

*Sailing to Win*      *Sailing for Life*  
*La voile pour la victoire*   *La voile pour la vie*

SAIL CANADA



BASIC CRUISING INSTRUCTOR

**CANDIDATE NOTEBOOK©**

*Instructor Development Clinic Timetable, Candidate Notes*

Kingston, Ontario  
March, 2015

Congratulations on deciding to become a Sail Canada Cruising Instructor and welcome to the Sail Canada Basic Cruising Instructor Development Clinic. Program content is set by Sail Canada staff, the Sail Canada Training and Certification Committee and the Sail Canada Cruising Panel. These groups establish, approve and/or authorize the Sail Canada Learn to Cruise and Powerboat (LTC/P) Practices and Procedures, Standards and Policies and are directly responsible for Instructor training. This program, offered under the auspices of your Provincial Sailing Association will be conducted and evaluated by current Sail Canada Learn to Cruise Instructor-Evaluators (IEs) and will be based on the curriculum outlined in this Workbook.

Upon successful completion of this clinic, you will be awarded the Sail Canada Basic Cruising Instructor Standard. The Sail Canada *Cruising and Power Logbook*, once properly signed and with a seal affixed, is proof of your instructor certification and permits you to teach at any Sail Canada Cruising school in Canada.

To ensure a national standard is provided and maintained, a *Practices and Procedures Handbook* (formerly the Policy Handbook) has been compiled as a companion publication to the Sail Canada *Cruising and Power Logbook*. Every Instructor and Member School is obligated to ensure the policies are adhered to and that the teaching programs leading to the Standards are offered to students in a professional and comprehensive manner. The Standards describe the minimum Ashore Knowledge and Afloat Skills a student must demonstrate for certification. Schools and instructors share the responsibility of ensuring their teaching programs cover all the performance objectives leading to the Sail Canada Standards.

The Basic Cruising Instructor Development Clinic is a demanding program and successful completion requires preparation and your total participation. Enthusiasm and attitude will be considered as well as your knowledge, practice of seamanship, the effort spent in preparation of working papers and teaching assignments. Timely completion of both assignments and examinations is as important as the marks received.

The IEs are here to maintain the national standard and are available to help you achieve these goals by offering their knowledge, experience and time as required. Please don't hesitate to call upon them at any time throughout the clinic.

You will find a Candidate Clinic Critique form included in the Candidate Workbook. Please add your comments and any constructive criticism you feel appropriate throughout the clinic. The Cruising Panel, TCC and Sail Canada staff strive to present the best possible program and your feedback is reviewed and will be given serious consideration in developing future clinics.

It is a pleasure having you aboard - fair sailing and good luck.

The Cruising Panel

## **TABLE OF CONTENTS**

### ***TIME TABLE***

A summary timetable is provided for quick reference as well as an expanded timetable with details of each session and important notes for the candidate.

### ***CHAPTER 1 - ABOUT THIS CLINIC***

Clinic prerequisites, use of this workbook, prioritizing information, teaching topics and clinic material are all covered in detail to familiarize the candidate with the clinic requirements and procedures.

### ***CHAPTER 2 - SINGLEHANDED SAILING***

This Chapter deals with single-handed sailing performance. Checklists, expectations, and a wide variety of previously observed shortcomings from past evaluations have been included to assist candidates with this important objective.

### ***CHAPTER 3 - EVALUATION***

What the Instructor-Evaluators (IEs) are looking for. An explanation on how you will be evaluated at this clinic and the forms that will be used by the IEs. A Candidate Clinic Critique form gives you the opportunity to rate your IEs, boats, facilities and materials and gives Sail Canada an opportunity to improve future clinics.

## Chapter 1 ABOUT THIS CLINIC

1. Introduction.....	2
2. Prerequisites.....	2
3. Use of this Notebook .....	2
4. Priority of Information.....	3
5. Clinic Materials .....	4
6. Clinic Timetable.....	5
7. Additional Notes .....	5
8. Candidate Ashore Teaching Assignments .....	7
9. Candidate Crewing Assignments.....	8
10. Candidate Afloat Teaching Assignments .....	8

# 1. Introduction

The Learn To Cruise and Power (LTC/P) Instructor Clinics offered under the auspices of the Provincial Sailing Associations (PSAs) are based on a national standard. These programs, designed to maintain a consistent high national standard, are delivered by Instructor Evaluators trained through national clinics organized by Sail Canada. These Instructor Evaluators adhere to the Standards defined on the Sail Canada website and on the procedures established by the Cruising Panel and the TCC, as set out in the *Learn to Cruise and Power Practices and Procedures Handbook*.

Successful candidates are nationally recognized and can teach at any registered Cruising school in Canada.

# 2. Prerequisites

The prerequisites for the Basic Cruising Instructor Standards are outlined on the Sail Canada website. Additional requirements may be presented in the LTC/P *Practices and Procedures Handbook*. Candidates should be prepared and make themselves fully informed of these publications and should endeavor to have completed all prerequisites prior to the first day of the clinic.

During the clinic all requirements must be completed to a satisfactory standard. Any unsuccessful written examination may be rewritten after 14 days but must be completed within 4 months of the final date of the clinic. Please discuss challenges you may have with meeting this requirement (should they arise) with your clinic IEs and your Provincial Sailing Association.

# 3. Use Of This Notebook

This Notebook is designed as a tool to help guide the candidate through the Instructor Clinic.

Chapter 1 contains an overview, timetable, course assignments and other important reference material specific for this clinic.

Chapter 2 contains notes on single-handed sailing techniques, checklists and previously noted common errors.

Chapter 3 explains what the IEs are looking for and gives samples of evaluation forms used during the clinic.

## 4. Priority of Information

It is important the Instructor Candidate understands the priority of all the various publications and information presented prior to and during the clinic. The following list identifies the major material sources in order of authority. Should practices or procedures be described in more than one place, the over riding authority shall be the publication highest on the list. Candidates are encouraged to point out any errors or discrepancies between these publications so corrective editing and review can be undertaken prior to the next revision. Methods for identifying improvements to material and methods are included in the Practices and Procedures Handbook.

**Learn-to-Cruise/Power Practices & Procedures Handbook**- covers Sail Canada/CYA LTC/P Cruising System practices and procedures. This Handbook is updated annually and, therefore, is the most current of all publications and will be the definitive word superseding all other publications.

**The Sail Canada website** contains both the student and instructor Standards upon which programs and clinics are based. These are the minimum Standards to which instructors teach and evaluate the Ashore Knowledge and Afloat Skills of students and candidates. For example, the Basic Instructor Standard forms the basis for this clinic. Familiarization and use of the current *Logbook* as a reference and study guide is imperative. Standards are updated from time to time and these updates will first appear on the Sail Canada website.

**The Candidate Notebook** designed specifically for this clinic. It contains a sample timetable and other specific information such as course assignments and specific notes on practices and procedures pertaining to the clinic.

Chapter 2 details information on single-handed sailing, checklists, and common mistakes.

Chapter 3 details information and philosophy on how the IEs will be evaluating your performance throughout the clinic,

**The Candidate Workbook** contains the paperwork and take home exams (working papers) that will need to be completed and turned in through out your clinic. **Please print the candidate workbook and bring the paper copy of this document with you to the clinic.** You will find a clinic application form, which must be completed and returned to the IE's. A candidate clinic file containing copies of applications, exams, lesson plans, evaluations and certifications will be maintained by the clinic IE's and will be forwarded to the PSA on clinic completion. The *Instructor working papers* must be completed and handed in at the appropriate ashore session. As mentioned previously, punctual course attendance and timely completion of the working papers are important considerations toward the attitude component of this program. The candidate clinic critique is also included in this document.

**The Resource Book** is a publication provided to all LTC/P Instructors containing important and timely information on the topics with which the instructor is expected to be familiar. The majority of information required to complete the working papers may be found here.

Resource Book chapters 2, 3 and 4 concentrate on teaching and coaching techniques, communication, presentation skills and lesson planning. Candidates will be required to prepare lessons on a number of assigned topics, complete with a written lesson plan to assist the candidate in presenting the lesson, and to provide a framework for discussion and evaluation of the lesson presentation and effectiveness. Chapter 5 concentrates on safety. Relevant statistical information and requirements for safe school and boat operation are presented. Chapter 6, *Instructor Notes*, deals with all the salient points required for teaching a program leading to the Basic Cruising Standard. Chapter 7 contains supplemental notes on the topics covered with more background detail for initial familiarization and reference. Chapter 8, is a sample of an afloat lesson plan. Chapter 9, *Back to the Basics*, deals with potential problems and solutions to situations an instructor may encounter. Chapter 10 provides some thoughts on legal implications and insurance coverage. Chapter 11 explains the philosophy behind evaluating students.

Other manuals and recommended readings are supplied for information and instructional purposes primarily to demonstrate complete programs. Remember, in all cases, Sail Canada CYA publications take priority as this is a national clinic and the curriculum is established by national committees.

## 5. Clinic Materials

List of Materials	Supplied By →	Organizer	Candidate	Optional
<i>CYA Cruising and Power Logbook</i>			X	
<i>CYA Learn-to-Cruise/Power Practices &amp; Procedures Handbook</i>		X		
<i>CYA Basic Instructor Candidate Notebook</i>		X		
<i>CYA Basic Instructor Candidate Workbook</i>		X		
<i>CYA Basic Cruising Instructor Resource Book</i>		X		
<i>CYA Colregs Study Guide</i>		X		
<i>CYA Basic Cruising Skills</i> by Gillian West			X	
<i>Safe Boating Guide</i>			X	
<i>Canadian Aids to Navigation</i>				X
<i>Collision Regulations</i>			X	
<i>A Guide For The Maritime VHF Radiotelephone Operator</i>				X
Supplementary information: <i>Cold Water Survival</i> - Red Cross				X
<i>Your PFD</i>				X
<i>Marine Weather Services</i>				X
Local Knowledge brochure of area to be sailed				X
Personal Flotation Device (PFD) or Transport Canada approved cruiser suit or floater coat		X	X	
Sailing gear, including deck shoes and/or sea boots and duffel bag			X	
Foul weather gear			X	
Knife, Whistle			X	
Additional dry clothing (sweater, toque, gloves, sox)			X	
Pen and steno style notebook (coil bound, 5" x 7")			X	
Hand bearing compass				X
Chart of the local area ( <i>Chart # _____</i> )				X
<i>Chart #1 - Symbols and Abbreviations</i>				X
<i>Tide and Current Tables</i> , current edition				X
<i>List of Lights, Buoys and Fog Signals</i>				X
<i>Radio Aids to Marine Navigation</i>				X
<i>Sailing Directions</i>				X
<i>Small Craft Guide</i>				X

NOTE: ALL ITEMS SHOULD BE LABELED WITH THE INSTRUCTOR CANDIDATE'S NAME.

## 6. Clinic Timetable

Clinics with somewhat differing structures are offered across Canada. The Instructor-Evaluators will confirm the clinic schedule and location. The following is a sample clinic schedule for a 2 weekend clinic. Published schedules will be modified to meet facility, candidate and weather requirements. In some locations, clinics include an additional days prior to the 2 weekend session to evaluate knowledge and sailing skills and to assist in the completion of clinic pre-requisites.

### Friday Evening, Weekend 1

- 18:30 – 19:15 Ice breaker and candidate files / initial paperwork
- 19:15 – 20:30 Basic Theory Exam
- 20:30 – 22:00 Introduction to Lesson Planning and Presentation Styles

### Saturday, Weekend 1

- 09:00 – 10:00 Review Candidate Basic Exams
- 10:00 – 12:15 Classroom / Dockside lessons
- 12:15 – 12:45 Lunch Break
- 12:45 – 15:00 Classroom / Dockside lessons
- 15:00 – 17:30 Sailing Circles
- 17:30 – 18:15 Rules of the Road Review
- 18:15 – 18:30 Daily Wrap-up

### Sunday, Weekend 1

- 09:00 – 10:30 Coaching : Skill breakdown/isolate, detect, correct
- 10:30 – 13:30 On Water Practice lessons
- 13:30 – 14:15 Lunch Break
- 14:15 – 16:30 Pleasure Craft Operator Card
- 16:30 – 17:00 Communications Game
- 17:00 – 17:20 Single handing discussion
- 17:20 – 18:00 Rules of Road Exam
- 18:00 – 18:30 Candidate mid point de-brief

### Friday evening, Weekend 2

- 1830 – 19:00 Focus session
- 19:00 - 20:30 Personal styles and effective communications
- 20:30 – 21:30 Review Instructor Exams
- 21:30 – 22:00 COB Review – Reach/Tack/Reach triangle

### Saturday, Weekend 2

- 0900 – 12:45 Dockside / Classroom practice lessons
- 12:45 – 13:15 Lunch Break
- 13:15 – 16:30 Single Handed Sailing
- 16:30 – 18:15 Dockside / Classroom practice lessons
- 18:15 – 18:30 Wrap-up

### Sunday, Weekend 2

- 09:00 – 12:30 On Water Lessons
- 12:30 – 13:00 Lunch Break
- 13:00 – 13:30 Planning
- 13:30 – 14:30 Review Instructor Exams
- 14:30 – 15:30 Evaluating the student candidate
- 15:30 – 16:45 Remedial time/Wrap up
- 16:45 – 18:30 Final Paperwork and Candidate Interviews



## 7. Additional Notes

1. Candidates must be suitably attired and ready to go to the dock at the appointed times. Bring a light lunch to eat onboard during the day. There will be a debriefing following vessel snug down at the end of each Afloat session.
2. The clinic will follow the timetable as closely as possible. However, weather conditions or unforeseen circumstances may cause schedule adjustment. Normally, afloat sessions will be conducted in rain or shine and candidates should have suitable gear readily available. Additional warm, dry clothing is highly desirable.
3. There is little time for in-depth study during the clinic. Candidates are expected to study all the pre-course material prior to the clinic and should complete all the working papers before the specific topic is discussed or marked - as indicated on the timetable. Each of these papers will contribute to the total evaluation of the candidate and determine the successful completion of the clinic.
4. Candidates not having attained the Sail Canada/CYA Coastal Navigation Standard will be required to write an invigilated examination (allow three hours) prior to certification. Those who have not written the current exam, or who have not written the exam in the last 6 months may, at the discretion of the IE's, be asked to re-write the exam.
5. The following examinations associated with this clinic are closed-book and must be written to the following levels:
  - Basic Cruising Standard (long form exam) - 90%
  - Intermediate Cruising Standard - 70%
  - Rules and Buoyage - 90%
  - Coastal Navigation Standard - 70%

Marking of the Basic Cruising exam may be more stringent than that experienced as a Basic Cruising student. Part marks for partially correct or incomplete answers will not be awarded.

6. The Instructor Working Papers included in the Workbook are take home exams and should be completed prior to the ashore sessions at which they will be marked and reviewed. Minimum score on these papers is 90%
7. Candidates not achieving passing grades may rewrite the required examinations after a minimum 14 day waiting period. All examinations must be completed **within 4 months of** the last day of the clinic.
8. The sailing skills evaluations evaluation (points of sail, single handed) **must** be completed satisfactorily. **There is normally no re-take allowed.** At IE discretion, if time is available, candidates may be re-evaluated during the clinic. Unsuccessful candidates must demonstrate having received suitable instruction and significant practice before registering for another Basic Cruising Instructor Clinic.
9. Certification will require the candidate to have:
  - Completed all the prerequisites listed in the *logbook*.
  - Demonstrated competent boat handling and sailing skills.
  - Achieved the minimum marks *on all* written examinations indicated above.
  - Completed required clinic assignments in a timely manner.

- Participated fully throughout the clinic timetable with a positive attitude.
  - Demonstrated the ability to coach students and develop student skills
10. Candidates should arrive for the first session with the application form (included in the Basic Cruising Instructor Workbook) completed together with copies of First Aid, CPR and VHF certificates in hand. It is recommended that the Coastal Navigation and Intermediate examinations be written and on file at the PSA, held by the school or in the possession of the IE's conducting the clinic *prior to* the start of the clinic.
  11. Enthusiasm and attitude will be considered as well as your knowledge, practice of seamanship and the effort spent in preparation of working papers and teaching assignments.
  12. Remember to consult your clinic IEs at any time should you encounter questions or difficulties in any aspect of the clinic. The IEs are giving their time and experience to help you achieve the Basic Cruising Instructor Standard and are more than prepared to recognize your hard work and effort.

## 8. Candidate Ashore Teaching Assignments

The IE's conducting the clinic will assign specific classroom, dockside and afloat teaching assignments.

Candidates will be assigned dockside and classroom topics from the suggested list below. Lessons will be presented, discussed and evaluated during the clinic. Lesson duration will be established by the conducting IE's and will be between 10 and 15 minutes. Dockside teaching will be conducted on the dock (or in the vessel tied to the dock) and candidates will have access to the boat and on-board teaching aids to support their lesson. Classroom presentations will be part of the ashore sessions. In the classroom environment use of teaching aids, overheads, white board, flip charts or other visual aids is encouraged. A written lesson plan **must** be provided to the IEs before presentation of every lesson.

<u>Dockside</u>	<u>Classroom Assignment</u>
Heaving a line	Rules of the Road – Power
Raising the main sail	Rules of the Road – Sail
Lowering the main sail	Points of Sail
Reefing the main sail	Local Weather Hazards, Identification, Warning Times
Shaking out the reef	Prerequisites for a good Anchorage
Knots	Anchoring procedure
Marine Head	Safety Equipment
Outboard engines	Docking under power
Checking the foresail	Crew Overboard and Recovery
Terminology	True and Apparent Wind
Inboard engines	Lee and Weather Helm
Transport Canada Safety Equipment	Emergencies
CYA Safety Equipment	Tacking & Gybing
Checking the rigging	Weather Information Sources & Interpreting the Marine Forecast
Coiling / Flaking lines	Responsibilities of Skipper and Crew
Undocking strategies	Tide and Current Tables
Checking the mainsail	The Distress Signals
Pre-departure Crew safety briefing	Knots, Bends, and Hitches
	Hypothermia, Cold Shock, Heat Stroke
	Reefing & Reducing Sail
	Freeing a Boat that has Run Aground
	Heaving To
	Terminology
	Use of Safety Harness
	Dangers of a Lee Shore
	Considerations in recovering a person from the water

## 9. Candidate Crewing Assignments

Crew positions will be assigned prior to the first afloat session. There is no significance in the boat or position to which a candidate is assigned. The purpose of the assignment is to help organize the Afloat sessions and provide everyone with a specific reporting point and Afloat teaching assignment. Whenever possible, efforts will be made to vary crewing assignments throughout the clinic to allow candidates to observe a range of lesson presentation and communication styles.

## 10. Candidate Afloat Teaching Assignments

Afloat teaching assignments are presented onboard the vessel while underway. Lessons will typically be of 15 minutes in duration and should involve presentation of material and coaching of students.

Docking / Undocking	Vessel handling Under Power
Gybing (taught from a run to a run, foresail first)	Points of Sail
Tacking (close haul to close haul)	Anchoring
Crew Overboard under Power and recovery of an unconscious victim	Heaving To
Crew Overboard under Sail and recovery of an unconscious victim	Reefing (while hove to)

Everyone must be prepared to teach or demonstrate any of the Afloat Skill Performance Objectives from the Standard. Vessel handling skills and Rules of the Road all form the seamanship practices to be demonstrated throughout the clinic.

## Chapter 2 SINGLEHANDED SAILING

1.	Single-handed Sailing Techniques .....	2
	Departure .....	2
	Raising the Mainsail .....	2
	Raising the Foresail .....	2
	Upwind and Tacking .....	2
	Reaching, Running, Gybing .....	3
	Heaving To .....	3
	Reefing .....	3
	Crew Overboard .....	3
	Anchoring Under Sail .....	4
	Anchoring Under Power .....	4
	Weighing Anchor Under Sail .....	4
	Returning .....	5
	Cautions .....	2
2.	Summary of Common Single-handed errors .....	5
3.	Checklist for Single-handed Sailing .....	7
4.	Single-handed Generic Course Diagram .....	9

# 1. Single-Handed Sailing Techniques

## DEPARTURE

- Do a thorough vessel check as per the attached checklist
- Remove mainsail cover, raise and check condition of the mainsail. Lower and furl. Leave the halyard on.
- Bend on the foresail, deploy the sheets and raise to check condition of the sail. Lower and leave hanked on, halyard off, sheets deployed, and sail bagged and sail bag secured.
- Secure bitter end of anchor rode to appropriate deck cleat or mast with a bowline.
- Paddle at the ready.
- Plan your departure **THINK AHEAD**.
- Put on your PFD.
- Proceed **DEAD SLOW** when departing.
- Wait until you clear the active channel before putting engine in neutral and removing fenders and mooring lines.

## RAISING THE MAINSAIL

- Position vessel with starboard side beam on to the wind.
- Engine in neutral.
- Remove the furling line.
- Ease mainsheet completely.
- Move to starboard side of mast (without touching the boom, which is free).
- Ease vang and downhaul.
- Raise mainsail.
- Ease topping lift.
- Adjust downhaul / cunningham.
- Set the vang.
- Flake the halyard.
- Move to cockpit (do NOT touch the boom).
- Shut off engine, harden mainsheet and sail away.

## RAISING THE FORESAIL

- Position the boat beam on to the wind on port tack.
- Ease the mainsheet completely.
- Go forward and raise the sail.
- Flake the halyard.
- Return to the cockpit (do NOT touch the boom).
- Harden sails to start sailing.

## UPWIND AND TACKING

- Make sure sails are fully hardened.
- Watch foresail telltales.
- You may wish to carry a shock cord (bungee) with a hook at each end to facilitate steering. Attach hooks at each side of the cockpit, and wrap the shock cord once or twice about the tiller. Do NOT tie the tiller with a line in case you have to move it quickly.

## REACHING, RUNNING, GYBING

- Ease sheets sufficiently for the point of sail.
- Use the backstay telltale or masthead wind indicator while running and gybing.
- Don't gybe mainsail by grabbing the parts of the mainsheet. Harden the sheet and then ease out.
- Remember, a gybe is from a run to a run to a run; the foresail is gybed first.
- Don't worry if your handling the foresail is not perfect. It is the care taken with the gybing of the mainsail that is important.
- Stay in control during gybe and on course. You may wish to stand with the tiller between your legs while gybing, leaving hands free for handling the main and foresail sheets.

## **HEAVING TO**

- Sail closehauled on the port tack.
- Tack, leaving the foresail sheeted in.
- Let the boat settle onto the new tack and slow down, then tie the tiller to leeward (if wheel, to windward).
- You will be on a starboard tack, making you the stand-on vessel over sailing vessels on port tack and power-driven vessels.

## **REEFING**

- Reef while hove to.
- Ease mainsheet completely.
- Move to starboard side of the mast (avoid touching the boom).
- Ease vang.
- Release cunningham or put pin in the mast to secure downhaul if fitted.
- Harden topping lift.
- Lower mainsail and set and secure luff reef line. Raise halyard tightly.
- Set leech reef line tightly.
- Ease topping lift, set vang.
- Flake halyard.
- Make your way to the cockpit and harden mainsheet to closehauled position.
- Tie reefing points loosely.
- Shake out the reef in reverse order.
- To get out of the hove to position, simply untie the tiller and gybe as the boat falls off the wind. (This avoids dragging the foresail across the shrouds).

## **CREW OVERBOARD**

- Go to a beam reach IMMEDIATELY.
- Call "CREW OVERBOARD" and throw life ring and pole or buoyant objects.
- Sail only far enough from COB to be able to manoeuvre back using the Triangle Method of return.
- Tack, don't gybe.
- Approach COB on a close reach, keeping the COB on the leeward side, luffing sails to control your speed.
- You should be at minimal speed as you arrive alongside COB, with both sails completely eased and the COB close aboard to windward.
- Recover COB from cockpit not foredeck (to remain near tiller and sheets).

## **ANCHORING UNDER SAIL**

- Lower the foresail, bag it, stow it in pulpit giving you room to lower the anchor.
- Sail on beam reach to anchoring spot.
- Ease mainsheet completely.
- Luff up, head to wind. Boat will come to a stop.
- Go forward, lower anchor to bottom ( but do not pay out rode yet). Watch chain doesn't damage deck or hull.
- WAIT, the boat will drift back and perhaps a bit sideways.
- As boat moves backward, pay out rode.
- Cleat off rode on bow center cleat, or if no center cleat, on a side cleat. Make sure the rode is riding in the bow chock.
- Boat will slowly drift backward to end of the rode and eventually come head to wind. BE PATIENT!
- When the rode is snugged up you may sail in reverse (push on boom to backwind the main) to set anchor.
- Once anchor is set, lower and furl main.

## **ANCHORING UNDER POWER**

- Motor beam to the wind.
- Turn head to wind.
- Idle in neutral.
- Wait for boat to come to a stop.
- Go forward, lower anchor until it touches bottom (watch chain doesn't damage deck or hull).
- WAIT until boat drifts back from anchor (will probably go sideways on to wind).
- Pay out rode.
- Cleat off rode on center bow cleat – if no center cleat, use side bow cleat. Make sure rode is riding in the bow chock.
- Return aft to motor, put in reverse, and slowly move astern until rode comes taut.
- Slowly increase power to ½ throttle for 30 seconds to set anchor.
- Slowly reduce power to idle so boat does not spring ahead.
- Put engine in neutral, and shut off
- Take a visual sighting to confirm anchor is holding.

## **WEIGHING ANCHOR UNDER SAIL**

- Raise mainsail, with mainsheet completely eased and tiller free or locked dead centre (vessel will be head to wind).
- Secure downhaul or cunningham, ease topping lift, set vang.
- Leave mainsheet free.
- Go forward and raise anchor.
- Clean mud off anchor - rinse up and down in the water.
- Flake rode neatly and stow.
- Sail away; raise foresail.



## **RETURNING**

- Lower the foresail (beam to wind, mainsheet completely eased) and leave hanked on, halyard on, sheets deployed, sail secured.
- Lower mainsail while boat is head to wind with the mainsheet eased. Remember to harden the main sheet to center before working along the boom to furl the sail. Leave the halyard rigged
- Deploy the fenders and fore and aft mooring lines tied to shrouds or together, paddle at the ready.

## **CAUTIONS**

- ALWAYS WEAR A PFD while sailing single-handed, and a safety harness when wind and sea conditions warrant it. The same applies if your crews are non-sailors.
- Work the windward side of the vessel, never (downwind) behind the boom.
- NEVER hold onto or work along the boom while the mainsheet is eased.
- When in the pulpit, kneel on one knee with your other foot firmly on the deck for balance and back safety. The tread on your boots or deck shoes has more grip than your trousers or coveralls.
- Keep a proper look out at all times.
- When reaching for something in the water, keep your centre of gravity in the boat.

## **2. Summary of Common Single-handed Errors**

### **VESSEL PREPARATION**

- Bilges not bailed out.
- Bitter end of anchor not secured.
- Halyards lost up mast.

### **ANCHORING**

- Not keeping chain clear of gelcoat.
- Rode not riding in bow chock.
- Rode not secure on main cleat.

### **WEIGHING ANCHOR**

- Foresail raised before anchor raised.
- Working on leeward side of vessel.
- Not on port tack when raising foresail.
- Topping lift not eased after raising mainsail.
- Flaking line around elbow.
- Not in the pushpit when raising anchor.
- Foresail raised upside down!
- Tiller not free while weighing anchor.
- Not keeping chain clear of gelcoat.

## **UPWIND AND TACKING**

- Leech line too tight.
- Vang not set.
- Downhaul / cunningham not tight enough.
- Topping lift remaining on.
- Over sheeting main or undersheeting main
- Over steering tacks.
- Genoa not fully sheeted in.
- Over standing marks to be rounded.
- Not watching telltales.
- Not sailing closehaunched (i.e. Reaching).
- Pinching.

## **REACHING, RUNNING, GYBING**

- Too slow in easing sheets for reach.
- Sails sheeted for closehaunched.
- Mainsheet too tight for running.
- Not gybing from a run to a run.
- Touching parts of mainsheet during gybes.
- Out of control, violent course changes.
- Not determining wind direction.
- Not keeping a proper lookout.

## **HEAVING TO**

- Not tying tiller to leeward.
- Foresail too large
- Sail wrapped around shroud or over end of spreader
- Not on a starboard tack.

## **REEFING**

- Not on a starboard tack.
- Topping lift not on before lowering halyard.
- Not resetting pin for downhaul if fitted.
- Mainsheet not eased while lowering sail.
- Leech reef line (reefing outhaul) set before luff reef line.
- Leech reef lines not set tight.
- Reef ties pinching sail.
- Halyard not fully raised.
- Sail not setting properly.
- Topping lift not eased after reefing.
- Mainsheet not eased when raising halyard while shaking out reef.
- Reef lines not completely eased after reef shaken out.
- Vang not reset.

## **CREW OVERBOARD**

- Not on an immediate beam reach.
- Not shouting the alarm.
- Sailing too far from COB.
- Gybing rather than tacking.
- Approaching from upwind.
- Approaching too fast.
- Falling short or hitting COB.
- Attempting a windward recovery.
- Leaning out of boat to recover COB

## **SNUGGING DOWN**

- Main poorly furled.
- Boom not horizontal.
- Foresail not stowed.
- Wet sheets in sail bag.
- Water in bilge.
- Mooring lines incorrectly belayed.
- Anchor dirty, line not flaked.
- Vessel improperly secured to dock.

# **3. Check list for Single-handed Sailing**

## **TRANSPORT CANADA REQUIRED ITEMS**

Check to ensure that the required items are aboard the vessel.

*Refer to the small vessel regulations and the Collision regulations or a current edition of the “Safe Boating Guide”, (TP 511E), for specific requirements and exemptions.*

## **CYA / Sail Canada RECOMMENDED ITEMS**

- Rigging knife on a lanyard
- First Aid kit and manual
- Flashlight with spare bulb and batteries
- Emergency steering device
- Tools and spare parts
- Tapered softwood plugs secured to thru-hull fittings
- Lead line or echo sounder
- Navigation charts of cruising area

## **MISCELLANEOUS ITEMS**

- Winch handle
- Garbage bag
- Tide and Current tables
- Boat hook
- Sponge
- Extra mooring lines
- Fenders
- Sails (genoa / jib)
- Toilet paper

## **CONDITION OF VESSEL**

- Bilges dry
- Head operational
- Mainsail cover off, halyard on
- Foresail bent on, halyard off, foresail in bag, secured
- Rudder, tiller.
- Standing rigging
- Running rigging
- Anchor rode flaked, bitter end secured

## **UPON RETURN**

- Fenders adjusted
- Breast and spring lines, boat parallel to dock
- Bilges dry
- Boom horizontal.
- Mainsail cover on
- Foresails folded and bagged; sheets flaked (outside bag if wet)
- Paddle stowed
- Anchor clean, rode neatly flaked
- Tiller secured midships
- Sail covers or boom tent on
- One last look from dockside

## **CORRECT USE OF KNOTS, BENDS, AND HITCHES**

- Fenders - round turn and two half hitches on the toe rail, cleats or stanchion (not life lines)
- Mooring lines - belay the cleat or round turn and two half hitches to rails and rings
- Tiller - clove hitch
- Reef main - reef knot
- Boom tent - round turn and two half hitches

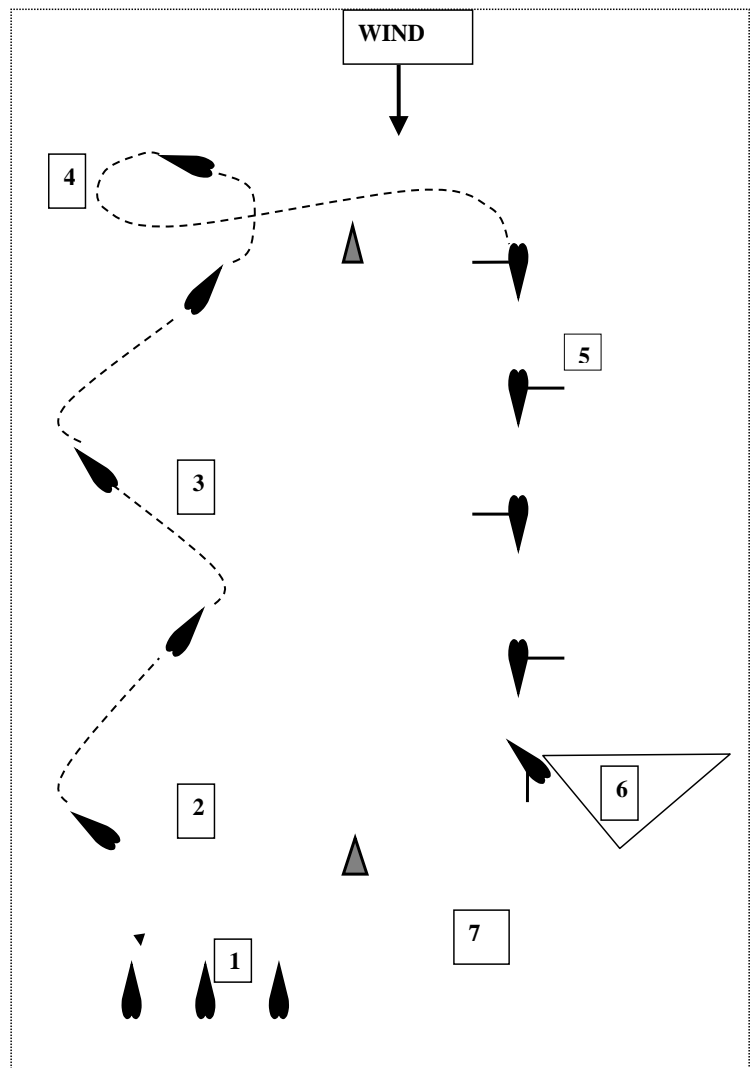
## 4. Single-handed Sailing Generic Course Diagram

### NOTE

- This is an evaluation of seamanship, not a race!
- The course is open (without gates or markers), however you must remain within a reasonable distance of the IE boat at all times, watch for signals and keep a proper look out.
- With reasonable winds and sailing conditions, the average elapsed time for the evaluation is about 40 minutes.

### KEY

1. Boat at anchor. Wait in cockpit for instructions. Main lowered and furled, jib bagged and secured, halyard off, anchor rode bitter end secured.
2. Start on blue flag, position boat to sail upwind near IE boat.
3. Execute 3 tacks from closehauled to closehauled; allowing time only to settle on each course and trim sails.
4. Heave to, put in a reef, and look to IE boat for white flag or one blast to shake out the reef. IEs may have you sail with the reef in. On signal, shake out the reef.
5. Execute 3 gybes from a run to a run, controlling both sails.
6. Crew Overboard demonstration. On command from the IE boat, start the procedure with the shout "Crew Overboard" and then deploy the buoyant object you must retrieve.
7. Upon receiving confirmation from the IE boat, return to anchor.



## Chapter 3 EVALUATION

1.	What the IEs are Looking For .....	2
2.	Presentational Techniques or Skills .....	2
	Appearance .....	2
	Movement .....	2
	Mannerisms .....	2
	Voice .....	2
	Nervousness .....	3
	Attitude .....	3
	Command .....	3
	Rapport.....	3
	Confidence .....	3
3.	Candidate Evaluation Forms.....	3
	Classroom Teaching Evaluation .....	4
	On-the-Water Evaluations .....	5
	Dockside Teaching Evaluations.....	6

# 1. What are the IEs looking for?

As stated previously, there is more than one way to accomplish a task, teach a class, sail a boat, etc. We recognize this. Your varying backgrounds - be it in sailing, teaching or racing combined with your personality and other experience, will all combine together to make you an individual, unique instructor.

The goal of the Instructor Clinic is to combine your many experiences with good seamanship and to develop an effective presentation technique (your teaching dialogue, mannerisms and personality) to deliver the Standards. Above all, remember you will be teaching basic students. A consistent, nationally acceptable methodology must be used. This is why we insist on using CYA / Sail Canada terminology and commands as shown in the Basic Cruising standard as well as official publications. For example, terms like: "hook", "right of way", "steaming light" and "prepare to tack" are never used in favor of: "anchor", "stand-on vessel", "masthead light", and "ready about". Take pride in being a professional instructor and avoid using slang and improper terminology. Your well-earned pride translates into respect from the student.

## 2. Presentational Techniques or Skills

Assuming you have the requisite knowledge, have adequately prepared your material, selected your method and chosen your teaching aids, there now remains a number of other factors which influence the outcome of your presentation.

These are the non-materialistic factors - the subjective perceptions the students deduce from the way you appear and the way you act. While there are no techniques or skills that can make up for a lack of competence, concern or interest on your part, there are certain negative inferences that can be drawn if the importance of presentational techniques or skills is neglected. There are a number of factors that must be considered.

### Appearance

If you appear bored and disinterested, the apparent attitude will be reflected by your audience. Enthusiasm and interest are conveyed and reflected by the same means. Do not drape yourself over lecterns or lounge against the walls.

### Movement

Do not stand as if rooted to the spot. Move around but do not bound around like a hyperactive rabbit.

### Mannerisms

The worst of these are short, repetitive actions such as throwing chalk into the air and catching it, or rapping a pen continuously. They are distracting and cause tension. Monitor these and avoid the worst of them.

### Voice

Modulate your voice: avoid speaking in a monotone. Use standard grammar. Particularly avoid separating phrases with 'ER' and ending each sentence with "OK?" Do not speak to the chalkboard; as far as possible, face your audience when speaking.

### **Nervousness**

This is best overcome by slowing down, not going faster. Take a little extra time to draw a diagram. If you have a handout, give it to each individual and make contact with each person. Going through the class identifying and greeting each person serves the same function. Control your breathing. Especially at first, good preparation and knowledge of your material is very reassuring.

If you are new to teaching or going into an unfamiliar situation, try starting off with a class exercise, written or verbal - anything to get all the eyes off you! Remember the KISS rule (Keep it simple stupid...). Set your initial priorities realistically. Initially they are not to convey knowledge but to get you, the instructor, relaxed. If you can do this and you have adequately prepared, the rest will follow.

### **Attitude**

Attitude encompasses your perceived position such as sarcastic, bored, overbearing, dictatorial, patronizing, ineffectual (to name the negative ones). These perceptions can be correct but they are often the negative, subjective reaction to some of the factors mentioned above - an appearance of being overbearing can be a reaction to being nervous.

### **Command**

Command involves being in command of your material and in command of the situation. Command is not taken; it is allowed you (in the case of adults) by reason of the need for you to be in charge because of your position and the learning situation. The position of the commander or captain of a vessel is based on the needs of the situation. Your command, however, is validated by performance. Command is established by competence.

### **Rapport**

Rapport is the way you get along with the class. It is the end product of your perceived attitude and competence. Good rapport acknowledges your leadership and command, but it also requires that you are perceived as human, warm, approachable and understanding.

### **Confidence**

Confidence comes from success: the success of preparing and presenting courses over a period of time. It is quiet and it is reassuring to both your students and yourself.

## **3. Candidate Evaluation Forms**

The following forms are shown here as examples the course IEs will be using to evaluate your performance throughout the clinic. Completed forms are retained in the candidate file.

Throughout the clinic your IEs will keep you informed of your progress and a full debriefing will be made prior to the end of the clinic. If you have any concerns, do not hesitate to communicate with the IEs at any time.

## **4. Candidate Clinic Critique Form**

This is to be completed by the Candidate prior to the final session. A copy of this clinic assessment form is included in the Basic Cruising Instructor Candidate Workbook. Your time and effort in completing this evaluation of the clinic, the IEs, organization and system is used in a positive manner to improve subsequent clinics. Please feel free to write to the Cruising Panel with your concerns and constructive comments at any time.



## Candidate Afloat Performance Evaluations

(Evaluators to complete, debrief, remove and place in student file at end of the day)

<p>Candidate: _____</p> <p>Date: _____ Afloat # _____</p> <p>Vessel: _____</p> <p>Attitude: _____</p> <p>_____</p> <p>Knowledge: _____</p> <p>_____</p> <p>Seamanship: _____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>IE: _____ # _____</p>	<p>Candidate: _____</p> <p>Date: _____ Afloat # _____</p> <p>Vessel: _____</p> <p>Attitude: _____</p> <p>_____</p> <p>Knowledge: _____</p> <p>_____</p> <p>Seamanship: _____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>IE: _____ # _____</p>
---	---

## Candidate Dockside Teaching Evaluations

(Evaluators to complete, debrief, remove and place in student file at end of the day)

<p>Candidate: _____</p> <p>Dockside Topic: _____</p> <p>Date: _____</p> <p>Preparation / Resources: _____</p> <p>_____</p> <p>Knowledge: _____</p> <p>_____</p> <p>Seamanship: _____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>IE: _____ # _____</p>	<p>Candidate: _____</p> <p>Dockside Topic: _____</p> <p>Date: _____</p> <p>Preparation / Resources: _____</p> <p>_____</p> <p>Knowledge: _____</p> <p>_____</p> <p>Seamanship: _____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>IE: _____ # _____</p>
---	---

## Teaching Evaluation - Classroom

Candidate: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

1= Satisfactory    2= Needs Improvement    3= Unsatisfactory

Lesson Phase	Comments	1	2	3
Introduction	Topic: _____			
Motivator	_____			
Link	_____			
Objective	_____			
Body	_____ _____			
Questions	_____			
Summary Conclusion	_____			

**Style:**

Lecture	Demonstration	Discussion	Brainstorming
Guided Discovery	Problem Solving	Role Playing	Game Playing

Comments: \_\_\_\_\_

**Organization / Resources / Content:**

Location Set Up	Teaching Aids	Detail for Audience	Detail vs. Time
Class Involvement	Correct Information	Content vs. Objective	Utilizing Resources

Comments: \_\_\_\_\_

**Communication:**

Articulate / Defined	Optimal Position	Voice Control	Met Objectives
Enthusiasm	Attentiveness / Respectful	Positive Reinforcement	Question Techniques

Comments: \_\_\_\_\_

**Feedback / Climate / Interaction with students:**

Asked questions where appropriate	Comment on correct responses	Handling incorrect responses	Verify class understood lesson
Friendly appearance	Commands respect	Encourage proactivity	Eye Contact

Comments: \_\_\_\_\_

**Detracting Mannerisms:**

Comments: \_\_\_\_\_

**Notes:**

\_\_\_\_\_  
\_\_\_\_\_

## Single-Handed Sailing Evaluation

Boat: \_\_\_\_\_ Candidate's Name: \_\_\_\_\_

Exercise	Mark	Comments
Preparation		
Weighing Anchor		
Tacking / Beating		
Sail Set & Trim		
Gybing / Running		
Heaving to		
Reefing / shaking out reef		
Crew Overboard		
Anchoring		
Seamanship Overall		
<b>TOTAL MARKS</b>		<b>EVALUATOR:</b>
Comments: _____		
_____		



## CRUISING BOAT CHECKLIST



**FOR TEACHING VESSELS USED IN LTC/P PROGRAMS AND INSTRUCTOR CLINICS**

**Boat Name:** \_\_\_\_\_

(Complete a separate form for each vessel used; or one for an identical fleet)

**Clinic level:** \_\_\_\_\_ **Date:** \_\_\_\_\_

REQUIREMENTS ARE DEFINED BY INTENDED USE OF THE VESSEL	1 = DAY SAILING 3 = CRUISING (DAY AND NIGHT)	2 = CRUISING (DAY ONLY) 4 = OFFSHORE CRUISING	1	2	3	4	CHECK
Personal Gear	1) Safety harness for each person on board			✓	✓	✓	
	2) Personal strobe light for each person on board				✓	✓	
	3) Whistle for each person on board			✓	✓	✓	
	4) Rigging Knife on a lanyard	✓	✓	✓	✓	✓	
General Vessel Equipment	1) First Aid kit and manual	✓	✓	✓	✓	✓	
	2) Flashlight, with spare bulb and batteries	✓	✓	✓	✓	✓	
	3) Radar reflector		✓	✓	✓	✓	
	4) Boarding Ladder or device	✓	✓	✓	✓	✓	
	5) Jack Lines securely attached to deck			✓	✓	✓	
Emergency Equipment	1) Emergency Steering device (Spare Tiller)	✓	✓	✓	✓	✓	
	2) Heavy weather jib or roller reefing		✓	✓	✓	✓	
	3) Storm jib			✓	✓	✓	
	4) Mainsail reefing to reduce mainsail by at least 40%		✓	✓	✓	✓	
	5) Tools and spare parts	✓	✓	✓	✓	✓	
	6) Marine radio transceiver (VHF)	*	✓	✓	✓	✓	
	7) Marine SSB radiotelephone (recommended)					✓	
	8) Weather receiving radio	*	✓	✓	✓	✓	
	9) EPRIB - 406MHz (must be registered)					✓	
	10) Life raft with current inspection certificate					✓	
	11) Inflatable or rigid dinghy		✓	✓	✓	✓	
	12) Emergency abandon ship bag with extra lifejackets				✓	✓	
	13) Emergency food and water or water maker supply					✓	
	14) Tapered soft wood plugs secured to through hull fittings	✓	✓	✓	✓	✓	
Navigation Equipment	1) Marine Compass, properly secured with deviation card	*	✓	✓	✓	✓	
	2) Lead line or echo sounder	✓	✓	✓	✓	✓	
	3) Spare compass, may be hand held		✓	✓	✓	✓	
	4) Navigation charts, of cruising area	✓	✓	✓	✓	✓	
	5) Navigation plotting equipment		✓	✓	✓	✓	
	6) Accurate Timepiece with sweep second hand		✓	✓	✓	✓	
	7) List of Lights, Buoys and Fog Signals for area sailed			✓	✓	✓	
	8) Sailing Directions for area sailed		✓	✓	✓	✓	
	9) Tide Tables and Current Predictions for area sailed		✓	✓	✓	✓	
	10) Nautical Almanac for current year					✓	
	11) Sextant					✓	
	12) Sight Reduction Tables, forms and plotting sheets					✓	
	13) GPS or LORAN C electronic navigation aid				✓	✓	
	14) Knot meter and distance measuring device		✓	✓	✓	✓	
	15) Radar (recommended)				✓	✓	

The Transport Canada minimum equipment is not listed here and will be in addition to these requirements. Consult the *Safe Boating Guide* or the Small Vessel Regulations for current requirements.

\* Required only when sailing beyond 1 nm. from shore; Basic Cruising – Column 1 for Day Sailing; Column 2 for Vessels of 28 feet; Intermediate Cruising – Column 3 plus spinnaker or gennaker; Advanced Cruising Column 3 plus spinnaker and pole. (All additional equipment for teaching the standards must be available onboard.)