Crescent Sail Yacht Club
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Crescent Sailing Association

Adult Learn to Sail

Instruction Guide

Last Revised: 1/16/16

Contents

Mission

The mission of the CSA Adult Learn to Sail program is to provide a safe, fun, and highly effective entry point for adults wishing to enter the sport of sailing. ALtS supports Crescent's special mission to promote the skills and traditions of racing one-design craft, along with the joys of day sailing and cruising. It is our goal to have ALtS students progress from novice sailors to competent crew and skippers. We seek at all times to portray a positive image for Crescent, and to attract new members who exhibit the desire to achieve the levels of seamanship and sailing skill for which the Crescent Sail Yacht Club is renowned.

Keys to Success

The following points have been demonstrated as keys to success for ALtS students:

- Attendance at every class.
- Constant reinforcement of basic skills.
- Regular comparison of skills attained to the Skipper's Test Checklist.
- Stepping up to "independent sailing mode" as soon as possible.
- Independent sailing (no instructor in the boat) by mid-program.
- Participation in Flying Scot racing on Sundays and Wednesdays.
- Crewing for CSYC members for casual sailing along with DRYA and Club racing, in everything from Flying Scots and Thistles to Cal25s and large keelboats.
- Integration of students into the social fabric of CSYC.

Each year there have been several students who progressed over the course of a single summer from absolute beginner to keen racers, cruisers, and day sailors. Their enthusiasm has a great positive impact on CSYC as they are eagerly crewing for members in various DRYA and Club activities, and even acquiring and sailing their own boats. A common element for these best-case students is that their sailing participation extended well past the one night per week class commitment.

Program instructors will do everything possible to help students do the extra things that will help them succeed. This includes meeting up for Sunday morning or Wednesday evening racing, after-class get-togethers on the back porch or in the Tiki Hut, introduction of students to senior CSYC members, and asking senior members to invite students out as crew on their boats. It is important for new sailors to get off the dock and onto the water, and our instructors take great pride in seeing their students become active members of our sailing community.

Syllabus

Activity	Week	Key Points
Swim Test	**Pre-Season**	Tread water without flotation device, put on flotation device and swim with flotation device on.
Shore Class	**Pre-Season**	Introduction, Club philosophy, Sailing attire, Safety equipment, Text distribution, Basic knots, Hoist use and boat care, Folding sails, Nomenclature, Running rigging, Sails, Dry-sail, Rig a boat, Points of sail / sail trim, Right of way, Capsize, Hypothermia, Docking.
On the Water	**1**	Time on the tiller and mainsheet, Basic steering, Points of sail, Telltales.
On the Water	**2**	Wind Direction, Rigging, Harbor exit, Steering a true course, Beam Reaching, Telltales, Sail adjustment,"In irons", Jibing.
On the Water	**3**	Rigging, Mark rounding, Stopping, Returning to the dock, Rules of the Road.
On the Water	**4**	Upwind and downwind sailing, Windward/leeward course, Skipper commands.
On the Water	**5**	Leaving the dock, Windward/leeward sailing, Stopping the boat.
On the Water	**6**	Rigging, Harbor exit and return planning, Beam Reaching, Man overboard recovery, Some students begin to sail without instructors.
On the Water	**7**	Rigging, Harbor exit and return, Windward/leeward sailing, More students begin to sail without instructors.
On the Water	**8**	Skipper's Test: Pre-Test Evaluation
On the Water	**9**	Tying up at dock, Harbor entrance and exit, Steering with sails and balance.
On the Water	**10**	Tying up at dock, Harbor entrance and exit, Man overboard recovery, All students should be sailing without instructors.
On the Water	**11**	Racing, Tying up at a dock.
On the Water	**12**	Racing.
Dry Class 1	**As Needed**	Knot tying: Bowline, Figure 8, Clove Hitch, Cleat Hitch, Coiling a line.
Dry Class 2	**As Needed**	Simulation: Wind Direction, Points of Sail, Rights of Way, Race Tactics.
Skipper's Test	**Scheduled**	Proficiency in all areas covered by the course and book.

Program Rules

1) All students must pass the swimming test. Be aware that confidential student medical information is collected, sealed, and available in the clubhouse in case of emergency.

2) Students who are absent from a class, or have a class cancelled due to weather, may take a makeup class on Saturday of the week of the missed class. Students who miss two classes and do not attend Saturday makeup classes may be dropped from the program.

3) All students and instructors should wear lifejackets while in the boats. This includes instructors who are using powerboats as part of the class.

4) The Flying Scots should have the following equipment on board when sailing: Sails and battens, 2 winch handles, bailer and sponge, paddle, anchor and line, and a throw cushion. Masthead flotation devices are available for some of the boats. Instructors should consider the use of the Club's hand-held radios.

5) Instructors should review the pertinent section of the Instructors' Guide prior to each class they are helping teach. In addition, they should be familiar with the content of the Shore Class, the "Learn Sailing Right!" text, and the procedures shown to the students. Instructors should also ensure that they are comfortable with the skills needed for students to pass the Skipper's Test, and be able to answer students' questions about the test. Refer consistently to the Skipper's Test Checklist.

6) Students should arrive at 6:00 p.m. and begin rigging the boats. Instructors should ideally arrive prior to 6:00 to ensure student access to the grounds, and to supervise proper rigging. Shove-off should occur by 6:30 p.m., allowing for most of the season at least two hours of sailing based on an 8:30 return time. Boats can be hoisted out and put away and everyone should be wrapped up by 9:00. Be aware that as the summer progresses the evenings will be cut short, and the Scots are not to be sailed after dark.

7) Be aware of current and forecast weather conditions. The Scots are not to be used in winds above 20 mph. In winds over 15 mph, students may be consulted regarding their comfort level and give them the option not to sail. Significant rain, and of course lightning, is cause for not sailing. In light or intermittent rains, students may be given the option of sailing or not.

8) In the event of sailing being cancelled due to weather, students may be expected to adjourn to the clubhouse and participate in one of the Dry Classes.

9) There should be a Club powerboat on the water whenever there are Scots out without instructors, and preferably at all times. During students' harbor exit and entry, a workboat should stand by ready to escort by towing and/or fending off. All Club rules regarding workboats are to be followed, including sign-out/sign-in and the use of life jackets. All powerboat operators must be Club approved.

10) The students are responsible for rigging the boat. The instructors are responsible for making sure they have done it correctly, and verifying that all required equipment is aboard before leaving the dock.

11) Instructors are responsible for alerting the Program Director and/or other instructors if they are unable to attend a scheduled session. Be aware that early in the program we require a large number of instructors – up to six per night – in order to fully staff all of the Scots and a powerboat. The instructors are responsible for decisions regarding weather, harbor exit and entrance strategies, which students go in which boats, and how the day's lesson plan will be executed.

12) Extreme caution should be exercised upon leaving and entering the harbor. Winds blowing from the north or south can make entering or exiting the harbor a difficult upwind beat. Each boat should have a plan for that day's exit and entrance, and at all times in planning make the protection of member-owned boats the #2 priority (behind sailor safety, which is of course the #1 priority).

13) Under most ordinary circumstances, all instruction will take place on the Club Flying Scots. Please report any equipment failures, damage, or loss to the Program Director or the appropriate Club boat maintenance person to make needed repairs and replacement. Your help in keeping the Scot fleet in good working order is most appreciated.

14) When using the boats stored on trailers, make sure that an instructor qualified in use of the hoist is present for launching and recovery. Sails should be properly stored. Make sure that drain plugs are in place before sailing and removed after.

15) All boats should be stored with tillers tied securely to the boom crutch, centerboard up, and all lines tied to the boom so they are out of the bottom of the boat. Main and jib halyards should be fastened down and lightly snugged up on their winches.

16) Remember that the students are supposed to do everything, while instructors are responsible for helping them do so. Review the lesson objectives and focus on them while sailing. Active dialogue and participation is encouraged. Under no circumstances should there be any yelling, profanity, lewd or impolite remarks, or inappropriate criticism.

Swim Test

Tread water without flotation device, put on flotation device and swim with flotation device on.

All students are required to pass the swim test before going out in the Club boats. There will be a main testing date at an indoor pool, with one or two alternate make-up dates to follow. The test can be done with all students in the pool at once, provided that adequate rescue supervision is present.

1) Tread water fully clothed without a flotation device for 5 minutes, then

2) Put on a flotation device (tossed in the water by an instructor) and then,

3) Swim 2 laps of the pool with clothing and the flotation device on.

"Fully clothed" means typical summer sailing attire of shorts, shoes, and shirt.

Shore Class

Introduction, Club philosophy, Sailing attire, Safety equipment, Text distribution, Basic knots, Hoist use and boat care, Folding sails, Nomenclature, Running rigging, Sails, Dry-sail, Rig a boat, Points of sail / sail trim, Right of way, Capsize, Hypothermia, Docking.

Note: All page references are from "Learn Sailing Right!", the official learn-to-sail book of the United States Sailing Association, Copyright 2008.

1) Introduction

2) Club Philosophy
- Work Ethic
- Club Events (Parties, Regattas, Club Racing, etc.)
- Club rules

3) Sailing Attire
- Soft Sole Shoes
- Glasses Strap
- Wet Weather Gear
- Keeping Dry (Spray Jackets, Basic Dinghy Gear)
- Warm Layers
- Gloves
- Life jacket

4) Safety Equipment (page 9)

5) Text Distribution – "Learn Sailing Right!"

6) Basic Knots (Chapter 14)
- Coiling a line (page 51)
- Figure 8 (page 51)
- Bowline (page 51)
- Cleat Hitch (page 51)
- Clove Hitch

7) Hoist Use and Boat Care

8) Folding Sails (page 50)

9) Nomenclature - Parts of the Boat (Chapter 2)
- Mainsail (page 11)
- Mast and Boom (page 11)
- Jib / Genoa (page 11)
- Hull (page 10)
- Port and Starboard (page 13)
- Rudder & Tiller (page 10)
- Centerboard (pages 10)
- Standing Rigging (page 11): Shrouds, Forestay, Backstay, Spreaders

10) Running Rigging (page 11)
- Halyards
- Sheets
- Outhaul
- Cunningham / Downhaul

11) Sails (pages 11 and 15)
- Tack
- Clew
- Head
- Foot
- Roach
- Luff
- Leach
- Battens

12) Dry-Sail
- Tack
- Jibe

13) Rig a Boat

14) Points of Sail / Sail Trim
- Sailing Circle (inside front cover, pages 20, 21, and 23)
- Close Hauled / Beating (pages 21-22)
- Windward / Leeward (page 13)
- Close Reach (pages 21-22)
- Broad Reach (page 21-22)
- Run (page 21)
- Port / Starboard (page 13)
- Luffing / Head to Wind / Irons (page 37)
- Tell Tales (page 37)
- Tacking (page 39)
- Jibing (page 43)
- Wind Awareness (page 18)
- Apparent Wind

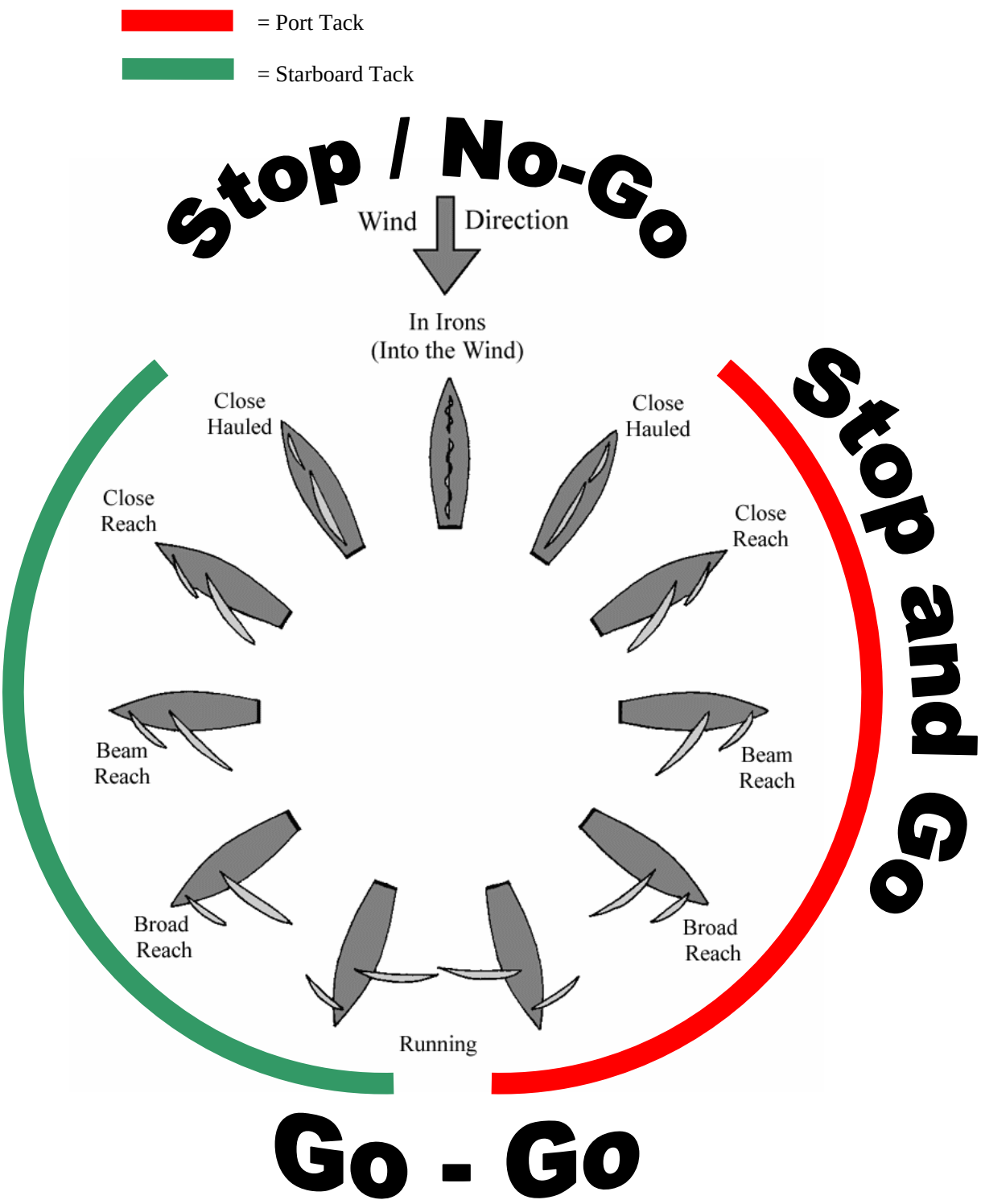
15) Right of Way (chapter 15)

16) Capsize (chapter 16)

17) Hypothermia (Prevention, Recognition, Treatment)

18) Docking (pages 48-49)

Points of Sail



On the Water - Week 1

Time on the tiller and mainsheet, Basic steering, Points of sail, Telltales.

The object of this lesson is for the students to find the direction of the wind and to sail all the points of sail their first time on the water, and for all of the students to get comfortable using the tiller **and extension** to control the boat. The extension may be either in front or behind their body, noting that behind is often best on a Flying Scot.

The instructor gives maximum help in rigging the boat. The idea is to get under way as soon as possible. The instructor takes the boat out of the harbor and turns the tiller over to a student as soon as the boat is a safe distance from the seawall. While rigging the boat, students should be doing the following four things each day they sail:

1) Look up at the rigging to ensure everything is running free and clear.
2) Check out the boat in its entirety to make sure everything is in proper working order.
3) Note which direction the wind is coming from, and discuss its importance relative to hoisting sails and exiting the harbor.
4) Discuss a plan for exiting and entering the dock and harbor.

The single most important factor in learning to sail is time on the tiller. Nothing beats doing. Each student should get an equal amount of time on the tiller. A successful first day on the water is one in which everyone feels like they are making progress toward being able to comfortably control the boat. At first a crew member may handle the main, leaving just the tiller for the skipper at first, but all students should eventually handle both the main and the tiller when they are skippering.

The helmsman should sit on the windward side of the boat, facing the sails and looking forward. **Proper steering position on a Flying Scot includes use of the tiller extension, and students should begin sailing by using the extension so that they never have to re-learn the feel of the tiller.**

It is important that the students get the feel of making the boat turn, and that they can control the boat regardless of which side of the boat they are sitting on. The student must learn that heading up brings the bow of the boat closer to the wind, and heading down takes the bow further from the wind.

Students must learn to read the telltales. Students should be able to recognize what point of sail they are on and should begin to recognize that they can go anywhere on the lake but directly into the wind. Each student should sail all the points of sail while the instructor explains "in irons" and "stalling" and assists in getting the boat back on course.

Skippers must look forward at all times when tacking. Crew should learn to bring the jib over when the skipper tacks. The crew should also learn to let out the sails when the boat heads down, and/or communicate to the skipper that the boat could be pointing further upwind.

On the Water - Week 2

Wind Direction, Rigging, Harbor exit, Steering a true course, Beam Reaching, Telltales, Sail adjustment,"In irons", Jibing.

Students should be able to rig the boat with some help from the instructor. Students should explain aloud what they are doing as they are rigging, and correlate their actions to the wind direction.

Students should begin to think about casting off. – "How would you get this boat out of here?" Instructor takes the boat out of the harbor, and turns the tiller over to the students as soon as is prudently possible. Students sail each point of sail learning to hold a steady course, and also to make small course corrections under the direction of the instructor. "Head down" (go downwind) and "head up" (go upwind) will be used as frequent commands.

Students should recognize telltales and the luff of the jib and main. They should understand that the sails tell us whether the boat is sailing efficiently or inefficiently. Practice adjusting the sails on a beam reach, and adjusting the boat heading when close-hauled. Students should understand that both course correction and sail trim correction can be used to improve efficiency.

Concentrate on the points of sail. Students should be a little more comfortable in the boat in this lesson. Sail all the points of sail, including beam reaching, and concentrate on holding a true course and watching the tell tales on the jib and on the shrouds. Instructors should explain the role of the jib telltales for the helmsman going upwind, and for sail trimmers on other points of sail when the skipper is holding a true course. Emphasize the use of shroud telltales to discern wind direction and point of sail.

Most students will tend to over-trim sails when headed in any direction other than upwind. The phrase "if in doubt, let it out" may be useful.

Students should be aware of when they head up too much or fall down too far. Students will probably put the boat in irons. Instructors should explain "in irons" and demonstrate getting out of irons. The text refers to the "no go zone"; it may be helpful to relate "in irons" to the "no go zone". Note the importance of keeping the boat moving in order to steer (like a bike).

Instructors will discuss what to do if the boat is overpowered. Each student should practice quick-spilling the mainsail.

Practice good jibing technique, concentrating on having the helmsman hold the boat dead downwind while the boom is brought across in a controlled fashion and then slowly steering and trimming on the opposite board. Controlling the boom includes taking up mainsheet slack pre-jibe and then easing it out once the boom has crossed over.

Compare and contrast the boat's motion for tacking (90 degrees or more) versus jibing (usually very small angles and much slower movements). Discuss in detail the dangers of an uncontrolled jibe and the need to communicate and coordinate boat movements with boat and boom control.

On the Water - Week 3

Rigging, Mark rounding, Stopping, Returning to the dock, Rules of the Road.

Students should be able to rig the boat with some help from the instructor. They should explain aloud what they are doing as they are rigging.

Workboat operator should drop one mark for each Scot on the water. Students sail all points of sail, including beam reaching and broad reaching using shroud telltales as a guide, with the added task of rounding a mark. Alternate rounding with the mark to port and to starboard. Practice coming to a stop at the mark.

Continue to make sure all students are rotating positions on the boat, with each student getting the same amount of tiller time. By the third week on the water, the skippers should always be handling both the tiller and the mainsheet.

Instructors should review Points of Sail, Safety Position (in the No-Go Zone), and Starting and Stopping Your Boat. Students should practice stopping the boat by sailing in the No-Go Zone and releasing the sails.

Students should begin having some ideas about returning to the dock, and discuss and plan this maneuver in advance of returning to the harbor. All students should practice sailing to the hoist areas of the harbor and making a proper approach to the dock including safely stopping the boat by turning it into the wind and releasing the sheets.

The students should be comfortable enough sailing the boat that introducing on-the-water awareness of the Rules of the Road is appropriate. Instructors should constantly query about Right of Way, asking “which tack are we on, which tack are they on, are we windward or leeward of them, and who is the burdened vessel”.

On the Water - Week 4

Upwind and downwind sailing, Windward/leeward course, Skipper commands.

Students should be able to rig the boat, and plan and assist in leaving the dock.

Workboat operator should drop two marks, one to windward of the other by two hundred yards or so. Students practice sailing a windward / leeward course. Time the boat as it starts at the leeward mark, sails to the windward mark, and returns with the goal being a continued improvement in time as the night progresses. This simple competition will focus attention on sailing an efficient course and trimming the boat properly.

Review Points of Sail, Safety Position, and Starting and Stopping Your Boat. Students practice stopping the boat by sailing in the Safety (No-Go) Zone and releasing the sails.

Review the basics of sailing upwind and sailing downwind.

Give attention to clarity of the skipper's commands to the crew. The skipper concentrates on steering all the way through the tack and avoids being "in irons". The skipper must be aware of the "no go zone". Skippers learn to cross the boat while tacking and jibing, making sure to face forward through the maneuvers. Instructors may require students to practice multiple repetitions of crossing the boat while looking forward.

Crew work should include crossing the boat while tacking, trimming the jib in a timely manner, and using a whisker pole for downwind sailing. Work on controlled jibes and avoiding accidental jibes. Keep the skipper and crew focused on reading the telltales while sailing both upwind and downwind.

Crew whould practice the proper way to cross a jib while tacking, releasing only after the nose of the boat is through the wind and then pulling quickly on the new leeward sheet in order to minimize the time the jib is depowered.

Make sure the skipper and crew are coordinated in terms of letting sails out when turning downwind, and trimming sails in when heading up

Although the basic lesson is upwind and downwind sailing, it is important that the students begin to show a level of confidence while either acting as skipper or crew. It is most important that the students begin to realize that when they are at the tiller, they are the "Captain" of the boat and the success or failure of the journey belongs to them. The skipper must do the thinking for the boat and give unambiguous commands to the crew.

On the Water - Week 5

Leaving the dock, Windward/leeward sailing, Stopping the boat.

Students should be able to rig the boat, and plan and assist in leaving the dock.

This lesson repeats Week 4 with the added chore of controlling the boat as it approaches a mooring buoy.

Workboat operator should drop two marks, one to windward of the other by two hundred yards or so. Students practice sailing a windward / leeward course. Time students as they start at the leeward mark, sail to the windward mark, and return to the leeward mark where they will "shoot the buoy". The goal is again a continued improvement in time as the night progresses. This simple competition will focus the students' attention on sailing an efficient course and trimming the boat properly, as well as building the skills necessary for mooring and man-overboard recovery.

Students learn that sailboats do not have brakes, and that stopping a sailboat requires planning. They learn that a sailboat can glide in the no go zone, for some distance before it comes to a stop. Focus should be given to the skipper's coordination of tiller and mainsheet work in bringing the boat to a stop. Review Points of Sail, Safety Position, and Starting and Stopping Your Boat. Student should practice stopping the boat by sailing in the Safety (No-Go) Zone and releasing the sheets.

Students will continue to develop their skills as they sail the windward-leeward course. Skipper and crew will focus on sailing efficiently between the marks. Skipper gives commands, manages the tiller and mainsheet, determines the course, and brings the boat to a stop at the buoy. Crew brings the jib over, assists in the jibe, and helps the skipper keep track of the telltales when sailing upwind.

On the Water - Week 6

Rigging, Harbor exit and return planning, Beam Reaching, Man overboard recovery, Some students begin to sail without instructors.

Students should be able to rig the boat, and plan and assist in leaving the dock.

Prior to departing the harbor, review the "man overboard" procedure. Make particular note of the need to assign someone to watch the victim, the use of the "quick stop" method, and the technique of stopping the boat by coming alongside and luffing the sails. Note that a recovery of a cushion in a high-speed pass-by does not count except as a means of picking up hats and cushions; recovering a 200 pound person requires a fully stopped boat and considerable effort.

Review Points of Sail, using shroud telltales as a guide, Safety Position, and Starting and Stopping Your Boat. Students should practice stopping the boat by sailing in the Safety (No-Go) Zone and releasing the sails.

Workboat operator should drop two marks, defining a beam reach of around two hundred yards or so. Students practice proper trim for beam reaching. Time students as they start at the first mark, sail on a beam reach to the second mark, tack or jibe around the mark, and return to the first mark again on a beam reach. During each lap, at an unannounced time, a floatable object is cast over the side and a "man overboard" recovery must be completed.

Each student should take a turn sailing into the harbor back out into the lake, so long as there is close instructor supervision.

Note: If the instructor is confident that a group of students is capable of sailing a boat out of the harbor, the instructor may direct their students from a workboat. This will free up space in the Flying Scot and allow the students more independence in running the sailboat.

On the Water - Week 7

Rigging, Harbor exit and return, Windward/leeward sailing, More students begin to sail without instructors.

By this time, students can rig the boat without supervision from the instructor so long as instructors are double-checking everything. Some students can take the boat out of the harbor unassisted.

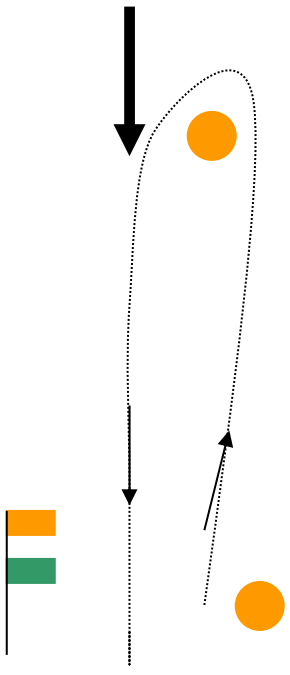
Workboat operator drops three marks (one pin flag, and two orange balls) to form a start/finish line and a windward mark.

Instructors will talk students through the strategies and techniques of starting races. On an individual boat basis (so as to keep the starting area clear of traffic) each boat will be given a standard RRS 26 starting sequence (several short blasts followed by signals at 5 minutes, 4 minutes, 1 minute, and start).

Even though the boats will be starting independently, there will be traffic on the course. Students should be aware of, and talking about, the other boats relative to Right of Way and Rules of the Road.

Students will cross the starting gate, tack to the windward mark, round it leaving the mark to port, bear off, and return through the starting gate. They are required to complete a minimum of four tacks and two jibes on each leg. Cover sailing a course and sailing in the groove. Students will focus on improving their skill. Sail trim and centerboard positions should be discussed in this session. The major focus of this lesson is sailing an efficient course and controlling the boat; that is, placing the boat in a particular place at a given time.

Note: More students will be ready to sail without instructors by the seventh week on the water. If the instructor is confident that a group of students is capable of sailing a boat out of the harbor, the instructor may direct their students from a workboat. This will free up space in the Flying Scot and allow the students more independence in running the sailboat.



On the Water - Week 8

Skipper's Test: Pre-Test Evaluation.

The purpose of this lesson is help students prepare for their end-of-course Skipper's Test. Each student should be run through the Skipper's Test Checklist, and given an evaluation of gaps in their skills along with suggestions for what it will take to build the necessary skills including extra Saturday practice sessions.

Crescent Adult Learn to Sail Skipper's Test Checklist

☐ Tie a bowline, figure 8, clove hitch on a piling, and to a cleat.

☐ Rig and de-rig the boat, from the time it is on the trailer to getting the sails up and down and returning it to the trailer

☐ Steer from the proper position aligned with the mainsheet block, mainsheet in hand, using the tiller extension.

☐ Talk through and successfully complete harbor departures and re-entries.

☐ Know terminology for the boat, sails, and rigging: port, starboard, bow, stern, mast, boom, mainsail, jib, sheet, halyard, etc.

☐ Know terminology for wind angles and the points of sail: upwind, downwind, beating, beam reaching, broad reaching, and running.

☐ Turn the boat upwind (head up) and downwind (fall off) on request.

☐ Read telltales and keep them flying while sailing upwind.

☐ Steer a steady course other than upwind, including beam reach, broad reach, and downwind.

☐ Properly trim the mainsail and jib, both for upwind sailing and when steering a course using shroud telltales as a guide.

☐ Tack, making sure to complete the tack without going into irons.

☐ Jibe, turning slowly through dead downwind while controlling the boom.

☐ Recognize when the boat is in irons or stalling, and demonstrate recovery.

☐ Put the boat into the Safety Position, and then resume sailing.

☐ Stop, start, and position the boat in a controlled manner. Demonstrate the ability to stop the boat at a preselected target, including while docking.

☐ Recover a man overboard, including appropriate crew communication for spotting and boat handling, and stopping the boat next to the overboard target.

On the Water - Week 9

Tying up at dock, Harbor entrance and exit, Steering with sails and balance.

This lesson involves tying up at dock. Before entering a boat, students should practice securing a line to a cleat. Review wind direction relative to docking.

Students will sail into the main harbor, slowly approach the pier, safely stop the boat, and secure the boat to a cleat. Student will then untie the line, cast off, and tack out of the harbor.

This is perhaps the most difficult sailing the students have faced. They are intimidated by the boat traffic in the harbor, they know that strangers are watching them, people are shouting advice from the shore, and they are trying to tie a bowline which they should have practiced but didn't. It is a difficult time and requires a lot of understanding on the part of the instructors. Each student should do this at least twice.

Workboats should stand by to help prevent collisions in the harbor

Knot tying and approaching a dock were covered in earlier lessons. The focus of this lesson is sailing in the Crescent harbor, and complete control of the boat by the skipper using the tiller and mainsheet, as well as coordinating the crew on the jib. Prior lessons took the students away from uninvolved boat traffic. This lesson introduces the students to sailing with other boats. In addition, students find that tacking out of the harbor is very different from tacking in open water.

This lesson challenges the students to demonstrate all the skills they have learned to date. It is a primer for the end of the program.

Note: Attention is directed to Steering With Sails and Balance. It is intended that students understand that sails can overpower the rudder and that there will be occasions when the mainsail must be let out in order to fall off. This is true when approaching or leaving a dock, as well as in open water situations.

Instructors should work with students on some advanced boat handling maneuvers that will require the skipper to be adroit on tiller and main as well as coordinating the crew, such as:

- Sailing backwards, holding the mainsail out and backwinded
- Tacking while sailing backwards
- Holding the boat in position
- Stopping the boat on command
- Boat-on-boat competition to retrieve man-overboard devices, with the winner required to achieve a complete stop before making the pickup.

On the Water - Week 10

Tying up at dock, Harbor entrance and exit, Man overboard recovery, All students should be sailing without instructors.

Repeat Week 9 with the addition of man-overboard drills.

Students must learn to be in control and comfortable tacking in the harbor, sailing close to moored boats, and avoiding shallow water.

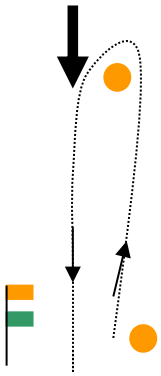
Activities are combined by requiring each student to make a “man overboard” pickup from the lake and then return to the visitors dock with a proper tie-up. Note that both the "man overboard" and the dock tie-up require properly stopping the boat.

Note: Most students should be sailing without instructors by the tenth week on the water, unless conditions are windier than normal.

On the Water - Week 11
Racing, Tying up at a dock.

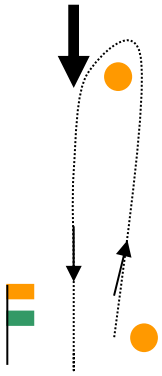
Race Night!

After racing, each student on the boat should make an approach and tie-up to the visitors dock before putting the boats away.



On the Water - Week 12
Racing.

Race night!



Dry Class 1 – Knot Tying

Knot tying: Bowline, Figure 8, Clove Hitch, Cleat Hitch, Coiling a line.

Knot tying should be a constant part of every class. Each time a boat is rigged, tied to a dock, and de-rigged there are ample opportunities to discuss the various knots involved and make sure that each student is participating in the knot-tying. This might mean putting the figure-8's into the jib sheets three times before taking the boat out in order for each student to demonstrate their ability to tie the knot.

In case of poor weather, a good session on knot tying is a useful way to pass time.

Learning how to tie knots can get tedious after a while, so the session can be livened up with the following ideas:

- Races to see who can tie a good bowline the fastest.
- Variants and tricks, such as tying a cleat hitch one-handed.
- Have a contest to see who can tie a bowline and a figure-8 behind their back.

As instructors are working with the students, they should discuss the proper use of each knot and give examples of when it is appropriate to use a particular knot.

Dry Class 2 – Simulation

Simulation: Wind Direction, Points of Sail, Rights of Way, Race Tactics.

Dry class simulation can involve the students acting as the boats themselves, or the time-honored tradition of using saltshakers, pretzels, etc. on a table to construct an on-the-water scenario. Always identify which way the "wind" is coming from if indoors.

At the beginning of the program, especially if students are having a hard time discerning which way the wind is coming from, have them pretend they are the boat and ask them to turn onto starboard tack, port tack, directly downwind, jibe, tack, etc.

Simulations can be especially useful to learn the Rules of the Road. Two students walking toward each other, one on "port" and one on "starboard", will give the entire class a great opportunity to visualize and discuss the situation without any risk of fiberglass damage.

If the weather is bad for an entire class period, entire "races" including RRS 26 starting sequences can be run. Students will get very engaged and competitive with this, and the lessons translate well to their on-the-water racing.

Skipper's Test

The Skipper's test consists of a comprehensive on-the-water examination and demonstration of knowledge and skills.

Crescent Adult Learn to Sail Skipper's Test Checklist

☐ Tie a bowline, figure 8, clove hitch on a piling, and to a cleat.

☐ Rig and de-rig the boat, from the time it is on the trailer to getting the sails up and down and returning it to the trailer

☐ Steer from the proper position aligned with the mainsheet block, mainsheet in hand, using the tiller extension.

☐ Talk through and successfully complete harbor departures and re-entries.

☐ Know terminology for the boat, sails, and rigging: port, starboard, bow, stern, mast, boom, mainsail, jib, sheet, halyard, etc.

☐ Know terminology for wind angles and the points of sail: upwind, downwind, beating, beam reaching, broad reaching, and running.

☐ Turn the boat upwind (head up) and downwind (fall off) on request.

☐ Read telltales and keep them flying while sailing upwind.

☐ Steer a steady course other than upwind, including beam reach, broad reach, and downwind.

☐ Properly trim the mainsail and jib, both for upwind sailing and when steering a course using shroud telltales as a guide.

☐ Tack, making sure to complete the tack without going into irons.

☐ Jibe, turning slowly through dead downwind while controlling the boom.

☐ Recognize when the boat is in irons or stalling, and demonstrate recovery.

☐ Put the boat into the Safety Position, and then resume sailing.

☐ Stop, start, and position the boat in a controlled manner. Demonstrate the ability to stop the boat at a preselected target, including while docking.

☐ Recover a man overboard, including appropriate crew communication for spotting and boat handling, and stopping the boat next to the overboard target.