

Sailing centres, clubs and schools

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Promoting sailing centre links with schools

Introduction

The focus of this section is the promotion of links between sailing centres, sailing clubs and schools. It is written largely from the viewpoint of sailing centres and clubs but much will be of relevance and interest to schools. Guidance is based largely on the findings of the **National Youth Watersports Audit** conducted by the Maritime Leisure Research Group of the Southampton Institute in 1996. Many of the pointers for centres apply equally to clubs and vice versa, the specifics of the latter being dealt with in more detail later in this section.

Centres and clubs wishing to identify schools in their area can refer to Local Education Authority school directories. Schools wishing to locate their nearest sailing centres and clubs will find directory references in the **Resources** section.

Marketing to schools

Identifying the target

It is important to identify key members of staff and to target letters, fliers and telephone contacts to named individuals in addition to the headteacher. Initial considerations include:

- who is likely to be receptive to approaches from a sailing centre
- who is in a position to influence and promote new initiatives
- who is responsible for appropriate budgets?

If the theme of the communication is activities involving cross-curricular subject links, appropriate subject co-ordinators or heads of department should be selected. It may also be an investment to include the names of newly qualified teachers on a circulation list. A new initiative may need the support of the chair of governors in addition to the headteacher, particularly if major changes or finance are involved.

Schools are inundated with promotional materials and many fail to penetrate further than the school office. Fliers with graphic impact and clear titles which immediately communicate their subject matter are more likely to reach their subject. Letters and fliers can be marked "For the attention of...". Adding specific names and sending two or more copies, separately targeted, will often increase the chance of correct circulation within the school.

Finding out what schools want

The **National Youth Watersports Audit** is an excellent source of information on national needs and trends. For identifying local schools' needs, most centres rely on occasional questionnaires, personal visits to schools and informal discussions with regular visitors to their centre. New custom can be encouraged by offering activities tailored to the individual needs of a school.

Making contact

Although initial contacts with schools can be made through introductory letters, fliers and telephone calls, personal visits are likely to be most effective. For guidance on arranging visits see **Sports Council Challenge Funding** later in this section.

Summer fairs at local schools are ideal events for promoting the sailing centre. A display pitch will attract the attention of families and the general public, in addition to stimulating staff and pupil interest.

Promoting the benefits of Sailing Centre activities and facilities

Once dialogue is established, the school needs can be explored and matched with what the sailing centre offers. The many ways in which sailing can meet the requirements of the National Curriculum are covered in detail in the **Why sail?** section. The following checklist indicates many of the possible 'selling points' of a centre:

- sailing taster sessions, beginner/introductory sessions
- "Open House" days - free trial sessions for teachers and parents
- sailing courses and courses for leaders/instructors
- multi-sport courses linking sailing with two or three other sports (growing in popularity)
- field studies courses linking sailing with a range of National Curriculum subjects and cross-curricular themes
- instructors/coaches
- provision for disabled young people - see below
- extra-curricular sailing - see below
- staff presentations, posters for school, portable displays
- teacher information sheets, pupil information and activity sheets
- craft and rescue boats (no need for school investment in expensive boats and equipment)
- correct size equipment and junior buoyancy jackets
- storage and parking space

Provision for disabled young people

Centres wishing to promote access for the disabled to both schools and the general public would need to consider their provision of the following:

- experienced instructors
- special sessions and integrated sessions
- adaptations of craft and other equipment
- launching facilities
- ramps
- disabled toilets

Extra-curricular sailing

After school, Saturday morning and school holiday sessions can provide supervised sailing opportunities for children who have already completed a course or who have enough previous experience to helm a boat in the conditions of the day. A free play area with paddling pools, a boating lake where canoes, rowing and paddle boats can be hired, picnic and barbecue areas can all help to encourage family involvement.

Good promotional and teacher support materials

The quality of publicity materials, brochures, programmes, teacher support and pupil learning materials can all contribute to the professional image of the centre and help to stimulate interest. See examples at the end of this section. Local authority centres can often benefit from in-house technical support with the design and production of their promotional materials.

Using existing newsletters and bulletins

Many LEAs circulate a regular county bulletin to all schools with advertising space for sale. Some schools have developed both internal staff bulletins and newsletters to parents to incorporate advertising.

Developing the centre/school partnership

Centres may wish to encourage their regular school visitors to collaborate further in tailoring pupil activities or staff development programmes. Examples might include:

Multi-Activity Projects - learning programmes which place related curricular activities alongside sailing and other watersports to encourage schools to meet a wider range of National Curriculum requirements. See two examples later in this section; MAPP - a rota-based programme of water sports and orienteering offered by Herts Young Mariners' Base and the Medina Centre integrated KS2 courses, both examples devised in collaboration with local schools.

Staff training days - sailing or watersports-based for groups of staff from several local schools sharing costs, with a focus on sailing/PE/outdoor education.

Staff development courses with a focus on whole school team-building.

Marketing to young people

The **National Youth Watersports Audit** survey revealed that for many young people their first encounter with sailing is during an activity centre multi-sport holiday at home or abroad. A surprising number of centres do not inform participants at the end of a course how they can continue the sport in their own locality. Thus a valuable opportunity to encourage continuity and progression is lost, perhaps because of reluctance on the part of some centres to advertise 'the competition'.

Sailing and other watersports already enjoy extensive media coverage, and it can be argued that sailing markets itself to young people. Informing them of the means to get involved may be the critical factor in attracting new participants. The **Audit** identified the main marketing methods currently used by sailing and other watersports centres:

- newspaper advertisements
- mailshots
- specialist magazines
- direct contact through school visits
- posters

Whichever methods are used, the wording and imagery of advertising materials must clearly take account of youth culture, fashion, role models etc. Many young people in the UK have easy access to computer systems at home, school, college and university and the Internet offers a low-cost resource for sailing centres to advertise themselves through 'home pages'. Television advertising will be beyond the budget of most sailing centres but local radio advertising will be within the means of many.

Transport and finance are often determining factors in young people's participation and parents play a critical role, particularly out of school hours and during holidays. It is worthwhile to consider parents' special interest in health and safety and child security when designing advertising materials.

Wider promotion of sailing centres

Many centres now offer a range of activities and facilities which are complementary to sailing. Competition for young people's time is such that offering additional activities is likely to influence the success of a centre in attracting new visitors. These 'extras' can often draw in young people, adults and families, sparking off interest and leading indirectly to a first experience of sailing. The following ideas focus on promoting sailing centres to the general public but many initiatives have the potential to directly or indirectly encourage school involvement in sailing:

- | | |
|--------------------------------|---|
| Waterdays Regatta | Multi-watersport activities, races, competitions, demonstrations, 'have-a-go' sessions etc. |
| Dragon Boats | Dragon boats for hire to groups (subject to group size and age limits). |
| Private tuition | Sailing tuition tailored to personal needs, hourly rates. |
| Corporate Fun Days | Team building and other programmes, matched to company requirements. |
| Active retired sessions | Off-peak sailing sessions at reduced prices. |

Promotional initiatives	Grants and promotional initiatives may be available to centres, eg leisure services department nomination of sailing as a 'development sport' and national schemes such as Sports Council projects.
Dinghy parking	Varying rates according to boat size.
Angling	Day tickets and bookable match fishing area.
Orienteering	Maps on sale, compasses for hire, various routes within centre site.
Internet	Set up a 'home page' for the centre.

The **National Youth Watersports Audit** revealed that many centres do not rate marketing highly enough to identify a separate budget. For some the costs of advertising, printed fliers etc come out of the stationery budget. It suggests that the focus for future developments of sailing/activity centres should be:

- 1 more advertising and publicity
- 2 provision of more facilities
- 3 doing more to encourage young people
- 4 more TV coverage
- 5 changing the élite image

See also **Promoting sailing club links with schools** later in this section and **Safety and Sailing Centres** in the **Safety** section.

Promoting sailing club links with schools

The **National Youth Watersports Audit** raised the issue of whether or not clubs wish to increase their youth membership. Not all adults wish to spend their leisure time surrounded by other parents' children. Many clubs are quite happy with a predominantly adult membership profile and there is a growing recognition that what is good for one generation may not be good for another. This may be especially important when learning new skills with two generations of the same family in one boat. The experience can actually deter some young people from continuing with their parents and vice versa. However, many clubs do value junior and family membership and wish to actively promote this.

Feasibility

The **Audit** also raised the important issue of readiness to increase involvement by young people - unsuccessful attempts to promote their participation can be demotivating for a club. A preliminary feasibility study by a club might include assessment of:

- level of support amongst club membership for proposed developments
- location of club and access to water
- current facilities for young people
- ability/funding available to adapt to meet young people's needs
- competition from similar clubs in the area
- socio-economic and demographic make-up of catchment area
- social status of the club and differing perceptions of local adults and young people

It is important for a club about to embark on a youth recruitment campaign to recognise the normal 'drop-out' tendency amongst young people and not to view this as a reflection of how young people feel about their particular club.

Promotion

Club benefits

The benefits of club membership to be promoted through advertising and informal contacts might include:

- offering opportunities for young people to take qualifications; (some clubs collaborate closely with local sailing centres and refer training to them)
- provision of junior noticeboards
- junior section in the club newsletter
- junior sailing events
- junior social events eg discos
- indoor games area
- tuck shop
- children's menu
- crèche
- loan equipment and clothing of the correct size

See the example club promotional leaflet at the end of this section.

Additional considerations

Additional points might include:

- provision for young people with disabilities (Only a quarter of sailing clubs in the **National Youth Watersports Audit** survey catered for disabled young people. See also **Marketing to schools** earlier in this section)
- links with schools - see **English Sports Council Challenge Funding** later in this section
- setting an allocation figure to junior member places
- allocating a proportion of profits to promoting junior activities
- nominating a 'youth spokesman' on the club committee
- appointment of a Youth Officer responsible for young people and liaison with schools

Marketing to young people

The **Audit** identified open days, taster sessions and social events as the most important forms of marketing used by sailing clubs. The main types of marketing were:

- open days
- taster courses
- social events
- posters
- newspaper adverts
- directories
- specialist magazines
- mail shots
- yellow pages

Developing club partnerships**Club links with schools**

Competition for scarce resources is increasing and partnerships between clubs and other bodies have a vital role to play in future leisure provision. Two important benefits of co-operative ventures are the establishment of local networks to help overcome the shortage of instructors and partnerships based on the sharing of boats and equipment. It is economically unsound for schools to tie up scarce funds in equipment which might be locked away at the height of the summer season - the use of such equipment is best maximised through some form of sharing or joint ownership.

Club contacts with the governing body (RYA)

Many schools with an active involvement in sailing have established strong links with clubs. The **National Youth Watersports Audit** identified three main types of link between schools and clubs:

Level 1 Purely a communications link with the clubs (directing information)

Level 2 Teacher transporting pupils to the club and easing integration

Level 3 Teacher becoming actively involved in club activities

The latter can progress to the establishment of a school 'base' within club premises, parking and sharing arrangements for boats and equipment and opportunities for young people to crew for the club.

Sailing club contacts with the RYA deal mainly with:

- funding/grants
- advice on membership, business, coaching techniques, safety
- registration of coaches
- recognition and approval
- provision of boats
- organisation of regattas

Club contacts with local authorities

Links with local authorities are growing in significance as local authorities take on a co-ordinating and advisory role. Many have appointed Sports Development Officers to initiate and promote liaison and development work. Roughly 42% of sailing clubs in the **Audit** had contact with local authorities; types of contact including:

- funding/grants
- advice on membership, marketing, business, coaching techniques
- inclusion in directories of clubs
- organisation of holiday courses
- making contacts with schools
- organising big events

Club contacts with the Sports Council

About a fifth of clubs in the **Audit** had links with the Sports Council and other grant bodies. Types of contact included:

- funding grants
- advice on marketing, business, coaching techniques
- registration of coaches
- membership of local Sports Council

Less than a fifth of the clubs had links with activity centres and with charities, the latter being primarily to raise money on behalf of the charity. During the last five years 22% of sailing clubs received grants, the average amount of grant awarded per club being **£13 311** over the five year period.

See also **National schemes and organisations promoting sailing** in the **Why sail?** section.

English Sports Council Challenge Funding

The following guidance is adapted with the kind permission of the English Sports Council from booklets in the **Involving young people in sports** series (due to be updated).

The English Sports Council has established **Challenge Funding** to promote formal links between schools and sports clubs. Details for the academic year 1997/98 have been sent to secondary schools and middle schools with pupils of secondary age. Sports clubs can offer a wider range of activities for pupils, including:

- organising or sponsoring competitions and festivals
- working alongside teachers during extra curricular activities
- inviting teachers to their club to discuss potential development plans in partnership
- providing promotional leaflets and posters to attract young people

Whatever the initial point of contact, experience shows that the best links are formed when young people and club representatives have the opportunity to meet together. Arranging for a coach to come into school to talk to pupils is a good start. However the school will need to have agreed with the coach:

- the level of pupil interest and their abilities
- the purpose of the visit and the coach's own qualifications and experience
- the best time for the visit and how any activities will be organised and supervised
- how the visit will be followed up

An alternative approach is for pupils to visit the club, either for an introductory 'try it' event, or for specific coaching, such as that provided by **Champion Coaching** or RYA coaching award schemes. However, teachers need to ensure that clubs have the resources and experience and are offering appropriate opportunities. If pupils are to become members of clubs they will need to know:

- who to speak to
- how to get there
- how much will they have to pay
- what to wear and what to take with them
- when activities are held and, in particular, what time they will finish

It is also important to check whether the club is 'young people friendly'. In this respect, there are some simple questions that need to be asked. Will pupils be able to:

- o get a warm welcome?
- o change in the warm and have somewhere to sit and wait when they arrive?
- o find an adult who is sensitive to their needs that they can talk to?
- o have the proper equipment available and accessible and have someone to look after them if they are injured?
- o buy a drink and chat with friends?
- o watch a video, or look at pictures or books?
- o have somewhere convenient for their parents to wait and have a place to wait themselves if their lift is late?
- o get home easily and safely by public transport?

These are perhaps the not-so-obvious things which will make young people feel comfortable about visiting a local club.

Club Youth Officer

Sports clubs which have begun to work closely with their local schools have found that it is best to appoint someone to take responsibility for developing links with schools. S/he will need to:

- find out the names of the Heads of Physical Education in secondary schools or the physical education co-ordinators in primary schools
- acquire an understanding of the National Curriculum and the role of physical education within it
- find out the level and frequency of sailing in local schools
- form a clear understanding of what each school expects from the club

There are many other ways in which a club may be able to offer support to schools, including:

- establishing a new school sailing club or helping to expand an existing club
- giving guidance to teachers on how best to promote sailing in school
- offering additional coaching or the loan of equipment
- offering the use of club facilities, either during school time or after school
- providing access to the RYA and any resource materials that are relevant
- introducing students to club members who need crews for racing

Running a junior section

Before deciding to run a junior section, a club will need to consider the level of administrative support required whether there is a need for a separate club committee, whether coaches have the expertise and whether sailing facilities can cope with the demand.

If the club does decide that it has the resources to run a junior section, it will probably need to be involved with different levels of ability and different motivations. Provision might include:

- introductory schemes for beginners, with appropriate coaching
- competitive events at a variety of levels
- opportunities for the development of skills appropriate for young people the club will attract
- access to coaching schemes and awards

The **National Youth Watersports Audit** findings suggest that the focus for future developments of sailing clubs should be:

- 1 More advertising and publicity
- 2 More taster and starter courses
- 3 More boats and equipment
- 4 Promotion of school watersports
- 5 Provision of more facilities

See also **Promoting sailing centre links with schools** earlier in this section.

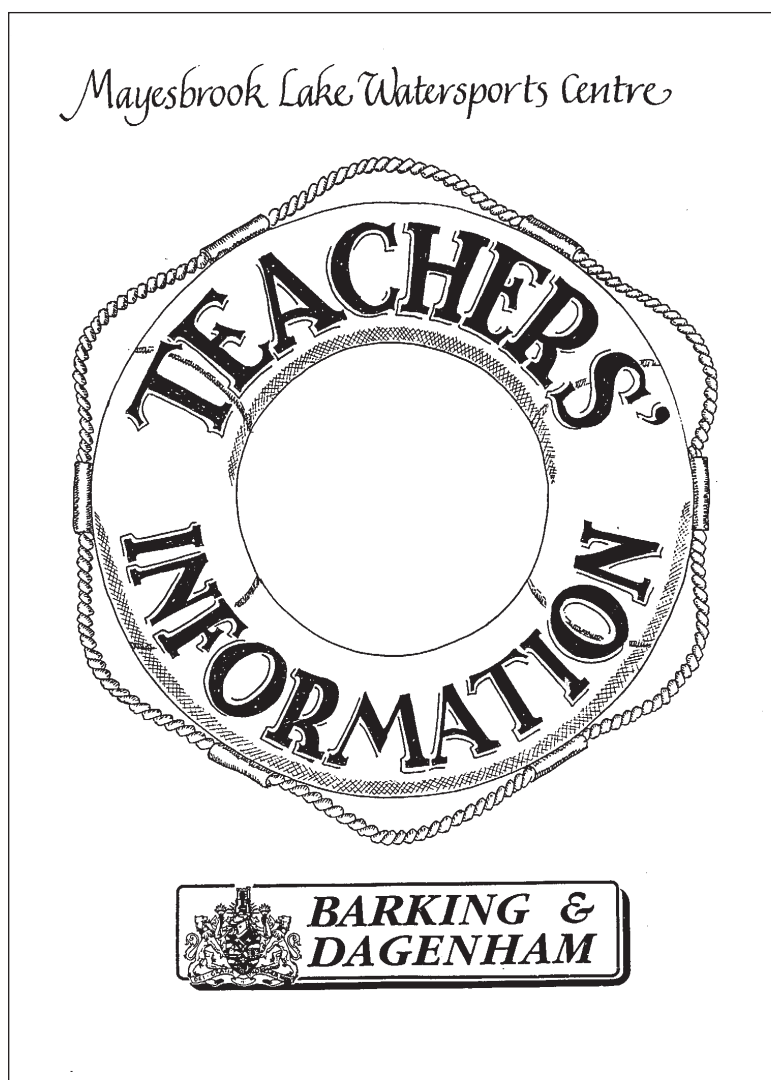
Promotional and teacher support materials

Earlier in the section, the promotional benefits of good quality resources and materials is referred to. The following examples are extracts from materials produced by one sailing club and three sailing centres situated in different geographical localities.

Mayesbrook Lake Watersports Centre

No two sailing centres are alike; their teachers' booklets often reflect the distinctive individual nature of the centre facilities and skills of the professional staff. The stylish Mayesbrook Lake Centre booklet which follows, handwritten by Steve Watson, is a clear example of such individuality:

Reproductions on the following pages are reduced in size from the A4 originals.



CONTENTS

PAGE

1. Introduction and map of centre's building.
2. Procedures at start and end of session.
3. Safety and clothing.
4. Alternatives to sailing in inclement weather.
Certificates.
5. Attendance register.
6. What the children say.
7. Synopsis of programme.
8. Sample detailed programme.
9. Session One
10. Session Two
11. Session Three
12. Session Four
13. Session Five
14. National Curriculum references.
15. How to get to Mayesbrook.
16. Boat parts.

©1993 Steve Watson.

Mayesbrook Lake Watersports Centre

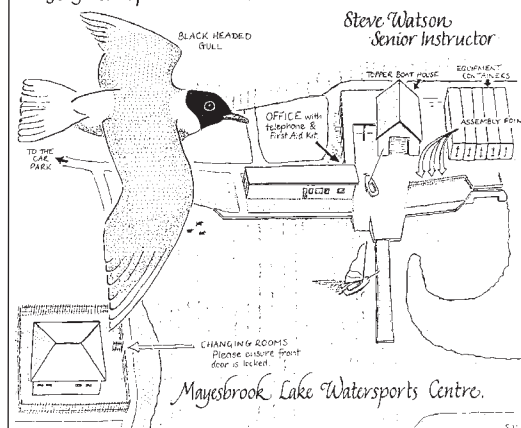
Telephone: 081 593 3539

Information for Teachers

The following notes are intended as an introduction for teachers bringing their classes to Mayesbrook Lake for the first time. Whilst your class is with us we will aim to give them a safe and exciting opportunity to do outdoor and adventurous activities on the water and fulfil many of the requirements of the P.E. National Curriculum.

Please contact us if you have any questions or suggestions for improvements. We will also be happy to provide material for follow-up work in the classroom.

Steve Watson
Senior Instructor



At the start of the SESSION:

On arrival at Mayesbrook Park take the children to the changing rooms. The key to the changing rooms door is attached to a wooden paddle and can be collected from the office (see map). Unless asked to do otherwise by an instructor the children should get changed. Please remember that school staff are responsible for supervising the children in the changing rooms. Schools are welcome to bring parents along to assist with this task.

Once the children are ready please lock the changing rooms and take the class to the assembly point by the low steel railings outside the boat house. Please fill in the attendance register kept in the office and return the key. An instructor will explain to the group what is planned for the session and then buoyancy aids will be issued. Teachers can get afloat in a sailing boat or canoe with the class, accompany an instructor in a safety boat or watch from the shore.

At the end of the SESSION:

Every effort will be made to finish the session with enough time left for the children to get changed. Unless a child is wet please do not allow them to leave the boat house area early as the instructors like to review the session with the whole class before they leave. After the review the children can replace their buoyancy aids on the coat hangers in the boat house. The key is again collected from the office and the children can return to the changing rooms. In order to save time it is recommended that only the children who fall in the water should be allowed to shower. Please ensure that all the waterproofs are put away neatly on the racks before you leave. One last thing: please return the changing room key after locking the front door. The bus departs at ten minutes past the hour.



2

S.W.

SAFETY

The lake water is regularly tested to ensure that bacteria levels are safe. However, it is still important to cover all open wounds with waterproof dressings before the children go afloat to prevent infection. Any cuts sustained at Mayesbrook must be thoroughly washed with fresh water. There are taps in the kitchen, at the back of the boat house as well as in the changing rooms.

All accidents must be reported to one of the instructors who are all qualified first aiders. First aid kits are kept in the office, at the back of the Topper boat house and in both of the safety boats. Adults at the lake should carry a whistle (available at the office) to summon help from other members of staff in the event of an accident. There is a telephone in the office for contacting schools or summoning an ambulance should this be necessary.

Whilst every effort is made to avoid immersions, especially in winter, the inevitable sometimes happens! If any child falls into the water, he or she will be sent directly to the changing rooms to shower. A teacher or helper will need to unlock the door to the changing rooms. Please do not leave children by themselves.



CLOTHING

Waterproofs are provided in the changing rooms. These should be worn over a number of thin layers of clothing in cold weather. The children should bring a set of spare clothes to change into if they get wet. Please recommend woolly hats and gloves to the children when the temperature goes down. Ear-rings and finger rings must not be worn as they may get caught in the ropes on the boats. Spectacles should be loosely tied around the back of the neck to prevent them getting lost in the water.

3

INCLEMENT WEATHER

In very windy, wet or cold weather please still bring your class to the lake. If it is safe to do so we can provide a number of alternatives to sailing in the Toppers, such as sailing in a larger dinghy with an instructor or the class could be taken on the water in either open canoes or kayaks. In very bad conditions most of the session could be spent inside exploring basic sailing theory or knots with a short very active period at the end on the water. The aim would be to give the children a greater appreciation of the power of the elements and so "develop the ability to assess and respond to challenges in a variety of contexts and conditions" in line with Key Stage Two of the National Curriculum (Outdoor and Adventurous Activities).

FIGURE OF EIGHT KNOT

CERTIFICATES

Below is an example of a certificate awarded to pupils after attending Mayesbrook Lake. (Many schools give the certificates to the pupils in assembly.) The children are encouraged to return to the centre in the school holidays to do courses leading to NATIONAL SCHOOLS SAILING ASSOCIATION awards.



4.

ATTENDANCE REGISTER

Please fill in the register each week. There is space on the front of the form for the instructors to make notes on the progress of individual pupils to assist teachers when writing assessments. However, due to the large numbers of pupils passing through the centre each week, it may not be possible to comment on every child.

Mayesbrook Lake Watersports Centre

PUPIL'S NAME	FORWARD	REVERSE	NOTES

School: _____ Teacher: _____
TERM: _____ DAY & TIME: _____

BACK.

NOTES

On the rear of the form the instructors will record what the whole class achieved during each session.

Please take the register back to school after the last session.

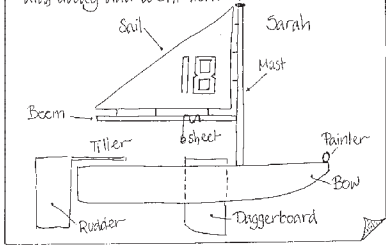
N	N	N	N	N	N	WEATHER	PROGRAMME
1							
2							
3							
4							
5							

5.

WHAT THE CHILDREN SAY

The following account gives the children's view of sailing. The annotations show some of the cross-reference points with the P.E. NATIONAL CURRICULUM.

Yesterday we went sailing for the second time and when we got there we took out our earings and then put on a coat to keep us dry. After that we went to the place where the buoyancy aids were and put one on to keep us a float. We learned about the boats, eg the front of the boat is called Bow and the back is called stern. We watched Vern sail his boat to show us how to stop and turn. Then I got in a boat with Katrina. We had to steer towards green plastic things and turn around them. One time the wind got stronger and I thought we were going to fall in! We screamed. Then Katrina remembered to let go of the sail to slow down. After that we did some more turns and then came back to the pier. Vern then drew some pictures to show what we just did. At first I was nervous but it was not so bad after all. We put our buoyancy aids away and went home.



Pupils should be taught about the safety risks of wearing inappropriate clothing, footwear and jewellery. (Gen Requ)

Pupils should be taught why particular clothing, footwear and protection are worn for different activities. (Gen Requ)

Pupils should be taught the skills necessary for the activities undertaken. (POS 5c)

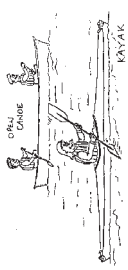
Pupils should be taught challenges of a physical nature, using suitable equipment, whilst working with others. (POS 5b)

Pupils should be taught how to sustain energetic activities over appropriate periods of time in a range of physical activities. (POS)

Pupils should be taught to perform outdoor and adventurous activities in one or more different environments. (POS 5a)

SYNOPSIS of WATERSPORTS PROGRAMME at MAYESBROOK LAKE
P.E. : Outdoor & Adventurous Activities · Key Stage : 2 Year : 6

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	ALTERNATIVE SESSIONS
AIM	Children will learn to sail in a safe manner.	Children will learn to sail in a safe manner.	Children will learn to sail in a safe manner.	Children will learn to sail in a safe manner.	Children will learn to sail in a safe manner.	Children will learn to sail in a safe manner.
ON (NO)	Introduction to water sports, safety and equipment.	Introduction to water sports, safety and equipment.	Introduction to water sports, safety and equipment.	Introduction to water sports, safety and equipment.	Introduction to water sports, safety and equipment.	Introduction to water sports, safety and equipment.
7. An (OFF)	Group and boat safety.	Group and boat safety.	Group and boat safety.	Group and boat safety.	Group and boat safety.	Group and boat safety.



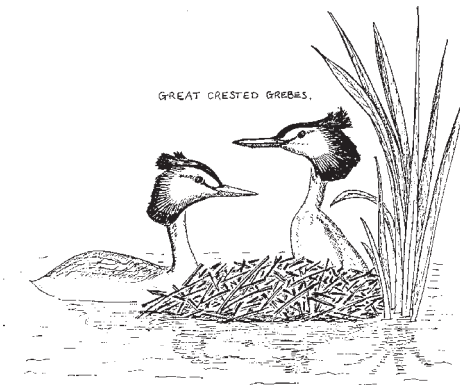
REVIEW

Key stage 2: Programme of study
 PUPILS SHOULD BE TAUGHT...
 PUPILS SHOULD BE TAUGHT...
 PUPILS SHOULD BE TAUGHT...

SAMPLE PROGRAMME

The following section is intended to be used as a guide to the watersports programme at Mayesbrook Lake. What actually happens will depend on the weather, the progress of the class and the individual approach of each instructor. It should also be noted that this programme is based on five TWO HOUR sessions. It may not be possible to cover all the points mentioned in one hour sessions although every effort will be made to give the children, as full an outdoor and adventurous experience as possible.

Each session is shown in detail with cross-references to the P.E NATIONAL CURRICULUM included at the end of the section.



8.

SESSION ONE : "Getting in and going for it!"

AIM : Gaining confidence in boats and learning how to steer.

ON LAND : Introduction to instructors. Talk on safety and clothing stressing importance of and reasons for :

- not wearing jewellery
- wearing a warm hat and many thin layers of clothing under a wind-proof coat
- wearing BOUNCERY AIDS correctly
- washing hands after session, showering if wet and covering cuts
- listening to instructions and asking questions
- not running on the jetty.

Brief talk on topography and wildlife of lake. Introduction to Toppers pointing out the bow, stern, painter, daggerboard, rudder and tiller.

Class given guidance and practical experience in :

- how to fit rudders
- how to move boats on trolleys adopting correct posture when lifting
- how to launch boats and when to store trolleys
- how to get into boats by helping each other
- where to sit in the boat
- how to lower the rudder and daggerboard
- how to propel the boat using a single bladed paddle
- how to steer holding the tiller in the back hand
- how to get out.

AFLOAT : If possible, one half of the group will sail in larger boats for 'joyrides' with instructors. The other half will be put into pairs to practice steering and paddling their Toppers with no sails around a course under the supervision of an instructor in a safety boat. The groups change over on the island.

REVIEW : Discussion of difference in feelings at start and end of session. Reminder not to go back to changing rooms early when feeling cold, but to stay until whole group is ready.

9.

SESSION TWO : "There and back again."

AIM : Sailing across the wind and turning.

ON LAND : Identification of wildlife on lake and discussion of wind indicators : ripples, flags, trees and wind on face.

Step by step demonstration of rigging sails. Each step is carried out by class on their own boats before they return to watch next step.

Boat parts pointed out : boom, mast, mainsheet and ricking strap. Class launch boats with help. With class watching from jetty, an instructor in a Topper on the water demonstrates :

- how to pull the sail in to move forward
- how to stop by letting the sail flap
- how to prevent capsizing by letting go of the sail in a gust
- how to turn by pushing the tiller towards the sail, letting the sail change sides, moving body weight to the opposite side of the boat and then putting the tiller back in the centre when the turn is completed.

AFLOAT : Group sails across the wind between two sets of buoys. Viz :



The boats must turn around the green buoys and not the red. This is so the bow of the boat turns into the wind : "tacking".

DEVELOPMENT : How many times can boats sail between buoys in a set time?

How close to the green buoys can the boats get as they turn without touching them?

REVIEW : Evaluation of session with group. Drawing on childrens' experiences on the water, emphasis is placed on the fact that the boats cannot sail into the wind.

10.

SESSION THREE : "Into the No Go Zone!"

AIM : Sailing into the wind.

ON LAND : Class encouraged to examine wind direction and also wildlife on the lake.

Revision of boat parts.

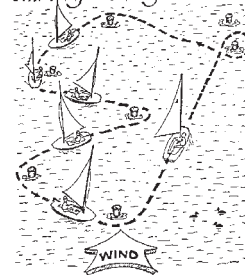
Class rig and launch boats with help.

Building on childrens' experience in previous session that boats will not sail directly into the wind, the class will be introduced to the way boats can sail at a 45° angle to the wind, along the edge of the No Go Zone. viz :-

Discussion will also include the point that to make progress into the wind boats have to sail on a zig-zag course ("beating").



AFLOAT : Group sails around a zig-zag course of buoys into the wind. Once the course is completed the boats sail down wind avoiding other boats to start again. Viz :-



DEVELOPMENT : Class sails same course with buoys removed. Children encouraged to prevent capsizes in gusts by using their body weight to counter-balance the force of the wind rather than letting go of the sail. As many children as possible sail alone.

REVIEW : Session examined with class. Any difficult points explained again.

11.

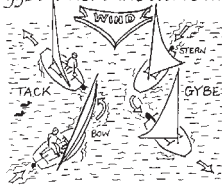
SESSION FOUR: "Practice makes perfect!"—

AIM: Refining skills—more sailing into the wind.

ON LAND: Revision of previous work. New terms introduced: port and starboard.

Class rig and launch boats with minimal help.

Instructor in a Topper on the water shows class how to "set" the sail correctly when sailing into and away from the wind. Hints given on how to know the boat is in the NO GO ZONE (the front edge of the sail flaps and the boat loses power). The boat is also used to show the difference between a "tack" where the bow turns through the wind and a "gybe" where the stern turns through the wind.



AFLLOAT: Children sail by themselves around central islands. Class also practice stopping alongside an anchored safety boat in a controlled way by turning the bow into the NO GO ZONE.

DEVELOPMENT: Children encouraged to change position of daggerboard when altering boat course in relation to the wind. Relay races set up involving sailing away from the jetty, turning around an obstacle and returning to stop alongside the jetty so that the next team member can change places safely.

REVIEW: Any difficulties in session discussed with class. Emphasis placed on importance of team work as preparation for session five.

12.

SESSION FIVE: "The Crystal-Mayes (brook)"

AIM: Utilizing watersports skills and team-work to solve a problem.

This session will be adapted to suit the class. The following is an example of how the time could be used.

The OBJECTIVE is to collect letter tokens by completing various tasks. The tokens spell a word relevant to Mayesbrook Lake. Each team has four or six members and has a different word to find.

The class will be given a clear briefing stressing safety considerations and that this is not a race. It will also be stressed that it is important to ask questions if a task is unclear.

TASKS: Answer questions on boat parts.

- Rig and launch boats safely.
- The teams sail around a course of buoys shown on simple map of the lake.
- Teams stop their boats alongside the jetty on the island. Get instructions for next task by finding hidden treasure chest.
- Go to other side of island. Get into open canoes and paddle around a set course.
- At the end of the course half of the team is left stranded on a pontoon.
- The remainder of the team returns to the island, collect the toppers and then sail out 'solo' to rescue their team-mates.
- Return to main jetty.
- Take toppers out of the water and de-rig.
- Arrange tokens to spell a word.

REVIEW: Class encouraged to discuss how well they worked together and to recognise how much they have achieved.

Further opportunities to do watersports on holiday courses at Mayesbrook will be pointed out to the children.

13

Physical Education National Curriculum Key Stage 2
Summary of requirements related to Sailing

General Requirements

Physical education should involve pupils in the continuous process of planning, performing and evaluating. This applies to all areas of activity. The greatest emphasis should be placed on the actual performance aspect of the subject. The following requirements apply to the teaching of physical education across all key stages.

1. To promote physical activity and healthy lifestyles, pupils should be taught:
 - a. to be physically active;
 - b. to adopt the best possible posture and the appropriate use of the body;
 - c. to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance;
 - d. the increasing need for personal hygiene in relation to vigorous physical activity.
2. To develop positive attitudes, pupils should be taught:
 - a. to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators;
 - b. how to cope with success and limitations in performance;
 - c. to try hard to consolidate their performances;
 - d. to be mindful of others and the environment.
3. To ensure safe practice, pupils should be taught:
 - a. to respond readily to instructions;
 - b. to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition;
 - c. about the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities;
 - d. how to lift, carry, place and use equipment safely;
 - e. to warm up for and recover from exercise.

Key Stage 2 Programme of Study

Throughout the key stage, pupils should be taught: how to sustain energetic activity over appropriate periods of time in a range of physical activities; the short-term effects of exercise on the body.

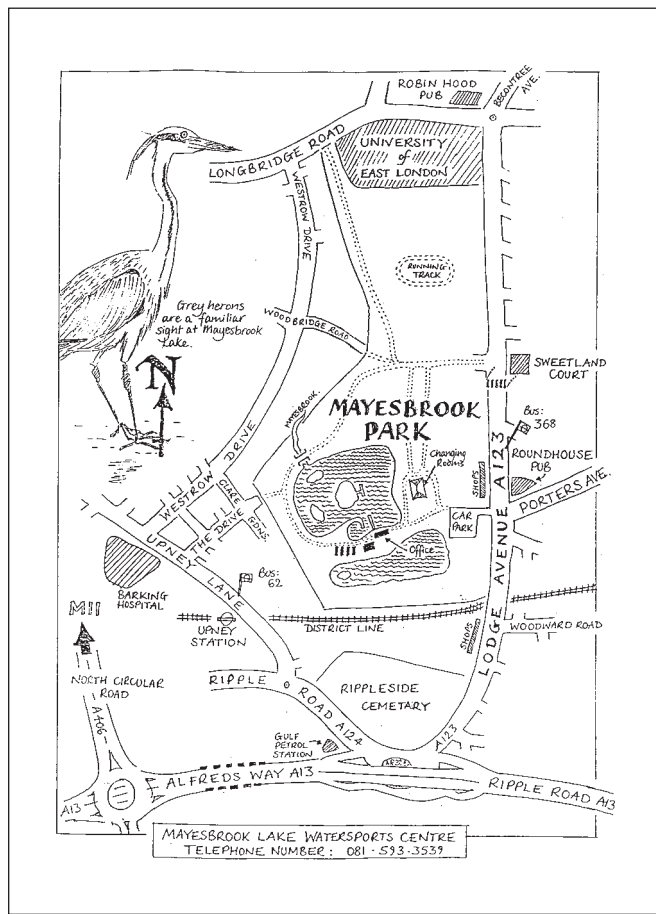
Area of Activity 5. Outdoor and adventurous activities

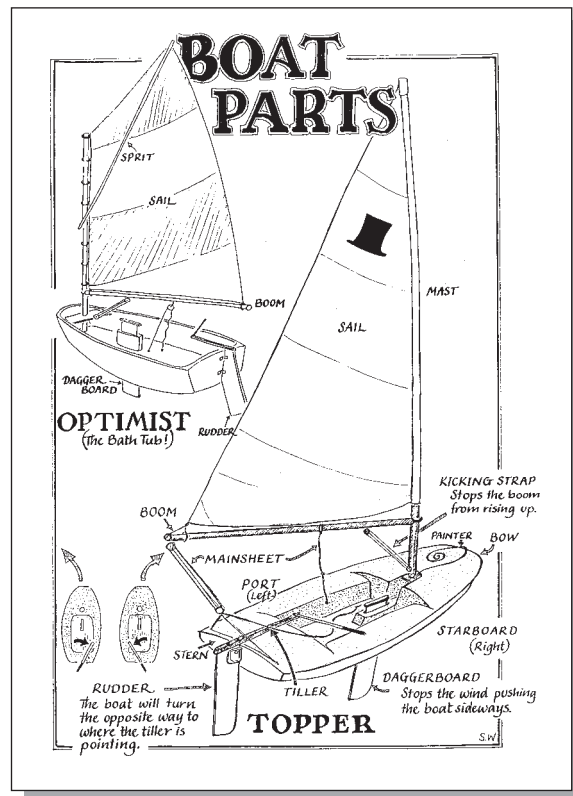
Pupils should be taught:

- a. to perform outdoor and adventurous activities, eg orienteering exercises, in one or more different environment(s), eg playground, school grounds, parks, woodland, seashore;
- b. challenges of a physical and problem-solving nature, eg negotiating obstacle courses, using suitable equipment, eg gymnastic or adventure play apparatus, whilst working individually and with others;
- c. the skills necessary for the activities undertaken.

End of Key Stage Description, Key Stage 2

Pupils find solutions, sometimes responding imaginatively, to the various challenges that they encounter in the different areas of activity. They practise, improve and refine performance, and repeat series of movements they have performed previously, with increasing control and accuracy. They work safely alone, in pairs and in groups, and as members of a team. They make simple judgments about their own and others' performance, and use this information effectively to improve the accuracy, quality and variety of their own performance. They sustain energetic activity over appropriate periods of time, and demonstrate that they understand what is happening to their bodies during exercise.

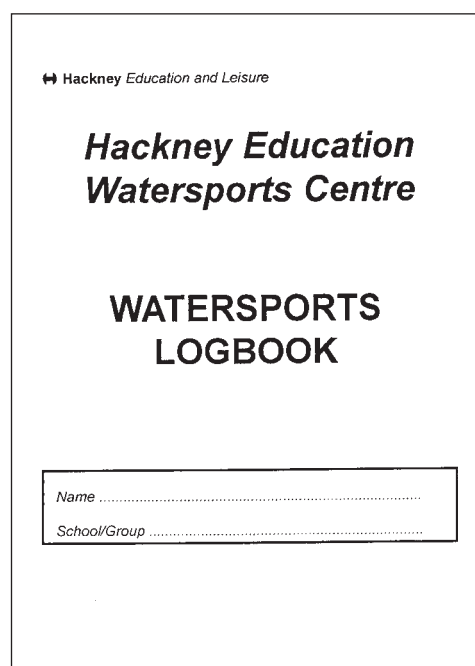




Hackney Education Watersports Centre

Pages from this A5 (A4 folded) booklet which may be of interest to other centres have been reproduced reduced in size.

Hackney Education Watersports Centre staff produced a Watersports Logbook mainly for use by KS2 pupils who are involved in a series of visits. The logbook has been designed so that pupils are able to complete a full and detailed account of the activities undertaken at the watersports centre. It includes descriptions of the awards that can be achieved, interesting things to look for and do, a diary section to complete details of sessions, a self evaluation section and spaces to stick the certificates that they are awarded. Certificates are awarded to all pupils who complete the course.



Contents

Introduction	1
NSSA proficiency awards	2
Sailing certificate.....	3
British Canoe Union One Star Award ...	4
Canoeing Certificate	5
r Daily log (12 pages).....	6-17
Capsizes	18
Boat parts	19
r Knots.....	20
Wildlife	21
r Weather	22
r Self assessment	23
r Word search	24

r = reproduced on following pages

HACKNEY EDUCATION WATERSPORTS CENTRE

DAILY LOG		
Date	Weather	Boat Type
What I did today.		
Drawing		


6

HACKNEY EDUCATION WATERSPORTS CENTRE


KNOTS

FIGURE OF EIGHT

The *Figure of Eight* is a stopper knot, tied in the end of a rope. It is both easy to tie and untie. This knot is used at the end of a *sheet*.




ROUND TURN AND TWO HALF-HITCHES



The *Round Turn and Two Half-Hitches* is used to secure the boat to the Jetty. This knot will always come undone when required. The boat is tied to the Jetty using the *Painter*.

BOWLINE

The *Bowline* is used to make a loop that will not slip in the end of a rope. There is a *Bowline* in the end of an *Oppie Halyard*.



Halyards are ropes used to hoist sails.
Sheets are ropes used to control sails.

20

HACKNEY EDUCATION WATERSPORTS CENTRE

WEATHER

The weather affects your enjoyment of any outdoor activity. If you get cold or sunburnt while you are on the water then you will not enjoy yourself.

The day before you sail or canoe, get a weather forecast. Weather forecasts can be found on the TV or radio. Listen for the details that are important to you.

Temperature	Cold up to 12° C	Warm 13° - 17° C	Hot 18° C or more
Sky	Raining	Cloudy	Sunny
Wind	Light up to 12 mph	Moderate 13 - 17 mph	Strong 18 mph or more

Try to use these terms to describe the weather when you are completing your daily log.

Pack your bag sensibly - Remember your sun-block if it's sunny or an extra jumper and woolly hat if it's cold. If you listen carefully to the weather forecast you will be able to enjoy the outdoors for longer.

Use the box below to record a weather forecast.

Weather Forecast			
Date	Time	Source	TV / Radio
Temp.	Sky	Wind	

and compare the forecast with the actual weather that you experienced.

Actual Weather		
Date	Time	
Temp.	Sky	Wind

Do you think that the weather forecast you received was accurate?

HACKNEY EDUCATION WATERSPORTS CENTRE

SELF ASSESSMENT

When you have finished your course or completed this Logbook, fill in this sheet as honestly as possible by circling the appropriate face.

How well can you do the following?

Put on a Buoyancy-Aid	😊	😐	😞
Get the boat ready to use	😊	😐	😞
Capsize drill	😊	😐	😞
Sail / Paddle a straight course	😊	😐	😞
Balance the boat	😊	😐	😞
Put the boat away	😊	😐	😞
Plan what you are going to do	😊	😐	😞

What did you enjoy or remember most about your course?

HACKNEY EDUCATION WATERSPORTS CENTRE

WORD SEARCH

K	I	C	K	I	N	G	S	T	R	A	P	B
M	S	A	I	L	I	N	G	F	U	A	I	U
R	A	P	O	R	T	W	I	N	D	W	R	O
E	F	S	R	U	N	A	O	D	D	E	T	Y
S	E	I	T	I	W	T	L	H	E	L	A	A
C	G	Z	Y	T	T	E	J	A	R	C	C	N
U	Y	E	F	E	E	R	A	T	H	F	K	C
E	B	L	D	I	R	E	C	T	I	O	N	Y
B	E	E	O	N	A	C	B	A	H	B	O	A
O	P	P	I	E	S	M	O	O	R	E	T	I
W	O	O	T	S	T	A	R	B	O	A	R	D
N	R	E	T	S	E	A	T	R	I	M	U	N
I	W	I	K	A	Y	A	K	B	L	A	D	E

The box contains the following words:

- | | | | | | |
|---------|-------|-----------|-----------|--------|---------------|
| Rudder | Sprit | Jetty | Hat | Canoe | Kicking Strap |
| Trim | Bow | Direction | Starboard | Yacht | Tack |
| Mast | Boom | Run | Knot | Reef | Rescue |
| Oppie | Wind | Weather | Moor | Beam | Rope |
| Sailing | Clew | Capsize | Gybe | Paddle | Buoyancy Aid |
| Kayak | Water | Port | Trip | Boat | Safe |
| Stern | Blade | Seat | Kiwi | | |

These words may be horizontal, vertical or diagonal and may be spelt forwards or backwards.

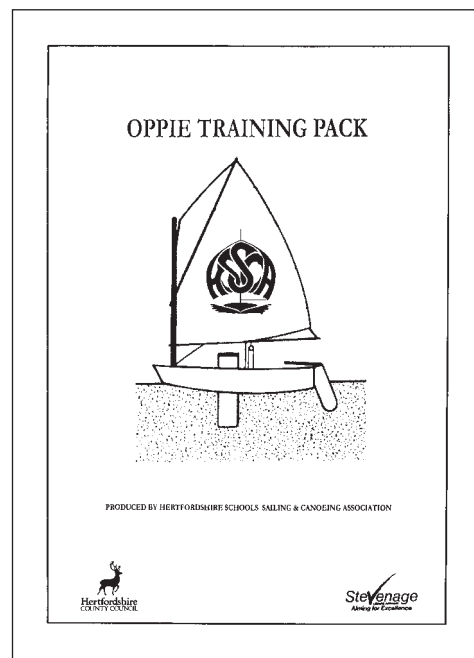
Make a note of the unused letters from left to right to find out what water-sports are all about.

Fairlands Valley Sailing Centre

The Fairlands Valley Sailing Centre in Hertfordshire is managed by centre staff for the Leisure Services department of the Stevenage Borough Council. The staff are able to take advantage of council technical support to produce an excellent full-colour annual programme booklet which promotes their courses and facilities. See overleaf. The centre also provides an **Oppie Training Pack**, free of charge to local teachers and other interested adults.

The Oppie Training Pack was written by members of the Hertfordshire Sailing and Canoeing Association in consultation with the professional staff at Fairlands Valley Sailing Centre. It is a working document for those planning to use Oppie dinghies to introduce children to sailing for pleasure, or to enhance areas of the National Curriculum.

The pack was designed to promote adult involvement with groups of children on the water, supported by qualified staff at recognised teaching establishments.



Contents

- Introduction and Aims
- Parts of a boat
- Oppie first session
- Subsequent sessions
- Leader checklist
- Suggestions for children/parents
- National Curriculum points
- Where now?/What next? (local contacts)
- Other useful information (local)
- Follow-up activities for children (local)
- About the Hertfordshire School Sailing and Canoeing Association

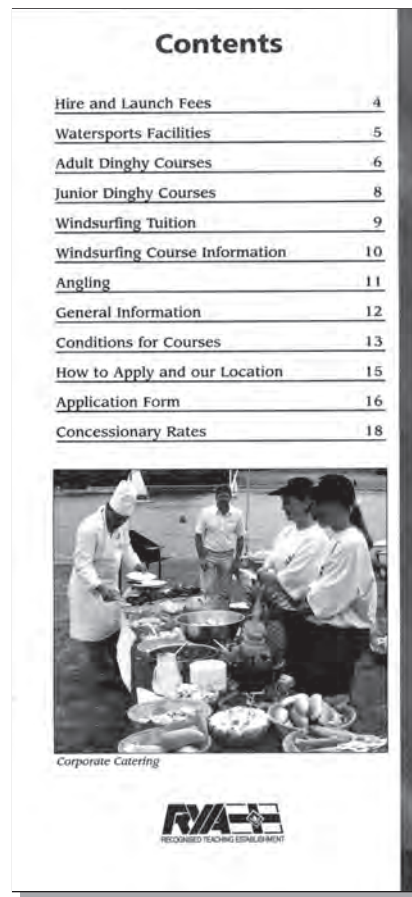
Teachers and adult helpers are encouraged to have hands-on experience with the Oppies at a sailing base prior to bringing a group. The pack supports such introductory activities but it is not intended to be a substitute for formal training or as a standalone sail training manual.

Basic guidance notes derived from the pack are reproduced in the **Getting started** section.

Example pages from Fairlands Valley Sailing Centre annual programme booklet.



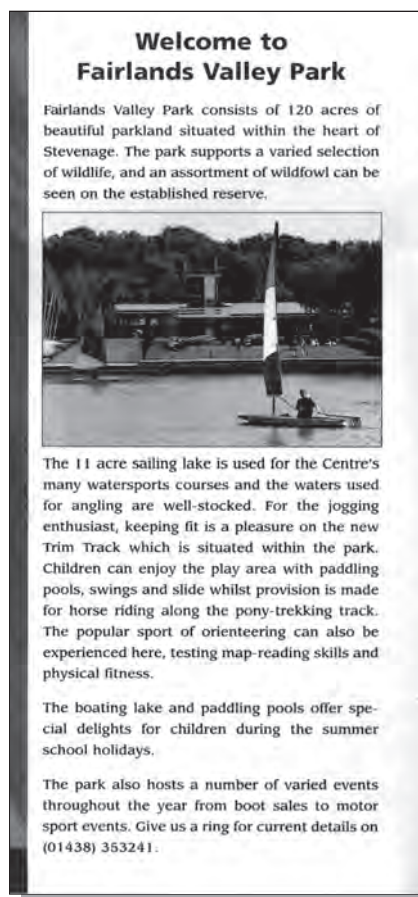
The cover of the Fairlands Valley Park 1997 programme booklet features a collage of images: a sailboat on a lake, a group of people in a small boat, and people engaged in water sports. The text 'Fairlands Valley Park 1997' is written vertically on the right side. At the top left, it says 'FAIRLANDS VALLEY PARK'. At the bottom right, the 'Stevenage' logo is present with the tagline 'Aiming for Excellence'.



The 'Contents' page lists various activities and their corresponding page numbers:


Hire and Launch Fees	4
Watersports Facilities	5
Adult Dinghy Courses	6
Junior Dinghy Courses	8
Windsurfing Tuition	9
Windsurfing Course Information	10
Angling	11
General Information	12
Conditions for Courses	13
How to Apply and our Location	15
Application Form	16
Concessionary Rates	18

Below the table is a photograph of a chef in a white uniform preparing food, with the caption 'Corporate Catering'. At the bottom, the 'RVA' logo is displayed with the text 'RECOGNISED TEACHING ESTABLISHMENT'.



Welcome to Fairlands Valley Park

Fairlands Valley Park consists of 120 acres of beautiful parkland situated within the heart of Stevenage. The park supports a varied selection of wildlife, and an assortment of wildfowl can be seen on the established reserve.



The 11 acre sailing lake is used for the Centre's many watersports courses and the waters used for angling are well-stocked. For the jogging enthusiast, keeping fit is a pleasure on the new Trim Track which is situated within the park. Children can enjoy the play area with paddling pools, swings and slide whilst provision is made for horse riding along the pony-trekking track. The popular sport of orienteering can also be experienced here, testing map-reading skills and physical fitness.

The boating lake and paddling pools offer special delights for children during the summer school holidays.

The park also hosts a number of varied events throughout the year from boot sales to motor sport events. Give us a ring for current details on (01438) 353241.



More than a park, we provide:

ACTIVE RETIRED
Those over 50 can enjoy a 2 hour sailing session on Thursdays, see page 12.

ANGLING
Main lake-day ticket and special match fishing area which is bookable in advance. (more details on p.12)

BANDSTAND
Available Sundays only, for 2 hour hire.

CORPORATE FUN DAYS
We can tailor an activity to accommodate your company's requirements. (more details on p.12)

DRAGON BOAT
Our new dragon boat is available for hire for any group of 12 people or more with a minimum age of 11 years.

COURSES
Dinghy and windsurfing courses for adults and juniors, and powerboat courses for adults only.

DINGHY PARKING
Varying rates available for the facility of boat parking.

DINGHY RACING
Informal racing arranged on Sunday mornings (during the year. 11am start.

FOR CHILDREN
Saturday morning sailing sessions consist of a 2 hour period between 10am - 12noon of supervised sailing. These sessions are intended for those children who have already completed a course, or who have enough previous experience to helm a boat in the conditions on the day. A free play area with paddling pools is open from July to September and a boating lake where canoes, rowing and paddle boats can be hired throughout the summer holidays.

PRIVATE TUITION
We can tailor tuition to your personal needs. £15.00 per person + £7.50 for each additional person (Max: 3 people).

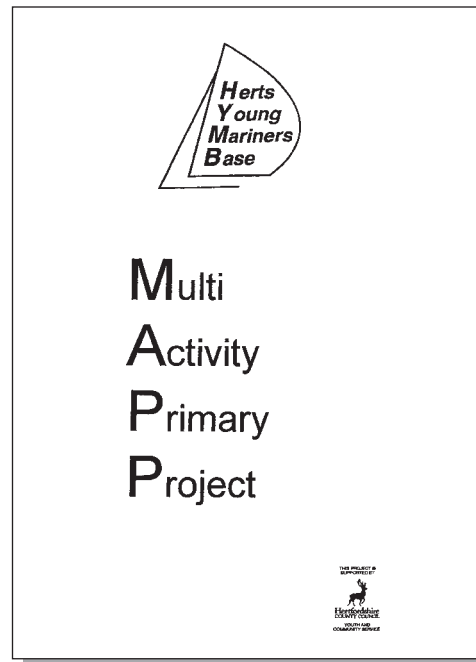
SCHOOLS
Group activities for schools can be arranged.

ORIENTEERING
Several different routes are available on a map available from the Centre.

For further details please ring (01438) 353241.

Hertfordshire Young Mariners Base

The Multi Activity Primary Project (MAPP) was devised by the professional staff of Herts Young Mariners Base working in collaboration with local teachers and supported by Hertfordshire County Council Youth and Community Service. MAPP provides a modular course of land and water-based activities for a class of primary pupils accompanied by their teacher. The contents of the information pack and the following extracts demonstrate the scope of the project:



Contents	
r	Aims
r	Objectives
r	Project activities and precondition
	Subject development
	Risk assessment - Canoeing (Open)
r	Risk assessment - Orienteering
	Risk assessment - Sailing
	Risk assessment - Mountain biking
	Information sheets/diagrams/word squares
	Canoes, Kayaks, Dinghies
	Estimating and measuring
	Knots
	Orienteering and map reading
	Outline centre maps
	Water birds
r = reproduced on following pages	

Project Aims

To provide:

- a modular course of land and water-based activities for a class of primary children accompanied by their class teacher
- a course that enables preparative and follow up work to take place in the classroom
- a framework within which a child's self-confidence and self-awareness can develop
- a framework within which a child can develop social skills with particular emphasis on teamwork and communication
- an alternative vehicle for delivering aspects of the National Curriculum

To develop:

- neuro-motor skills
- environmental awareness
- an enjoyment of participating in the course

To make use of scientific method

To involve parents and other adults helpers with a view to initiating an on-going interest

Key objectives for pupils

- | | | |
|---------------------|------------------|-------------------------------|
| ■ To sail a boat | ■ To analyse | ■ To communicate with: |
| ■ To paddle a canoe | ■ To infer | □ the spoken word |
| ■ To observe | ■ To be aware of | □ the written word |
| ■ To record | the environment | □ drawings, signs and symbols |

Objectives Breakdown

I = individual T = teamwork

Water awareness

- o Suitable clothes I
- o Buoyancy aids, putting on and checking I
- o Appreciation of safety when near water I

Sailing

- o Collecting equipment T
- o Check and assemble sails and spars T
- o Fix dagger board and rudder T
- o Complete rigging with adult assistance T
- o Embark and disembark safely T
- o Make way to windward, across and down wind I and T
- o Sail around a set course I and T
- o Come alongside a moored boat I and T
- o Pick up an object from the water I and T
- o Paddle the boat I and T

Open Canoeing

- o Collecting equipment I and T
- o Check equipment for safety I and T
- o Carry canoe and equipment I
- o Embark and disembark safely T
- o Forward and back paddle I and T
- o Turning the canoe I
- o Stopping the canoe I
- o Rafting up T
- o Knowing what to do in a capsize T
- o Understand signals I

Kayaking

- o Collecting equipment I and T
- o Check kayak for safety I
- o Carry kayak and equipment I and T
- o Embark and disembark safely I
- o Forward and backward paddle I
- o Turning the kayak I
- o Seal launch I
- o Stopping the kayak I
- o Rafting up T
- o Knowing what to do in a capsize I
- o Understand signals I

Map reading & Orienteering

- o Know what a map is I
- o Set a map I
- o Use of symbols I
- o North and magnetic north I
- o Find places on the map and go there T
- o Go to places and then find them on the map T
- o Experience scales T
- o Use paces for measuring distance I
- o Use a local map to find the way T

The local environment

- o Discover about the local environment T
- o Identify common trees and plants T
- o Identify the birds in the area T
- o Observe animal signs T

Project Activities

Land based

A combination of the following and any others:

- Map reading and orienteering
- Bird watching and bird studies
- Flower and tree studies
- Environmental studies

Water based

- Sailing
- Open canoeing
- Kayaking

Project Precondition

Due to the water based nature of the course it is essential that all participants who go on the water are water confident.

Risk assessments

Note for teachers responsible for visits to sailing centres

Sailing Centres carry out risk assessments and set up control measures to comply with their legal obligations towards all site visitors.

Schools carry out their own separate risk assessments for out of school activities and these should include reference to transport and travel hazards in addition to those associated with the activity.

The school risk assessment should include and take account of the precautionary and control measures implemented by the sailing centre.

The following assessment, one of six Centre Risk Assessments included in the MAPP materials, offers an alternative to the format described in the **Safety** section.

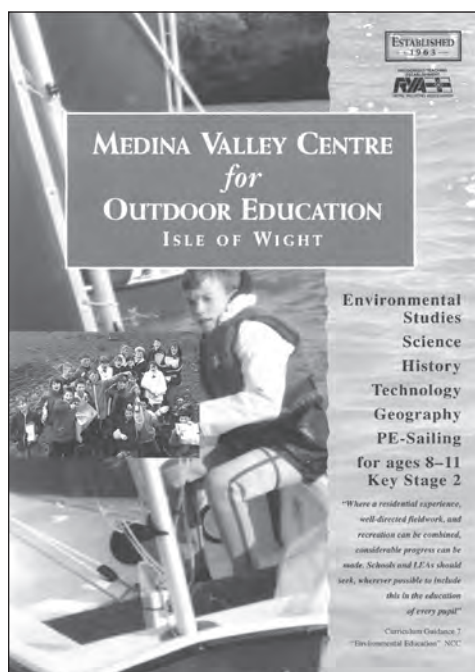
Hertfordshire Young Mariners Base Multi Activity Primary Project			
RISK ASSESSMENT: ORIENTEERING (On the base)			
Prior to visit:			
All participants told that they must bring a complete change of clothes with them.			
Rules for all base users:			
<ol style="list-style-type: none"> 1. Personal buoyancy must be worn by all persons going on boats on the water's edge. 2. Footwear must be worn at all times. 3. No running. 4. Litter to be put in bins. 5. All cuts to be covered with a waterproof plaster. 			
Hazard	Persons at Risk	Precautions and Control Measures	Other Measures
Collecting and use of equipment.	Children Adults assisting	Importance of listening and following instructions. Clear instructions and demonstrations by Activity Leader (AL) of appropriate map reading and compass skills. Supervision by AL and adults.	Point out care needed in moving around the site; water, undergrowth etc.
Basic techniques (on site).	Children Adults	Clear instructions, demonstrations and perhaps a 'map walk' by AL.	Work in pairs. 'Controls' and course selected to suit ability and purpose.
Cleaning and return of equipment.	Children Adults	Teamwork. Careful supervision by AL and adults.	Change of clothes. Hot water for washing and showers.
Note:			
<ol style="list-style-type: none"> 1. Chance of falling in. Remote 2. Weil's disease 3. Blue green algae 			

For contact details see the **Resources** section.

Medina Valley Centre for Outdoor Education

Founded in 1963 as the Christian Sailing Centre, the Medina Valley Centre on the Isle of Wight has expanded to meet the needs of schools who value well-planned residential courses that are integrated into the school's curriculum. Centre staff liaise with local and mainland primary and secondary schools as part of their own on-going curriculum development, ensuring that courses on offer match well with school requirements. The result is a varied programme of environmental studies courses and sailing courses, some separate and some integrated, covering Key Stage 2 to 'A' Level.

The Centre produces a range of attractive and informative brochures for teachers describing the main areas of activity. Examples include:



Key Stage 2

Four Environmental Studies courses:

**Journeys
By River & Sea
Shipshape
A Place to Live**

These are cross-curricular, linking science, history, geography, technology, and PE (Sailing - Outdoor and Adventurous Activity)

Sailing is also offered separately as a week of dinghy instruction following the RYA Young Sailors' Scheme. A comprehensive range of high quality teacher support and pupil activity materials is available covering all courses. The centre also offers a programme of holidays providing a wide choice of land and water-based activities and recreational pursuits.

See the **Resources** section for contact details.



Key Stages 3 and 4, 'A' Level

GCSE

Science, Geography and Geology

GNVQ

Intermediate and Advanced Science

'A' Level

Biology, Geography and Geology

Tynemouth Sailing Club

Tynemouth is a small friendly club with lots of family members and a thriving cadet section.

New members are positively welcomed and a promotional leaflet, part of which is reproduced opposite, is used to encourage interest.

Members sail in the Tyne Estuary and the bays to the north and south of the Tyne entrance.

In winter the River Tyne to the west of Newcastle provides top class sailing water for training and competitive racing.

The leaflet is a six panel gate-fold, printed double-sided on A4.



Tynemouth Sailing Club

A brief guide for prospective new members

I'm interested in Sailing, but why should I join a Sailing Club?

Well, there are a number of reasons; safety being the most important. At the Club you sail under the guidance and judgment of very experienced sailors. You are also looked after by a fleet of well equipped safety boats in radio contact with each other and the coastguard.



What other reasons?

Many beginners feel they ought to learn to sail on their own before they join a club. This is not very wise, apart from running the risk of becoming an RNLI statistic, sailing on your own is not much fun and you tend to lose interest. Sailing is a very social sport and the Club caters for all levels of ability from absolute beginners to top racers.



Can the club teach me to sail and race?

Yes, Tynemouth is an RYA institution with fully trained instructors, and we run RYA level 1 and 2 beginners' courses annually. Friday night training has proved very successful with the Club's top racers coaching the up and coming sailors and introducing new and potential members to the basics. Racing is the best way of improving your sailing skills once you have mastered the basics, and it's good fun!

What else does the Club do?

You will see that the club is well equipped, with a comfortable lounge bar overlooking the estuary, a wet bar a fully equipped galley, and changing rooms with hot showers. The Club bar is open on Wednesday nights in winter, and Wednesday and Friday nights and Sundays in summer. The bars are well used by the members, and we also run a full social program, with discos, barbecues, French evenings etc.

What sort of boats are sailed?

We sail 5 main classes of racing dinghy - by sticking to these we get much better racing.

The classes of dinghy we promote are:

International Mirror: A proven beginners' and cadet boat.

National 12: A small sensitive development class racing boat.

Enterprise: A very popular two person racing boat.

Laser: An international single handed design, now an Olympic class.

International 14: A two trapeze racing machine for skilled racers.

Tynemouth Sailing Club
Prior's Haven
Tynemouth, North Shields
Tyne & Wear

Tel: 0191 2529157

