strings), wrist stop watches.

Variations: Sail course with spinnaker/Coypu with no jib useful to practice. Sailing with a compass/timing each other on starts.



Treasure hunt

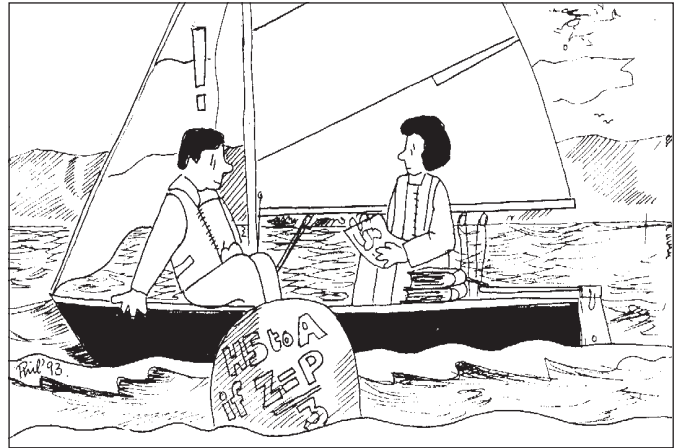
Mix clues both onshore and on-the-water. Have each team follow a completely different order of clues.

End with a picnic or barbecue when the "treasure" is discovered. (Have some treasure for everyone, not just the first team). Add to the fun with pirate costumes!

Teaching points:

Accurate and fast sailing, team building.

Resources: Laminated clue sheets, face paints, box of dressing up clothes, 'treasure'.

**Synchronised sailing**

Each team to devise a simple sequence to follow. For a real challenge set it to music (from the safety boat).

Teaching points: Team building, accurate sailing, awareness of other boats.

Resources: Two or more boats in a group. Music.



Supporting non-sailing teachers and adult helpers

Familiarisation with the Oppie: First session

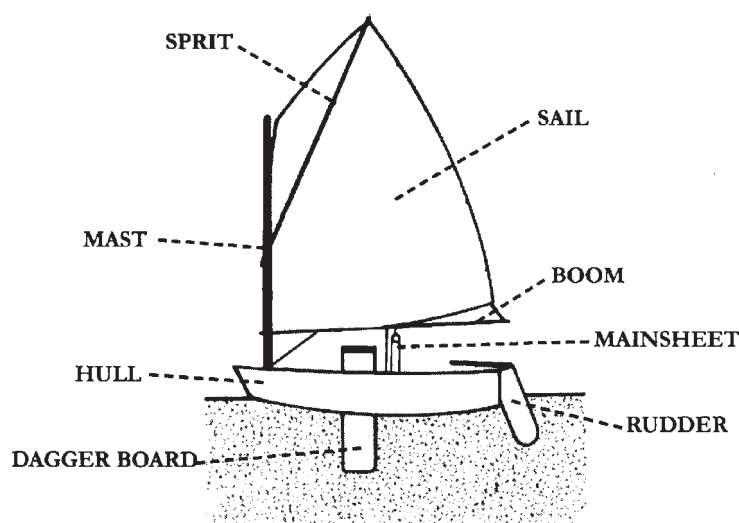
The Oppie Training Pack was devised by members of the Hertfordshire Schools Sailing and Canoeing Association and the staff of Fairlands Valley Sailing Centre. Their aim was to encourage interested adults to become involved with groups of children on the water, supported by qualified staff at recognised teaching establishments.

The pack is described in more detail in the **Sailing Centres** section. Guidance notes for adults helping to run introductory sessions for pupils are reproduced below, with kind permission of HSSCA and Stevenage Borough Council.

Introductory activities

- Dry land session first for complete beginners, on grass or sand. Child in boat, sail up, someone to pull boat through 'eye of wind' to simulate tacking, stick for 'tiller'
- Demo by someone competent before children's first sail, naming main parts of boat
- Demo with child from group on board, then swap roles as a confidence building exercise
- Flexibility with the above is needed to take into account weather, site, own and children's previous experience
- Getting in and out of boats using a simple relay race (boats alongside)
- Hull only in pairs with paddles and games
- Hull and rudder in threes. Two paddle, one steer
- Child solo sail - out turn back - push away easier - on return to bank always park pointing into the wind, use local indicators eg flags, moored boats or trees. Utilise other children in group to catch and turn around. Use long fine rope if need be, ie a long painter - it works!

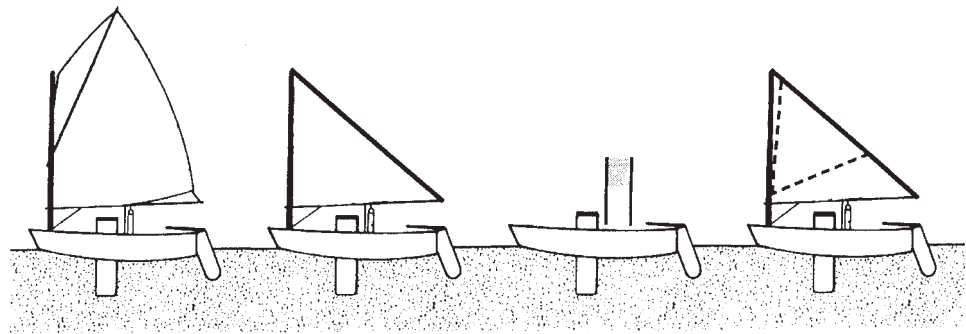
Note: Activities such as these are important for all beginners and they can be applied to all similar boats.



Teaching points

- **Safety** At all times watch for fingers and hands between boat being sailed in and other boats, or boats and the bank. Also beware of fingers resting on daggerboard
- **Communication** Can you be heard? Sensible hailing distance to enable communication and supervision. Use whistle signals
- Need to differentiate between a one off taster when a quick rig and sail is the order of the day, compared to the first of a series of lessons when more detailed rigging and instruction is important to save time at the start of future sessions.
- If windy, hull, rudder, daggerboard and small rig or minus sprit conventional rig makes the boat slower and easier to control but be aware of limitations in light wind. Rigging stick option, if available, may be suitable depending on venue and conditions

- Narrow area restricted for initial sail - how to choose suitable sailing area within site
- When choosing a site it needs to be definable, capable of being marked out in order to make group control possible
- Encourage going about rather than gybing. No need to chastise children for gybing rather than going about. At this stage either will do. Encourage turning by pushing tiller away as this tends to stop boats going off down wind too quickly
- All children should get a go, quickly, there and back and change, possibly making the initial sailing trips into relays



Full rig

Reduced rig

Rigging stick
optionFull rig
minus sprit

Subsequent sessions

Activities

- Begin session with exercises based on first session
- How to pull sail in: use rudder and thumb to trap rope, use foot against block
- Introduce two basic knots:

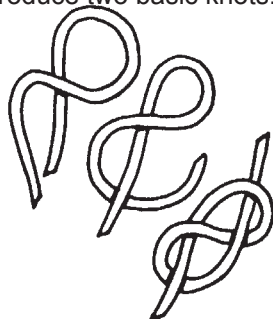
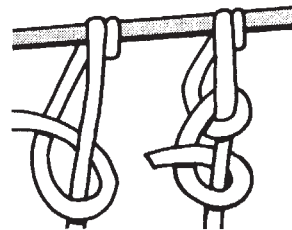


Figure of eight



Round turn and two half hitches

- Demo letting sail out to slow down/pull in to speed up when sailing across or upwind
- Utilise handling of boats on-shore for communication and teamwork

Teaching points

- Careful to reinforce:
 - fingers and hands safety
 - going about rather than gybing
 - consider wind direction when returning to bank
 - if frightened, let go and sit still. Avoid collisions
 - where to sit - not armchairs - allow free movement of tiller
- Get afloat as quickly as possible
- Encourage upwind sailing by coloured buoys and/or follow-my-leader

Revision notes for teachers and adult helpers (using aft mainsheet boats)

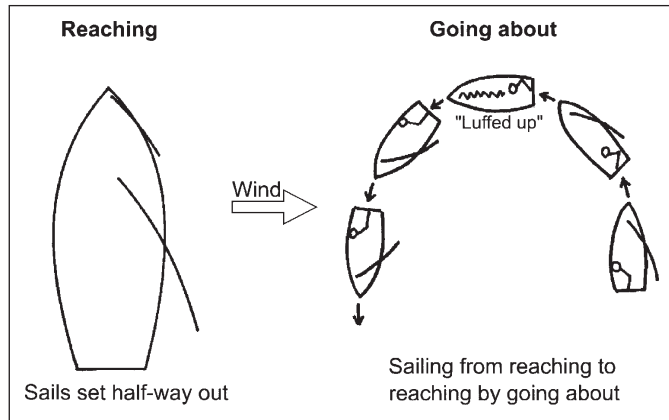
The following aides-memoire were devised by the late Brian Jolly, former Head of Woolmer Green JMI School, to help teachers and adult helpers who have some experience of sailing but perhaps only seasonal sessions with pupils.

Reaching

Sailing at right-angles to the wind

Important rules which must always be remembered:

- Mainsail and jib are always set on the same side
- Helmsman always sits opposite the boom



Going about

Turning the boat around

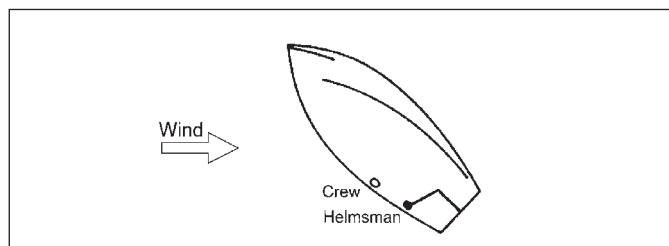
Practice reminders

- Helmsman sits well forward, hand placed nearest the back, grasping extension with thumb on top pointing towards tiller, mainsheet in forward hand
- Checks mainsheet is 'in the gap'
- Feet position - front foot forward - back foot back
- Looks around, 'Ready about'
- Places mainsheet over back of hand and under thumb on extension, rope then put round end of extension
- Swaps hands on extension by placing thumb of new hand on top of extension pointing towards tiller
- Lifts and separates sheet and tiller - keeping arm straight
- Crew checks area is clear, 'Yes' from crew
- Helmsman re-checks to windward, calls 'Lee ho' and pushes tiller away with straight arm
- Crew releases jib sheet
- Helmsman swivels across boat facing aft as boom crosses in opposite direction, keeping tiller hand towards new side of boat, clear of body
- Helmsman and crew should be in centre of boat at same time as boom
- Helmsman watches sail - when on course sits and centralises tiller
- Crew turns and balances boat
- Crew pulls in new rope when small sail fills
- Checks horizon and sets both sails

Close-hauled

Practice reminders

- Sheets pulled in - 'hardened'
- Sails tight in
- Attempting to sail as 'close' to the wind as possible

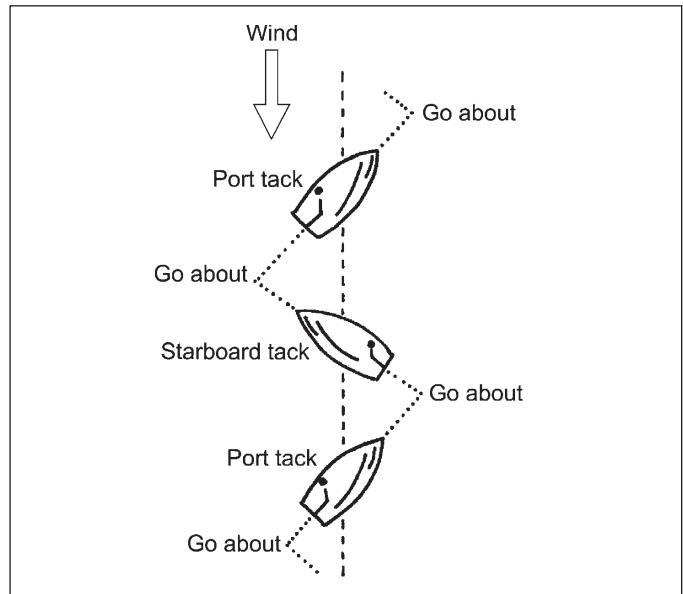


Tacking

Think about...

- Sail setting
- Balance of boat
- Trim of boat
- Centreboard
- Course sailed and made good

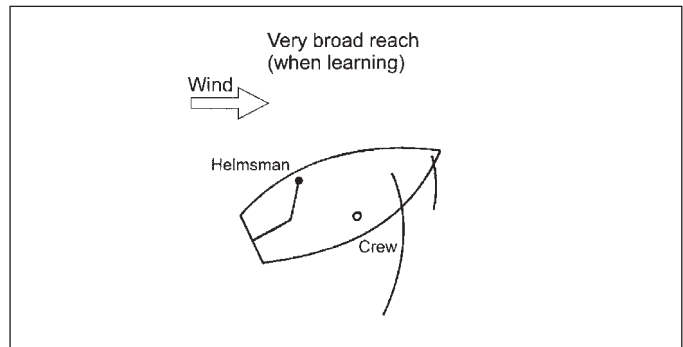
Remember: Crew watches the jib - never let it 'back'.



Running

Practice reminders

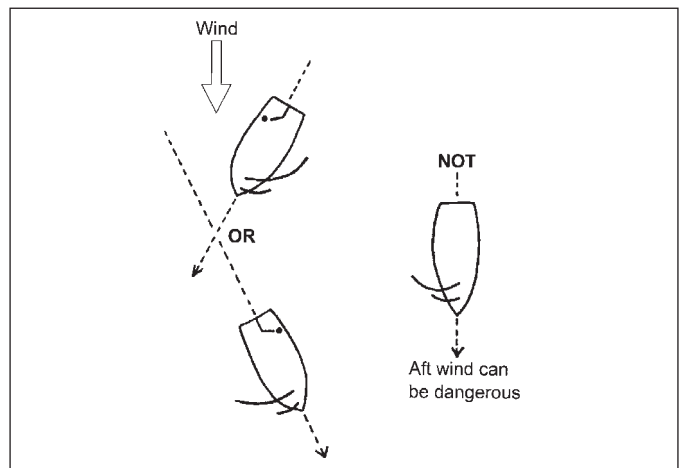
- Set sails almost right out
- Let out the mainsheet
- Loose foot in the jib
- Crew moves across to leeward
- Centreboard up



Running down wind

Think about...

- Wind direction and sail setting
- Balance
- Trim
- Centreboard
- Course sailed and made good

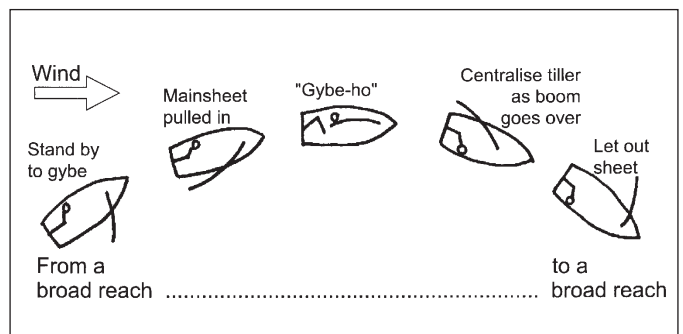


Gybing

Turning the boat round

Practice reminders

- hand position
- feet position
- rope in gap
- be prepared to gybe - don't gybe accidentally
- balance the boat
- let the mainsheet run free after gybing



Procedure summary

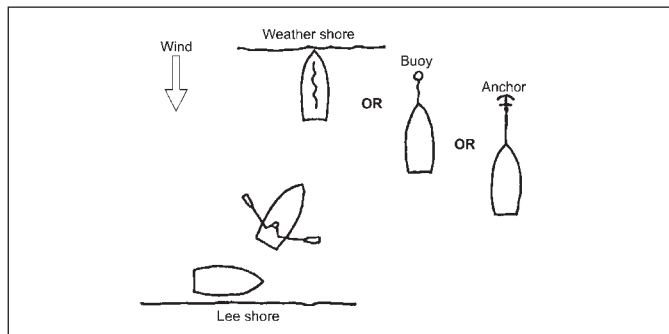
- Helmsman steers boat, seating position should be far enough forward for extension to clear body and life jacket
- Helmsman checks centre board and horizon, especially to leeward
- Helmsman, 'Stand by to gybe'
- Crew checks horizon, 'Yes' from crew
- Helmsman pulls in mainsheet, puts rope over hand, under thumb and round end of tiller extension, throwing sheet 'in the gap'
- Boat must be kept on straight course
- Front foot forward, check that back hand 15cm from outer end of extension
- Change hands, lift and separate
- Look around, final check to leeward
- Move extension round front and move to centre line with no movement of tiller
- Helmsman calls 'Gybe-ho' and moves tiller to induce gybe, watching outer end of boom
- Crew frees rope and balances boat
- As boom swings across, helmsman **centralises tiller** moves to new side and balances
- Let out sail as pull comes on it
- Check horizon, adjust sails back onto course

Practise until proficient!

Getting away from a lee shore

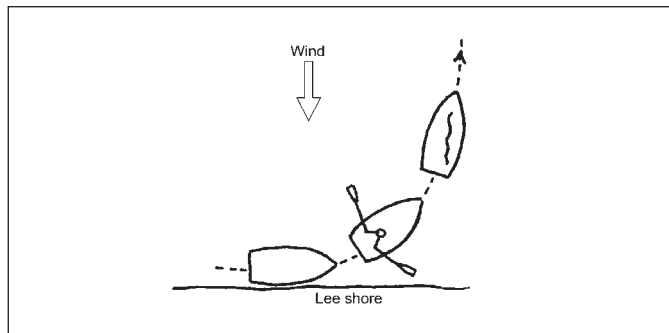
Most reliable method

- Lower sails and row off
- Moor
- Hoist sails and sail off



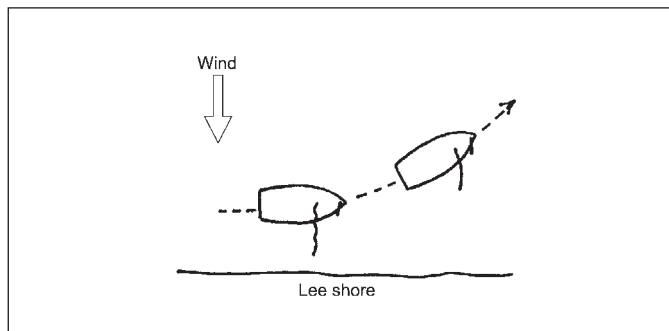
No mooring possible

- Preparation essential
- Lower main and row out, jib flapping
- Hoist underway
- Sail off



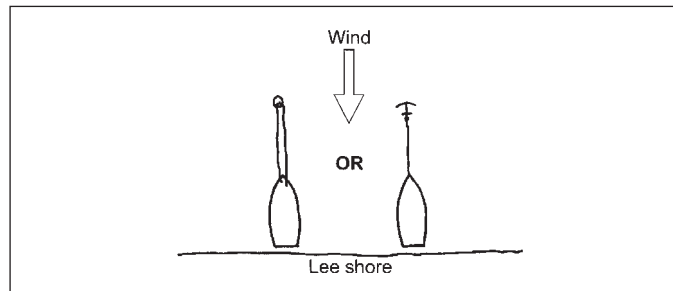
In light airs

- Hoist main and foresail
- Cast off with push along and out from bank
- Lower centreboard

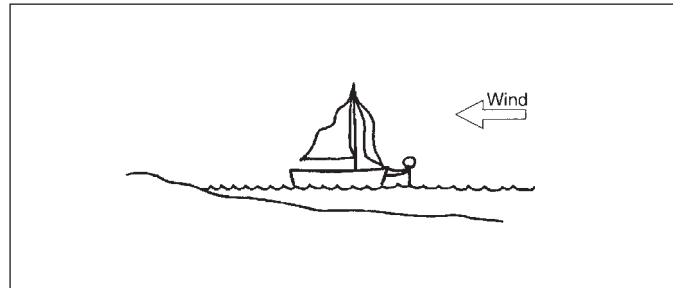


Use of fixed rope

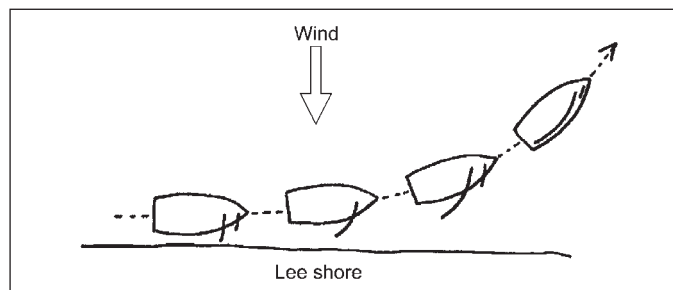
- If helping someone
- Long line through buoy

**Holding head to wind**

- Crew in water

**From a beach**

- Gentle push and lower centreboard as much as possible
- "Claw" off the shore
- Forward speed essential before trying to sail close-hauled

**Remember**

- the centreboard
- to sail free to stop drift or leeway

Never

- push against set sails
- row with sails set-let fly
- push off with blade of oar - use loom
- forget end of boom

Using video

Video recording equipment can enhance teaching and learning in a variety of ways during day sessions, residential visits and regattas. For many pupils the presence of a camcorder in the safety boat can have a magic effect on effort and concentration! Filming can provide:

- a permanent record of sailing and other curricular activities for parents and pupils to enjoy
- a promotional tool for showing new parents
- a temporary record of activities and exercises for same-day analysis, feedback and re-inforcement, ideal for looking at crew teamwork and handling skills
- the opportunity to build up a bank of demonstrations and examples of good technique for pre-visit preparation
- another contingency resource for filming sketches and other drama work on 'dead calm' days

Many schools have ready access to a camcorder and perhaps an enthusiastic adult helper willing to bring their own equipment and to take charge of filming. Some sailing centres have a VCR and television so that schools would have no need to transport heavy equipment for playback of their visit.

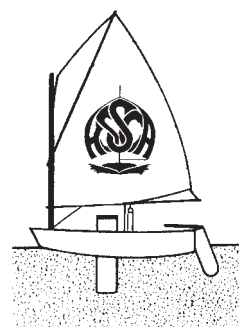
HSSCA Sailing Award Scheme

This expanded version of the HSSCA Sailing Award Scheme has been devised by Bob Fenton to help improve the accuracy of award assessments.

The detailed framework provides an excellent starting point for teachers interested in developing their own course programmes.

Hertfordshire School Sailing and Canoeing Association

Sailing Award Scheme



The HSSCA Sailing Award Scheme is intended to provide a series of sailing awards leading towards the **RYA National Sailing Award, Level 2**. See equivalent chart in the **Why Sail?** section which shows how the RYA awards and NSSA scheme relate to each other. The HSSCA Sailing Award Scheme is designed to encourage good seamanship through the development of crewing skills, teamwork and competent helmsmanship. It should be equally applicable to single-handed boats or those with centre mainsheets, as the same principles apply.

There are no specific limitations to its use, although it will be of most appeal to younger children and those entering sailing from special education establishments. In certain cases, individual practical sections which are inapplicable may be assessed in theory only.

Competency guidance for assessors

The individual record cards give only a brief description of the skills and knowledge which pupils and students are required to demonstrate. The purpose of this document is to assist teachers, instructors and others who are involved in the award scheme, giving more specific and detailed descriptions so that they are less open to interpretation and subjective judgement.

It is recognised that there are sometimes special cases where assessors must have latitude and flexibility in order to achieve overall aims. However, it is intended that the detailed amplification provided below will encourage a greater degree of standardisation in all assessments.

This document is the result of many hours spent with colleagues and friends trying to describe the learning achievements more accurately, give credit where it is due and most of all encourage young people to enjoy sailing and value themselves. It is intended as a guide and aide-memoire, not a rule book.

Practical note: The sections have been set out as checklists. They may be used as a reference set alongside the HSSCA/NSSA record cards, or may be copied for use as a more detailed record of achievements prior to completing an individual card.

Bronze award

This award has been designed for the pupil/student who has become an attentive helper, who knows what to do when asked, has basic competence in single tasks but is not yet able to link them together or use much initiative. Physical stature or strength may further limit what can be achieved.

- **Be aware of wind direction**
 - Able to observe wind indicators including flags, ripples on water, behaviour of craft at anchor

- **Put on buoyancy aid correctly**
 - Choose appropriate size
 - Zip and fasten correctly
 - Demonstrate access and stowage after use. General care, no “scrummage”
 - Be aware of current buoyancy aid descriptions and their purposes

- **Show confidence in water**
 - Show confidence in water wearing a buoyancy aid

- **Tie knots**

Able to consistently tie these knots in practical situations:

 - Figure 8
 - Two half hitches
 - Cleat a halyard

- **Assist with rigging a dinghy**
 - Maintain an active role in the rigging, eg capable of clipping on a jib and sorting out the run of the sheets
 - Assist in hoisting main sail by ensuring that it is not twisted, battens are in, help with boom lift and attachment
 - Can attach main sheet, kicker and rudder under direction

- **Know what to do in the event of a capsize**
 - Understands and able to explain why capsized persons should:
 - stay with the boat
 - talk to one another
 - not pull themselves up on the inside of the boat as it capsizes

Where possible students at Bronze Level should be given the opportunity to take part in a practical controlled capsize at least being scooped in as crew

- **Launch a dinghy**
 - Note effects of wind direction
 - Show risk awareness, eg gradient of slip, lifting and carrying techniques
 - Launch a dinghy and get underway with assistance

- **Be a responsive crew**
 - Able to respond promptly to instructions, eg to adjust centre board and sheets
 - Display an active role in balance, awareness of other boats in the vicinity

- **Be able to steer a dinghy when sailing**
 - Control rudder and tiller effectively
 - Show concentration and awareness of direction of travel

o **Know the names of the basic parts of the boat**

In order to understand instructions and to communicate clearly, able to identify and explain the basic parts of an appropriate craft, for example:

- o hull
- o mast
- o rudder
- o tiller
- o centre-board
- o mainsail
- o jib
- o sheets
- o batten
- o halyard

Can be a paper exercise or questions and answers. Labelling of diagrams during shore based sessions could be used as reinforcement rather than a means of testing

o **Row or paddle around a triangular course**

- o Using oars or paddles make way around a triangular course in an effective manner, ie reasonably straight and under control. Distance to be determined by local conditions
- o Do so on both sides of boat subject to the water and wind conditions on the day

o **De-rig, clean and stow gear**

According to centre rules and type of boat:

- o Roll jib appropriately
- o Roll/furl mainsail according to centre/boat type standard
- o Manage battens, tie off halyards (properly attached)
- o Lift centreboard, stow equipment properly
- o Ensure that boat is securely moored and clean, fenders set properly and any damage reported

Silver award

This award has been designed for a pupil/student who has sufficient skill, experience and maturity to prepare, sail and de-rig a sailing dinghy under guidance (ie not close supervision). The successful candidate will be able to demonstrate these abilities both with and without a crew, acting as either crew or helm in moderate conditions and managing a single-hander.

o **Rig to instruction**

- o Able to properly rig boat with minimal instruction or help (generally rigging main before jib to prevent flapping in children's faces when trying to rig). Assistance in matters of strength permitted

o **Tie knots**

Demonstrate consistently correct tying both knots and understanding uses and advantages of each
Demonstrate by tying onto something each way

- o Round turn and two half hitches
- o Bowline

o **Be able to get away and return to a beach, jetty or pontoon (offshore wind)**

Sail with a purpose, not just "in general direction of" (able to repeat tasks):

- o Get away and be on correct side of the boat for that manoeuvre
- o Land alongside under control at low speed with proper instructions to crew re sail power
- o Understand Plan Approach Manoeuvre Escape

o **Be scooped in during righting of a capsized, or right a single-handed boat**

- o Keep whole body in water, not climbing up the boat
- o Maintain good communication with partner
- o Go to stern to fix or secure rudder, watch helm to the centre board
- o Return to mid boat, find upper jib sheet, throw over to helm
- o Lay in water waiting to be scooped
- o When boat is upright free all sheets to prevent re-capsized then help helm in and prepare to bail and sail off

- **Be proficient at going about**
 - Demonstrate a good land drill as adjunct to secure technique
 - Go about initially through 180 degrees ie reach to reach having identified the next course first
 - Give appropriate verbal commands and encourage responses eg warning “Ready about” and “Lee Oh” - the moment to release the jib and re-sheet as boom goes over
 - Check areas that are being turned into
 - Show good main sheet and tiller technique using “trap/tuck/change”
 - Keep boat reasonably flat in the water during turn
 - Display attention to what is happening to jib eg not held on windward side of boat as boat goes through wind

- **Be able to “get out of irons”**
 - Push tiller and boom away to start moving backwards in a curve
 - Pull tiller and boom towards and sail off

- **Be a good crew and competently adjust jib, centre-board and body weight**
 - Show initiative when needed - not waiting to be told
 - Demonstrate awareness by being properly mobile in boat for balance
 - Maintain attention to sails, adjusting properly according to course being sailed and know where to look on sail for adjustment (luff rising)
 - Adjust centre-board according to course
 - Fend off when appropriate in a safe manner

- **Be able to sail a figure of eight course under supervision**
 - Sail with a purpose, not just “in general direction of” (able to repeat tasks):
 - Show recognition of course and direction initially to be sailed
 - Sail a fixed figure of eight course close to marks and pick up reciprocal course quickly
 - Supervision can mean in the boat with the student or outside on the shore or teaching/rescue boat

- **Be able to stop the dinghy by lying to**
 - Bring boat towards wind a little and let sails flap freely - boat should not go through wind
 - Stop the boat within a short time and distance, then sail off on same tack

- **Be aware of what is meant by a gybe**
 - On the basis of practical experience be able to address the following points:
 - Demonstrate awareness of difference between going about and gybing; ie awareness of wind direction related to different points of sailing
 - Demonstrate by using diagrams or models, what changes of course would initiate a gybe
 - When on a boat, able to explain and indicate what changes of course would cause a gybe
 - Show an understanding of the forces involved and the consequences of an involuntary gybe

Gold Award

This award is designed for a pupil or student who should on known waters be able to make judgements on conditions and decide to sail or not, taking into consideration the support and supervision available and their own abilities.

o **Rig completely without assistance**

Demonstrate ability to fully rig a particular boat according to conditions, including:

- o Reefing
- o Mainsail fully deployed and tensioned
- o Gooseneck fitted, kicker fitted and tensioned, main sheet attached and free to run, batten fitted and secured, halyards cleated correctly
- o Rudder installed and secured, free to move through full range
- o Jib raised, properly tensioned and sheets running correctly
- o Centre-board/dagger board fitted and secured
- o Oars/paddles stored and bungs in place before launch
- o Rigging performed in an appropriate location relative to wind direction and manner of leaving mooring

Adult may assist with strength related areas eg moving off and on trolley, tight bolt ropes, knots etc

o **Know how to obtain weather forecast**

- o TV
- o Radio
- o Local sources
- o Newspapers
- o Phone/Fax and Net sources

o **Able to reef**

- o Using appropriate equipment and fittings, reef according to conditions in an effective fashion
- o Also be able to demonstrate on Uno rigs
- o Shake out rig and continue sailing

o **Able to right a capsized dinghy efficiently, acting as crew and helm, using a double-handed boat**

- o As in **Silver Award** and acting as helm to include communication
- o Go to centre-board using main sheet for safety
- o Using thrown upper jib climb onto centre-board
- o Use weight to right boat
- o Be aware of what to do in the event of being trapped under the boat or sails

Single or double-handed capsize at this level should be in open water allowing for full effects of wind and water conditions to be apparent - not a tethered capsize.

o **Know the rules of the road and distress signals**

Shore based, using tabletop or board, answer questions and problems presented which demonstrate awareness of principles of:

- o 1 Port and starboard tacks
- o 2 Port tack boat to keep clear
- o 3 Windward boat to keep clear
- o 4 Overtaking boat to keep clear

- o Whilst in boat demonstrate understanding by identifying situations where the rules apply and explain courses of action.

Demonstrate familiarity with distress signals:

- o Lowering of sails
- o International arm signals for distress
- o Whistle
- o Awareness of flares and smoke signals

o **Proficient at gybing**

- o Demonstrate a good land drill for gybing
- o When in the boat, sail steadily downwind on a “training run”
- o Give verbal command “Stand by to gybe”
- o Make correct observations re safety, space
- o Ensure centre-board up
- o Pull one arm length of sheet in **without altering the tiller angle**
- o Demonstrate “Trap, Tuck, Change, Separate”
- o Move fore-most foot across to other side of boat at the same time as the tiller extension (if fitted) is moved across to opposite side in forward hand
- o Crouch in boat facing stern
- o Give command “Gybe Ho”, push tiller away, duck under boom as it passes overhead and be seated on opposite side as main sail fills to balance boat
- o Ensure mainsheet is free to run
- o Check boat’s tendency to oversteer by giving a slight pull on tiller
- o Check new direction and trim sails accordingly

o **Sail around a triangular course**

- o Leave mooring, sail around a triangular course including a gybe and come alongside either solo or with a competent crew
- o Demonstrate proficiency to a consistent standard by using and incorporating all of above skills especially five essentials and good control skills

o **Demonstrate major points of sailing**

Perform all points of sailing consistently using five essentials:

- o 1 Sail setting
- o 2 Balance
- o 3 Trim
- o 4 Centre board
- o 5 Course sailed and made good

o **Show more detailed knowledge of parts of boat**

As for Bronze Award with addition of:

- | | | | |
|------------|-----------|--------------|-------------|
| o Bow | o Outhaul | o Foot | o Blade |
| o Stern | o Leech | o Cunningham | o Painter |
| o Gunwhale | o Luff | o Spreaders | o Fairleads |
| o Transom | o Roach | o Jam cleats | o Shroud |
| o Horse | o Head | o Stock | o Forestay |

Local Authority support of schools

The Maritime Leisure Research Group **National Youth Watersports Audit** referred to in the **Why sail?** section identified a wide range of types of support made available to schools by Local Authorities around the country. Of particular value to schools were:

- information sheets for teachers and for children
- presentations for teachers, children and parents
- provision of specialist coaches
- portable displays
- contacts with clubs
- posters on notice boards

General support also offered by Local Authorities included:

- beginner/improver courses
- one-off taster sessions
- directory of clubs/courses
- specialist coach/education
- register of coaches
- written safety guidelines
- first aid courses

In addition, Local Education Authorities were seen to have an important role in the provision of:

- staff training
- loan of equipment
- advice and approval
- funding
- outdoor centres

Whilst any individual authority did not offer all types of support, it was clear that a wide variety of help was available and it would be advantageous for schools to investigate local provision.

Dead calm and stormy weather!

Introduction

However well-timed a residential visit is during the season, each school plays a game of chance with the weather. A hot summer's day may bring no wind, a spring or autumn day may bring too much! Heavy rain and storms can suddenly occur at any time of year and make it unsafe to go out on the water.

The following pages offer plenty of ideas for keeping pupils profitably occupied when the planned programme is scuppered by inclement weather. Some are brief descriptions of activities, others are references to sources of ideas. Most are worthy of consideration for use in other contexts such as preparatory work before a visit, follow-up work back at school, or for use during quieter spells between or after sailing sessions.

Dead calm - outdoor activities

Rigging games	<p>Split into teams and rig a boat, one piece at a time (as in normal preparations). Variations: rigging races, three-legged rigging; one-handed rigging race; rigging blindfolded; in pairs coil a rope using only one hand each.</p> <p>Teaching points: Team building, equipment handling, communication.</p> <p>Resources: Boats with full equipment.</p>
Navigation	<p>Played on a large field/beach/empty car park. Competitors navigate 'Olympic triangle' course using small hand-held compass, wearing a sail bag over their heads. Place three course markers on ground, score on accuracy of return to third (start/finish) point.</p> <p>Teaching points: Navigation skills.</p> <p>Resources: Sail bags, compasses.</p>
"Human knot"	<p>A group of six to eight pupils is given a knot to "tie". One pupil might give instructions to the rest to move into the proper shape. Can be used as a race or timed challenge.</p> <p>Teaching points: Teamwork development, verbal communication, knot tying skills.</p> <p>Resources: Stopwatches, teams of six to eight pupils.</p>
Coil and throw relay	<p>Divide teams in half, each half facing the other, about 5m to 8m apart with a 10m line. First person ties bowline round team-mate's ankle, coils line and throws to other half of team. When other half receives, they repeat procedure, continuing for all members of team.</p> <p>Teaching points: Coiling, throwing accuracy, team work.</p> <p>Resources: 10m ropes.</p>
Relay races	<p>Split teams in half, facing each other about 6m to 8m apart, each with 10m of uncoiled line. First pupil begins by tying bowline around team-mate's foot, coiling rest of line and throwing it to opposite half of team. Then s/he unties the knot, while front pupil in other half repeats procedure and throws line back.</p> <p>Teaching points: Flexible way of practising and re-inforcing new skills</p> <p>Resources: Even, equal-sized teams of at least six pupils, 10m ropes.</p>
Swimming	<p>Use caution - if in doubt, don't. Take advice of Centre Leader on local water safety.</p> <p>Teaching points: Swimming skills.</p> <p>Resources: Appropriately qualified staff in attendance, BCDs.</p>

Record breakers!	<p>How many people can an Oppie hold? A fun activity with a lot of educational potential. Estimate then test out how many pupils it will take to sink an Oppie in shallow water by quay side. Weigh proposed cargo. Caution - must be undertaken in controlled conditions, water temperature suitable, buoyancy aids worn. (Fairlands Valley Centre record = 12 primary pupils.)</p> <p>Teaching points: Maths investigations: volume, capacity; science investigations: floating and sinking, displacement.</p> <p>Resources: BCDs, bathroom scales, an old Oppie. (This must be checked with Centre Leader first!)</p>
Capsize drill	<p>Particularly popular in warmer weather.</p> <p>Teaching points: See Safety section.</p>
Rowing/paddling	<p>Craft in addition to dinghies may be available at the centre, eg Canadian canoes, kayaks and dragon boats. See also Sailing through games earlier in this section.</p> <p>Teaching points: Rowing, launching and recovery, teamwork.</p>
Polo	<p>Best on calm days with no rigs. The goals are two buoys set about 30m apart for teams of four boats which is about the minimum. Numbers in Toppers can vary from one to four, pitch can be enlarged for bigger or more able teams. The object is to touch the ball against the buoy to score. The ball may not be carried in the boat, must be passed within five seconds of recovery and may not be passed forward and recovered by the same boat. Change ends whenever a goal is scored to remove pitch bias. Variation: It can be done under sail but it is difficult to have an even pitch.</p> <p>Teaching points: Accurate sailing avoiding collisions.</p> <p>Resources: One football or similar, two buoys, at least four boats.</p>
Turtle race	<p>The turtles are inverted Oppie hulls, each with two people underneath. They are not allowed to look out from underneath boat. Turtles race from start line to buoy and back. Can be done in shallow, chest high water, or deeper water if course made short.</p> <p>Teaching points: Teamwork skills.</p> <p>Resources: Oppie hulls, two buoys, BCDs.</p>
Change of programme	<p>If the week's programme is modular and has inbuilt flexibility, activities may be switched around to accommodate the changed weather conditions.</p>

Windy weather - outdoor activities

Sailing without sails	<p>In weather which is not stormy but winds are too strong for normal sailing, pupils can steer boats downwind without any sails, then be towed back to starting point.</p> <p>Teaching points: Steering, wind awareness, launching and recovery.</p>
Rowing/paddling	<p>When the wind is too strong for normal sailing but not too severe, rowing provides a good alternative to sailing. See above.</p> <p>Teaching points: Rowing, launching and recovery, teamwork, wind awareness.</p>
Orienteering/nature trails	<p>Many centres have well established trails on site and can provide maps, compasses, quiz sheets, binoculars etc.</p>

Stormy weather - indoor activities

Junk model boats	<p>Team construction effort with limited range of materials.</p> <p>Teaching points: Group discussion of boat design, buoyancy, balance.</p> <p>Resources: Junk materials, glues, string, basic tools.</p>
Navigation	<p>Simple plotting exercises on maps.</p> <p>Teaching points: Maths skills.</p> <p>Resources: Maps, charts, rulers, protractors etc.</p>
Mimes/impressions	<p>Invite individual pupils or teams to act out sailing terms, parts of boats, famous sailors, skit on course leader or well-known characters.</p> <p>Teaching points: Drama skills.</p>
Monty Python	<p>Split pupils into small groups and give them time to prepare sketches. Theme must relate to sailing.</p> <p>Teaching points: Drama skills, improvisation.</p>
Story-telling	<p>Invite staff and pupils to tell 'sea-tales' they are familiar with.</p> <p>Teaching points: Story-telling skills, self-confidence.</p>
Signalling	<p>Give group a message in Morse Code or International Flags Code and ask them to decipher it. Make messages short, (eg famous nautical names), well-known phrases, or use a quiz format.</p> <p>Teaching points: Codes, English skills.</p>
Lyrics	<p>Invite staff and pupils to make up new lyrics with sailing theme to current hit song.</p> <p>Teaching points: English, music skills.</p> <p>Resources: Cassette player, cassettes.</p>
Quiz	<p>Devise question and answer sheets in advance, plus invite pupils to work out their own.</p> <p>Teaching points: Adaptable, useful to re-inforce skills and knowledge underpinning recent practical activities.</p> <p>Resources: Quiz books, prepared question and answer sheets.</p>
Book box	<p>Take a set of sailing-related books and magazines. Include sailing fiction and reference materials on all curriculum subjects covered by the week's programme. Centre may have a sailing reference collection already.</p> <p>Teaching points: Reading skills, general knowledge.</p> <p>Resources: Book box.</p>
Slide show	<p>Begin a collection of slides illustrating sailing points. Take along slides of last year's visit for a show on the last night.</p> <p>Teaching points: Sailing skills revision.</p> <p>Resources: Slides, projector and screen.</p>
Videos	<p>Take along video recordings from previous years. Hire a selection of sailing-related feature films for the week. RYA Training videos.</p> <p>Teaching points: Sailing skills, revision.</p> <p>Resources: VCR.</p>
Board games	<p>RYA Young Opportunity Activity Books 1, 2 and 3.</p> <p>Teaching points: See examples on following pages.</p>

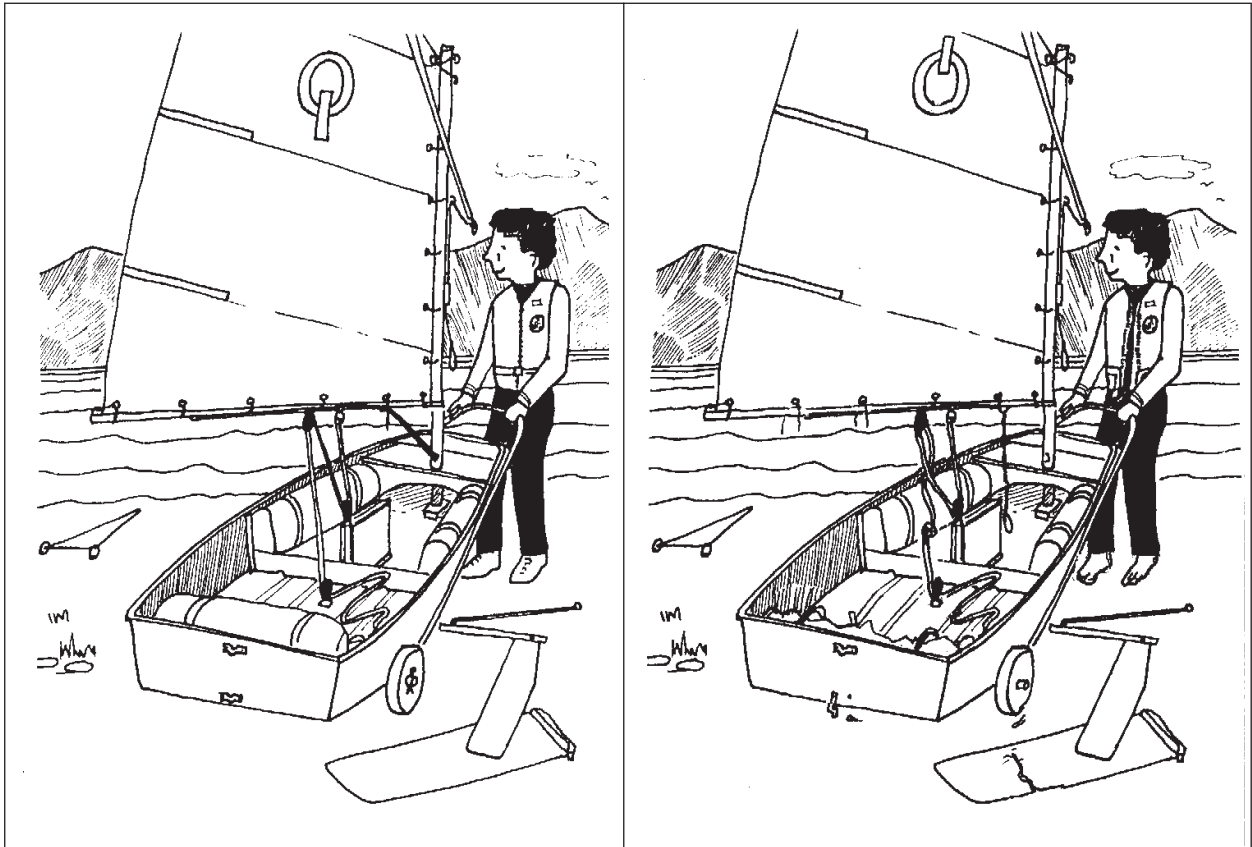
- Activity sheets** Broads Fact Pack, Tewin Water School “Challenges”.
Teaching points: Various skills, according to sheets selected.
Resources: See **Special** and **Resources** sections.
- Newsletter** Whole class effort, managed by pupil ‘editorial team’.
Groups/individuals will need tightly defined roles and tasks.
Focus on ‘copy gathering’ and preparation of material;
main editing and publishing to be done as follow-up.
Secondary pupils might cope with a ‘daily news rush’.
Teaching points: Writing, reporting, interviewing skills, photography,
sketching/drawing.
Resources: Paper and pens, laptops if available, cameras, cassette recorders,
photocopier.

Activity Books

Young Opportunity Activity Books, 1, 2 and 3 (RYA)

The following four example pages are reproduced with kind permission of RYA. See **Resources** section for details.

A variety of activities designed specifically for keeping pupils purposefully busy when they are unable to sail. Many of the activities relate to the Young Sailors Scheme which is described in the Young Sailors Logbook (G11). The activities may be useful for group work and discussion.



The pictures look the same but the boy in the right hand picture and his Oppie are not as well prepared as they should be.

Put a red ring around the differences that could cause harm to the boy in the right hand picture.

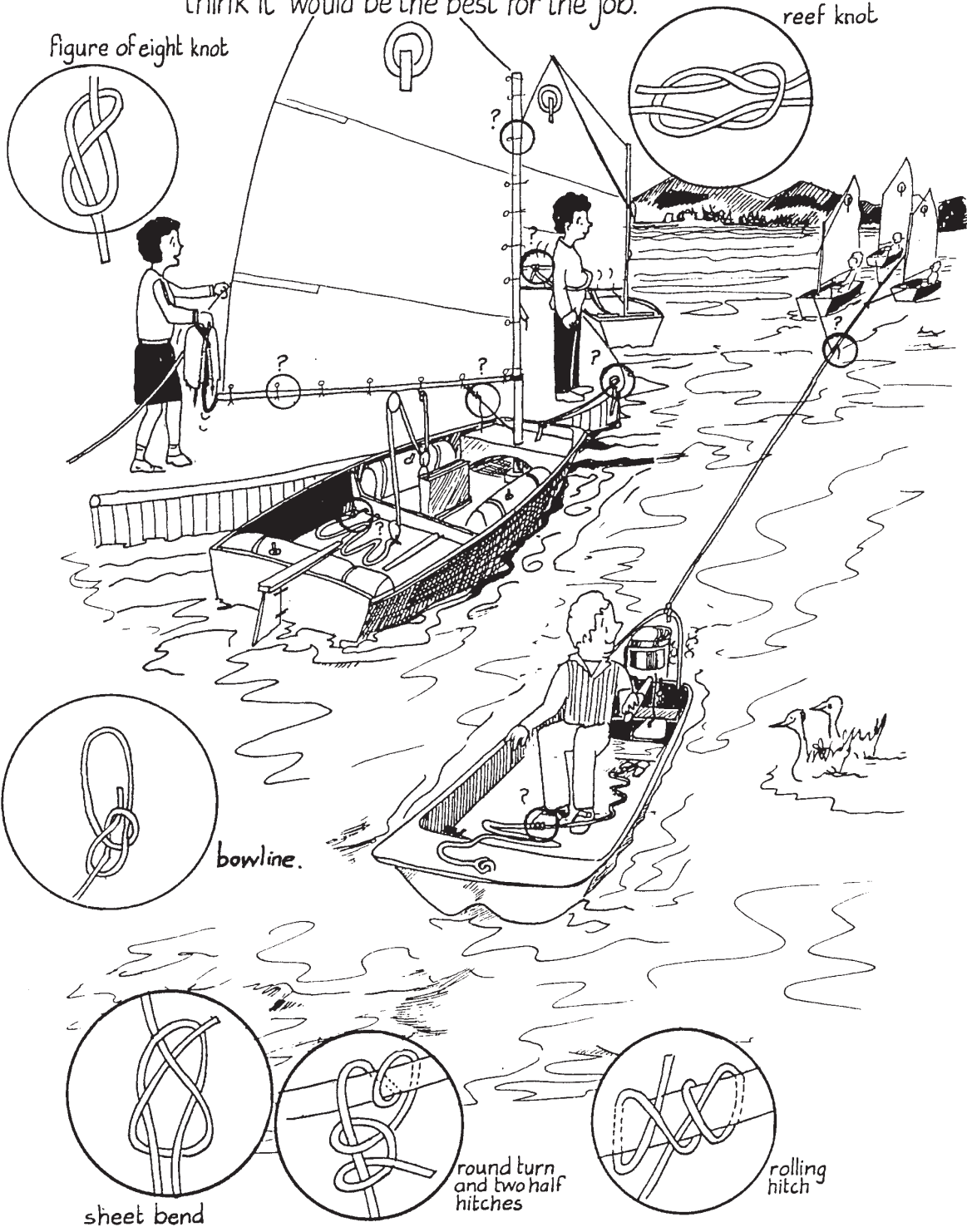
Put a blue ring around each mistake which would not cause harm but would be troublesome.

Put green rings around differences that are not very important.

RYA Young Opportunity Activity Book 1

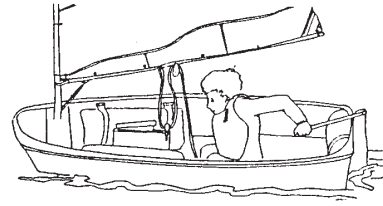
WHICH KNOT WOULD YOU USE?

Draw an arrow from each knot to the place where you think it would be the best for the job.



See if you can tie all of the knots

Quiz



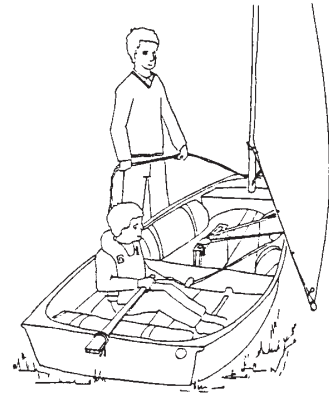
Only one answer in each group is correct. Can you pick out all the right answers?

1. A person who sells boat bits and pieces is called ...

- a costermonger a chandelier
 a chandler a cavalier

2. A roto-moulded Optimist is made from ...

- polyester polypropylene
 polyethylene polyunsaturates

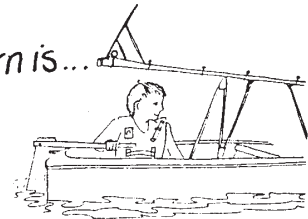


3. Some information about the weather can be read from ...

- a pedometer a micrometer
 a barometer a tachometer

4. Pushing a dinghy along with a single oar at the stern is ...

- rowing sculling
 paddling punting



5. Which material would you not build an Optimist out of?

- marine ply glass fibre
 polyethylene chipboard

6. Tide times, high water and low water, are found in ...

- times tables water tables
 refectory tables tide tables

7. Ship's time is measured by ...

- a chronograph a chronometer
 a chronoscope a chronicle

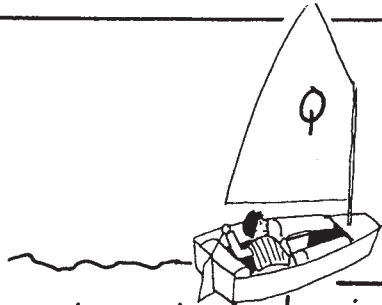
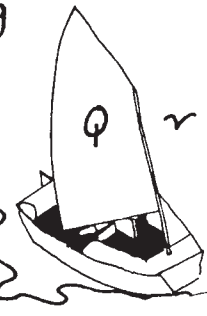
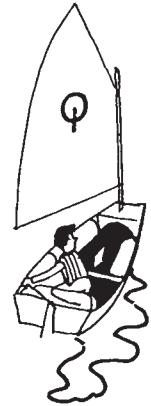


WORD SEARCH

across and down.

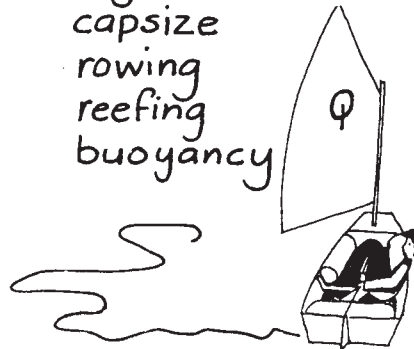
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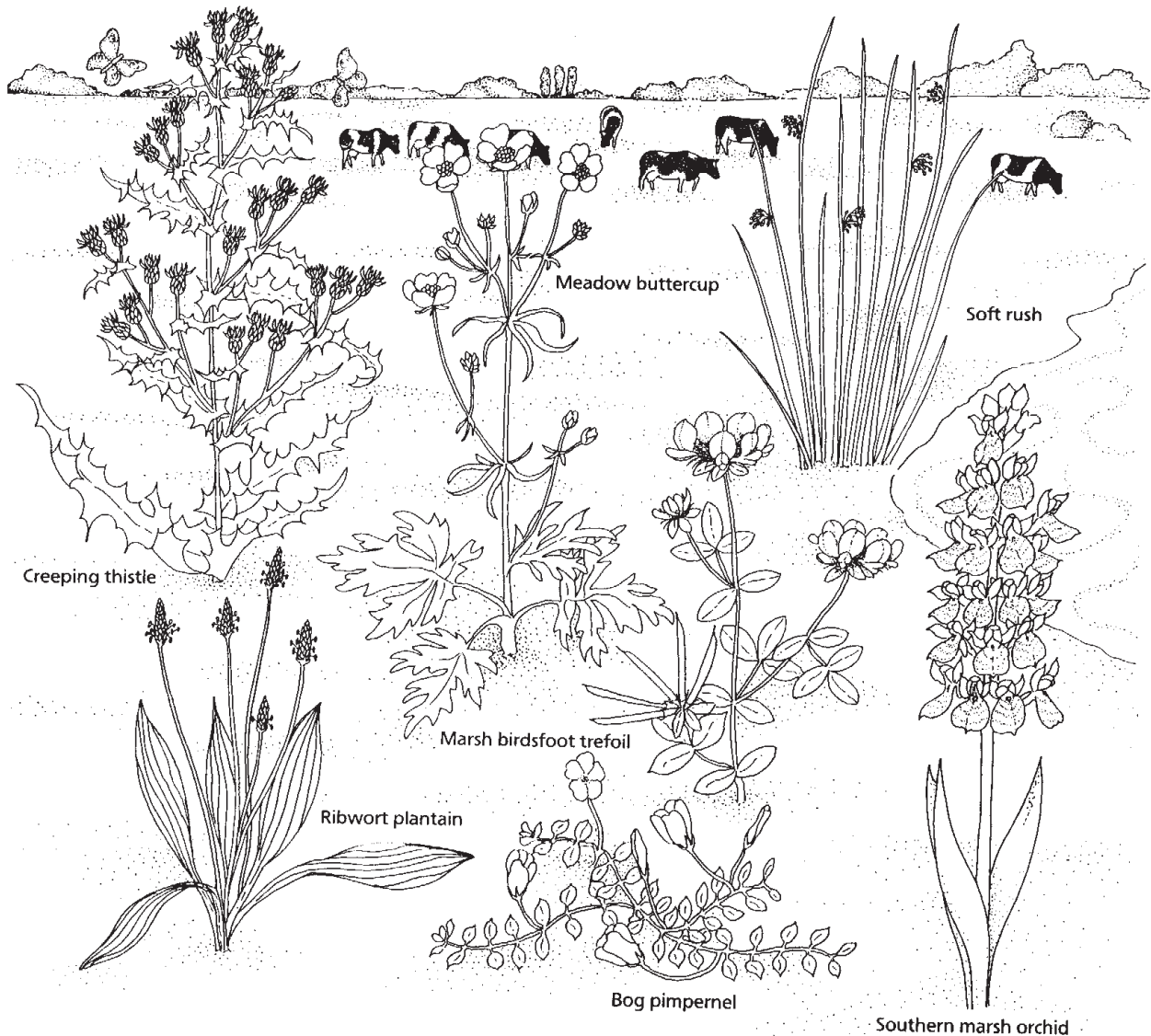
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Broads Fact Pack

The Broads Fact Pack is a series of A4 booklets which has been developed for teachers and children of the middle school range. The booklets are illustrated throughout with excellent line drawings which can provide the basis for both information sheets and activity sheets. As with many publications of this type, the subject matter is place-specific but much of the content is readily adaptable to other aquatic localities.



A special feature of the Fact Pack is a set of additional activity sheets at the back of each booklet. Teachers are free to reproduce pages without infringing copyright restrictions, provided that the number of pages reproduced does not exceed the amount required for any one school.

The titles currently available are: ***What's that? Animals and plants of the Broads*** and ***Why conserve? Looking after the Broads***. These are available, along with details of other educational publications, from The Broads Authority, 18 Colegate, Norwich, NR3 1BQ tel: 01603 610734.

Organising a residential visit

Based on extracts from St Peter's School Handbook

This comprehensive checklist covers preparation for both short sessions/day visits and for residential visits. It can be easily shortened by group leaders to suit either type of activity. It can also provide the basis of a briefing paper for presentation to the headteacher or senior management team if formal approval of a new residential visit is required.

The timing of certain preparatory activities such as venue booking and travel arrangements can be managed more effectively if an action planner format is adopted. A suitable format is used for the risk assessment action planner in the **Safety** section. The Notes/references column below can be replaced by three columns headed **Who?**, **By when?** and **Comments**.

A selection of example forms, letters and checklists is provided as appendices. See also **Residential visits** in the **Primary** section.

Planning checklist

Visit / activity

- o Venue
- o Purpose
- o Dates
- o Duration
- o Briefing plan
- o Finance

Participants

- o Pupils
- o Classes / year groups
- o Special considerations

Staffing

- o Leader
- o Teaching staff
- o Voluntary helpers
- o Criminal background checks
- o Supervision arrangements
- o Minibus drivers/parent helpers with transport

Health & Safety

- o Emergency contact person
- o Emergency supervision arrangements

Notes/references

Briefing plan The headteacher or governing body may require a group leader to submit a formal briefing plan for their approval prior to a residential visit. Such a form might be used to monitor compliance with both school and LEA policies on health and safety issues related to educational visits and journeys.

Appendix A gives example **payment record forms** and an **accounts statement**.

Special considerations It is important for staff, instructors and adult helpers to be aware of pupil needs as appropriate:

- medical
- special educational needs
- swimming abilities/water confidence
- tolerance of cold, length of sessions

An example of a **Voluntary helper agreement** is given in **Appendix B**. Some LEAs extend **Criminal background checks** to all adult voluntary helpers in school. Contact the local constabulary or the local authority Health and Safety Officer for details and appropriate forms. **Supervision arrangements** must take account of pupils' learning/medical needs/disabilities, eg enough helpers for changing rooms, appropriate male/female ratio. **Supervision ratios** will depend upon activities, conditions, pupil ages and abilities etc.

Appendix C gives an example **Parent help with transport** form including a car safety check.

Emergency contacts Collect emergency contact information for both pupils and adults well before departure. See example forms in **Appendix D**.

Emergency communications If the school has a mobile telephone, ensure that it is booked for the duration of the visit. If two or more vehicles are involved in transport, additional mobile telephones can be extremely helpful in emergencies.

- o Emergency contact lists
 - o Emergency communications
 - o Location of Centre emergency telephones
 - o How long ambulance takes to arrive
 - o Adult helper medical consent
 - o Parent's/doctor's permission if appropriate
 - o Medication
 - o First aid facilities
 - o Risk assessment
 - o Insurance
- Adult helper medical consent** See **Appendix B** for **Voluntary helper agreement**, a combined adult helper agreement and medical consent form.
- Emergency information log** - see **Appendix E**.
- First aid** Confirm that kits taken on journey and kits provided by Centre are checked before any departure.
- Risk assessment** Ensure that existing school risk assessments cover planned activities. Consideration needs to be given to the age, temperament and size of the party, the location of the Centre, qualifications of the instructors etc. Check that Activity Centre risk assessments are up to date. See **Safety** section.
- Insurance** Build insurance premium charges into the cost per head when planning a visit. Include school employees in your calculations. Some LEAs offer details of a personal accident scheme for pupils which extends normal LEA cover. Ensure that parents are aware of this. Medical insurance for journeys does not include cover in the event of illness if participants are travelling contrary to medical advice and are not in good health at the start of the journey.

Learning programme

- o Sailing goals achievable by all
- o Award schemes
- o Related curriculum work
- o Rewards - certificates, sweets, fruit, ride in rescue boat
- o Contingency plans - rain, calm etc.

Centre

- o Preliminary visit
- o Staff qualifications
- o Accreditation/inspection certificates
- o Facilities/access checks

Preliminary visit See **Safety and sailing centres** in the **Safety** section for further guidance. Facilities should include:

- warm room and hot drinks for calming down
- spare towels and warm clothing
- hot showers

Pupil preparation

- o Preparatory visits to local centre
- o Related classroom work
- o Communications on the water
- o Dates of preparation meetings for pupils

Communications on the water Pupils must be familiar with agreed verbal and signalling methods. See the **Safety** section for signalling suggestions.

Staff preparation

- o Learning materials and visit programme
- o Dates of preparation meetings for staff and adult helpers/carers
- o Permission/information letters for parents
- o Meetings for parents

The foundations for smooth organisation and a successful visit are laid during preparation meetings for staff, adult helpers and pupils. Thorough briefings are essential so that all participants have clear information about what to do, when and where to do it and they are encouraged to be as independent as possible.

Information to parents/briefing meeting The standard letter to parents will normally provide practical information and state reasons for the visit. In the case of residential visits more detailed information and/or a briefing meeting may be desirable. Many schools have standard letters to cover regular educational visits. When a new visit is planned, the checklist in **Appendix F** provides a framework for drafting a new letter.

Appendix G is an example of a combined medical information and parent consent form.

Appendix H gives an example of an information letter to parents giving guidance on packing and preparation.

Travel

- o Departure times/estimated times of arrival
- o Journey route plan
- o Length of journey
- o Driving hours, relief drivers
- o Coach seat belts
- o Parent help with transport
- o Walking off-site at Centre

Coach seat belts All coaches used for school trips are now required by law to have seat belts fitted and the 'three for two' concession no longer applies.

Parent help with transport For Health and Safety reasons parents helping with transport are requested to complete a vehicle declaration and agreement form, see **Appendix F** for an example.

Walking off-site at Centre Before setting off, reminder instructions should be given to pupils about safe procedures.

Evaluation

- o Debriefing on site
- o Debriefing meeting with SMT
- o Report to parents/school newsletter

Debriefing on site Informal discussions with both teachers and helpers before leaving the site can be very useful whilst experiences are still fresh.

Appendix A: Finance - example records and formats

Sailing camp accounts statement 1996

Income

Pupil instalments	£1440.00
Donations	£100.00
Social Services	£35.00
Balance from 1995	£458.19
Telephone	£6.56
Kitchen Allowance	£300.00
.....	
.....	
.....	
.....	
.....	
.....	
.....	
Total income	£2339.75

Expenses

Camp charges.....	£819.15
Transport.....	£350.00
Insurance	£37.40
Copy-paper	£27.00
Food purchases	£288.42
School food.....	£285.11
Trips	£191.00
Minibus hire.....	£18.33
Petrol for drivers.....	£37.69
Petrol for minibus	£68.39
Pocket-money	£5.00
Telephone	£12.04
Miscellaneous	£50.45
Total expenditure	£2189.98
Balance for 1997	£149.77

Group payment record

Sailing Camp 1997

Pupil name	Permission received (date)	Deposit paid (date)	Instalments paid (amounts/dates)	Notes (date paid in full)

Pupil payment record

Sailing Camp 1997

Pupil name.....

Class teacher.....

Date	Amount paid	Balance due	Signature

Appendix B: Voluntary helper agreement

Voluntary helper agreement based on Woolmer Green School model

(School name) residential visit: voluntary helper agreement

To be completed by school

Educational visit to Date of visit Teacher in charge

Number of pupils/classes Accompanying teachers

Voluntary help

- I agree to act as a voluntary helper for the purpose of this visit.
I am familiar with the arrangements for the visit and the nature of my duties.
- I understand that the teacher in charge will be responsible for the conduct of the visit and I am willing to undertake any reasonable duties as a voluntary escort which that teacher or any accompanying teacher may ask me to perform.
- I accept that the teaching staff are responsible to the Local Authority for the safety of the pupils, and I agree that, for that purpose, I will be under the supervision of the teaching staff and will comply with any reasonable instructions they give.
- I understand that for insurance purposes voluntary helpers are covered by the County Council's Third Party Liability policy for any claims arising out of their voluntary work. The County Council also provides a personal accident insurance cover for voluntary helpers providing benefits in the case of death, permanent partial disablement and temporary partial disablement.

Medical information Please delete as appropriate

I declare that to the best of my knowledge I **do/do not** suffer from **asthma, diabetes, disability, epilepsy, giddy spells, angina or any other heart condition but/and** I am fit to participate in the event.

Doctor details: NHS Medical card number

Name Date of last tetanus immunisation if known

Tel Known allergies

Address eg antibiotic/plasters

Medical consent

I undertake to inform the group leader if I or any member of my family, or other person with whom I have had close contact, is known to have or contracts any infectious disease within 21 days prior to the event. I consent to any medical treatment, including the use of anaesthetics, necessary during the event.

Name Tel

Address

Next of kin Emergency tel

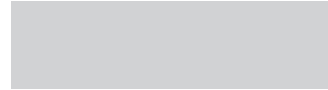
Signed Date

NOTE:

If within two days prior to departure you become ill, you should see a doctor and inform the group leader if necessary.

Appendix C: Parent help with transport

Parent help with transport letter based on Hurst Drive School model



Date / /

Dear

Parent help with transport

Thank you for offering to help with transporting children. In order to conform with Health and Safety regulations I would be grateful if you could fill in the slip below and return it to school.

Yours sincerely

Headteacher

//
....

Parent help with transport

I confirm that when transporting children who attend School in my car I will have a full driving licence and that:

my car

- is roadworthy
- has a current MOT certificate (if appropriate)
- has adequate insurance cover
- has a current road fund licence

I will

- ensure that all passengers wear seat belts
- agree with the organising teacher the departure and estimated arrival times, meeting points, routes and emergency procedures in the event of a breakdown or accident.

Signed Date

Appendix D: Emergency contacts, pupils and adults

Pupil emergency contacts

Visit to: _____ Dates: _____

Pupil name	Relevant medical information	Contact name	Telephone (incl am/pm variations)

Are there any names on a follow on sheet? Yes/No

Adult emergency contacts

Visit to: _____ Dates: _____

Staff name	Relevant medical information	Contact name	Telephone (incl am/pm variations)

Are there any names on a follow on sheet? Yes/No

Appendix E: Residential visit emergency information

Residential visit emergency information log

Event description/title

...

Date/s of event: from to

.

Centre name **tel**

Centre leader

School group leader

Number of staff including group leader: Number of pupils:

Method of transport

...

Vehicle registration number/s

...

Coach company name tel

.

Route details:

Emergency contacts

Name Mobile number

.

Name Mobile number

.

Name Mobile number

.

Any other relevant information:

Appendix F: Educational visits letter checklist

Many schools have standard letters to cover regular educational visits. When a new visit is arranged the following checklist will provide a framework for drafting a new letter:

Description of visit	<ul style="list-style-type: none"> o Educational purpose ('As part of the work children are doing on ...') o Venue o Date o Insurance o Cost (subsidised?)
Travel arrangements	<ul style="list-style-type: none"> o Travel mode eg coach, private car, on foot etc. o Times of departure/return o Departure/pick up point
Items pupils will need	<ul style="list-style-type: none"> o Clothing, footwear o Packed lunch, bag (disposable plastic, hands free rucksack)
Reply slip	<ul style="list-style-type: none"> o Please return the slip by... o I (would/would not) like my child to go on this visit o My child has an illness/allergy ... o My child will need the following medication ... o School lunch/packed lunch orders o I (have/have not) enclosed £... to pay for lunch/es. o I (have/have not) enclosed a contribution of £... o Total money enclosed: £... o Parent signature o Pupil's name
Aide-memoire	<ul style="list-style-type: none"> o Discuss well in advance with school catering staff o Ask secretary to arrange insurance (notice 3 weeks minimum) o Check insurance provides cover for third party and accident benefit for adult helpers

Appendix G: Parent consent form

Consent form for pupil under 18 year of age, based on Woolmer Green School model

..... School residential visit: parent consent

Educational visit to Date of visit

.

Pupil name Emergency tel

.

Address

Medical information

Please tick/complete as appropriate:

S/he does not suffer from any pre-existing medical condition requiring treatment.

S/he suffers from which may require treatment during the event.

S/he suffers from which may affect his/her taking part in activities during the event.

NHS Medical card number Date of last tetanus immunisation, if known

Known allergies eg antibiotic/plasters

Doctor details: Name Tel

.

Address

Consent

I have read the letter dated and give consent for
 to take part in the above named event and I agree to his/her taking part in the activities described.

I undertake to inform the group leader if s/he or any family member, or other person with whom they have had close contact, is known to have or contract any infectious disease within 21 days prior to the event.

I consent to any medical treatment, including the use of anaesthetics, necessary during the course of the event.

Signature of parent/guardian Date

.

NOTE: If within two days prior to departure the named pupil becomes ill, s/he should see a doctor and the group leader should be informed if necessary.

Appendix H: Sailing camp preparation; example letter to parents

To the parents of children in Class 3

Date

Dear Parent

**Class 5 residential visit to Blue Lagoon Sailing Camp
Friday 21st June to Friday 28th June**

Packing and preparation information

Most of the children's kit can be taken away in a holdall or rucksack. They will also need a small bag in which they will carry the packed lunch to be eaten on arrival at the Sailing Camp. Eating will not be permitted on the coach. No drinks are to be taken as a stop will be made for refreshments. A stamped addressed card should be near the top of your child's kit, this will be written on and posted to you on arrival at the Camp.

If your child is a bad traveller, please advise us and ensure that suitable travel sickness pills are taken beforehand and provided for the return trip. All children should bring two coloured polythene bags in case of travel sickness.

A clearly marked tea towel should be taken. No eating utensils or plates are required, apart from a mug. Large polythene bags are excellent for keeping kit dry at camp. The site is equipped with wooden or spring bases for sleeping with a mattress on top. Where possible a sleeping bag is preferable but a sheet sleeping bag is quite adequate and ample blankets are available.

Excessive amounts of sweets, spare food, etc are not recommended. If there are any medical reasons why your child cannot eat certain foods, please let me know. Any course of medicine your child may need should be handed in at school the day before the journey departs, with the dosage clearly labelled.

There are limited facilities for shopping so we suggest that £5.00 is ample pocket money. One of the staff will take care of the children's money. The children will generally not be allowed to swim in the lake but should bring swimming costumes. If you have any queries, please do not hesitate to contact me.

Yours sincerely

Class teacher