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Introduction

“Watersports are for everyone” by Carol Blundell is an excellent practical guide for teachers and other adults working with pupils with special needs. It covers a wide range of physical and learning difficulties, emphasising the need for adopting different approaches rather than devising fundamentally different methods. The following three extracts, adapted and reproduced with kind permission of the RYA, give general guidance on working with pupils with learning difficulties.

Learning difficulties and sailing

This is the term which describes the whole range of conditions which make the learning process difficult for some people. Learning difficulties arise from a variety of causes, including genetic, birth injury or traumatic brain damage. It must be stressed that no two people with the same level of disability will necessarily demonstrate the same level of learning difficulty.

Because of the enormous range of learning difficulties with which you might come into contact, it is difficult to provide a standard set of guidelines beyond some general principles of communication. Students with learning difficulties will have a range of levels of understanding and responses to the tasks. It is important to break down the teaching into very small steps and be prepared to repeat the task many times and in as many different ways as possible.

Concentration and motivation Periods of concentration may be short so keep the tasks small and varied. Levels of motivation will obviously be linked to confidence and pleasurable associations and this in turn will affect concentration.

Memory Some students will have both short and long term memory problems and for some it is possible that they have forgotten the start of a new sentence before it is finished. So keep to short statements and be prepared to repeat them many times!

Safety As always, safety is of paramount importance but there is a need for extra vigilance. Ensure that the staffing levels are adequate for constant supervision and never assume that the risks are fully understood.

Water confidence Where possible, try to start to build up water awareness and confidence in a swimming pool. This could include experience of buoyancy aids and being in the water fully clothed. This is also the time to increase the awareness and confidence of the helpers.

Levels of understanding Some students may have difficulty with such concepts as left and right, front and back, push and pull, so it is important to reinforce an instruction with clear hand signals. Pupils suffering from hearing impairment may not hear instructions, especially when they are on the water. Unless the hearing loss is severe they will not be wearing a hearing aid and the instructor may be unaware.

Speed of understanding For some students there will be a delay in understanding an instruction and a further delay in their response to an instruction, so allow plenty of time for tasks both on and off the water.

Billy's success story - case study

Billy has a congenital defect which has left him with great communication difficulties. As a student he was always "one of the quiet ones" rarely showing any feelings, either pain or pleasure. I was quite surprised when his teacher asked me if there was any possibility of him doing some work experience at the centre. He apparently loved sailing and wanted to do something like Steve (one of our young instructors) when he left school.

All the centre staff felt as if they were on work experience with Billy. We had lots of laughing, as Billy has a great sense of humour, but also some crying over expensive disasters (usually because of a breakdown in communications). We were all rewarded when Billy secured a good job working with fibreglass, joined the local Gym and gave me the biggest smile ever when he shook my hand and said "Thank you" - a great achievement for Billy.

Through the medium of open water, Billy has gained enormous confidence. This has helped him to learn how to join in - where before he had always watched - gain the friendship of others, laugh and have fun. It has also motivated Billy into finding work which he enjoys and living a full life within the community, instead of being isolated.

Speech difficulties A student may not have the vocabulary to articulate their needs and responses to situations though facial expressions and body language may be abundantly clear! On the other hand a speech impairment or speech delay may mislead the instructor into thinking that the problem is more serious than it really is. Be patient - some people with speech difficulties have a brilliant capacity for one liner jokes!

Further learning Learning to sail offers opportunities and motivation to acquire a number of other skills in an almost incidental manner. For some this could be concepts such as hot and cold, wet and dry and the appropriate clothing for each situation. For others it could be the reason for developing independence in using public transport in order to reach the training venue. Above all, it is another means to learning about fun!

Quite apart from the intrinsic value of sailing, canoeing or windsurfing, such watersports can be used to deliver aspects of more formal education. Many people have found great success in this area with young people of school age who have learning difficulties.

Support is still possible beyond school and it can pay to encourage teenagers to join groups to communicate with those of the same age. We have seen two teenagers from the local PHAB (Physically Handicapped and Able Bodied) club, who have thoroughly enjoyed working with disabled people and are now training to become instructors.

Becoming a better instructor!

You will become a better instructor if you use these techniques with any pupil!

Draw pictures

Face the person directly
Make sure your face is well lit

Demonstrate and use gestures to make your meaning clear
Use your hands to show big, small, high, low etc

Speak clearly, slowly and raise your voice slightly but never shout at someone wearing a hearing aid and don't over-exaggerate lip movement

Make your face clearly seen; don't hide your mouth with your hand, a pipe or cigarette

Speak to the pupil in an age-appropriate way

Keep instructions a information as simple as possible; push, pull, right, left

Speak clearly - don't shout or patronise

Be tidy - careful stowage afloat and ashore can prevent accidents and frustration

'Paint a picture' to describe a scene or manoeuvre

Have fun - any fears you have will be easily transmitted

Communicate directly - don't isolate

Sailing and the special school curriculum

A case study based on materials developed by the staff of Tewin Water School

Context

Tewin Water is a residential school in Hertfordshire for severely and profoundly hearing impaired pupils aged between 11 and 16 years of age. It has a large catchment area covering mainly the Home Counties and North London boroughs. The school caters for up to 50 day and residential pupils. It also caters for a few pupils who have other difficulties in addition to their hearing impairment such as specific learning or specific language difficulties, mild physical or visual impairment.

Achievement levels are from National Curriculum Level 2 upwards. As a result of this, many of the materials developed by the staff are suitable for primary pupils and pupils in MLD and EBD schools.

Learning to sail

Sailing has been an important element of the physical education curriculum at Tewin Water for many years. As the school is small, all pupils have the opportunity to take part in the residential camp week and to continue their sailing studies from year to year. The school uses the NSSA Award Scheme with only slight modifications to suit certain pupils. It is based on the acquisition of skills and knowledge in small discrete steps and this is ideally suited to pupils with learning difficulties.

A signalling system has been developed to help hearing-impaired pupils communicate on the water - see the **Safety** section.

Curriculum planning

Until recently, the residential week had been devoted entirely to sailing activities both as part of physical education and as a vehicle for developing pupils' personal and social skills. Increasing pressure from other curriculum subjects prompted a review in 1995/96, when organising staff were given the challenge of integrating the sailing within a broader curriculum programme for the week. The continuation of the residential week relied upon approval of the new programme by the school senior management. The following timetable tracks this challenge. It also illustrates the extent of advance planning needed when organising a cross-curricular programme for a residential week and for integrating it with normal school work.

Barton Turf Residential Week Curriculum Planning Timetable

9 Nov 95	Informal discussion of proposed changes
16 Nov 95	Presentation of proposed programme to SMT
21 Nov 95	Presentation to whole staff. Comments and ideas requested to be brought to INSET 9 Jan 96
9 Jan 96	INSET to develop framework programme Form working committee, set target date for reporting back
27 Feb 96	Timetable review, visits arrangements, staff responsibilities Delegate tasks to subject areas; set dates to be returned by
19 Mar 96	Organisation review, distribute preliminary timetables More detailed planning of curriculum-based activities Plan pupil preparatory work for summer term
16 Apr 96	INSET - Review work done, next stage
21 May 96	Presentation of final programme, travel arrangements, activities
2 July 96	Progress report, handbook presentation, finances
12 July 96	Barton Turf Field Trip
23 July 96	Staff meeting - debriefing and evaluation

The revised programme was formally approved well in advance of the visit week and all staff became fully involved in preparation and planning from an early stage.

Curricular links with sailing

Although many of the pupils at Tewin Water are profoundly deaf and some have additional physical disabilities or learning difficulties, none have National Curriculum requirements disapplied. Meeting pupils' very individual learning needs pose a considerable challenge to staff and differentiation is a crucial element of all curriculum planning and lesson preparation. Subject co-ordinators prepare activity plans to suit the needs of both individual pupils and small groups. The table below shows some of the non-sailing aspects of the curriculum which were included in the residential week programme for pupils at Key Stage 3.

Sailing Week Activity	Subject	NC Key Stage 3 Programmes of Study
River and pond life comparative study Sea Life Centre How Hill Nature Trail	Science	Life Processes and Living Things 4. Variation, classification and inheritance. Pupils should be taught: <ol style="list-style-type: none"> a. that there is variation within species and between species b. that variation within species can have both environmental and inherited causes c. how keys can be used to identify animals and plants d. to classify living things into the major taxonomic groups

	Science con- tinued	<p>5. Living things in their environment. Pupils should be taught:</p> <ol style="list-style-type: none"> that different habitats support different plants and animals how animals and plants in two different habitats are suited to their environment how food chains may be quantified using pyramids of numbers that in food webs there are several food chains with species in common how toxic materials may accumulate in food chains factors affecting the size of populations, including predation and competition for resources that organisms successfully competing in their environment contribute relatively more offspring to the next generation
Sketching animal and plant finds	Art	<p>Investigating and Making</p> <p>7. Pupils should be given opportunities to:</p> <ol style="list-style-type: none"> record responses, including observations of the natural and made environment gather resources and materials, using them to stimulate and develop ideas <p>8. Pupils should be taught to:</p> <ol style="list-style-type: none"> develop ideas from direct experience and imagination, and select, record and analyse from first-hand observation select and record observations and ideas, and organise a range of visual evidence and information, using a sketchbook
Making water and air powered rockets	D&T	<p>4. Making skills</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> use a range of processes to shape and form materials, including forming by wastage, attachment, adhesion and combining select materials, tools and equipment appropriate to the task select and use appropriate methods of shaping and forming materials accurately join and combine additional materials and components accurately in temporary and permanent ways interconnect a variety of components to achieve functional results develop a clear idea of what has to be done and propose an outline plan that includes the materials, equipment and processes to be used and suggests alternative methods of making if first attempts fail evaluate their products as these develop, including testing performance against specified criteria implement improvements they have identified and take on-going action to ensure that their products meet the specification and their original intentions
Making water 'xylophone' (bottles)	Music	<p>1. Pupils should be given opportunities to:</p> <ol style="list-style-type: none"> use sounds and respond to music individually, in pairs, in groups and as a class <p>2. When performing, composing, listening and appraising, pupils should be taught to listen with understanding and identify the development of musical ideas, investigating, internalising and discriminating within and between the musical elements of:</p> <ol style="list-style-type: none"> pitch... <p>4. Pupils should be given opportunities to:</p> <ol style="list-style-type: none"> control sounds made by...a range of tuned and untuned instruments perform with others, and develop awareness of audience, venue and occasion

	Science	Physical Processes 3 Light and sound j. Pupils should be taught that sound waves cause the ear drum to vibrate and that people have different audible ranges m. the link between the pitch of a sound and the frequency of the vibration causing it
Weather station (made from junk), daily observations	Geog	Geographical Skills 3. Pupils should be taught to: b. undertake fieldwork, selecting and using appropriate techniques and instruments to measure and record accurately, eg land use survey, data logging Thematic Studies 9. Weather and climate In studying how and why weather and climate vary, pupils should be taught: a. how weather and climate differ b. about the components and links in the water cycle c. how and why aspects of weather and climate vary from place to place
Soils and rocks study	Science	Materials and their properties 2. Changing materials. Pupils should be taught: f. how rocks are weathered by expansion and contraction and by the freezing of water g. that the rock cycle involves sedimentary, metamorphic and igneous processes that take place over different timescales h. that rocks are classified as sedimentary, metamorphic or igneous on the basis of their processes of formation, and that these processes affect their texture and the minerals they contain
Stone painting	Art	Investigating and Making 7. Pupils should be given opportunities to: c. explore and use two- and three-dimensional media, working on a variety of scales 8. Pupils should be taught to: d. select from and experiment with materials, images and ideas to extend their knowledge and experience of a range of materials, tools and techniques
'Barton Daily News' interviews, reporting on events, simple desktop publishing Daily personal records	English	Writing 1. Range c. The range of forms in which they write should be extensive, eg notes, diaries, personal letters, formal letters, chronological accounts, reports, pamphlets, reviews, essays, advertisements, newspaper articles, biography, autobiography, poems, stories, play scripts, screenplays. 2. Key Skills a. Pupils should be taught to improve and sustain their writing, developing their competence in planning, drafting, redrafting and proof reading their work on paper and on screen. They should be encouraged to judge the extent to which any or all of these processes are needed in specific pieces of work. Pupils should be given opportunities to analyse critically their own and others writing

Activity planning records

Three example record sheets reduced in size from A4.

In the term preceding the residential visit, curriculum subject co-ordinators prepared subject-specific activity plans for use by all staff, an example of which is shown below. A common format was devised, then the planning sections were completed by hand and sheets copied for distribution. The teacher evaluation was completed as soon as possible after each activity and the pupil evaluation sheets added to the set for future reference. These sections were included to help with evaluation of the new programme.

Barton Turf Field Trip 1996

Curriculum area	<i>Science</i>
Topic	<i>Minibugs</i>
Group	<i>Mick, Steve, Barry, Terry</i>
Teacher	<i>Joy Garner</i>
Programme slot	<i>Sunday morning</i>
Aims	<i>To extend the pupils' knowledge of different natural environments.</i>
Objectives	<i>To compare the pond life in Barton with that of the river at Tewin Water. To help the pupils make use of a key to identify animals.</i>
Resources	<i>Pond nets, pooters, hand lenses, holding boxes, resource sheets, keys, identification books.</i>
Plan	<i>Collect and name the equipment. Discuss how we identify creatures using a key. Look at and discuss vegetation as we walk along. Look at the dykes, discuss why the first one is covered with green plants and algae. Talk about safety and taking care of the wildlife. Use nets to collect animals and identify them using keys.</i>

Evaluation by teacher

Topic *This was an enjoyable and successful two and a half hours. The pupils needed help using the keys and more time should have been spent on this during the preparatory study of the river at Tewin Water.*

Group *By the end of the session the group was working well together and wanted to carry on for longer.*

Evaluation of pupils' work

Mick *Excellent work. He showed a great interest in this activity and preliminary work in school helped. He encouraged Steve.*

Steve *Disinterested at first but with Mick's help he became absorbed in what he was looking for. Found frogs and with Barry he found the newt.*

Barry *Interested and again he benefited from work done at school. Identified animals well.*

Terry *He should have been told more about this activity as he was not interested when he was introduced to it at school. Became more interested when we found the newt.*

A4 sheet condensed vertically.

Pupil's evaluation

What I thought about...

I enjoyed...

I did not enjoy...

I learned about...

Next time I would like to learn about...

Signature...

Date...

PSE and sailing

Some pupils arrive at Tewin Water having had few opportunities to develop their personal and social skills to the level which might be expected of their peers. Hearing-impaired has in many cases hindered the development of communication skills and, as a result, pupils can be self-centred, finding it difficult to co-operate with others. It is even more important than it is in mainstream schools to establish good personal and social skills so that other aspects of education can be tackled effectively. As a result, personal and social education has a particularly high profile in all aspects of school life at Tewin Water and this is clearly stated in the school PSE Policy as the following extracts show.

Personal and Social Education Policy

Context

PSE at Tewin Water is both integrated with all aspects of the school curriculum and taught as a separate subject. At Barton Turf, pupils live and work in much closer proximity than at school. The importance of good team work in crewing and other aspects of sailing, plus the need for co-operation and harmonious social life at the Sailing Camp allows many opportunities for intensive focus on the development of personal and social skills.

Personal and social education is about:

- the pupils learning to make decisions, to formulate opinions and to work in co-operation with the staff and other pupils
- empowering the pupils by developing the skills to make decisions, formulate opinions and to work co-operatively
- the pupils developing skills to cope with situations in which they find themselves and strategies to cope with the unexpected

Aims

Our main aims are:

- to provide opportunities for children to develop skills necessary to:
 - become independent
 - relate well to various groups in society
 - make decisions based on knowledge and awareness
 - be tolerant of others and to be aware of possible intolerance of others towards them
- to provide opportunity for children to:
 - transfer knowledge and skills learned in other curriculum areas to new situations
 - manage parts of their own learning
 - take personal responsibility
 - contribute to the functioning of different groups
 - develop an understanding of processes
- to raise awareness amongst children of the world around them

Based on extracts from
Personal and Social
Education Policy,
Tewin Water School

Goals

The following list of PSE goals illustrates the range of opportunities offered by the residential week at sailing camp:

PSE goals	Opportunities at sailing camp				
	Learning to sail	Crewing	Camp chores	Social time	Working alone
to develop the skills of:					
making a decision	4	4	4	4	4
forming an opinion		4	4	4	4
working with peers	4	4	4	4	
working as a member of a team	4	4	4	4	
working as a leader of a team		4	4	4	
working with adults	4	4	4	4	
working with authority	4	4	4	4	
evaluating, forming own opinions	4	4	4	4	4
evaluating others' opinions	4	4	4	4	4
coping with others' opinions of them	4	4	4	4	4
personal organisation			4	4	4
self-discipline	4	4	4	4	4
problem solving	4	4	4	4	4
target setting	4	4	4	4	4
completing a task	4	4	4	4	4
presentation				4	4
coming to terms with own deafness	4	4	4	4	
communicating effectively with many different communities			4	4	
to develop attitudes of:					
respect for others	4	4	4	4	
tolerance for others	4	4	4	4	
responsibility for own actions	4	4	4	4	4
responsibility for own learning	4			4	4
pride/self-esteem	4	4	4	4	4
to acquire knowledge about:					
leisure	4	4		4	4
environment, conservation and pollution	4	4		4	4
health, safety and first aid	4	4	4	4	4
rights and duties as a citizen	4		4	4	4

See also **The contribution of sailing to cross-curricular themes** in the **Why sail?** section.

Residential visits

See also **Residential visits** in **Getting started** section.

Pupil groups and staffing organisation

In 1996, 25 pupils attended the Tewin Water residential week accompanied by 15 adults. The normal staff/pupil ratio of 1:5 was boosted for this visit by 4 additional teachers and 3 support assistants. The adult group included 3 trained sailing instructors and this high adult/pupil ratio allowed the school to operate independently of the Sailing Centre staff. The adult group also included 3 volunteer helpers who were not in direct contact with pupils for sailing and curricular activities.

During sailing sessions, 3 or 4 safety boats were used and the adult/pupil ratio was 1:1 in Coypus and 1:2 in Wayfarers. With nearly 30 hours water 'contact time' spread over three and a half days in 1996, pupils made the same progress as they had done in a whole week in previous years, when Oysters were used with a ratio of 1:6.

The high adult/pupil ratios for sailing were made possible by a rota system. Each day was split into two sailing sessions and, while half the pupils were sailing, half were engaged in land-based curriculum activities with a switch half-way through the day. In any one session there were four land-based groups of four pupils, each with one teacher. Group size and composition was carefully planned to promote PSE skill development.

Two activities, a treasure hunt on the last day and a Nature Trail visit, were arranged for all pupils and staff together.

Staff handbook

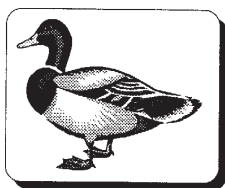
The size and complexity of the Tewin Water Staff Handbook shown in the contents list reflects the detailed planning and extra care needed when a special school organises a residential week. As some of the content of this handbook is similar to the one illustrated in the **Primary** section, only the extra pages which are of relevance to other schools have been reproduced.

The staff handbook has extra pages which do not appear in the pupil version.

The cover, contents list and specimen pages are copied here reduced in size from the A4 originals.

TEWIN WATER SCHOOL

**BARTON TURF
1996**



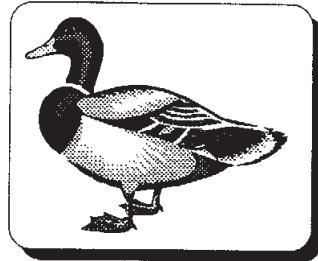
**STAFF
HANDBOOK**

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r = reproduced on following pages

The Barton Turf Handbook



It is hoped that this book will be helpful to all staff who are involved with the field trip.

Please complete the evaluation sheet at the back and give it to James, Simon or Pauline before the end of term. If you have any suggestions for improvements or factors to be taken into consideration for another year, please don't hesitate to share them. This is a learning process for us all.

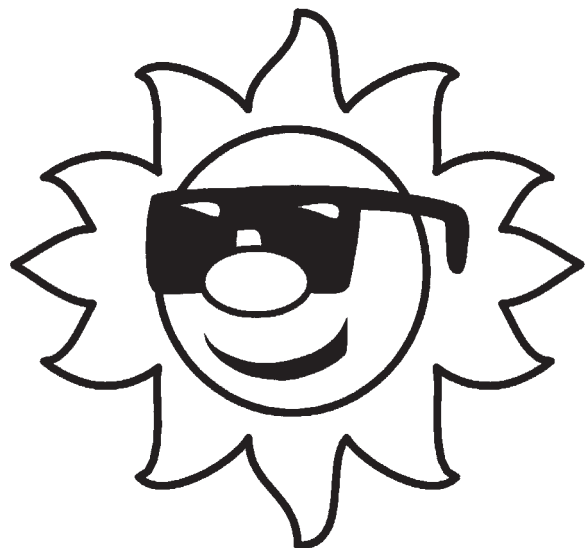
Thank you for all the hard work which we are sure has and will take place. We appreciate it but hope it will mean that both staff and pupils have an enjoyable, educational and rewarding time.

Remember!!

**It is only a week and
you WILL enjoy yourself**

so

SMILE!!



Helpful hints for staff!!!



It is hoped that the information below will be helpful to people who have not been to Barton before and also serve as a useful reminder to those who have.

- Most of us sleep in tents placed on concrete hard standings which are cold and hard in bare feet. You may therefore like to bring a small piece of carpet or rug for your own comfort
- Enclosed in the handbook is the pupils' equipment list, you may like to use it as a guide but it is not compulsory!
- The weather can be very unpredictable and therefore provision for all climatic variations should be considered! The following are particularly recommended:

<ul style="list-style-type: none"> <input type="checkbox"/> Insect repellent, bite remedies, sun block and after sun creams are all essential <input type="checkbox"/> flat shoes for on the boats <input type="checkbox"/> indoor and outdoor shoes if the weather changes <input type="checkbox"/> old clothes for sailing but smarter clothes for visits and the end of week party <input type="checkbox"/> a sun hat <input type="checkbox"/> warm clothes for on the water 	<ul style="list-style-type: none"> <input type="checkbox"/> a waterproof - let's hope you won't need it! <input type="checkbox"/> a sweatshirt or shirt with long sleeves for outside <input type="checkbox"/> activities in the evening, as the local insect population is particularly active at this time! <input type="checkbox"/> a torch which should be shone on your face so that pupils can lip read <input type="checkbox"/> your own preferred headache remedy, you need one, as we are not allowed to supply them
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- Beds and mattresses are supplied but you require your own bedding which can be sleeping bags or conventional bedding like duvets and sheets. Pillows are not provided
- There is a phone on camp which is available to all. The calls are metered and usually cost about 8p a unit. It may be cheaper for people to call you. (The phone number is elsewhere in this book). Please ask people to avoid meal times
- If it rains there is a tumble drier which takes 50p pieces
- There is a washing machine, but only to be used in emergencies

Supervision *Pupils must be supervised at all times*



The following are just a few reminders to hopefully ensure the smooth running of the camp:

- **All staff** are on duty the first and last evening.
- There will be a meeting for all staff at 7:50 every morning to discuss the day's events
- If deemed necessary there will be another meeting over coffee, after supper
- Please make sure you are on duty at the specified times so that other staff are not inconvenienced
- Staff are free to leave the sailing base if you are not on duty, please ensure that you return in time for your next activity
- If you wish to go sailing in your free time please liaise with Simon Best
- Please try to deal with any misdemeanors that you see even if you are not on duty
- Only people holding the necessary certificate should drive the minibuses. If you want to use a minibus, check availability with Pauline Devlin first. **Ensure that all passengers wear seat belts**
- All staff and pupils must wear buoyancy aids if they are on, or near the water
- If you take pupils off camp please ensure that they are back in time for meals
- Pupils must not leave camp without an adult and everyone leaving camp must sign out in the book which will be kept by Pauline Devlin
- There will be no chewing gum on camp. If you see any please confiscate it

Daily routine



Meal times

Breakfast	8:00am	
Lunch	12:45pm	except Thursday when it will be 12:00 noon.
Supper	6:30pm	except Friday when it will be 6:00pm for visit to Sea Palling.

At breakfast pupils sit where they like.

At lunch time pupils sit in their tutor groups but staff sit where they like.

At supper time staff and pupils sit together as a tutor group.

Bedtimes

Year 7	9:15pm	
Year 8	9:25pm	
Year 9	9:35pm	
Year 10	9:45pm	
Year 11	10:00pm	Pupils should be in bed within 10 minutes of these times.

Notes for staff:

Alcohol may be consumed on camp, but **only once all pupils are in bed.**

If you wish to drink, you should provide your own.

There should be no alcohol in tents.

Please don't leave money and valuables in tents. Ask for it to be locked in the larder.

Pupils must be accompanied if they leave the camp site.

If leaving camp please tell Pauline Devlin for fire and safety reasons.

Special responsibilities



Name	Responsibility
Simon Best	All water-based activities
James Brown.....	Dining room and general camp discipline
Pauline Devlin.....	All land-based activities
Maureen Connolly	All food and kitchen activities
Peter Rogers	Evening activities and treasure hunt
Linda Baird, Janet Abbot and James Brown.....	First Aid
Linda Baird and Barbara Ketley.....	Village competition
Marion Carter.....	Tent inspection and computer equipment
Joy Garner.....	Weather station
Julie Geldorf	Video recording
Julie Geldorf	Barton Times Newspaper
Jerry Silver.....	Bank
Gary Hurst.....	Sports equipment
Martin Holland	Worksheets
Julian Armitage.....	Daily accounts and photographic competition



Induction carousel

Friday 12th July 1996 from 3:30 to 4:45

A carousel will operate and pupils will go round in their tutor groups, with their tutors, to enable all staff and pupils to receive the same information. The sessions will be 15 minutes each and time has been allowed for moving. Please try to keep to these times.

The sessions will be:

Life at Barton Turf..... Lesley Martin

Are you nice to be with?... James Brown

What if ? Jerry Silver

Water Safety..... Janine Bond

SESSION	3:30 to 3:45	3:50 to 4:05	4:10 to 4:25	4:30 to 4:45
Red Wherries	LM	JB	JS	JG
Blue Punts	JB	JS	JG	LM
Green Cruisers	JS	JG	LM	JB
Yellow Half Deckers	JG	LM	JB	JS

After the carousel, physical or challenge activities can be undertaken.

Supper is at 6:00pm.



Staff evaluation

Because this is the first time we have run Barton week as a cross-curricular field trip we would appreciate your comments to help us evaluate the whole activity. Below are some headings that you may find useful but please feel free to write on any aspect of the week. It would be appreciated if you could give them to James, Simon or Pauline before the end of term.

Meeting pupils' needs

Organisation

Social

Preparation

Personal

Daily routine

Developmental

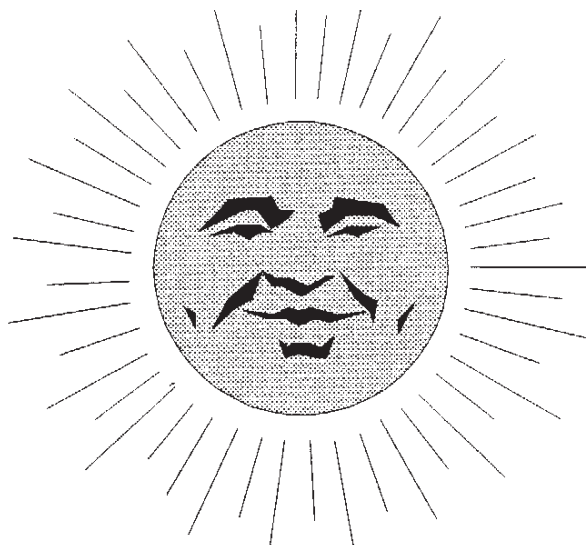
Handbook

Pupil behaviour

Any other comments

All that remains is
to say a big
“Thank you”
for all your hard work

Have a good
summer holiday!

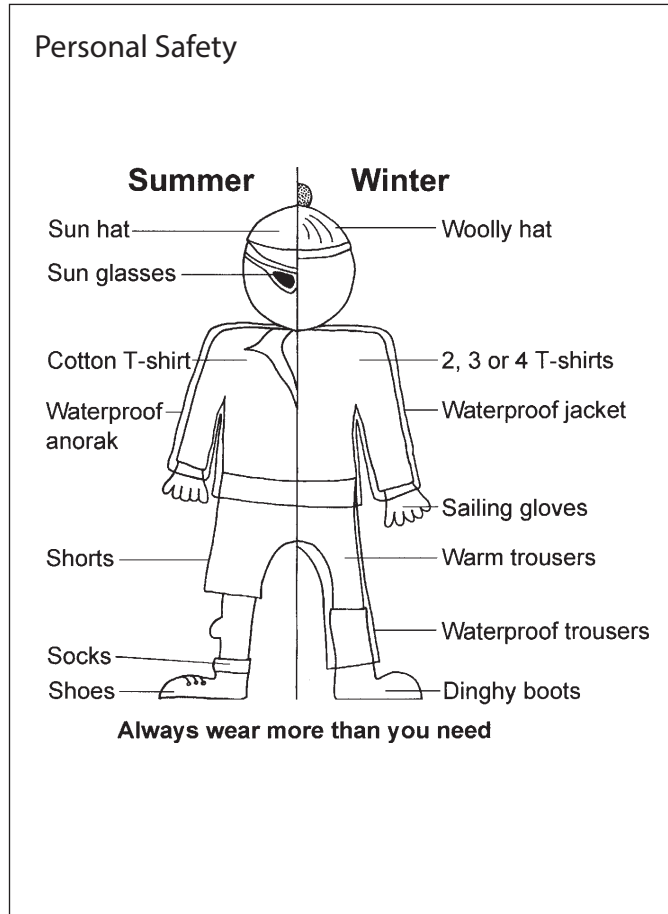
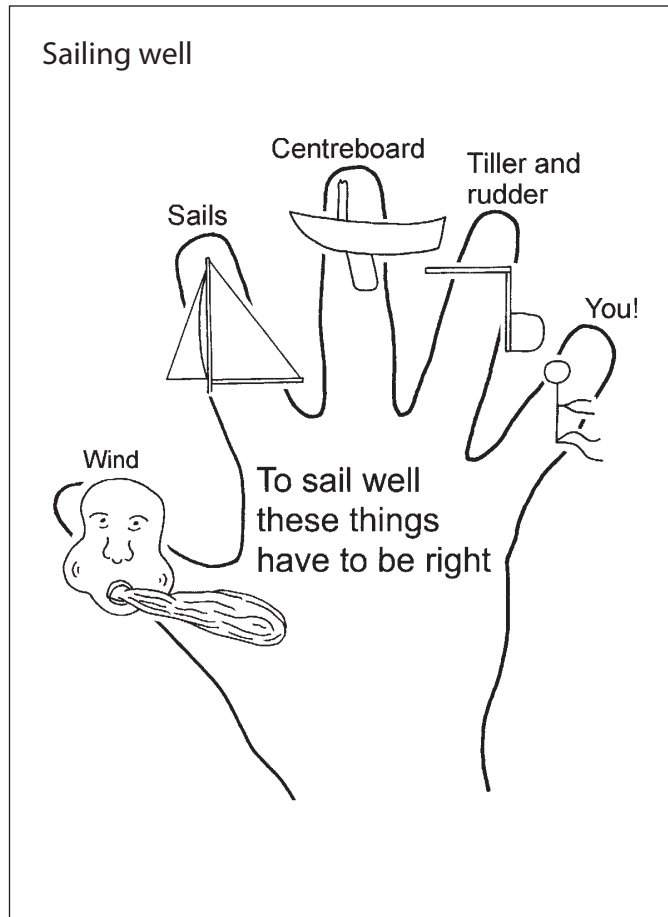


Pupil handbook

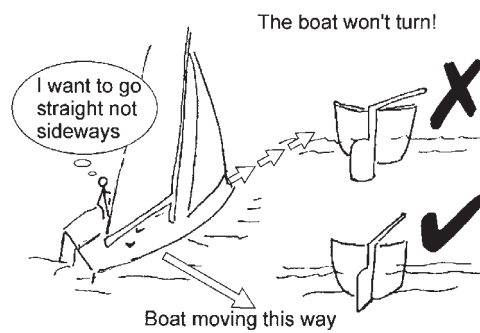
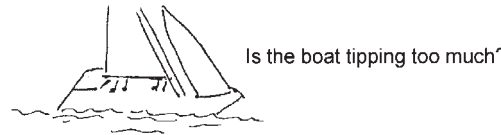
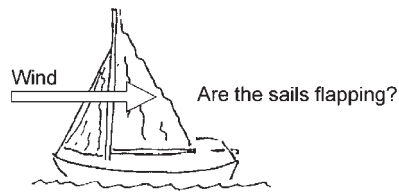
The first time Tewin Water pupils visit sailing camp they receive a Bronze Group Booklet with sailing record pages based on the HSSCA Scheme and additional pages covering sailing basics and camp routines. The booklet provides a record of each pupil's achievements at camp. It is kept in a folder and added to on each subsequent visit to provide a running record of achievements. Many pupils will progress to the Silver Award on their second visit but some will take two years to achieve this. Pupils sometimes progress to the Gold Award stage whilst they are at the school.

Some of the content of this handbook is similar to the one illustrated in the **Primary** section but the following pages have been selected as many of them are relevant to other schools. All pages are reduced in size from A4 originals. Large print is used to help pupils with additional visual impairment.

The instruction pages are used mainly for reference when briefing individuals and small groups of pupils before going afloat.



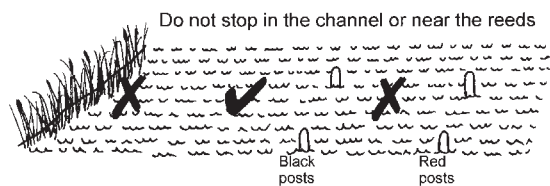
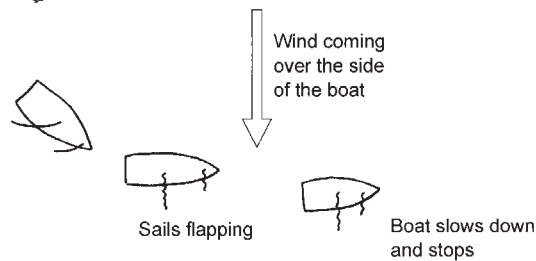
Why won't the boat go where I want?



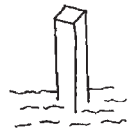
Heaving to

This means to stop the boat so you can:

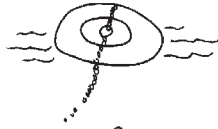
- ⚓ change places
- ⚓ blow your nose
- ⚓ have a drink
- ⚓ have a rest
- ⚓ look at birds



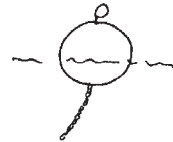
Be safe on Barton Broad



Red or black posts
- keep away!



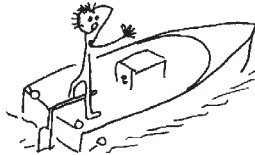
Orange doughnut buoy
for camp sailing boats



Other buoys



Cruisers:
Some are friendly!
Some are fools!
Mind the wash
Keep out of the way



Safety boat
- your friend

What do you do if your boat falls over (capsizes)?

answer on next page

A4 pair of pages, back to back

Stay with the boat!

Tewin Water School Bronze Sailing Award: Pupil Checklist

What you have to do...	1st time	2nd time	3rd time	4th time	5th time
Swim 50 metres in light clothing					
Put on a life jacket correctly					
Help to rig a boat with instructor					
Know what to do if the boat capsizes					
Work in the boat properly					
Know the names of different parts of the boat					
Learn some knots					
Paddle or row the boat around a triangle					
Take everything down and put it away properly					

Bronze award successfully completed by

Signed

Date

Tewin Water School Silver Sailing Award: Pupil Checklist

What you have to do...	1st time	2nd time	3rd time	4th time	5th time
Rig the boat with the instructor telling you what to do					
Go in the water and be lifted out					
Be able to turn the boat around (going about)					
Know what a "gybe" is					
Stop the boat (heaving-to)					
Know how to look after the jib, the centre-board and know how to move around the boat					
Learn these knots: round turn and two half hitches and a bowline					
Sail away from the teacher, turn round and come back without crashing					
Remember everything you learned for the Bronze Award					

Silver award successfully completed by

Signed

Date

Learning materials

Note: All of the following examples are reduced from the original A4 size.

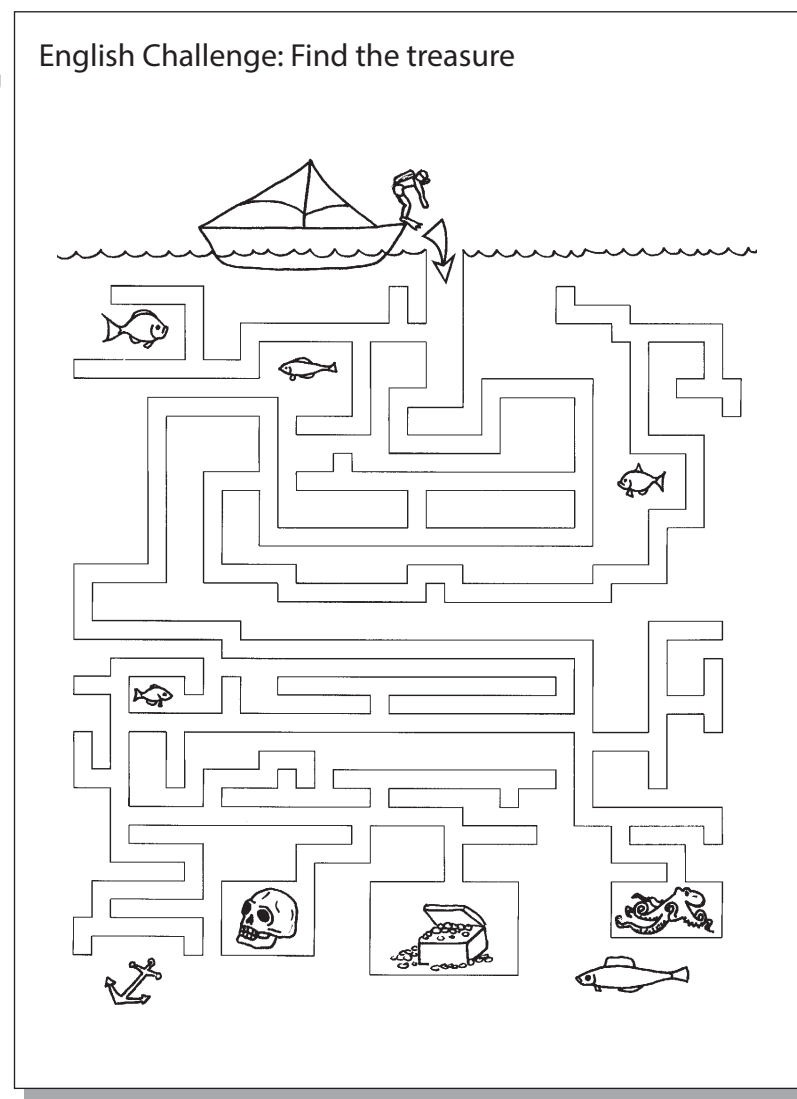
Tewin Water staff have devised and adapted a wide range of learning materials for use during the residential week. Where possible, diagrammatic instructions are used with simple, concise annotations. Large diagrams and bold print are helpful to all pupils. Sailing materials are referred to under **Pupil Handbooks** earlier in this section.

Curriculum “Challenges”

The following worksheets are examples from sets prepared for use in specific programme slots, for optional use at the ends of sessions or use during evening free time. 15 - 20 sheets were devised for each of the subjects/topics: Sailing, Knots, Sports, Maths, English, Technology and Science. All were referred to as “Challenges” avoiding the deterrent effect which the traditional “worksheet” label has for many pupils. All completed “Challenge” sheets are added to the pupil’s sailing record folder with their other logbook pages.

A number of small “Challenge prizes” were awarded at the end of the week to pupils who had made a particular effort with these tasks. These consisted of certificates and chocolates.

A hand-eye co-ordination exercise to aid handwriting development



English Challenge: Sailing wordsquare

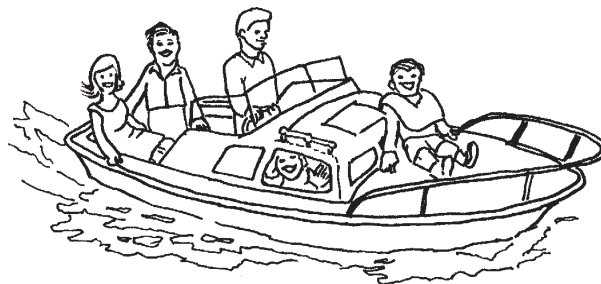
BATTEN	GYBE	MAINSHEET
BOOM	HEAVE TO	MAST
BOWLINE	HELM	PAINTER
CAPSIZE	HULL	READY ABOUT
CENTREBOARD	JIB SAIL	RIGGING
CLEAT	JIB SHEET	RUDDER
FAIRLEAD	LANDING	STERN WARP
GOOSENECK	LEEHO	TILLER
CREW	MAINSAIL	

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H C R J W Q P V E B Y G R W N X K O D B
Y M A S T A M P P M L D A E L R I A F E
K I I X E F O D Y F G T J I B S H E E T
A Q P W F G O A R W U X S G K E D F V Y
R R T L O O B Y N K X P Y X A R O A R E
Q G E Q R O L A N D I N G C A R H C G J
O S V G X S R E A D Y A B O U T D R C J
B S S L E E H O Z H O H B R D R J D P H
M P R A W N R E T S V E T A A Y I Q N Q
T F O O Z E O T R G R Y O F T J U L H M
H B O S Z C T U I T N T L I A S B I J A
F O Z X Q K D W N L E I Y E E Y F F B I
K W X X E D O E S V L B G H D K G Q B N
L L V K E Z C N A D G E A G E K T T N S
L I Y R V W I E C K C Z R T I L N L O H
U N Z X I O H S H T A E L C T R M R O E
H E F B Q P O M P C T L M Q E E X H J E
L I A S N I A M V A M P M O J C N J C T
Z Y Y J D Y Y N L M C R E T N I A P I L
X C R E W B B N X L D T V B R A Y O L Y
    
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English Challenge: Picture Quiz

The front of the boat is called the bow and the back is the stern. If you stand in the boat and face the bow the port side is on your left and the starboard side is on your right.



- 1 How many people are in the boat?
- 2 What is the back of the boat called?
- 3 Where is the bow of the boat?
- 4 If you stand in the boat facing the bow, on which side is the port?
- 5 How many people are sitting at the stern?
- 6 Is there a person in the cabin?
- 7 What have four of the people forgotten to put on?

Maths Challenge: What time is it when..?



I wake up?



I have breakfast?



I go sailing?



I go out?



I have lunch?



I eat supper?



I go to bed?

Maths Challenge: A plan of the camp

Can you draw a plan of the camp site?
 Draw each of the tents on your plan.
 Write next to each tent the names of the people sleeping in it.
 Draw buildings, big trees and other important things.

Maths Challenge: Counting



How many forks are there in the dining room?

How many tables are there in the dining room?

How many tents are there on the camp site?

How many boats can you see altogether?

How many steps, or paces, is it to walk across the field?

How many paces is it to walk down the field?

How many pupils are here at Barton?

How many masts are there in the Bosun's shed?

How many life jackets can you count in the Bosun's shed?

Science Challenge: Floaters and sinkers!

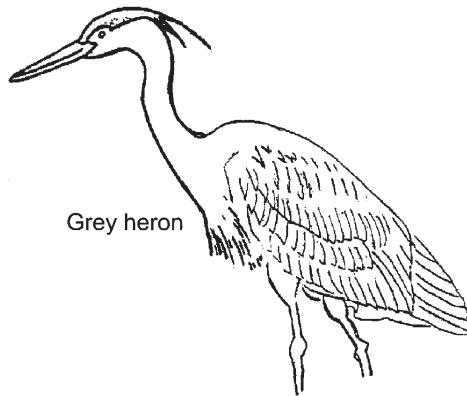
Can you find out which of the following items will float when put in water and which will sink? Guess first!

	my guess	my test
feather
cork
bottle
pencil
pine cone
piece of string
nail
bar of soap
stone
leaf

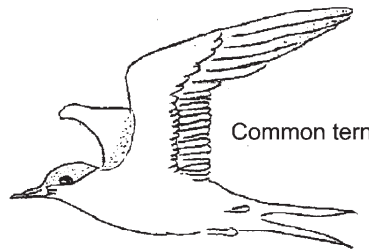
Can you think of 5 more items and find out if they are floaters or sinkers?

Science Challenge: Name the birds

Can you find these birds in a book?
Write their names and colour them correctly.

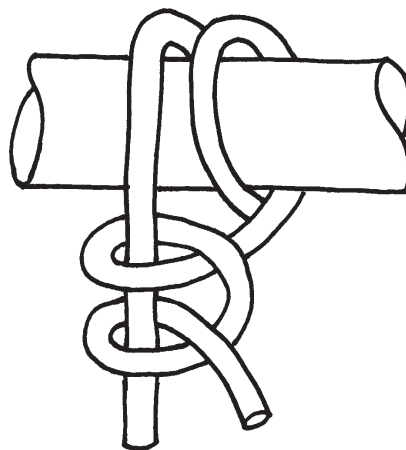


Grey heron



Common tern

Sailing Challenge: Can you tie this knot?



round turn and two half hitches

The following four examples pages are landscape format A4 reduced in size.

Sports Challenge: Skipping

How long can you skip without stopping?

Find a friend to time you. Write your time on the sheet.

Can you skip backwards?

Keep the sheet in your folder.

Sports Challenge: Headers

How long can you keep a football in the air?

Are you best with your head, your knee or your foot?

Find a friend to time you.

Write your time on the sheet.

Keep the sheet in your folder.

Sports Challenge: Three-legged race

Find a friend and tie one of each of your legs together with a sock.

Practice running together.

When you are ready ask someone to time you running the length of the camp field.

Write your time on the sheet

Keep the sheet in your folder.

Sports Challenge: Bat and ball

How long can you keep a ball in the air?

Find a friend to time you.

Write the time on your sheet.

Keep the sheet in your folder.

RYA Sailability Charity Number 1049049



The Royal Yachting Association, the National Authority for sailing and motor boating, is at the forefront of all sports organisations in the UK in accepting responsibility for people with disabilities in our sport. Their charity RYA Sailability exists to ensure that adults and children with any form of disability have the opportunity to participate in the sport and the level of their choice.

Hundreds of sailors have enjoyed the opportunities offered by the organisation since its inception. RYA Sailability provides boats, equipment, courses of all kinds, training opportunities, adventure holidays, regattas, racing and cruising so that everyone can enjoy the freedom, challenge and pleasures of getting afloat. Sailability also supports international racing and has an impressive record. The United Kingdom has produced World and European Champions and Paralympics Gold Medal holders. Our blind and visually impaired sailors are World Champions.

Projects

Blind sailing Working with Guide Dogs for the Blind, there are schemes offering offshore cruising both at home and abroad. Specialist instruments from Autohelm allow people with impaired vision access to navigational information and there are training courses for RYA qualifications.

Young deaf and blind Opportunities exist for youngsters to sail in Sail Training sloops and schooners.

Integration into sailing clubs All aspects of this aspiration are promoted by regional representation which include events and training.

Challenger The new improved trimaran offers a safe but exhilarating training platform for those new to dinghy sailing. There is also a thriving racing fleet.

2.4 metre boats Sailability encourages the use of these IYRU recognised international racing boats which are the ideal vehicle for head to head racing with able-bodied sailors at top level.

Sea Legs A 31 foot Prout catamaran specially adapted for disabled and blind sailing is available for charter.

Training RYA certification courses in power boats, cruising yachts and dinghies for those with disabilities.

International racing We fly the flag in yacht racing and, at the time of going to press, the UK are the World and European champions in disabled sailing and Gold Medal holders at Blind World Championship level.

Able-bodied helpers training Courses are run for those who wish to become acquainted with various disabilities.

RYA Sailability's magazine *Foghorn* is an excellent source of news and topical information. For further general information please contact the Director: RYA Sailability, Romsey Road, Eastleigh, Hampshire SO50 9YA. tel: 01703 627400.

For details of local facilities, activities and initiatives, please contact Angus Peel, National Development Manager, RYA Sailability, Romsey Road, Eastleigh, Hampshire, SO50 9YA, tel: 01703 627477, fax: 01703 620545.

