

Why sail?

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Benefits of watersports to young people

In 1996 The Maritime Leisure Research Group of the Southampton Institute conducted a **National Youth Watersports Audit**. This major piece of research identified success and satisfaction as key motivations for many young people involved in watersports.

Success and satisfaction can come from:

- health and fitness - mental and physical
- showing an ability - often by being better than others
- constructive use of leisure time
- mastering an activity for its own sake
- pleasing others
- feeling a sense of adventure
- learning to take risks and meet challenges
- doing something not done before which you thought you could not do
- growth of confidence and self esteem
- achieving as a member of a team
- socializing and meeting new friends

Younger children reported that the aspects of dinghy sailing they liked the most were:

- the challenge
- competition
- peace and quiet

About watersports in general, they enjoyed:

- the exhilaration and excitement
- getting wet!

Watersports not only have a valuable role in themselves but also have a role as a means towards other ends. It is this approach, utilising them as a vehicle for other activities, which provides the most powerful, practical arguments for promoting watersports within the school curriculum.

In recent years sailing activities in schools have been increasingly difficult to sustain for many reasons. Important amongst these are:

- shortage of time - meeting demanding requirements of the National Curriculum
- shortage of money - the expense of training and equipment; competition with other demands on dwindling school budgets
- the need for high staff to pupil ratios for sailing activities
- the shortage of young teachers trained in outdoor activities

Many teachers have only been able to justify continuing sailing by using the activity as a vehicle for learning other subjects and some have devised strategies to minimise resourcing constraints. This section and later sections of the handbook offer curricular and resourcing information to support the continuation and development of sailing in schools as well as helping new enthusiasts introduce sailing to sceptical senior management and governing bodies.

Watersports in education

Introduction

Based on extracts from 'Watersports are for everyone' by Carol Blundell with kind permission of the RYA

"I never let school interfere with my education." Mark Twain

Watersports can easily be linked into conventional education and should be pleasurable and very rewarding for all students. There may be special benefits for some with learning difficulties.

To understand this fully, you must first drop any pre-conceived ideas that an introduction to watersports is solely concerned with gaining certain technical skills. Certainly, skills acquisition might be one of the outcomes, the delivery of core and foundation curriculum subjects could be another but the watersports environment can offer so much more.

Watersports offer an ideal vehicle for personal and social development, allowing students to learn about themselves, highlighting their strengths and limitations in a non-threatening way, through enjoyment, exhilaration and a lot of hard work. The environment allows them to enhance both their personal and social skills. Positive outcomes are extremely noticeable and parents especially appreciate the way in which their children develop. In addition, the opportunity to see students operating outside school can yield positive information for their Records of Achievement by allowing young people to realise more of their potential.

The experience provides the student with a vehicle to put any newly-appreciated personal and social skills into practice in a new environment. They may be looking at transfer of skills, building up their ability to be less eccentric, learning to work as a member of a team or to use common sense based on experience. This will lead to students being able to relate better to their peer group (which can otherwise be a big problem) and communicate in the big wide world.

Students who struggle with the school environment may suddenly find that they are able to achieve, lead and often excel in watersports. This frequently gives such students confidence to tackle problems at school from a fresh viewpoint.

Hard skills and soft skills

The practical or "hard" skills acquired in any branch of watersports will usually be defined by a syllabus laid down by a national governing body such as the RYA. The learning process will help to develop other 'soft' skills, including:

Identity - self awareness

With safety in mind, the student must be water confident. This can be developed in a pool or open water. The student must:

- be aware that a buoyancy aid will keep him/her afloat
- be aware of the wind and weather
- understand the need for safe practice on the water
- be confident that the boat will float, even when tipped over
- understand the risks posed by the environment eg the cold, and wear appropriate clothing

Once the student has built up confidence in these areas, s/he will be able to develop further skills.

Decision making

The students will be able to:

- choose correct clothing according to the weather and their own ability
- decide which buoyancy aid, safety harness, helmet, footwear to wear
- choose with whom to sail, and why; decide which type of craft is suitable

Growth of knowledge

The teacher or instructor should build up the correct sailing terminology, with the expectation that any individual or group they teach will learn it thoroughly. Students will be encouraged to learn appropriate background knowledge, ranging from an ability to tie knots, to understanding basic weather patterns and appreciating environmental concerns.

Some physically disabled students will have to learn or develop methods of getting into and out of boats. They will thus increase their range of mobility skills and learn to make the choice about whether to ask for help. Through enjoyment - both their own and others - students will learn unselfishness and compassion.

Communication

Both verbal and non-verbal communication skills will develop throughout the whole of this learning process. The giving and receiving of accurate messages can be learnt easily through games and group work, on and off the water. See **Safe communication on the water - sign language** in the **Safety** section.

Relationships

Once students gain some independence and can handle basic skills, they will start to think for themselves and develop common sense based on their own experience. By encouraging students to sail independently, their self knowledge (awareness of self and others) will lead to team building and integration.

Environmental awareness

The possibilities for awakening environmental awareness in all students through watersports are enormous, yet are all too easily forgotten by the instructor who concentrates solely on the "hard" skills of the sport. A visit to an outdoor education or watersports centre might be the very first direct experience of the real outdoors, or the marine environment, for some young people.

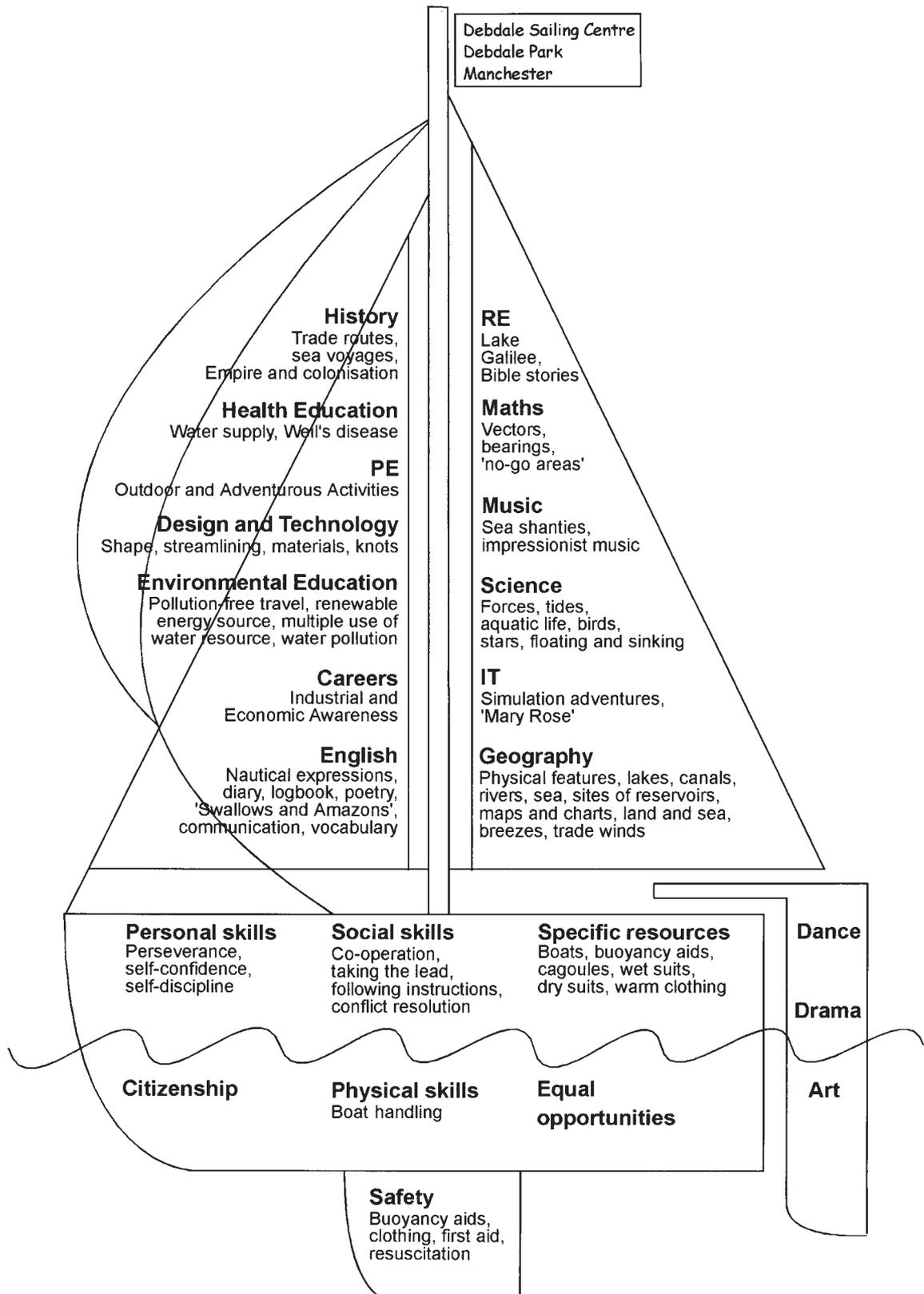
Delivering the curriculum afloat

Used in its broadest sense, sailing can provide students with a vehicle to develop a wide range of curriculum topics in a new environment. Helped by a range of resource materials now available the scope is limited only by the teacher's imagination. With some groups, the curriculum should be built up around those individuals and not based on the subject. This does not mean that there is any lessening or lowering of standards, rather, all in the group have a greater chance of succeeding. Teaching through the principle of enjoyment and fun allows students to progress to more formal national and international standards with confidence and ability.

The concept of using a thematic approach to teaching is widely accepted, particularly in primary education. Enterprising and enthusiastic teachers, both in the UK and in France, have successfully used themes associated with the sea to deliver the whole curriculum. The curriculum boat diagram opposite is one way of explaining the potential for curriculum delivery through the vehicle of sailing. Resource material is becoming more widely available, due partly to the educational projects initiated by major corporate sponsors, as part of their involvement in the great ocean and round-the-world races.

Cross-curricular links

Watersports can play a very important part in outdoor education both in the curriculum and extra-curricular programmes. They are particularly valuable because they involve direct experiential learning, appreciation and an awareness of the environment. Sailing can be linked readily with the majority of curriculum subjects and cross-curricular themes:



Sailing activities can also help young people to understand more about career possibilities, the world of work, citizenship and the environment. The cross-curricular dimension lends itself to the inclusion of other aspects, eg equal opportunities. All this may seem remote if you are a volunteer instructor helping at a sailing club, but it is hoped that this material will give you a better understanding about the potential value of your work.

Aims Through sailing, to give all students experience of:

1. Enjoyment
2. Adventure
3. Practical skills; boat handling
4. Knowledge building
5. Independence
6. Team Building
7. Social skills
8. Communication

Final objectives The student will gain:

1. Independence in the community
2. Social and life skills learned through the medium of sailing
3. Communication skills and build up of self-confidence

Special needs - a convincing experience

We didn't mean to go to sea!

Two years ago I had a class of seven young people aged from twelve to sixteen. Six had a certain amount of vision and one had none. All were reasonable swimmers. The Deputy Head had enjoyed a sailing course at Debdale and suggested we went there as a module in our BTech Foundation course. This was an excellent choice because not only did it prove valuable as a recreational activity but it also provided an unexpected source of material for other lessons.

The advantages did not stop there, these experiences also enabled the class to work together as a group; helping each other to put on and take off wet suits and carry boats to and from the water. Working as a group is an experience often unavailable to visually impaired and blind children. The young people learnt how to paddle a two-man canoe and a six-man Canadian canoe. They also cut squares from a large piece of cloth for sails, allowed the wind to blow them away from the shore and paddled back.

One of the most memorable times for everyone was the opportunity each person had, a few metres from the shore, to 'fall out' several times with increased confidence. Our blind student, on one occasion, paddled his own canoe unaided. How did he know which way to go? His instructor went in front of him, in his own canoe, tapping a piece of metal! Our student was thrilled to experience such independence.

The climax of the ten week course was the building and sailing of a raft. This particular day made a tremendous impact on the young people and was discussed a long time before the day itself and recalled with pride and pleasure for many days afterwards. Oil drums and stout poles were lashed together by the class under the watchful eye of the instructors. The raft floated. Then came the real test as the class clambered on, very gingerly. Slowly they floated away from land amidst great cheers from everyone.

For me, a highlight of the course was the reaction of one young person who struggled with school work, had a poor attendance record and severe behavioural problems. During this course his practical abilities became self evident and, instead of being the person with the least to offer in the classroom, he became a natural leader on his visits to Debdale. This led him to believe in himself and consequently his overall behaviour improved.

Looking back, I can see how this course of sailing at Debdale not only proved a highly successful module of the BTEch Foundation course but spilled over into mathematics, English, RE, history, geography, science, music and art in a very natural way. It also enabled the young people to look at themselves and others in a different light. Recently, I became involved in cross-curricular work and when I was approached to help organise a two day course at Debdale for our whole school, I was naturally delighted, remembering the all-round success of my previous visit.

The contribution of sailing to cross-curricular themes

Context

In 1989, NCC Circular No 6, *The National Curriculum and Whole School Planning* described the importance of a balanced and broadly based curriculum which would “promote the spiritual, moral, cultural and physical development of pupils” and “prepare pupils for the opportunities, responsibilities and experiences of adult life”. It differentiated between cross-curricular dimensions such as equal opportunities and multicultural education, which pervade the curriculum as a whole and cross-curricular themes which are less pervasive and more structured but still link different parts of the curriculum. Five cross-curricular themes were identified:

- economic and industrial understanding
- careers education and guidance
- environmental education
- health education
- citizenship

In 1990, the Curriculum Guidance series was published, covering these themes and others in detail and offering practical suggestions on how cross-curricular elements might be managed. These books, which include *The Whole Curriculum, Health Education, Environmental Education and Education for Citizenship*, describe a variety of approaches which embrace integrating elements into appropriate subjects and devising separate Personal and Social Education programmes. In recent years, increasing public and media attention has been given to personal and social education. The School Curriculum and Assessment Authority (SCAA) set up a National Forum for Values in Education and the Community which in 1996 published *Consultation on values in education and the community* as part of a public consultation process. Also in 1996 SCAA published revised guidance on environmental education in *Teaching Environmental Matters through the National Curriculum*. In the same year the National Standing Committee of Advisers, Inspectors and Consultants of Personal and Social Education published *A Guide to PSE and OFSTED Inspections*. This document offers guidance to both schools and Inspectors, following OFSTED’s more explicit recognition in its 1996 Inspection Schedule of the importance of PSE and its contribution to pupils’ personal and social development. See **Resources** section.

The National Curriculum focuses on knowledge in most subjects but there are many references to attitudes and skills in programmes of study. Whilst these references are made in the context of the individual subjects, they also contribute to overall PSE. Equally, skills learned in curriculum enrichment activities such as sailing can enhance National Curriculum achievement.

They include promoting:

- positive attitudes
- fair play
- moral and emotional understanding

and developing the ability to:

- review and evaluate
- cope with success and limitations
- express ideas, moods and feelings
- reason, persuade, analyse
- differentiate between fact and opinion

Sailing provides an excellent vehicle for the teaching of many elements of Personal and Social Education. Preparatory activities, sailing itself, dismantling and storing equipment and the educational, domestic and social activities during a residential week, all provide valuable opportunities for promoting teamwork, social skills and communication skills. Successes with the many new experiences of both day sessions and a residential week can be very rewarding, giving a tremendous boost to pupils’ self esteem and confidence.

Personal Social & Health Education policy

Based on extracts from Personal Social and Health Education Policy, Wheatcroft JMI School.

PSHE is an important cross-curricular element of life at Wheatcroft JMI School. It helps children to understand themselves and others; gives them an opportunity to develop the necessary personal and social skills to function effectively in their life; thus enabling them to contribute to society as informed, responsible, caring individuals. It also enables them to gain the skills and understanding necessary to adopt a healthy lifestyle and the knowledge to make the right choices in this area.

Aims

PSHE in Wheatcroft aims to help children:

- develop positive self esteem
- understand and accept themselves and others (respect for all)
- understand the concepts that are essential to a healthy lifestyle
- develop the knowledge that underlies their understanding of health
- develop an appropriate set of values and a moral code by which to live
- develop personal skills to enable them to form and sustain positive relationships
- develop social skills to enhance their confidence in changing and challenging situations
- become responsible citizens - informed and caring members of families and communities

Implementation

These aims are met in a planned and structured way throughout the life of the school. Some personal, social and health knowledge and skills are part of the formal curriculum within the parameters of the National Curriculum. Others are implicit features of general everyday teaching. Residential visits such as the annual visit to Barton Turf Sailing Camp provide an ideal medium for the development and re-inforcement of many of these skills for Key Stage 2 pupils.

Factors which contribute to successful implementation of the school's policy are:

- a consistent, whole school approach
- valuing the contribution of the children, with a strong emphasis on the development of a positive self-image
- circle time - a weekly opportunity for all KS2 pupils to raise issues important to all members of the class and to develop and practise social strategies and skills for dealing with challenging situations
- prompt, appropriate responses to related matters arising spontaneously within school life
- a formal PSHE curriculum and scheme of work for each year group, with clear links to other curriculum subjects, eg
 - safety and life processes in science
 - health, safety and food in D&T
 - speaking and listening in English
- integration of related policies on sex education, drugs education and behaviour
- careful monitoring of individual pupil development and annual review of the PSHE policy
- good resources; up-to-date publications, external visitors etc.

Year 5 & 6 PSHE themes which relate to sailing week

- experiencing success and building self-esteem
- finding out about oneself
- respect for all - differences and similarities in people, living things; plants and animals
- reacting to responsibility
- caring for each other, putting needs and wants in a social setting (school trips)
- working co-operatively in a group
- families and how they behave eg what members expect of each other
- friendships and relationships, how we treat each other, forming relationships with adults
- exhibiting appropriate behaviour
- tolerance of forms of stress
- expressing feelings and how we do this eg assertiveness not bullying
- decision making, risk taking, negotiating and challenging successfully
- having tolerance of other people's views and ideas
- the importance of a healthy lifestyle, personal fitness, knowledge of factors contributing to health and safety
- responding to challenge
- working and learning independently
- practical problem solving ability
- having qualities of leadership
- increasing awareness of leisure pursuits

See also **PSE and sailing** in **Special** section.

Individual achievement, assessment and recognition

Novices, young and old, will enjoy their first attempts at sailing and feel an immediate sense of achievement. Many will soon reach a stage where they wish to develop their skills and have their achievements recognised. The following list describes a range of award schemes available nationally, ranging from introductory through to advanced levels. Examination courses related to sailing for students of secondary age and upwards are dealt with in the **Secondary** section.

NSSA Sailing Awards



The **NSSA Bronze, Silver and Gold Sailing Awards** are intended to provide a series of easy stages towards learning to sail as well as gaining RYA certificates for primary/secondary pupils and adult beginners. Originally devised by the Hertfordshire Schools Sailing and Canoeing Association (HSSCA), they are designed to encourage good seamanship through the development of crewing skills, team work and competent helmsmanship. A detailed set of assessment criteria recently developed by HSSCA is given in the **Getting started** section.

The **NSSA Group Leader Award** is intended to encourage those bringing groups to sailing centres to undertake some formal training and eventually progress to obtain RYA Instructor qualifications. There are a number of units which cover both theory and practice with the candidate working under the direct supervision of an RYA Senior Instructor. The award recognises that proper training has been undertaken and that the candidate has a recorded background of working with groups in a sailing environment. This should provide both candidate and sailing centre with assistance in complying with the current Health and Safety legislation.

This award provides a progressive structure towards formal coaching awards but is not itself a coaching qualification. Candidates must not coach sailing unsupervised.

Further information about both of these awards can be obtained from:
Tony March, NSSA Secretary, 17 Ickwell Road, Northill, Biggleswade, Bedfordshire, SG18 9AB fax/tel: 01767 627370.

RYA Young Sailors Scheme



The RYA Young Sailors' Scheme is open to everyone under the age of 16. Courses are run at hundreds of sailing schools, clubs, schools and other centres all over Britain. The scheme recognises that some students with disabilities or learning difficulties are unable to complete the full requirements for an RYA certificate without additional help; it makes provision for certificates to be endorsed as appropriate.

Course structure

The RYA Young Sailors' Scheme has been designed to encourage children to start sailing within a sound framework of safety and tuition. No time limits are given for the different stages because children learn at very different rates, according to their age and enthusiasm. Instead, the early stages of the scheme are expressed in terms of competencies, giving instructors the flexibility to sign off each part of the syllabus as competence in that skill is demonstrated. When all the items for a particular stage are completed, the appropriate certificate may be issued by the Principal of the Recognised Teaching Establishment. The **RYA Young Sailors Logbook** gives full details of the scheme in addition to providing progress checklists and places for certificates.

Equivalent awards

Pupils who have completed courses within training schemes run by the National School Sailing Association or the International Optimist Class Association qualify for equivalent awards in the RYA Young Sailors' Scheme:

NSSA	IOCA	RYA YSS	RYA National
Bronze	Grade One.....	Stage One	
Silver	Grade Two.....	Stage Two	
Gold	Grade Three	Stage Three	Level Two
	Grade Four	Racing - Red	
	Grade Five.....	Racing - White	Level Four
		Racing - Blue	

Note: There is no formal equivalence between the RYA National Awards and other schemes. See below.

Sailing schools, clubs, schools and other centres vary widely in their course programmes, although all those which are RYA recognised will follow the RYA course syllabi given in the **RYA Young Sailors Logbook**. Some centres, for example, will provide hourly sessions over a long period, whilst others offer full-time residential courses.

For copies of the **RYA Young Sailors Logbook**, contact the Royal Yachting Association at RYA House, Romsey Road, Eastleigh, Hampshire, SO50 9YA tel: 01703 627400.

RYA National Sailing Scheme

The Royal Yachting Association offers a wide variety of sailing awards for beginners and those who wish to learn more advanced skills before moving on to train as instructors and coaches.

The National Sailing Scheme, aimed mainly at the over-sixteens, covers five levels and incorporates the previously separate dinghy and keelboat awards:

- Level 1 - Start Sailing
- Level 2 - Basic Skills
- Level 3 - Improving Techniques
- Level 4 - Racing Techniques
- Level 5 - Advanced Skills

The Assistant Instructor Award provides recognition of the local training given to experienced sailors intending to qualify as RYA Instructors. This award enables the Assistant Instructor to assist a qualified instructor up to the standard of the National Sailing Scheme, Level 2. It is valid only at the establishment where a candidate has successfully completed training and assessment.

For details of the full Instructor Award, other RYA awards and supporting publications, see contact details above.

ASDAN Youth Award Scheme



The Youth Award Scheme began in the early 1980s and was revised into its present format following the establishment of the **Award Scheme Development and Accreditation Network** in 1991. It is a nationally recognised qualification for young people of all abilities within the 14 to 25 age range. The Awards Bronze, Silver and Gold, Universities Award and the equivalent FE Level Up, Level 1, 2 and 3, are a way of displaying personal qualities, abilities and achievements. Each Award is divided into a number of modules containing a choice of challenges.

The accreditation of existing learning activities and experiences is an intrinsic part of the scheme. This means that it is complementary to, and can run parallel to, other courses such as GCSE without overloading both student and teacher. The possible activities involved are vast. A lot of what the student does already, in and out of school, college and university, can provide the vehicle for gaining these awards. Core skills which readily relate to sailing are incorporated into the challenges. They include 'improving own learning and performance', 'working with others' and 'problem solving and communication'.

See also the **Case Study** in the **Secondary** section.

Further information can be obtained from the Award Scheme Development and Accreditation Network: ASDAN Central Office, 27 Redland Hill, Bristol, BS6 6UX
tel: 0117 923 9848

National schemes and organisations promoting sailing

Sports Council National Junior Sport Programme

In 1993, the Sports Council published its policy for young people and sport and 'frameworks for action'. Its aim is "to provide opportunities for all young people to become involved in sport and physical recreation and to realise their full potential". In order to implement the policy the Council is now working with other interested organisations to develop and deliver a national multi-sport programme - the National Junior Sport Programme (NJSP) - for young people aged 5 - 18 years.

A new Task Force has been set up which is representative of the key agencies which have a role to play in providing sports opportunities for all young people. One of its first jobs will be to look at the issues raised in the government policy statement "Sport: raising the game" - and to identify the part each agency will play in delivering sport to young people.

Sailing-related initiatives to date include:

Junior Club Development Guidelines and practical information on starting and establishing a junior section/club.

Champion Coaching A coaching programme designed to improve the performance of 11-14 year-olds in 17 sports. The scheme is gradually expanding as more Local Authority Leisure Departments enter and more sports are added to the list.

TOP Club Helping clubs build a future in sport for children of all ages through the governing bodies of sport (sailing is not included in the current pilot).

In October 1996, four brand new initiatives were launched by the Sports Council, forming part of the National Junior Sport Programme, bringing to life the aspirations of the Government's Raising The Game policy documents. The new initiatives are:

The **Challenge Fund**, which will establish links for young people between schools and sport clubs through a grant-aided action plan. Secondary schools were targeted in the first year, 1996/97.

The **Coaching for Teachers Programme** supports teachers who wish to specialise in a sport to help them with extra-curricular activity.

Sportsmark and Sportsmark Gold, a quality mark that will honour schools who can demonstrate good provision of PE, extra-curricular sport, competitive school sport, qualified staff and strong links with local sports clubs. Initially, this is to be targeted at secondary schools, with a Gold Star Award going to outstanding achievers.

The **Schools Community Sports Initiative (SCSI)** is a new capital programme through which all schools will be able to seek up to 80% funding towards facility projects for community use.

Since the development of these initiatives, re-organisation has resulted in the establishment of the **English Sports Council**; see **Resources** section for contact details.

National Coaching Foundation

Established by the Sports Council, the National Coaching Foundation (NCF) provides an education service to all coaches. It is based in Leeds and has fifteen regional offices. It provides a variety of services such as courses and information, and technical support for coaches and specific advice for coaches working with young people. See **Resources** section for contact details.

Youth Sports Trust

The Youth Sports Trust is a newly registered charity established to work in partnership with the Sports Council, with support from the National Coaching Foundation and Loughborough University. Its mission statement is “to develop and implement quality sports programmes for young people aged 4 - 18 years which will be co-ordinated nationally and delivered locally”. The Trust wants children to have:

- fun and success in sport
- top coaching and top resources
- an introduction to sport suited to their own level of development
- the opportunity to develop a range of sport skills
- the chance to develop good sporting attitudes
- positive competition
- a sound foundation for lifelong physical activity

Opportunities for watersports appear limited at present, however this is an area with much potential in the future with many opportunities for exciting and innovative developments for young people. See **Resources** section for contact details.

Introducing sailing to school

Justifying the introduction of sailing into an already busy curriculum can be a daunting challenge for any teacher, however enthusiastic and committed. Given reasonable access to local sailing facilities one initial approach might be to generate enthusiasm amongst pupils and colleagues through extra-curricular activities. The following guidance is intended for the enthusiastic teacher in a school where there are no existing sailing opportunities for pupils. The teacher might be an experienced sailor who is new to the school, or perhaps an established member of staff with a recently developed interest in sailing.

Making a start

- Find out the location of your closest sailing facilities, centres, clubs etc. Contact details and guidance will be available from your LEA PE Adviser, Youth Service, local School Sailing Association, NSSA or RYA
- Explore informally the likely support from pupils, colleagues and parents
- Visit your local centre to explore the possibilities and costs and discuss your aspirations
- Arrange an after-school or Saturday morning taster session - include families
- Recruit colleagues/parents/PTA/governors to help with transport and supervision
- Involve governors and encourage their interest at an early stage
- At an early stage introduce pupils to challenges such as the NSSA Sailing Awards
- Presentations in assemblies, articles in newsletters and displays of photographs will help to raise the profile of sailing and provide a good foundation for further developments
- Consider teaming up with another, more experienced school, to share residential opportunities and staffing

Moving on

Once enthusiasm and a 'following' has been established, attempts can be made to diversify and introduce curricular links.

- Term-time residential courses are likely to present the necessity of linking with curriculum areas other than PE. The next four sections of the handbook give practical examples of how some of these links might be achieved in the primary, secondary and special school curricula
- If there is already a strong tradition of offering pupils a particular residential venue and activity focus, alternate years might be suggested for land-based and water-based visits
- A wide variety of extra-curricular activity holidays and courses are available from both sailing centres and specialist companies. See **Sailing centre and club directories** in **Resources** section
- Secondary schools where the Youth Award Scheme is established will be able to offer sailing as an excellent vehicle for pupils to demonstrate their abilities and achievements
- Lobby the PTA for fund-raising - activity fee subsidies, equipment etc. PTAs often prefer a clear single focus for dedicated fund-raising. The launch of a school sailing club might provide the rationale for a resource list of lower profile items

Presenting the case to senior management and governors

Establishing sailing in the school curriculum can be a gradual process but in the case of proposing a new residential visit, or introducing a new examination syllabus, the resourcing issues will be high profile. The enthusiast is likely to be required to present the case formally to senior management and governors in order to seek their approval.

Mini case-study

Tewin Water School in Hertfordshire has enjoyed visits to Barton Turf Sailing Camp for many years and the experiences there have made important contributions to pupils' personal and social development. In 1995, as a result of continuing pressure on curriculum time, staff were required to review their residential programme in order to making sailing a more explicit vehicle for the National Curriculum. The staff responsible for leading visits were successful in presenting their 'curriculum case' initially to senior management, then to the whole teaching staff, and approval was given to their first 'National Curriculum Sailing Programme' visit in the summer of 1996. Their advice is:

- Plan well ahead! See the **Special** section for an example planning timetable covering eight months prior to a visit. Planning the introduction of a new examination syllabus will require a much longer lead-in period
- Prepare for any presentation with clear facts and figures on activities linked with the National Curriculum, staffing implications and financial resourcing; summarising the main points on transparencies or handouts. **Why sail?**, **Getting started**, **Primary**, **Secondary**, and **Special** sections of this handbook will provide useful material for this
- Anticipate difficult issues by preparatory discussions with subject co-ordinators and other key colleagues

The bottom line - costs and staffing for sailing activities

Costs

The following information is extracted from various sections of the **National Youth Watersports Audit 1996** and was based on different sample sizes and response rates. Whilst caution must be exercised in interpreting this data, it will serve as a guide when considering comparative costs.

School and LEA

Average cost of watersport opportunities during lesson time
and as an extra-curricular activity. Sailing lesson£2.50

Note:

In all, watersports activities in lesson time were less expensive than in extra-curricular time.

Activity centres offering taster/have-a-go sessions

Average price per dinghy sailing session£7.70

Activity centres offering introductory/beginner sessions

Average price per dinghy sailing course£63.70

Voluntary Clubs offering taster/have-a-go sessions

Average price per dinghy sailing session£3.20

Voluntary Clubs offering introductory/beginner courses

Average price per dinghy sailing course£24.00

Watersports Activity Courses eg Activity Weeks, Camps etc

Average cost to pupil: main course described£126.00

Average cost to pupil: second course described£91.00

As transport and insurance costs depend upon local circumstances, they are not included in the preceding guides. See also **Organising a residential visit** in the **Getting started** section.

The **Resources** section lists directories which provide contact details for UK centres offering sailing activities, courses and residential facilities. County Advisers and local Sailing Association colleagues will often be able to provide specific information on costs and offer valuable advice.

Staffing

Some local education authority staff work to governing body guidelines but others put forward their own staffing ratios which must be followed by schools in their areas. In the **National Youth Watersports Audit** the most frequently mentioned ratio was one sailing instructor to ten participants, a small number quoting as low as 1:3. Whilst the latter ratio is that required by the RYA for tuition in basic dinghy sailing skills, recommendations for both tuition and recreation cover will vary according to craft, types and levels of activity, conditions, safety boats etc. The school will need to seek the guidance of sailing centre staff on local requirements. Although it is vital that safety considerations determine instructor to pupil ratios on the water, many schools overcome limited instructor availability by a variety of group management strategies.

Day activities School time and extra-curricular activities can often be arranged within the staffing resources available at a sailing centre, without the need for the school to have its own qualified instructors. If one or more of the school staff are qualified, then the group can be enlarged accordingly. If the centre offers facilities on site for fieldwork in other curriculum areas, then a shift system can be arranged with two or more groups being engaged in different, rotating activities at the same time. The limiting factor in such cases will often be the transport available and this can depend upon the willingness of support staff, parents and/or governors with suitable vehicles.

Residential activities Many sailing centres offering residential or camping facilities will provide ready opportunities for additional curriculum studies in their immediate locality. As with all land-based residential visits, extra teaching staff will be needed for this work, accompanied by additional adult helpers to share supervision and domestic tasks. Group rotation as described above is used to give pupils access to sailing activities as part of a broader programme.

Examples of how individual schools have organised their staffing and group activities are given in the **Getting started**, **Primary**, **Secondary** and **Special** sections.

BOATS

*A sail held by hand and I took the rudder.
We stayed there waiting for a helpful breeze.
There was peace all around us.
Birds were singing and people quietly chatting.
We saw other boats go lazily by.
Very slowly we zigzagged across the busy lake.
At last we got to the other side.*

*Five of us were paddling in the green and blue canoe.
All of us excited, stepping on each other.
"That side stop. This side carry on. Watch out!"
Splish, splash. People try to splash US!
But we'll get them back, Smile for the camera. Click!
Paddling with might we tried to catch each other.
At last we got to the bank again.*

*Bravely we stepped into the rescue boat and
Really excited we sat on the bottom holding tight to the ropes.
The boat jumped away. Brrm brrm, went the engine.
"Faster, faster!" We screamed at the top of our voices!
Hitting the waves, we bounced up and down.
At last we got to the bank again.*

Nina & Imtyaz aged 10

