

Sailing

Special Olympics Coaching Guide

Special Olympics



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Advancing the public well-being through improved communication

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Special Olympics welcomes your ideas and comments for future revisions of this guide. We apologize if, for any reason, an acknowledgement has been inadvertently omitted.



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SAILING COACHING GUIDE

Planning a Sailing Training & Competition Season



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Goals and Objectives

The process of goal setting is the first and most important step in planning. Realistic, yet challenging goals for each athlete are important to the motivation of the athlete during both training and competition. Goals establish and drive the action of both training and competition plans.

Understanding and Trust

Establishing right from the outset a mutual understanding and trust with each athlete will ease the work of the coach in setting up individual athlete goals, and will also make it easier for the athlete to absorb and follow the coach's guidance.

Goal Setting

Setting goals is a joint effort with the athlete and coach and should be used to establish the athlete's training and competition plan. Accomplishing goals during practice sessions in settings similar to the competition environment will instill confidence in the athlete. Confidence helps make sport participation fun and is critical to the athlete's motivation.

The main features of goal setting include:

- ♦ Stepping stones to success
- ♦ Short term and long term goals
- ♦ Acceptance by the athlete
- ♦ Variations in difficulty (easily attainable to challenging)
- ♦ Goal measurement

Clear goals and objectives are essential in order for a coach to create a successful program. Athletes may be more motivated by accomplishing short term goals than long term goals. However, do not be afraid to challenge athletes and to include them in the goal setting process. Awareness of why the athlete is participating is important when setting goals. For example, ask the athlete, "What is your focus for this training session?"

There are several participation factors that may influence athlete motivation and goal setting:

- ♦ Age appropriateness
- ♦ Ability level
- ♦ Readiness level
- ♦ Athlete performance
- ♦ Family influence
- ♦ Peer influence
- ♦ Athlete preference



As a coach, you can enhance athlete motivation and keep them positive by:

- ♦ Providing more time and attention to an athlete when he/she is having difficulty learning a skill
- ♦ Rewarding small gains
- ♦ Developing additional measures of achievement other than winning
- ♦ Showing your athletes that they are important to you and that you are proud of them
- ♦ Filling your athletes with self-worth

Performance Goals versus Outcome Goals

Effective goals focus on performance, not outcome. Performance is under the control of the athlete and focuses on processes. An athlete may have an outstanding performance and not win a competition either because the opposing athlete performed even better or even due to bad luck or the possibility of human error by an official. Conversely, an athlete may perform poorly and still win a competition if the opposing athlete performed at a lower level.

Achievement Goals

Achievement Goals can be set for all athletes and can provide motivation. They can be either short term (such as winning a race) or long term (representing the country).

Setting Realistic Goals

Effective goals are perceived as challenging, not threatening. A challenging goal is difficult but attainable within a reasonable timeframe and with a reasonable amount of effort. A threatening goal is perceived as being beyond the athlete's current capability. Realistic goals are developed from a baseline of performance during the past one or two weeks.

Prioritizing Goals

Effective goals are positively stated and are limited in number. This provides meaning to the athlete. Setting a limited number of goals requires that athletes and coaches decide what is important for continued development. Establishing a few, well thought out goals prevents the athlete from becoming overwhelmed.

Benefits of Goal Setting

- ♦ Increases athlete's level of physical fitness
- ♦ Teaches self-discipline
- ♦ Increases athlete's focus
- ♦ Teaches the athlete sports skills that are essential to a variety of other activities
- ♦ Provides the athlete with a means for self-expression and social interaction

Principles of Goal Setting

- ♦ Goals should be specific and clear
- ♦ Goals should be measurable
- ♦ Athletes should be included in goal setting
- ♦ Goals need to be challenging but not threatening
- ♦ Goals need to be flexible to change with circumstances
- ♦ Multiple goals should be set
- ♦ Goals should be reviewed regularly and adjusted if necessary



Short Term Sailing Goals

Establishing a series of short term sailing goals will help athletes gain confidence and achieve their long term sailing goals. Examples of short term sailing goals include:

- ♦ Understanding the sport of sailing and sailing terms
- ♦ Learn to dress properly for comfort and safety
- ♦ Learn to safely get off and on the boat
- ♦ Making decisions and having positive crew discussions during a race
- ♦ Learning to enjoy competition (as a particular interaction)
- ♦ Learn to tack
- ♦ Learn to gybe
- ♦ The development of social skills and learning to enjoy interacting with other athletes
- ♦ Increased physical fitness
- ♦ Understand the start and progress of a race
- ♦ Learning to predict the opponent's tactics
- ♦ Learning to develop racing tactics

Long Term Sailing Goals

Long term goals will include the mastering of basic sailing skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in sailing races. In addition to these goals, other long term goals can be set such as the following:

- ♦ Increasing motor coordination and general motor efficiency
- ♦ Knowledge of the rules of sailing and how to use them tactically
- ♦ Basic technical skills in sailing
- ♦ Learning to spot shifts in wind direction and their importance
- ♦ Learning race starting strategies
- ♦ Develop a love for the sport of sailing and enjoying participating in a sport that is competed worldwide
- ♦ Learning to control emotions and operate in a competitive environment
- ♦ Having fun



Assessing Goals Checklist

1. Does the goal sufficiently meet the athlete's needs?
2. Is the goal positively stated?
3. Is the goal under the athlete's control and focuses on their performance and no one else's?
4. Is the goal a true goal and not a result?
5. Is the goal important enough to the athlete that they will want to work towards achieving it?
6. How will this goal make the athlete's life different?
7. What barriers might the athlete encounter in working toward this goal?



Planning a Sailing Training & Competition Season

There are many skills to teach athletes during the course of a sailing season. A season-long training plan will assist you in presenting skills in a systematic and effective manner.

It is recommended that there be just one coach for all skill sets. This allows one person to manage the workouts and know the athlete's physical capabilities and how tired they are.

Initial training sessions cover the basic skills that athletes need to work on and then move forward, as soon as possible, so the athlete can begin sailing. It is not unusual for athletes to have stronger skills in some areas and to have basic skills in others. As a coach, you can assess which skills the athlete needs more work on and invest more time in those at the beginning.

Sample Training Plan

When constructing a training plan, the coach should first estimate the level of each athlete, understanding that there will be a range of abilities.

To develop the fitness required for sailing, training should incorporate workouts that help adapt the athlete's body to the demands of the sport.

Sailing training plans should be segmented to include cardio training, endurance, strength training, and technical and tactical skill development.

Training for sailing can begin with two sessions a week lasting between 60 and 90 minutes each. This will vary depending on the ability of your athletes. Regardless of the duration of each session, the focus should be on having fun.

As a coach, you should use your imagination and creativity to get the most out of each practice session. Following is a sample framework that will help you cover all the important aspects of training when developing a sailing training plan.



Sample Training Plan

Phase	Description and Principles	Duration
Boat preparation	The boat prep is important for preparing the body and boat for the more vigorous exercise that follows. Getting boat rigged and sails on is a good time to discuss the plans for the practice session while stretching and getting ready for the exercise.	10 Minutes
Cardio/Endurance/Strength Training – while sailing to the practice area	The time sailing to the practice area should be used for conditioning training in a non-competitive format: Cardio, Endurance, or Strength Training	10 Minutes
Skills Development	This phase should focus on introducing and reinforcing new skills. Time spent on specific skills development will depend on the progress made by each athlete. No advanced skills should be taught until the basic skills are developed. Skills to be taught will depend on the type of boat used. They will include tacking and gybing, use of cleats and blocks, focus on terminology and boat part names. Individual athlete position on the boat may be varied as the coach learns the current skill level and judges the progress of each athlete.	50 Minutes
Cool Down – return to the dock	The cool down is a good opportunity to get athletes together at the end of the training session and reinforce the key lessons of the session. The crew can discuss the progress on goals as they sail back to the dock in a relaxed fashion. As the boats are stowed away and sails folded for storage the coach can review progress with the crews and individual athletes. Family involvement in the boat derigging is always positive for the athletes.	10 Minutes
Total Time: 80 Minutes		



Essential Components of Planning a Sailing Training Session

Each training session needs to contain the same essential elements. The amount of time spent on each element will depend on the goal of the training session, the time of season the session is in, and the amount of time available for a particular session. The following elements need to be included in an athlete's daily training program.

- ☐ Warm ups
- ☐ Previously taught skills
- ☐ New Skills
- ☐ Competition experience
- ☐ Feedback on performance

The final step in planning a training session is determining what each athlete will actually do. Remember that the progression through the session should allow for a gradual build-up of physical activity including the following elements:

- Easy to difficult
- Slow to fast
- Known to unknown
- General to specific
- Start to finish (logical progression)



Principles of Effective Training Sessions

Keep all athletes active	Athlete needs to be an active listener
Create clear, concise goals	Learning improves when athletes know what is expected of them
Give clear, concise instructions	Demonstrate – increase accuracy of instruction
Record progress	You and your athletes chart progress together
Give positive feedback	Emphasize and reward things the athlete is doing well
Provide variety	Vary exercises – prevent boredom
Encourage enjoyment	Training and competition is fun, help keep it this way for you and your athletes
Create progressions	Learning is increased when information progresses from: <ul style="list-style-type: none"> • Known to unknown – discovering new things successfully • Simple to complex – seeing that “I” can do it • General to specific – this is why I am working so hard
Plan maximum use of resources	Use what you have and improvise for equipment that you do not have – think creatively
Allow for individual differences	Different athletes, different learning rates, different capacities.



Tips for Conducting Successful Training Sessions

- ☐ Assign assistant coaches their roles and responsibilities in accordance with your training plan.
- ☐ When possible, have all equipment and stations prepared before the athletes arrive.
- ☐ Introduce and acknowledge coaches and athletes.
- ☐ Review intended program with everyone. Keep athletes informed of changes in schedule or activities.
- ☐ Change activities before the athletes become bored, and lose interest.
- ☐ Keep drills and activities brief so athletes do not get bored. Keep everyone busy with an exercise even if it is rest.
- ☐ Devote the end of the practice to a fun, group activity that can incorporate challenge and fun always giving them something to look forward to at the end of practice.
- ☐ If an activity is going well, it is often useful to stop the activity while interest is high.
- ☐ Summarize the session and announce arrangements for the next session.
- ☐ Keep the **fun** in fundamentals.



Tips for Conducting Safe Training Sessions

Coaches have a responsibility to ensure that athletes know, understand and appreciate the risks of sailing. The safety and well-being of athletes are the coaches' primary concerns. Sailing is not a dangerous sport, but accidents do occur when coaches forget to take safety precautions. It is the head coach's responsibility to minimize the occurrence of injuries by providing safe conditions.

- ☐ Establish clear rules for behavior at your first practice and enforce them.
 - Listen to the coach.
 - When you hear the whistle, Stop, Look, and Listen.
 - Ask the coach before you leave the training area.
- ☐ Make sure athletes bring water to every practice.
- ☐ Check your first aid kit; restock supplies as necessary.
- ☐ Review your first-aid and emergency procedures. Have someone who is trained in first- aid and CPR on or very near to the practice areas.
- ☐ Establish clear rules for behavior at your first training session.
- ☐ Warm up and stretch properly at the beginning of each training session to prevent muscle injuries.
- ☐ Train to improve the general fitness level of your athletes. Physically fit athletes are less likely to get injured. Make your training sessions Active.
- ☐ Make sure all equipment is in good working order.
- ☐ Do not allow athletes to wear any jewelry or hard items (earrings, belly rings, tongue studs or even have long nails)



Sailing Practice Competitions

The more we compete, the better we get. Part of the strategic plan for Special Olympics sailing is to drive more sport development at the local levels. Competition motivates athletes, coaches and the entire sport management team. Expand or add to your schedule as many competition opportunities as possible. We have provided a few suggestions below.

- Host a Special Olympics area or regional sailing competition
- Host or participate in practice sessions with athletes from other local Special Olympics sailing programs
- Ask a nearby school/club team if your athletes can practice with them
- Take athletes to see a local university or club sailing competition or if possible, watch a televised race
- Incorporate competition for every training session after the basic sailing maneuvers can be performed.



Sample Sailing Training Sessions

Training sessions should include skills drills, and fitness practice. Each practice can be expanded or reduced to meet the goals of the session.

Typical weekly training sessions for beginners could be as follows:

Week	Minimum Number of Sessions	Components
1	2	<p>Objective of the Session Introduce the athletes to safety and comfort issues involved in sailing. Verify the swimming ability of each athlete.</p> <p>Learning Goals</p> <ol style="list-style-type: none"> 1. Personal flotation devices (PFDs) will be worn at all times. No exceptions. 2. Caps, sunglasses, comfortable sneakers and sailing gloves are recommended. 3. MOB drill will be practiced as a part of the first session on the water. The athlete who sees the person first will continuously watch and point at the person in the water. 4. Never wrap any line around a finger, foot or hand. It may help you pull, but it can cause serious injury. 5. A chase/safety boat will always accompany the boats on the water. If a boat or athlete is in trouble, signal the safety boat immediately. 6. Handheld VHF radios will be on the boats at all times. HYC may be contacted by radio in an emergency situation. 7. Each athlete must enter the water wearing a PFD and move about the pool successfully for 10 minutes. <p>Safety Thought Get a comfortable PFD and wear it all the time. Put it on when you get out of the car, before heading for the boat.</p>



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Week	Minimum Number of Sessions	Components
2	2	<p>Objective of the Session Introduce the athletes to the boat and rigging. Introduce important nautical terms.</p> <p>Learning Goals</p> <ol style="list-style-type: none"> 1. The athletes need to get comfortable getting off and on the boat. Repeat as necessary. 2. The athletes should gain familiarity with the sails while raising and lowering them. 3. Learn the purpose of the centerboard. Practice raising and lowering. 4. Learn the purpose of the jib sheets and boom vang. 5. Sail out of the harbor and practice finding the wind direction. 6. Athletes need to get comfortable with the idea that they will get wet and may go into the water. The athlete should remember to always try to stay with the boat, even if it flips over. 7. Return to the dock. Let the boat stop before starting to get off. <p>Safety Thought If you go overboard, stay calm and float with your hand raised over your head. Do not try to swim towards the boat because the boat will come back for you.</p>
3	2	<p>Objective of the Session Learn to handle the sails going upwind and tacking. Do several reach to reach tacks.</p> <p>Learning Goals</p> <ol style="list-style-type: none"> 1. Learn to trim and release the jib sheets during tacks. 2. learn to trim and release the boom vang during tacks. 3. Trim the jib, luff it, and re-trim several times to learn how the clew position and wind direction are related. 4. Repeat trimming and luffing for the main sail. 5. Practice an MOB drill with the athletes handling the jib. 6. Continue practicing tracking the wind direction. <p>Safety Thought When approaching the dock, do not let any part of your body get between the boat and the dock. Do not try to stop the boat by force.</p>



Week	Minimum Number of Sessions	Components
4	2	<p>Objective of the Session Learn to gybe the boat safely. Practice sailing downwind and gybe several times.</p> <p>Learning Goals</p> <ol style="list-style-type: none"> 1. Learn to trim and release mainsheet during the gybe. 2. Learn to release and trim the jib sheet during the gybe. 3. Learn to know when the boom will change sides during the gybe. 4. Watch for puffs on the water. 5. Move one side to the other during the gybe <p>Safety Thought Take care when gybing. Keep your head down control the main well.</p>
5	2	<p>Objective of the Session Learn to trim sails for speed upwind. Practice sailing from a starting line to a windward mark.</p> <p>Learning Goals</p> <ol style="list-style-type: none"> 1. Learn to trim and release the jib sheets upwind. 2. Review the sail trim article from Scots and Water.. 3. Learn to ease and trim the vang when tacking. 4. Watch for puffs on the water. 5. Move weight around the boat for about 10 degree heal. <p>Safety Thought Take care when hiking to stay on the boat. Sit on the gunnels with legs facing in. Hold tightly to the sheet you are trimming.</p>
6	2	<p>Objective of the Session Learn to handle the pole to sail wing on wing downwind. Practice gibing the pole..</p> <p>Learning Goals</p> <ol style="list-style-type: none"> 1. Learn to raise and lower the pole.. 2. Learn to gybe the pole and jib.. 3. Learn to ease and trim the jib with the pole while maneuvering. 4. Practice dousing the pole and hardening up to weather. <p>Safety Thought Control of the pole is very important. The pole can cause injury like the boom.</p>



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Week	Minimum Number of Sessions	Components
7	2	Objective of the Session Learn to race the boat. Learning Goals <ol style="list-style-type: none">1. Learn the starting sequence.2. Learn about race course layouts3. Recognize start and finish lines on the water.
8	2	This session and all subsequent sessions should consist of 3 to 4 races of 15 to 20 minutes duration each. Continue to practice all the skills learned to date.

As the season progresses, the coach can increase each session's focus and duration based on the athletes' abilities and can start teaching tactics of competition. It is advisable for the athletes to be initially introduced to the atmosphere and environment of competitions and then, after approximately one year of experience, depending on levels, take part in them.



Sailing Skill Levels

When preparing athletes to take part in competitions, keep in mind that divisioning prior to competition takes into account the skill level of each athlete.

There are 5 skill levels in Special Olympics Sailing:

- a. Level I — Unified Sports team: the Special Olympics athlete member(s) of the crew will have responsibility for head sail trim.
- b. Level II — Unified Sports team: a Special Olympics athlete shall control the helm for 100 percent of the race commencing at the warning signal throughout the complete race until clearing the finish line.
- c. Level III — All Special Olympics athlete team with an on-board coach. The athletes have complete control of the boat. The coach can offer verbal assistance. If, for any reason, the coach becomes physically involved with the sailing of the boat, the team must retire from the race and will be scored a “did not finish” (DNF).
- d. Level IV — The entire team consists of Special Olympics athletes (no coach will be on board).
- e. Level V — Special Olympics athletes shall compete single-handed.



Skill Level Assessment Card

The Skill Level Assessment Card is a systematic method useful to determine the skill ability of an athlete. The Skill Level Assessment Card is designed to assist coaches in determining an athlete's ability level in the sport before they begin participation. Coaches will find this assessment to be a useful tool for several reasons.

1. It helps the coach determine with the athlete which events they will compete in
2. It establishes the baseline training areas of the athlete
3. It assists the coach in grouping athletes of similar ability for training
4. It measures the athlete's progression
5. It helps determine the athlete's daily training schedule

Before administering the assessment, coaches need to perform the following:

- Become familiar with each of the tasks listed under the major skills
- Have an accurate visual picture of each task
- Compare the performance of each athlete to that of a skilled performer

When administering the assessment, coaches will have a better opportunity to get the best analysis from their athletes. Always begin by explaining the skill you would like to observe. When possible demonstrate the skill.



Special Olympics Sport Skills Assessment

Athlete's Name		Date	
Coach's Name		Date	

Instructions

Sailing skills are measured in specific performance parameters. Those parameters are:

- Concept of Content
- Prediction of danger
- Sense of cause and effect
- Technique
- Performance of the athlete
- Speed of the technique
- Reaction of the athlete
- Concept of strategy

The above items should be taken into account when assessing the quality of the athletes' skills and should be "deduced" by the coach, while the athletes are playing and having fun, and not by having them executing movements following "orders," as in an examination. This prevents the athletes from showing their real abilities.



Daily Performance Record

The Daily Performance Record is designed for the coach to keep an accurate record of the athlete's daily performances as they develop the sport's skills. There are several reasons why the coach can benefit from using the Daily Performance Record.

- The record becomes a permanent documentation of the athlete's progress
- The record helps the coach establish measurable consistency in the athlete's training program.
- The record will include notes about all the sailors on the crew and the wind and wave conditions.
- The record allows the coach to be flexible during the actual teaching and coaching session because he/she can break down the skills into specific, smaller tasks that meet the individual needs of each athlete.
- The record helps the coach choose proper skills and teaching methods, correct conditions and learn criteria for evaluating the athlete's performance of the skills.
- Mind that the Daily Performance Record can and should be updated even during different events, such as competitions.
- The record should include special comments on specific individual parameters, such as injuries (how and why did they occur, how long did it take for the athlete to recover), special behavior, etc.

Using the Daily Performance Record

Before the training session begins, the coach decides what skills (parameters) will be covered. The coach makes this decision based on the athlete's age, the athlete's interests, and his/her mental and physical abilities. The skill needs to be a statement or a description of the specific exercise that the athlete must perform. The coach enters the skill on the top line of the left-hand column. When skills can be taught in a sequence. Each subsequent skill is entered after the athlete masters the previous skill. Of course, more than one sheet may be used to record all of the skills involved. Also, if the athlete cannot perform a prescribed skill, the coach may break down the skill into smaller tasks that will allow for the athlete's success at the new skill.

Conditions and Criteria for Mastering

After the coach enters the skill, they must then decide on the conditions and criteria by which the athlete must master the skill. Conditions are special circumstances, which define the manner in which the athlete must perform a skill. For example, "given a demonstration, and with assistance." The coach needs to always operate under the assumption that the ultimate conditions in which the athlete masters a skill are, "upon command and without assistance," and therefore, does not have to enter these conditions in the record next to the skill entry. Ideally, the coach needs to arrange the skills and conditions such that the athlete gradually learns to perform the skill while upon command and without assistance.

Criteria are the standards that determine how well the skill must be performed. The coach needs to determine a standard that realistically suits the athlete's mental and physical abilities.

Dates of Sessions and Levels of Instruction Used

The coach may work on one task for a couple of days, and may use several methods of instruction during that time to progress to the point where the athlete performs the task upon command and without assistance. To establish a consistent curriculum for the athlete, the coach must record the dates he/she works on a particular tasks, and must enter the methods of instruction that were used on those dates.



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Teaching Sailing Skills



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The Warm Up

A warm up period is the first part of every training session or preparation for competition. The warm up starts slowly and gradually involves all muscles and body parts. In addition to preparing the athlete mentally, warming up also has several physiological benefits.

The importance of a warm up prior to exercise cannot be overstressed. This is true even for a sport like sailing. Warming up raises the body temperature and prepares the muscles, nervous system, tendons, ligaments, and the cardiovascular system for upcoming stretches and exercises. The chances of injury are greatly reduced by increasing muscle elasticity.

Warming Up:

- ♦ Raises body temperature
- ♦ Increases metabolic rate
- ♦ Increases heart and respiratory rate
- ♦ Prepares the muscles and nervous system for exercise

The warm up is tailored for the activity to follow. Warm ups consist of active motion leading up to more vigorous motion to elevate heart, respiratory and metabolic rates. The total warm up period takes at least 10 minutes and immediately precedes the training or competition.

Sailors get warmed up in the process of dressing for the weather conditions and rigging and launching the boat. General warm up exercises for the whole body can also include:

Activity	Purpose	Time (minimum)
Slow aerobic walk/ fast walk/ run	Heat muscles	5 minutes
Stretching	Increase range of movement	10 minutes

The Cool Down

The cool down is as important as the warm up, however is often ignored. Stopping an activity abruptly may cause pooling of the blood and slow the removal of waste products in the athlete's body. It may also cause cramps, soreness, and other problems for Special Olympics athletes. The cool down gradually reduces the body temperature and heart rate and speeds the recovery process before the next training session or competitive experience. The cool down, while derigging the boat and folding sails, is also a good time for the coach and athlete to talk about the session or competition. Note that cool down is also a good time to do stretching. Muscles are warm and receptive to stretching movements.

Confidence in the Water

We need to check if an athlete is familiar with the water. Before races or training sessions we organize a swimming test with the goal to check the athletes' swimming ability. Wearing life jackets during the test is recommended. The test should not cause stress for participants. The distance to pass is about 10 m. We do not expect professional swimmers but we have to know that athlete is able to act in case of capsizing.



Preparing for the Weather Conditions

Sailing is a sport that can be done in a variety of climates and water conditions. It is important to dress for the air and water temperature to assure comfort and safety. There is a variety of gear that ranges from gloves, a rash guard and a life jacket to spray tops and foul weather suits to wet suits and dry suits depending on the air and water temperature and wind velocity.



Additionally, sunglasses and keepers, hats and keepers and knee pads are suggested for additional protection and comfort of the athlete and to prevent loss of belongings. It is important to use sunscreen for skin protection from sunburn and lip balm with sun protection. Personal Flotation Devices (PFD's) are required to be worn by all sailors when on the water. PFD's must be fitted to the athlete's weight and adjusted for proper fit. A whistle attached by lanyard to the PFD is recommended in order to have a means of signaling for assistance if needed.



Lifejackets



Gloves



Keepers



Putting on Footwear



Rash Guard





Clothing and Equipment

To train and compete successfully in sailing, the athlete must be comfortable. Controlling a sailboat requires a person to perform a wide range of motions. Therefore, it is pertinent that the athlete wear clothes which are not restricting. The weather often dictates what clothes are appropriate when training or competing.

NOTE: Land temperature may be significantly higher than the temperature while on the water.

When sailing in warm weather, athletes should wear light clothing that will retain body heat and reflect the sunlight. Light colored material will reflect sunlight most effectively. If cooler weather is at hand, sailors should attempt to dress in layers. Lightweight jackets, sweaters and long underwear will help keep the body warm. *Don't be afraid to overdress on cooler days.*

It is important to protect the head, face and eyes of the athletes. A maximum protection sunscreen will serve as a barrier to the ultraviolet rays of the sun. These harmful rays are present in direct sunlight and also in reflections from the water surface. Be sure that all athletes apply the sunscreen prior to the start of the sail.

A HAT will protect in two ways. In cool weather, a hat will retain any body heat that is lost through the head, and keep athletes warm. Alternately, in warm weather, a hat will keep the sunlight off the athlete's face.

High quality SUNGLASSES, which offer ultraviolet protection, are important. Not only will they block the sun, but they will also serve as a barrier between spray water and eyes.

Boat decks will become wet and slippery. Athletes must have shoes that have non-skid soles to prevent slipping on the boat. A comfortable, non-restricting fit is important to keep the foot from sliding around. In cold weather, waterproof boots will keep the feet warm and dry.

Sailing involves working with ropes and knots and therefore hand protection is important. Proper SAILING GLOVES will prevent rope burn and provide strong gripping.

Outer Layers

Foul weather gear should be chosen depending on existing weather conditions. Specific articles of gear will offer protection in a variety of ways. Depending on existing conditions, it is important to choose the clothing that will prevent HYPOTHERMIA most effectively. A hooded waterproof jacket in combination with suspended pants - allows you to cool down by removing either the jacket or the pants. A one-piece waterproof spray suit is not removable for cooling purposes.

Wet Suit – Allows water to filter through and get heated by body warmth. Will keep you warm, but not dry.

Dry Suit – A one-piece, insulated suit that will keep you dry and warm.

Safety of the athletes is the number one priority of Special Olympics Sailing programs. All involved participants of a Special Olympics Sailing Team must wear a Personal Flotation Device when they are near or on the water. This includes coaches and athletes as well as support staff. Personal Flotation Devices should be matched to the athlete's weight and be approved by the appropriate sailing authority. A whistle should be attached to each PFD. In case of emergency, athletes blow the whistle to indicate position and give message of being conscious.

Full Spray Suit		Wet Suit		Foul Weather Gear		Dry Suits		Protecting Your Valuables and Skin		Whistle	
WATCH VIDEO 1		WATCH VIDEO 2		WATCH VIDEO 3		WATCH VIDEO 4		WATCH VIDEO 5		WATCH VIDEO 6	



Basic Skills and Progression

Skill Area 1 – PERSONAL SAFETY

Objective: To learn to wear the appropriate clothing and apparel for existing weather conditions. The athlete will realize the importance of proper safety equipment and waterfront safety.

Activities: The coach will discuss the need for correct clothing. Examples of proper clothing for various weather conditions should be shown.

The coach will emphasize the importance of sailing gloves. The coach will explain the need to prevent hypothermia. Proper selection of a PFD will be illustrated and demonstrated. Proper safety procedures on boats and on a dock.

Skill Area 2 – THE BOAT

Objective: To identify the various parts of a sailboat and learn the purpose and function of each.

Activities: Using a chart and a fully rigged sailboat, the athletes identify the following components of a boat with name cards: Hull, Stern, Bow, Transom, Daggerboard, Centerboard, Fixed Keel, Rudder, Tiller.

The athlete will learn the procedures of standing and running riggings on a fully rigged boat. The athlete will learn the use of the halyards. The athletes will learn the use of blocks. The athletes will change the position of the sail by using the sheets.

The athlete will learn the proper names of the sides of the boat: Port and Starboard

NOTE: The starboard sheets should be green or marked with green tape or marker, the port sheets should be red or marked with red tape or marker and the main sheet should be a neutral third color.



Skill Area 3 – TYING KNOTS AND USING LINES

Objective: The athlete will learn to tie important knots and to distinguish between different lines.

Activities Using hand-on-hand method, the athlete will learn to tie a figure-8 knot.

Using hand-on-hand method, the athlete will learn to tie a cleat knot.

Using hand-on-hand method, the athlete will learn to tie a bowline

The athletes will learn to identify the different lines used on a boat and their color-coding.

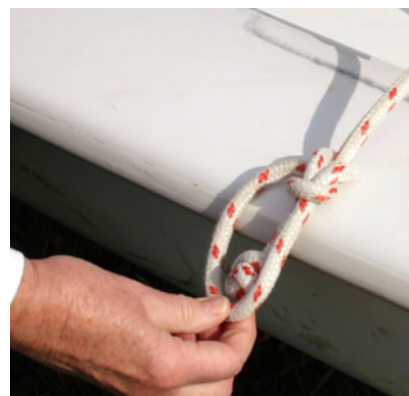
Figure 8 Knot



Cleat Knot



Bowline Knot





Skill Area 4 – RIGGING AND DE-RIGGING

Objective: The athletes will learn how to set up and take down the equipment of a boat.

Activities: Lay all material and equipment necessary for rigging on the ground or the deck of the boat. Athletes will identify each component by name and by purpose. Athletes will point the bow into the wind. At the coach's instruction, the athlete will rig the boat. The athlete will rig and de-rig the boat without assistance from unified partner. The athlete will stow all equipment in the proper manner and the proper place.

Rigging

WATCH
VIDEO 4

Rigging the Main Sail

WATCH
VIDEO 5

Rigging the Rudder

WATCH
VIDEO 6

Drain Plugs

WATCH
VIDEO 7

Derigging the Boat

WATCH
VIDEO 8



Skill Area 5 – SENSING THE WIND

Objective: In order to understand how the boat moves, sailors must understand the wind. The athletes will learn that the wind is their power. They will also learn that keeping the boat in contact with the wind will keep it moving, and that how they feel the wind hitting them will dictate how to set the sails.

Activities: Athletes stand facing the wind. The athletes should look for signs of wind direction: flags blowing, position of moored boats, ripples on water, wind on their face.

The athletes will point the bow of the boat into the wind. The athletes will turn the boat so that the wind will be at the side of the boat. The athletes will turn the boat so the wind is coming from the stern.



Skill Area 6 – WIND AND SAILS

Objective: The athletes will learn that the wind moves the boat. They will learn how to adjust the sails depending on how the wind is hitting the boat.

NOTE: This skill is to be coached while on land, not on the water.

Activities: The coach will explain the no-go zone and the points of sailing. The athletes will rig the boat. The athletes will sit on the windward side of the boat. The athletes will sense the wind while sitting on the boat. Upon direction from the coach, the athletes will move the position of the sails. This will illustrate the pressure which the wind puts on them. The athletes will adjust the sails for the various points of sailing.

Luffing

WATCH
VIDEO 1



Close Hauled

WATCH
VIDEO 2



Rounding the Windward Mark

WATCH
VIDEO 3





Port Tack

WATCH
VIDEO 1

Starboard Tack

WATCH
VIDEO 2

Athlete Trimming the Jib

WATCH
VIDEO 3





Skill Area 7 – SAILING

Objective: The athlete will learn the proper technique for tacking and gybing.

Activities The athletes will rig the boat.

The athletes will learn proper safe positioning on the boat.

The athlete will review points of sailing.

The athletes will learn how to change directions while sailing.

The athletes will learn proper way to hold and control sail sheets and prevent entanglements.

The athletes will learn correct procedures for tacking and gybing. Coaches physically lead the athletes through this procedure one step at a time.



Safety Position



Tacking



Gybing



Tacking and Gybing



Crew Position During Tacking



Skill Area 8 – CREW ROLES

Objective: To learn the crew system and how each member plays a vital role in sailing of a boat.

Activities: The athlete will learn the role of the helmsman. The athlete will learn the role of the sail trimmer.



Skill Area 9 – SAILING ON THE WATER

Objective: The athletes will learn the proper sailing techniques.

NOTE: The entire sailing team should be together for these on-the-water activities.

Activities The team will rig and launch boats. The athletes will be taken for a pleasure sail by the unified partners. The unified partner will review crew roles and responsibilities. The team will practice a series of tacks. The team will practice a series of gybes.

The team will sail a specific course that brings all points of sailing together.

The athletes should receive physical assistance in sail trimming. The team should start with short periods of time on the water and increase as the athletes' confidence increases.

Docking



Skill Area 10 – ON THE WATER – LEVEL 2

NOTE: Do not use the Level 2 training until the team is confident and capable at Level 1 sailing. Objective: To learn to steer

Activities Using hand on hand assistance, the athlete will learn to steer the boat.

Preparing to Launch the Boat



Taking the Boat out of the Water



Skill Area 11 – CAPSIZE PROCEDURES

Objective: To learn to work with other team members on how to right the capsized boat.

Activities: The entire team will spend time swimming and treading water while wearing the PFDs. The skipper will conduct a controlled capsize in shallow water first, if possible. The team will conduct a controlled capsize in deeper water and perform a scoop recovery.

NOTE: The unified partner will take primary responsibility for the recovery. Athletes should not be involved in walkover, unless the confidence is there. A safety boat must be on station when doing capsize drills.

Capsize and Scoop Recovery





Skill Area 12 – RACING

Objective: To gain knowledge which is necessary for successful and safe racing.

Activities: The athlete will learn to identify the race course. The athlete will learn race start procedures. The athlete will learn to locate turning marks. The athletes will learn crew roles and procedures.



Mark
Rounding and
Penalty Circle





Skill Progressions

Skill name: Preparing to Sail and Rigging the Sailboat

Your Athlete Can	Never	Sometimes	Often
Put on and adjust their PFD for proper fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify clothing appropriate for sailing conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put on sunscreen gloves, boots, hats, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the direction of the wind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfurl the jib	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fasten the jib to the forestay using the clips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fasten the shackle of the halyard to the jib	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pull the jib up with the jib halyard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tie the jib halyard using the cleat knot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coil and secure the halyard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thread the sheets through the blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tie a figure eight stopper knot to prevent the sheet from coming out of the block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remove the main cover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfurl the mainsail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fasten the shackle of the halyard to the mainsail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tie a bowline knot to fasten the halyard to the mainsail if there is no shackle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pull the main halyard to hoist the mainsail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tie the main halyard using the cleat knot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coil and secure the halyard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rig and adjust the outhaul	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjust the downhaul or vang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert and tighten drain plugs, if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals			

Coaching Tip: Athletes should be involved in all aspects of preparing the boat for sailing and de-rigging and returning equipment to its storage place following training.



Skill name: Level 1 – Jib Trim

Your Athlete Can	Never	Sometimes	Often
Know which sheet to trim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate hand over hand sheet trim technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate ability to hold sheet in proper trim position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate ability to change sheet when tacking/gybing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When to change position to balance the boat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read tell tales to identify the wind direction/angle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch for other boat traffic and advise partner to avoid collision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Totals

Coaching Tips

Observe for the athlete's comfort level with boat heeling and speed with which they are able to change positions. Unified partner will need to adjust their position to maintain boat balance accordingly. Assist athlete to learn how to pull sheet in and keep it in the desired position.

Skill name: Level 2 through 5 – Steering the Boat

Your Athlete Can	Never	Sometimes	Often
Demonstrate how to turn the boat using the tiller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to maintain a straight course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to tack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to gybe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to luff/stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to change body position to sit opposite the sail and balance the boat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Totals



Skill name: Level 2 through 5– Trimming the Mainsail

Your Athlete Can	Never	Sometimes	Often
Demonstrate how to pull the mainsail in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to ease the mainsail out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate when to trim the mainsail in for the point of sail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate when to ease the mainsail out for the point of sail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to tack the mainsail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to gybe the mainsail in a controlled manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to adjust the sail when the wind velocity increases to avoid capsizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals			



Tips for Practice

- ☐ Listen to the coach
- ☐ Consider personalities and gender when partnering athletes with unified partners
- ☐ Ensure that the goal for each practice is clearly understood
- ☐ Encourage questions and dialogue among the athletes and unified partners
- ☐ Emphasize having fun and enjoying the training experience
- ☐ Respect your partners
- ☐ Always be alert for changing wind and weather conditions
- ☐ A positive experience for the athlete comes first
- ☐ Do a wrap-up of the practice after the boats are de-rigged
- ☐ Try to identify a positive accomplishment for each athlete to encourage continued growth

Tips for Competition

- ☐ Respect rules of the races
- ☐ Try your best
- ☐ Respect other competitors
- ☐ Avoid collisions
- ☐ Respect the officials
- ☐ Be careful with your equipment
- ☐ Know the courses and your class flag



***Special
Olympics***

SAILING COACHING GUIDE

Sailing Rules, Protocol & Etiquette



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Teaching Sailing Rules

The best time to teach the rules of Sailing is during practice and practice races. For example, practice races should all use a Rule 26 start. Athletes will get to know the timing and the sounds and flags that run the start of a race. The “When Boats Meet”, Part 2, of the Racing Rules of Sailing will always be in force and practiced when sailing under all circumstances. Please refer to Official Special Olympics Sports Rules Book for the complete listing of Sailing rules.

Rules for Sport Competition

The word Rules is in italics in the racing Rules of Sailing. That means there a definition in the book that all racing sailors should be familiar with. The Racing Rules of Sailing are in use for all Special Olympics practice and competition. The Official Special Olympics Sports Rules lay on top of the RRS like a set of Class Rules.



Unified Sports® Rules

There are few differences in the rules for Unified Sports® competition and the rules as stipulated in the official Special Olympics Sports Rules and modifications outlined in the rules book. The additions are highlighted below.

1. A roster consists of a proportionate numbers of athletes and partners. Although the exact distribution of roster spots is not specified, a basketball roster containing eight athletes and two partners does not meet the goals of Special Olympics Unified Sports® Program.
2. A line up during the competition consists of half athletes and half partners. Teams that have an odd number of players (e.g. 11-A-Side Football) have one more athlete than partner in the game at all times.
3. In team sports, division assignment is based on the best players on the roster, not the average ability of all players.
4. Team sports must have an adult, non-playing coach. Player-coaches are not allowed in team sports.
5. The Special Olympics Sports Rules – Sailing spell out the crew composition and controlled activities of each crew in each Level.



Protest Procedures

Protest procedures are governed by the rules of competition. The role of the competition management team is to enforce the rules. As coach, your duty to your athletes and team is to protest any action or events while your athlete is competing that you think violated the Rules. It is extremely important that you do not make protests because you and your athlete did not get your desired outcome of an event. Making protest are serious matters that impact a competition's schedule.

The Racing Rules of Sailing Part 5 covers Protests, Redress, Hearings, Misconduct and Appeals. Details for a specific competition are explained in the Sailing Instructions for that competition, as required by the RRS.



Sailing Protocol & Etiquette

During Practice

1. Practice like you intend to race. Be careful with the right of way at all times.
2. Do not talk across to other boats except for “hails” required by the Rules.
3. Stay in the boat. Swimming is for before/after practice.
4. Practice starts with getting the sails and rigging out of storage and ends with the sails folded and back in storage with the rigging and other boat parts. All the crews should help with the work. Include families. Make it fun.

At Competition

1. The above list for practice is also true for competitions.
2. The complete crews should attend the Competitors Briefing for the competition. Ask questions if you have them, but it is not a time for jokes.
3. Wear your team uniform.
4. Be courteous with all competitors.
5. In a safety situation, aid the distressed vessel if you can. If this action makes your boat’s result worse than it would otherwise have been, ask for redress from the protest committee.



Sportsmanship

Good sportsmanship is both the coach and athlete's commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. Below we highlight a few focus points and ideas on how to teach and coach sportsmanship to your athletes. Lead by example.

Competitive Effort

- Put forth maximum effort during each event.
- Practice the skills with the same intensity as you would perform them in competition.
- Always finish a race or event – Never quit.

Fair Play at All Times

- Always comply with the rules.
- Demonstrate sportsmanship and fair play at all times.
- Respect the decision of the officials at all times.

Expectations of Coaches

1. Always set a good example for participants and fans to follow.
2. Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship and ethics the top priorities.
3. Respect judgment of contest officials, abide by rules of the event and display no behavior that could incite fans.
4. Treat opposing coaches, directors, participants and fans with respect.
5. Shake hands with officials and the opposing coach in public.
6. Develop and enforce penalties for participants who do not abide by sportsmanship standards.

Expectations of Athletes & Partners in Unified Sports®

1. Treat teammates with respect.
2. Encourage teammates when they make a mistake.
3. Treat opponents with respect: shake hands prior to and after contests.
4. Respect judgment of contest officials, abide by rules of the contest and display no behavior that could incite fans.
5. Cooperate with officials, coaches or directors and fellow participants to conduct a fair contest.
6. Do not retaliate (verbally or physically) if the other team demonstrates poor behavior.
7. Accept seriously the responsibility and privilege of representing Special Olympics.
8. Define winning as doing your personal best.
9. Live up to the high standard of sportsmanship established by your coach.

Coaching Tips

- ☐ Discuss etiquette, such as congratulating opponent after all events, win or lose; controlling temper and behavior at all times
- ☐ Teach helping others in safety situations.
- ☐ Review sailing right of way rules in land lessons.
- ☐ Give sportsmanship awards or recognition after each meet or practice.
- ☐ Always commend the athletes when they demonstrate sportsmanship.



Remember

- ♦ Sportsmanship is an attitude that is shown in how you and your athletes act on and off the field of play.
- ♦ Be positive about competing
- ♦ Respect your opponents and yourself
- ♦ Always stay under control even if you are feeling mad or angry



Sailing Glossary

Term	Definition
Abeam	Off to the side of a vessel at right angles to the boat's centerline.
Aboard	On or in the boat
Anchor	A device used to hold a boat to the sea bottom
Aft	At, near or towards the stern.
Apparent Wind	The wind that flows over a moving boat, which is a result of the "true wind" affected by the movement of the boat.
Appendage	An underwater fin such as a centerboard dagger board, leeboard or rudder.
Astern	Behind the boat
Backing	Pushing out a sail so that the wind fills it from the opposite side. Used to slow a boat or turn the bow away from the wind when in irons
Back Winding	A sail backwinds with the wind funneling on the wrong side.
Bailer	A device used to remove water from the boat. A bailer is required equipment for a Sabot.
Batten	Thin fiberglass or wood slats that are inserted in the leech (outside) of the sail for added support.
Beam	Maximum width of a boat
Beam Reach	Sailing at approximately 90 degrees to the wind with the wind coming from abeam and the sails eased about half way.
Beat	Advance to windward on alternate tacks
Beating	To sail to windward, close-hauled, tacking to make way to windward.
Bitter End	End of a line.
Block	A pulley that is encased in its own housing. A block will help to add purchase when pulling on a line. It is important to use the correct size line with the blocks on your boat.
Bolt Rope	Sewn around luff and foot of sails to give added strength to sail where it attaches to mast or boom.
Boom	Horizontal spar that supports the foot (bottom) of the sail. Named for the sound it makes when it hits someone's head.
Boom Vang	A line that runs from the boom to the base of the mast. The vang helps keep the boom down and tighten the back (leech) of the sail.
Bow	The forward part of a boat, the pointy end.
Bow Line	Also known as a painter. The bow line is used to tie the boat to the dock or to a tow line. Minimum 10 foot bowline is required equipment. Best if at least ." in diameter.



Term	Definition
Broad Reach	Sailing with the wind coming over the rear corner of the boat (quarter), or with the bow approximately 120-160 degrees from the source (eye) of the wind.
By-the-lee	Running with the wind on the same side as the boom, increasing the possibility of an accidental jibe.
Burgee	A flag, often triangular, that serves as the unique emblem for each yacht club.
Capsize	A boat turned over on its side or upside down (turtled).
Cast off	To untie a line and let it go, or remove a line from a cleat and let it go.
Catamaran	A boat with two parallel hulls.
Centerboard	A thin, wide blade going down through the bottom of the hull in the center of the boat. This blade helps to keep the boat from going sideways in the water. It serves the same purpose as a leeboard or a dagger board.
Center of Effort	Center of sail area, the focal point of the forces generated by the sail area.
Center of Lateral Resistance	Center of underwater hull profile, the focal point of the forces generated by the underwater foils.
Cleat	A fitting where a line can be secured.
Clew	The aft lower corner of the sail is the clew. It is where the foot and the leech of the sail meet.
Close-hauled	Sailing as close to the wind as possible.
Close Reach	Sailing with the wind forward of the beam, or with the bow approximately 60 degrees from the eye of the wind.
Clove Hitch	Similar to two half hitch knot. Most often used to hang fenders over side of boat for protection.
Course	The direction a boat is steered to reach a destination; or the compass heading; or the angle a boat is sailing relative to the wind.
Crew	The people who help the helmsperson sail a boat.
Cockpit	Open part of boat.
Cunningham	A control line used to tension the forward edge (luff) of a sail, similar to a downhaul.
Dagger Board	Foil raised and lowered vertically used to reduce leeway, different from centerboard which is pivoted instead of raised.
Dinghy	An open boat, or one partially decked over without a cabin.
Dolly	A lightweight trailer that is used to move boats from their storage rack to the launch dock.
Duct Tape	A heavy duty, usually gray tape that will fix almost anything at least temporarily. You can never have enough.
Ease	To slack a line or sail, i.e. to "sheet" out.



Term	Definition
Eye of the Wind	From the source of the wind; directly into the direction from which the wind is blowing, the no-sailzone.
Fairlead	Block or fitting used to change the direction of a running line such a jib sheet.
Feathering	Sailing upwind so close to the wind that the forward edge of the sail is stalling or luffing, slightly thus reducing the power generated by the sail and the angle of heel without stalling completely.
Fenders	Cushions to reduce the chafe between a boat and the dock or other boats
Fiberglass	Most modern boats are made of fiberglass. It is a woven material impregnated with a liquid resin that is very stiff when the resin dries.
Figure 8 Knot	Stopper knot in the shape of an "8" used for the end of a line to prevent it from passing through a fairlead or eye.
Fleet	For racing purposes, sailors are grouped in fleets according to experience. The Sabot "A" fleet is the more advanced group, with B, C and C3 fleets being progressively more basic.
Flying Junior	The FJ is a two person boat. It is a primary junior training boat, often used in high school sailing events.
Foot	The bottom edge of the sail between the tack (front corner) and the clew (back corner).
Forestay	Forward support of mast, usually wire lead from bow to mast, part of the standing rigging.
Give Way	The boat which must alter course to avoid another boat, the burdened boat in the Rules of the Road
Gooseneck	A hinged fitting on the mast that connects the mast to the boom.
Grommet	A metal ring in a sail that allows lines to be connected through or to the sail. Both the clew and the tack have grommets.
Gudgeon	A "U" shaped fitting on the back of a boat used to connect the rudder to the hull. Most sailing dinghies have two gudgeons.
Halyards	Lines that are attached to the head of a sail and used to hoist sails up the mast.
Head	The top of the sail.
Header	A wind direction change "shift" that brings the wind closer to the bow.
Heading	The direction the boat is travelling at any given moment.
Head Up	Turn the bow of the boat toward the wind.
Heel	To lean a boat over, generally away from the wind.
Helm	1) the tiller; 2) the tendency of a boat to turn toward the wind (weather helm) or away from the wind (lee helm)
Helmsperson	The person who steers a boat, i.e. skipper



Term	Definition
Hiking Out	The action of hanging over the side of the boat in order to keep the boat flat on the water.
Hiking Boots	Special boots made of thick rubber that protect and support a sailor's ankles when using the hiking strap to hike out.
Hiking Strap	A strap, usually stiff, sometimes padded for comfort, attached to the bottom of the cockpit under which a sailor places his/her feet in order to hold the sailor in the boat while hiking out.
Hull	The actual body of the boat.
INSA	International Naples Sabot Association. This is the class association for the Sabot. All Sabot racing fleet members must join.
In Irons	A boat head to wind with all sails luffing and no maneuverability.
Inspection Port	A hole in the hull of the boat that allows the skipper to reach inside the hull to make repairs, or sponge out water.
Jib	The front sail on boats with two or more sails. It is small and triangular in shape.
Jibe (Gybe)	Turning the boat away from the wind so the stern passes through the wind and the sail(s) switches sides.
Laser	A popular 14 ft. high performance single hand boat. Used in the Olympics for men's and womens single hand event.
Lee	The area sheltered from the wind, downwind
Leeward	(Pronounced "loo-ward") – the direction away from the wind, the side of the boat opposite the windward side.
Leech	The aft edge of the sail. The leech connects the head and the clew of the sail.
Life jacket	A jacket type device that provides flotation when sailors are in the water. A Coast Guard approved Personal Flotation Device (PFD) must be worn by all Junior's while on the docks or the water. Only the vest type jacket is acceptable.
Luff or Luffing	1) The forward edge of the sail nearest the mast, between the tack and the head of the sail; 2) when a sail is waving back and forth as the sail is "eased" out too much or the boat is heading into the wind, the sail is said to be luffing, like a flag flying in the breeze. 3) when the boat turns its bow toward the wind the boat is said to be luffing.
Mainsheet	The line attached to the boom that controls the Mainsail in and out.
Mast	The vertical spar that supports the sail.
Mast Blocks	Small pieces of wood or plastic used to support the mast in a forward or aft position.
Mast Tube	A tube on a Sabot that the mast fits into and supports the mast.
One-design	Any class of boat that has specific requirements for size and shape of hulls, sails and equipment to keep them equal, i.e. Sabots, FJ's and Lasers.



Term	Definition
Outhaul	A line attached to the clew of the mainsail and used to stretch the sail out along the boom. The outhaul controls the “depth” of the sail.
Paddle	A small board or device used to move the boat in case of emergency or lack of wind. Paddle is required equipment on Sabots and many small boats.
Pintles	The pins on the rudder that are inserted into the gudgeons on the transom of the boat to connect the rudder to the hull.
Planing	When a boat accelerates enough to break loose from its bow wave and ride on top of the water.
Port	Refers to the left side of the boat as well as to which tack a boat is on. If a boat is on “port tack” the wind is coming over the left side of the boat.
Ratchet Block	These are special blocks that rotate in only one direction. They grip the line passing through the ratchet block, relieving some of the “pull” on that line.
Reach	Sail with the wind over the side. i.e. A Beam reach is the wind approximately 90 degrees from the bow, broad reach 130-170 degrees from the bow, or close reach with the wind 55-80 from the bow.
Rudder	The movable, underwater blade on the transom of the boat used for steering.
Run	Sail downwind, with the wind aft or nearly so, i.e. Sailing with the wind.
Sabot	A popular one person sailing dinghy used mainly in Southern California. They are 8 ft. long and weigh about 100 lbs.
Sail	The part of the boat’s equipment which is usually made from cloth and which is attached to the mast and is the boat’s primary reason for movement.
Sailing Instructions	At each regatta, these are made available to all competitors. They tell the sailors important information about the schedule for the day, starting order, courses to be sailed, etc.
Sea breeze	Wind from the ocean caused by warm air rising over the land and the cool ocean wind replacing it.
Shackle	A U shaped metal ring with a pin to close the “U”. It is used to connect objects together, such as connecting the jib halyard to the head (top) of the jib.
Sheets	All lines on a boat which are used to control the in and out motion of sail.
S-Hook	A stainless steel “S” shaped hook used on the end of many control lines that allows for quick hook up and disconnect.
Shrouds	Wires that hold the mast to the sides of the boat and support the power of the sails. Part of the standing rigging.
Skipper	The person in charge of the boat, usually the person steering the boat.
Skippers Meeting	All regattas begin with a Skippers Meeting. The meeting reviews the Sailing Instructions, special rules and to answer questions. Check Notice of Race (NOR) or Sailing Instructions to determine the time and place.
Stand on	To hold course, the privileged boat in the Rules of the Road.



Term	Definition
Starboard	Refers to the right side of the boat. A boat is on a "starboard tack" when the wind is on its starboard side (coming over the right side of the boat).
Stern	Aft (back) end of a boat.
Stopper Knot	A knot on the end of a line to prevent it from passing through a block, like the Figure 8 knot.
Tack	1) If a boat's bow passes through the eye of the wind, then it is said to be tacking. 2) The direction the boat is sailing (see starboard and port). 3) The lower front corner of the sail where the luff and the foot of the sail meet.
Telltails	Small lengths of lightweight material attached to the sail near the luff or batten pockets of main sail to indicate the airflow over the sail.
Thwart	A structural board in the center of a Sabot. Juniors should sit next to the thwart when sailing.
Tiller	The long piece of wood that is connected to the top of the rudder. It changes the boat's direction when moved from side to side.
Tiller Extension	A hinged extension attached to the tiller that allows the skipper to steer the boat while sitting forward or hiking out. This is standard equipment for all boats in the program.
Transom	The very back edge of the boat is called the transom. It is where the name of the boat is often painted.
Traveler	A line or track that controls sideways movement of the boom and mainsail.
Trim	1) Pulling or "sheeting" in a sail. 2) Fore and aft balance of a boat or 3) can be used to refer to the adjustment of sails to take the best advantage of the wind.
True Wind	The speed and direction of the wind felt by a stationary object.
Turtle, Turn Turtle	When a vessel is capsized and completely inverted so that its hull is above the water and its mast is submerged.
US SAILING	The United States Sailing Association. All US sailors should belong to this organization. US Sailing sponsors all Junior National Sailing Championship events.
Weather	Toward the wind.
Windward	The general direction the wind is coming from.
Wing and Wing	Running before the wind with the main sail and jib on opposite sides of the boat