

How to use this guide

Throughout this guide to fun sailing activities, little icons have been posted alongside the activity title to give a quick visual reference for what the activity might require. Below is a key for those signs.

NO SAIL ACTIVITY

For whatever reason, this game can be used when there is too much wind, not enough wind, or everyone just needs a day off.

CLASS ACTIVITY

This is a widely popular game that is always a hit with the sailors.

SPECIAL EQUIPMENT NEEDED

This activity will require some special equipment that may not be found around the sailing area.

TAKE NOTE

Instructors should take note of the ideas, cautions, or notes regarding the activity of these points. They can be key in the success of the activity.

VARIATIONS

While we hope that you can discover variations on all the activities, this activity includes some great variations below.

MONITOR ACTIVITY CLOSELY

Instructors should monitor this activity closely in order to prevent injury or damage, or to spot a 'teachable moment' that will aid in de-briefing.

PREP TIME REQUIRED

This game or activity will require some extra preparation time before or during class. Plan ahead!

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Chapter

1

What follows is a quick discussion of important points to keep in mind when conducting these games and activities.

WHY GAMES AND ACTIVITIES?

In short – games and activities are an important part of the learning process. Sailors of all ability levels benefit from them.

Games and Activities can:

- Break routine
- Ward off boredom
- Assist instructors with class management
- Involve all types of students: the quick study and the slower learner
- Allow everyone to have fun
- Promote learning in a non-threatening environment

A FEW THINGS TO REMEMBER...

When running these games and activities, use common sense and always be on the lookout for the welfare of your students. More specifically:

- These games and activities should be conducted in a safe manner. This is your responsibility as an instructor or leader.
- An instructor's enthusiasm and positive attitude is contagious and vital for the success of these games and activities
- It is not whether you win or lose, but how you play the game
- Be on the lookout for the 'teachable moment' – that moment in the game or activity where a mental connection is made between learning and understanding. That is the best time to reinforce and/or reward that behaviour.
- Know the importance of a de-brief. After all, a game is just a game until a de-brief is done. That is when the learning occurs. It becomes a "teachable moment" for everyone. The de-brief provides information to the students about why the activity was important, what lessons presented themselves and sheds lights on dynamics and behaviours that participants might not have been aware of.

**Read
this
first**



The concept of everyone being a winner can be accomplished with any type of competition or game. It is easier to do this with less threatening types of competition. This is where the instructor's experience comes into play when choosing the type of game, how it should be played and monitoring its progress.

All of the games in this booklet are intended to be non-threatening activities. The most threatening type of game is when an individual must compete against another individual with public consequences; the least threatening type of competition is between teams with few consequences. While top performers may be recognised, the instructor should equally emphasise and reward participation and effort at all levels so that everyone wins.

When appropriate goals are in place and the individual has an intrinsic desire (something they really want to achieve), then winning or losing the game or competition is not important. This is when winning or losing is put into proper perspective. Students start playing games with a whole new outlook.

Finally, think of sailing as a medium; think of these games and activities as a means; and focus on the goal of increased self-esteem, new problem solving skills and heightened sense of responsibility for your students.

Good Luck and May Everyone Win!



Chapter



ICE

Breakers

These games and projects are used to help the individuals get to know each other.

1. THE NAME GAME

Learn everyone's name

This involves making a circle with all your students. One person starts by introducing him/herself. This goes around the entire circle until everyone has given his or her own name. Then the leader takes a small ball and throws it to an individual and saying "Hello ____". "____" responds by catching the ball and saying "Thanks ____." Continue tossing the ball around the circle until everyone has learned his or her classmates' name.

For added difficulty, after everyone just seems to be catching on, toss a second ball into the group. Also try this using last names. What variations can you think of?

2. ONE ON ONE

Get-to-know-you game

Divide the group into pairs. Partners should interview each other to find out something about his/her partner. Important information could include a goal, a dream, favourite things, or things they are good at, memory of their first sail, etc.

After a specified amount of time, partners are asked to share what they learned about another during their interview.

3. TOILET PAPER GAME

Get-to-know-you game

Ask your sailors to sit in a circle and pass a roll of toilet paper around the group. Tell them to take as much toilet paper as they might need in one trip to the bathroom.

After everyone has their inventory, for every square of paper they have, they must share a fact about themselves.



4. INTRODUCING...

Get-to-know-you game

Break into pairs or small groups. Each person decides on 3 things about themselves; 2 of which are true and 1 is not.

The other partner or group members must guess which one of the three statements is not true. Each person will learn two new things about their group members.

5. NON-VERBAL LINE UP

Non-verbal communication & team work

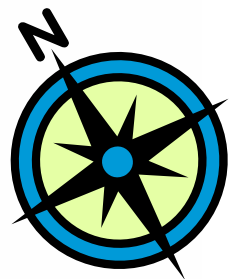
Ask your sailors to form a straight line, without saying a single word that places the youngest sailor at one end and the oldest at the other.

After they think they have it right, go down the line and have each sailor share their name, age and birth date to see how close they came.

6. FOUR CORNERS

Breakout methods for groups of four

This is a device for making four groups of sailors. Ask your sailors to move into one of four corners based on whether they are: 1) an only child, 2) middle child, 3) youngest child or 4) oldest child. You can equalise the groups via birthdays, eye colour or any other convention you can dream of.



7. HAVE YOU EVER...

Team Building & Ice Breaker

This game is a great time eater; and a great way to reveal things about your sailors. Have your sailors form a circle. They need to have a base to stand on. This could be their life jacket, a paper plate, a place mat or anything flat and reasonably stable to mark a spot.

One person stands in the middle and asks the question "Have you ever...", completing the phrase with "...capsized; ...sailed at night; ...landed on a beach, etc." The person in the middle should ask questions that they themselves can answer "Yes!" to.

Those sailors on base who can also answer "Yes!" to the question must change bases. Since the person in the middle is also trying to find an empty base, one person will be left in 'off base' (similar to musical chairs), in the middle and asks the next "Have you ever...?" question.

Follow two rules: you can't change on a base on either side of you and you can't run back to your original base.

Instructors should participate; begin the game in the middle and role model a good question. They may have to "officiate" if the line of questioning becomes inappropriate. Try to stay focused on sailing and end the game when good questions are no longer being asked.

8. PEEK-A-WHO

Learning Names

Split students into two groups and have them sit in a tight group on either side of a sail or spinnaker curtain held up by two volunteers or instructors. Each side should quietly elect a member from their group to sit forward of the group, close to and facing the curtain. Suddenly drop the curtain and the first student to correctly identify their opponent wins that person over to their team. The team that collects all the participants...WINS!

PEEK-A-WHO

A fun variation for a group that is familiar with each other is to do the same as above, but instead of elected group members facing each other, they face their own group and try to guess who their opponent is based on clues given by their team. Again, the winning team is the one that collects EVERYONE!



Chapter



This chapter offers initiatives and team building activities that are designed to help create a cooperative atmosphere for learning.

Team Building Activities

The 'team' concept and problem solving skills are powerful skills for sailors to learn, and can always be reinforced. The leader of these activities should watch the group dynamics and lead a 'de-brief' discussion at the end of the activity. Some good de-brief discussion questions are:

- How did the group organise to conduct its task, e.g., with individuals assigned to specific items, or as pairs, or with everybody trying to do everything?
- How was this method chosen (e.g. we thought it over and decided it was best, or we just jumped in and began the task)?
- How successful was it?
- Did you operate as a team?
- Did conflict arise in completing the task?
- If so, was the conflict resolved?
- What would you do differently, if given a more serious task as a group?
- Who were the leaders, workers, creators, etc.?
- How are each of these roles important in the problem solving process?
- How does this information relate to sailing?



9. SPEED BALL

Creative Thinking & Teamwork

See Chapter 2, The Name Game for the beginnings of this game.

While everyone is in a circle, ask your group to toss the ball once more around the group, with each member receiving it only once, until it has to be returned to the first thrower. They should remember whom they received the ball from and whom they threw it to. Next, record the time it takes the group to toss the ball once completely around. Ask the group if they think they can improve on their time. Watch the group's dynamics with the debrief questions at the beginning of this chapter in mind. The only rules are that each member of the group has to touch the ball in sequence, beginning and ending with the same person. How quickly can it be done?

10. THE COMPANY

Teamwork & Problem Solving

Students are placed in teams of three to five. The team is given an objective. Each member of the team is given information about one area of the project. In order for the project to be completed and the objective achieved, the team depends on each of its members to manage the group as they reveal his/her knowledge. For example, a group of four sailors must tack a sailboat. Each person is given a separate part of the process to be completed, and in the order in which that part takes place. The exact procedure is known only by the team member holding that objective. Each team is then judged by how the team cooperates to reach the objective. Variations could include other sailing manoeuvres, building projects, or trips.

11. SQUADRON FLYING

Precision Sailing & Teamwork

Teams of four are used. This activity has a flight leader who is responsible for the performance of his/her team. The sailboats are to "fly" in a pattern similar to the Roulettes and in formation. The patterns are given out ahead of time, and the teams are to practice for the reviewing stand. These teams are encouraged to create "flying names" for themselves and their teams to put on their boats.





12. MARLINSPIKE GONE MAD



Knot Tying, Teamwork & Problem Solving

This is an involved test of knot tying and teamwork. You will need at least a dozen lengths of line of any diameter and of various lengths, from one metre to ten metres.

To begin, ask the group to pretend they are a group of old sailors and to weave a crazy net using a variety of knots. The net should be asymmetrical, 1.5 metres to 3 metres across and no more than 2 metres in height. Watch the group dynamics while they work and note who is creative, who ties the knots, who are the problem solvers and so on. These are important relationships to cover when 'de-briefing' the group.

The second part of this game is where the teamwork comes in. Establish the goal (story) that the group of old sailors is trying to escape from a pirate prison. They must pass all its members through the net...without touching any of the strands and perhaps disturbing a sleeping sentry. They may only use an opening in the net once. (In phase 1, and when working with a group of more than ten, encourage them to [for no specific reason] construct a net with enough reasonable openings for everyone.) Those with a creative streak can construct a fantasy scenario involving pirates, giant squid, escape, and adventure. Increase the level of difficulty by reducing the number of times the team can touch the net before starting over.

13. SCRAMBLE



Moving in a Boat & Teamwork

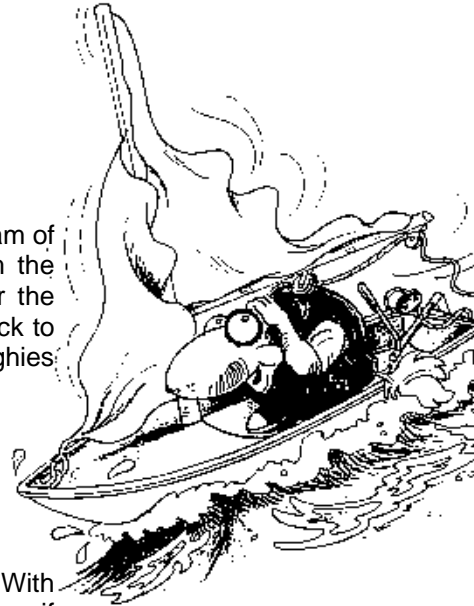
This game is for boat familiarisation during one of the first sessions. Tie a half dozen unrigged dinghies side by side along the edge of a pontoon by bow painters. During their tour of the program's shore facility, the beginners are to move (one at a time) from one end of the pontoon to the other by climbing from dinghy to dinghy. When they reach the last dinghy they are allowed back on the pontoon. Little objectives can be added if you wish, like the sailor who rocks the boat the least is the best, etc.



14. NOAH'S PRAM

Teamwork, Coordination & Problem Solving

Anchor a dinghy two to three metres off a pontoon. Give a team of sailors a plank just long enough to span the distance from the farthest gunwale of the dinghy to the dock. The goal is for the team to put all of its members aboard the dinghy and get back to the dock without spilling everyone into the water. Two dinghies can be used so there can be competition between the teams.



15. THE BIG ZIP

Cooperation, Teamwork

This is a simple activity that is good for a quick diversion. With class members standing in a circle wearing their lifejackets, see if all class members can zip their lifejackets together into one continuous 'jacket'. Remember this is a land activity only!

16. MAKING A NAME FOR YOURSELF

Team Building

Using old back issues of sailing magazines donated to your sailing program, have groups create a collage of pictures and words. They can make it goal oriented, based on a theme or as a team banner, etc. Laminate posters and decorate as appropriate.

17. 3-MAN SKI

Teamwork & Communication

With two planks and some sturdy rope, evenly place 3 small loops of line per board so that a shoe can just slide under it. Have 3 team members put the board on their feet. Require them to walk as a team. An obstacle course can be added to increase difficulty.

18. OVERNIGHT

Adventure, Teamwork & Cooperation

Take a break from routine – plan an overnight with the group. Go on a “sailing” or canoeing overnight for team building. This works great for co-ed groups. It creates a sailing “peer” group, which is absolutely necessary for positive accomplishment.



19. THE ULTIMATE GROUP CHALLENGE



Objective: To gather the following items, as a team, in the given time of 20 minutes. All items must be in the same location at the end of the time limit. Establish the following rules:

The boundaries for the activity:

You cannot sabotage another team's efforts.

The team with the most complete and correct results wins.

Suggested Items to search for:

- A coin from the year that our Sailing Club was founded.
- Squares of toilet paper equal to the age of the youngest person on the team.
- A free standing, 2m tower (lighthouse) made of nothing but the straws provided (provide a box of no more than 500 straws).
- A map of the local area (you don't want to be caught without directions when travelling to a new area).
- A signed lip print/impression from a member of the club house staff.
- The name of the oldest trophy in the club house. Bonus points for listing the first and last recipient of the trophy and the years awarded.
- A wild plant that contains vitamin C (you don't want to contract scurvy).



Chapter

4

Land

Activities

20. HUMAN KNOT

Knot Tying

Students are divided up into groups. Each group is assigned a different knot. The students are then to tie their 'human' knot using themselves as the line. This gives them a different way of visualising what a knot looks like. Provide pictures of the knots for them to follow if they are just learning. Students should review all the knots for accuracy.

21. FUNKY CLOTHES DAY

Change of pace & Group fun

This is a day where the students dress in the most unusual sailing clothes that they can think of. The various best-dressed categories are then voted on. Variations: Instructor look-alike day is very popular; Funny Hat Day requires a few days notice; "Seal Day" is fun – kids paint their faces with whiskers and a black nose and go visit the local seal population.

22. PIRATES DAY

Change of pace & Group Fun

This is a day for pirates and treasure hunts and boat decorating. Everyone is to dress as a pirate and rig their boats to look like pirate vessels. Then they are given a map to find the buried treasure. Parades, awards and a 'pirate feast' can wind up a festive day!

23. SAILOR'S LOG

Record keeping Perspective

Each sailor brings materials to create his or her own sailor's Logbook. Time is set aside during the day for the sailors to enter interesting items or lessons they learned. At the end of the lesson, their logs are reviewed.

24. NAUTICAL HAT

Group Fun

Everyone makes his or her own nautical hat out of a newspaper. If anyone knows how to weave, then straw hats are a possibility.



25. CAMP SONG



Group Fun

The students make up a song to be sung around the campfire (or grill). The idea is for everyone to write a song about their sailing. It can be either about what they like about sailing or the program.

26. CODE FLAG TALKING

Code Flags & Cooperation

Students are to colour their own code flags using 10cm x 30cm cards or something similar. They are only allowed to talk using code flags. Variation: Play "Mother May I" type of game where the instructions are given in code flags.

27. TALENT SHOW

Group Fun & Season Finale

Each sailor picks a skill or manoeuvre they want to perform for the show. This can include favourite games, team events, or whatever they feel will make a good show.



29. CAPTAIN'S COMING



Icebreaker & Group Fun

Players are out of the game if they go in the wrong direction, complete the wrong action, are the last one there, end up in a boat with too many or too few people, end up not hating a partner in a partnered activity, or moving after the "Captain's a Coming" command and the "Stand at Ease" command has not been given.

Commands:

Bow - Individuals move to front of the playing area.

Stern - Individuals move to back of the playing area.

Port - Individuals move to left side of the playing area.

Starboard - Individuals move to right side of the playing area.

Scrub the Decks - Individuals pair up, one assumes the push up position; the partner takes hold of the person's ankles and lifts them as if pushing a wheelbarrow.

Fish 'n Chips - Individuals pair up, one gets down on their hands and knees, then partner sits (side saddle) on their hips, as if sitting on a bench eating fish 'n chips.

Climb the Rigging - Start climbing an imaginary ladder.

Captain's a Coming - Individuals stand to attention and salute. (No matter what else is said in the line of directions, they cannot change from this position until told to Stand at Ease.)

Stand at Ease - Individuals stand with hands behind their backs and feet shoulder width apart. (This is the only direction that will allow for any movement after "Captain's a coming" command.)

Men over-board - Individuals sit on the floor with their legs apart in the shape of a "V," they get in groups of three (no more, no less,) sit one behind the other, and start paddling.

Life Raft for 2 - Individuals pair up and sit on the floor opposite their partner. They put their feet up against their partner's feet and hold hands, then take turns to pull back as if rowing a boat.

Life raft for . . . - Same actions as above, just increase the number (choose any number from 2-5) of people.



30. BALLOON BOAT BUILDING

Learn Boat Part Names

Fill balloons with water and write parts on them. Hide them and let teams "build" their boat (basic parts of what it takes to sail a boat). This is a timed activity, so speed and teamwork are necessary. What they decide to do with the balloons after the activity is open. As an instructor, find a safe, quiet hiding place!

Tip: Don't forget to pick up the balloon pieces after all the fun!

31. BIN THE PIN

Learn Boat Parts

Write the names of all parts of the sailboat, running and standing rigging on clothes pegs. Have your students try to clip them to the correct item on the boat. See how many they can get within a short time limit.

32. BOOKMARKS

Group Fun & Mementos

Make a bookmark using sailing terms or a collage of pictures cut out of old sailing magazines. Each child picks a word or theme and decorates the bookmark. Laminate and give out at end of class as participation awards.

33. BOX PRACTICE

Tacking & Gybing

Set a small sailboat on a sturdy cart or box. Build a 'stunt' rudder (using an old rudder that is cracked or broken) that is sawn off even with the bottom of the boat. Tie the bow down and have students practice tiller/hand/body movements in simulated tacks and gybes.



34. SAIL A STRAIGHT COURSE

Steering

Compare all aspects of riding a bike to steering a boat. If you had the handlebars perfectly straight, does the bike always go perfectly straight? No. When you ride your bike, do you jerk your handlebars back and forth? No. What happens if you lean to the left on your bike? (but not too far!) The bike turns left. How does the wind affect your bike as you try to ride in a straight line? Crosswinds make it more difficult to go straight. What happens if the road has a slant to it? The bike wants to move down the slant.

Now that all of the bike comparisons have been made, it is easier for students to understand the elements that need to be considered if they will sail a straight course: waves, wind, body weight/position, etc. It is also much easier to get them to make minor adjustments with the tiller rather than big jerky movements.

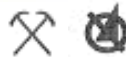
35. JUNIOR CHALLENGE



Program Finale

May need a couple of Parents of the Day for this activity. Set up 3 to 4 stations. At each station students complete a task or activity: knot tying, rowing, answers to Sailing Jeopardy questions, a team building activity, etc. Each student or group is given a score on how well they completed the stations. Highest score wins. Other awards may be given out, too, such as best knot tied, most times an oar fell in the water, etc.

36. BUILD YOUR OWN YACHT CLUB



Group Fun

Divide the class up into small groups (teams). Each group is given a paper bag full of Legos. Their 'mission' is to build a yacht club (or sailing school or whatever). When everyone is finished each group takes a turn describing their structure.



37. RIGGING RACES

Rigging & Knot Tying

Teams take turns trying to rig a sail or boat as quickly and accurately as possible. This can be done with sails inside if raining or can be done with boats on the dock if no wind. Variations include: running activity as a relay, incorporating sailing (or paddling) around a course too.

38. BOAT IN A BAG

Creative Model Boat Building

Assemble a wide assortment of arts and crafts supplies: paddle pop sticks, feathers, pipe cleaners, felt squares, etc. Put an odd assortment of each into brown paper lunch bags. Each student (or a team of 2) gets a bag. Using glue and tape they construct a boat. Can add items found on a walk on the beach, like shells and rocks.

39. MAIN PUZZLER!

Parts of a Sail

Take an old donated BIG BOAT mainsail and cut it up to make a GIANT jigsaw puzzle for students to piece back together. Variations: Features of the sail (battens, insignia, reef points and so on) can also be identified, isolated and discussed.

40. HIGH POINT TRASH RACE

Have students 'sail' through an area and pick up trash. Points (team or individual) can be awarded for various items e.g.: 20 points for large or junk items like old tyres, broken chairs, etc.; 5 points for each kg. of recyclable material (glass, plastic, and paper - turn these in to a recycle centre after the event for cash.); 3 points for misc. items like nails, screws and various small metal objects; 1 point for small misc. trash like straws, napkins, etc. Combine this activity with a talk on the environment and what we can do to help preserve it.

Caution students to be careful when handling trash. Gloves may be helpful.



41. BILGE THE CAPTAIN

Boat Parts

Have your students sit in a circle.

Ask for a volunteer and appoint them "skipper". The person immediately to the left of the skipper is "in the bilge" and the person immediately to the right is the first mate.

Each student thinks of a non-verbal hand signal that illustrates a boat part (arm straight up for mast, etc. for boom, tiller, etc.) or concept (arm held out in front of you and shake it to simulate luffing, etc. for ducking the boom, sea sickness, etc.)

The captain begins the game with his sign and signals another 'crew member'. The crew member responds with their sign and signals another, and so on. Forgetting to first respond with your own sign, incorrectly signal another, talking, or hesitate too long before responding are all grounds for a 'trip to the bilge'.

The goal is to move through the ranks and become captain of the ship.



Chapter

5

Water Activities

42. NINJA BEACH INVASION

Landing and Docking Skills.

A blindfolded instructor sits with his/her back to the sailors on a beach, dock or pontoon. A second instructor or official observer stands next to the blindfolded instructor to enforce rules and discoveries. The sailors must land or dock their boat, get out of the boat and approach the instructor trying to touch them before he/she hears or feels the sailors. The sailors that touch the instructor without being discovered are true ninjas.

Anyone discovered is eliminated and must sit out until next round. The observer confirms which sailors are eliminated.

A variation is for each member of the team to land on the pontoon at the same time from four different directions. The landings are to be quiet and quick. The sailors must all touch the instructor at the same time. Obviously, the better sailors will have to master downwind docking in order for the team to be successful.

43. SPARRING/SPRITTING

Boat Handling & Problem Solving

This game is to help beginners get comfortable with the boats. Each student has an unrigged dinghy and a spar or sprit. The student sits on the bow with his/her feet in the water while he/she paddles the boat like a kayak using the spar or sprit as a paddle. The idea is to not only make them more comfortable with boats, but also to develop independence. This can show that should they encounter problems, there is always a way to propel their boat.



44. WATER WAR



Capsize

This is simple fun to help reduce any fears of capsizing. Using unrigged dinghies with dagger boards secured down, as many beginners as possible are loaded into several dinghies. They can paddle around using their hands, etc.

Object of the game is to capsize the other boats and not be capsized yourself. This is played several times until they become experts at capsizing and righting the boats.

45. SALVAGE



Capsize

This is another capsize game. As many dinghies as there are players for each “round” of the game are fully rigged. Capsize them about 20m from the dock, pontoon, or coach boat. Flotation may be attached to the tops of the masts if turtling is a problem. Each player in each round must swim from the pontoon to his/her boat, right it, and sail back to the pontoon. The boat must have all the water bailed out so that less than one finger-width of water remains in the boat. The first boat back wins that heat, best time, etc.

46. MOTORING



Docking, Paddling & Steering

This is fun practice for steering and docking proficiency. Two students are paired on a dinghy equipped only with a daggerboard, rudder, tiller, and paddle. While one student paddles, the other steers. They must navigate an obstacle course or certain defined route. When one helmsman completes the course and docks safely then the other student steers. This is also a good time to practice steering backwards. The drill could include backing away from the dock, paddling or steering blindfolded to necessitate communication, etc.



47. TAKE AIM

'Hove to'

This game practices the 'hove to' position. The sailors sail around the instructor's boat until they are in a downwind position close to the instructor. When the student gets into the "hove to position" he/she is allowed five seconds to try and splash the instructor with water.

The student must use both hands and the boat must remain in the safety position. Each student is allowed several tries. The other students are allowed to cheer on their fellow sailors' attempts.

48. CHANGE PARTNERS

Coming Alongside

Three "changing" areas are set up with buoys. The students are to see how many times they can switch boats in a given time.

They can only change boats in a "changing area" and they may not use the same changing area twice in a row. They are also not allowed to change with the same person more than once. Instructors should watch for controlled landings and stop the activity if boats are being damaged.

49. CROSS THE T

Reach-to-reach Tacking & Gybing

An unrigged dinghy is anchored in open water with a similar boat tethered about 20m astern. Recommended ammunition is buckets of water. The distance that the tethered boat is behind the anchored boat can be adjusted for different diameters of the tacking or gybing drill. The object is for each beginner to pass, on a beam reach, close astern of the tethered boat. While overlapped, the student fires as many buckets of water as possible into the tethered boat. Then the beginner tacks onto the opposite beam reach and steers close ahead of the anchored boat and again fires ammunition. An instructor scores each beginner one point for each bucket that got a least half of its water into the boats. Highest scores are rewarded.



50. OUT AND BACK

Dockings & Landings

Anchor a buoy about 100 metres on a reach from a pontoon. Three or more ready-to-sail dinghies are held by an equal number of players alongside the pontoon. At the signal, all boats leave and sail around the buoy and back to the dock.

Sailors should try for the best performance leaving and returning to the dock. They are finished when they are standing on the dock again.

Stress that this is not a race of speed; it is judged on how well they perform the manoeuvre.

For advanced sailors, the buoy can be located for upwind or downwind docking. This can also be used in a group fashion or as a relay race. In a relay race, penalty time is assessed for bad landings. For example, the next player cannot leave for 15 seconds due to a hard landing.

51. TOUCH AND GO

Docking, Tacking & Gybing

Three players hold three ready-to-sail dinghies on the lee side of a pontoon. Players should have lots of room between them.

On a signal they are to shove off and sail on a port reach, gybe, then reach back on starboard, then tack and go head-to-wind, stopping a boat length from the pontoon on the first pass. Repeat the same sequence, this time going head-to-wind and stopping a boat width from the pontoon. The third and final pass counts!

The sailors who get closest on the third try without hitting are rewarded. It is a good idea to have some docking fenders available to avoid damage to boats when the third pass gets messed up. A variation would be to use a small plastic buoy, float or racing mark to simulate the dock.



52. JOUSTING

Steering & Boat Control

Two sailors are in each boat on a reach to reach course. The two boats sail from opposite ends of the course at each other. The port tack boat is required to pass to windward of the starboard tack boat.

Each boat has a half-dozen tennis balls of a certain colour. When they are alongside each other they are to try and drop as many of their balls into the other boat as they can. The boat that has a ball dropped in it receives a point for each ball. Any boat that drops a ball in the water gets two points for each "wet" ball. If a boat throws the other team's balls into the water, they get three points. Low scores are best. Be careful that the port tack boat's boom doesn't damage the starboard tack boat or crew.

53. GRAB THE CROC

Buoy Rounding & Boat Control

An inflatable toy crocodile is preferred in this drill; "live ones are hard to get to lay still." A reaching course is set up with the croc anchored at one end. The boats start from the other end. The object is to grab the croc which is done by sailing around the croc and grabbing its tail without hitting the croc with the boat. If a sailor hits the croc with the boat he/she is out. If everyone is able to do that, the stakes are raised, i.e., they must then touch its back, then its teeth. Continue until the last sailor remains 'uneaten'.

54. LIFE SAVER

Person-Overboard Recovery

The students first make a "person" to go 'overboard' which they will then recover. The "POB" can be made out of anything that will look like a person in the water and when lifted out of the water, will feel somewhat heavy (like a real person). An example would be a ball with a 5 litre bucket tied to it. Students are allowed to be creative and name their POB. The victims are then taken out and placed in the water by the instructors. At this time everyone is standing by their rigged boats, and on a signal, they save their "person". They must locate the "person" they created, bring them aboard and return them to shore.



55. SHINGLE RACE

Staging & Stopping / Collision Avoidance

The idea is for the instructors to throw out into the water a large number of wooden blocks that are all numbered. On a signal, the sailors sail out and collect as many blocks as possible. At the end of the session, some of the numbers will be drawn from a hat. A sailor who holds one of the numbered blocks that is called receives a prize (such as a chocolate bar).

56. FISHING TOURNAMENT

Boat Handling & Problem Solving

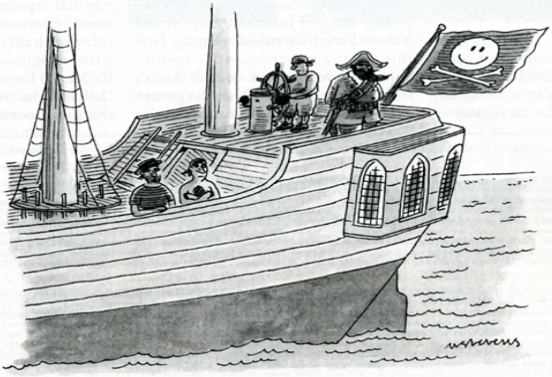
The idea here is to show other ways to use a sailboat. Students learn to control and stop their boat in order to successfully fish. This game needs a little more planning than usual. Each student should bring (or the class can make) some simple cane fishing rods. A loaf of bread will be needed, or whatever works with the local fish population. Then you have the makings of an official fishing tournament. Prizes for prettiest, ugliest, biggest, funniest fish are examples. The biggest fish story is also popular.

57. RECOVERY MISSION

Boat Handling

Several small sail or powerboats are set adrift. The sailors must recover the boat and tow it home with their sailboat. The sailors should use a towline. They are to approach and land alongside the boat, tie it up and tow it in.





58. MUSICAL LIFE JACKETS



Starting, Stopping & Man-overboard control

The idea is just like musical chairs. Throw life jackets out in an area upwind. Depending on experience, this can be reach to reach. The life jackets are a number less than the number of sailors. The instructors sing for music and when they stop singing the students try to grab a jacket. After each round of singing a life jacket is removed from the course. Those that did not get a jacket are out. The ones that are out should help police the others.

Do not use the sailor's life jackets as they should be wearing them during this activity. If extra life jackets run short, substitute marks, floats, buoys, etc.

59. PIRATE PURSUIT



Advanced Boat Handling

Four buoys in open water are used to establish a square of 20 by 20 boat lengths. An instructor in a coach boat has a clipboard for scoring. A supply of tennis balls is placed in the centre of the square in a line towards either end. Two boats enter the square from opposite sides and collect as many balls as possible. The sailors fire balls at each other's boat with hits scored by instructors. The round lasts for 1 to 3 minutes. Shorten the time during elimination rounds. The target on each boat can be specific for safety purposes, such as the sail above the bottom batten, or only the stern.

60. G'DAY STARBOARD

Use as Water or Land Drill - Rules & Collision Avoidance

Students walk or sail a figure-eight, reach-to-reach course. As two players approach each other, the port (boat) must say to starboard, "G'day! Starboard." Then, as port starts to pass behind starboard, starboard must reply, "Thank you port, I am holding my course." The game requires the keep-clear player to greet the other first, with words that define the other's right-of-way such as "leeward." The right-of-way player is to respond with words that indicate not only the other's obligation to keep clear, but also with words that indicate right-of-way's fulfillment.



61. SCAVENGER HUNT

Boat Handling, Creativity & Teamwork

Probably every program has one of these. The class is divided into teams.

Each team must develop a list of 1 to 15 items that may be found around the sailing area or club. All lists are put into a hat for random selection by the teams. This way no one will create too ridiculous a list. Sample items: Name of boat on mooring #61, # of boats on H Dock, a bird's feather, coin from the year the camp or club was founded, a piece of trash as big as your hand.

Try to avoid including items that will require a mass invasion or destruction of any private property, office, or property such as flower gardens, dining rooms, workshops, etc.

62. LOST MARK

Compass skills

An instructor in a coach boat with a hand bearing compass and a clipboard is anchored in open water. A large buoy is anchored two minutes away on a beam reach and a known compass bearing.

Two small, dark plastic containers (i.e. paint old plastic milk or orange juice bottles) or hard to see, unique marks are anchored the same distance and general direction from the coach boat as the buoy. One is bearing 10 degrees to its right and another 10 degrees to its left. The dark floats cannot be seen from the coach boat. The instructor knows 5 compass headings; coach boat to each black float, each black float to buoy, and wind direction.

Each time the sailboats reach the black floats the instructor records the wind direction. Each helmsman has in his/her pocket a pencil and a scrap of paper with his/her sail number on it. Two players land along either side of the coach boat. The instructor whispers the bearing to one of the marks to each of the boats. Each player must then sail the course to find the black mark. At the black mark they must get the bearing from the black mark to the buoy and the bearing of the true wind, then sail back to the coach boat and land on the opposite side they departed from. The headings are recorded and the instructor rewards the sailors that were most accurate.



63. BALOONEYS

Docking

Each sailor's boat has a filled balloon attached to the front and each side of their boat. They must all sail around and make a docking on the bow and each side to the dock or coach boat. They must touch the dock with the balloon before they are allowed to grab the dock or coach boat with their hands, but the balloon cannot break.

Those with all balloons remaining at the end of the round win a prize.

64. OBSTACLE COURSE

Any sailing skills

Create a course around which sailors must perform a variety of skills and tasks that need practice. For example, they must round mark 1 twice, then proceed to mark 2 where they have to capsize and recover. At mark 3 they must sail backward to mark 4, and so on. A variation includes each sailor making four runs through the course, with each run being timed. A total of all four times are used to determine the least time.

Another variation is to have the sailors bid on how many laps they can do in a 5 minute period.

65. TOP TO BOTTOM RACE

Capsize Recovery

All boats must sail a reach to reach course. Each sailor, or boat with 2 sailors, must start at the signal and then somewhere between the start and finish must capsize.

After capsizing, they must swim and touch the top of the mast, then swim to the centreboard and right the boat. The first sailors to cross the finish line after meeting the capsize requirements are rewarded.



66. PARADE REVIEW

Starting, Stopping, Speed Control

The idea is for a final parade at the end of a session. Boats each have a theme and are decorated appropriately. They will have to sail follow-the-leader style in the "real parade" and stop at the reviewing stand for each boat to salute the judges. Each of the other boats must maintain their position while the boat at the viewing stand salutes. This will take a lot of practice for the sailors to get it right. Points or prizes can be awarded for best this or that, etc.

67. CASTAWAYS

Boat Balance and Breakdown Control

This is to be a "fun" time for all. A picnic lunch may be packed for "landfall." The idea is that the sailors will be caught in a storm that breaks their rudders. The waters are dangerous (so they can't paddle or swim). They must make it to the "only island in sight" by sailing their rudderless boats. Once land is made they are to set up camp and have a picnic.

68. MOLASSES RACE

Boat Control

Set up a reaching course where the slowest sailor wins. The course should have side boundaries. All boats start at the same time. If anyone goes off the course, they are out, or if there is contact, the boat that is wrong is out.

69. INTERSECTION

Speed & Steering Control

The instructors set up a figure-eight reach to reach course. Half the boats broad reach towards the crossing point on one tack, and the other half approach from the other side on the opposite tack. The first port boat crosses behind the first starboard boat. Then the routine is followed for each consecutive boat in the line. The boats continue the figure-eight pattern with boats practicing the interweaving.

Caution the students about the consequences of collisions. Best to begin this activity on a light air day!



70. SERPENTINE

Speed and Boat Control

Sailors are divided into teams and asked to sail follow-the-leader everywhere they go. Each team is considered a separate Serpent. Each team must stay together in a tight line and in original order for the Serpent to successfully reach its destination.

71. BATHURST 1000

All points of sail

Instructors set up a circle of marks. Inside the circle a pontoon or a coach boat is anchored, which is also the pit area. The boats all make a timed run around the track to establish their pole position. Fastest time can start first or last. A pace boat leads the line of racers around the track. The race starts when the pace boat goes into the pit area. A pit area has an entrance and an exit on a reach through the circle or track. Each race has a number of laps with a number of pit stops also necessary.

Times are taken for the complete race and are recorded for further improvement next time.

72. SYNCHRONIZED SAILING



Creativity and Boat Control

Teams are formed and must choreograph a sailing routine. Include certain skills that must be done in all routines and others that must all be done at the same time (ex. Tacks or Gybes). Music should be used to help time the skills. The students can pick their own song and create their own routine.

This can be organised for an end of class program or by advanced classes as a presentation for the beginners.

73. SAILING BALLET



Creativity and Boat Control

The same routine is given to each team who will then practice for the performance. At the performance, each team must sail the routine to earn a possible score of 100, based on how close the team was to the routine.



74. FREESTYLIN'

Creativity and Boat Control

Students create freestyle sailing moves for a performance. Each sailor does a run and everyone judges who was best at freestyle and who had the best routine.

Scores are based on the difficulty of the manoeuvre and the perfection in the performance.

75. MODIFIED RIG RACE

Students modify their boat for a race. They can put spinnakers on their dinghies, jibs on their Oppies, etc. If sailors are using club boats, make sure they do not damage or abuse equipment in the quest for speed.

76. SPONGE BASKETBALL

Boat Control

Two safety boats each with a basket/bucket. Each sailor makes a pass and a shot at the basket with a sponge. (Sponge is tossed back to boat as it leaves.) Boats circle the safety boats. Instructors track scores.

Rules – No touching or hitting the safety boat, boat must be moving when shooting.

77. SPONGE PICK-UP

Boat Handling

Cut letters out of sponges or wood (may be purchased at teacher supply stores or toy stores) or write letters on tennis balls and place letters in water. Students sail around using their boat handling skills, and pick up letters to spell sailing words. When they come in, students put them together to form words.

Each letter has a point value and the team (2-person, 3-person, boys vs. girls, etc.) with the most points, wins.



78. TO THE BEACH

Beach Landing Skills

Note: having a beach or sandbar is a pre-requisite. Students sail to the beach, practicing their landing skills by pulling out daggerboard, unhooking mainsheet, etc. After the boat is on the beach, then turn around and sail back off. You may want to include some activities for sailors while they are ashore, and then restart them in a rig-up race to get off the beach.

Younger sailors (beginners) should sail 2 to a boat. More experienced sailors may do it alone.

79. SUPER SOAKER REGATTA

Group Fun and Getting Wet

Teams of 2-3 per boat, matching rank beginners with more seasoned sailors. Put a seasoned racer in a boat with 2 beginners. Children are encouraged to bring squirt guns and other water war equipment. Set up a reaching course, with a tender or safety boat stationed along a leg of the course with someone on board who isn't afraid of a major water war. (They should be armed with a few bailers.) Run a few short races. Everyone gets wet, then everyone gets an award. Put a couple of parents in charge of making up awards based on what they see, such as cutest crew, best diving overboard technique, etc.

Two quick notes: Make sure radios or other electronic equipment and anything else that can't get wet is out of the Safety Boat or water's way. Also monitor the beginners to make sure they are comfortable and the older kids don't get out of control and scare them.

80. THE GREAT WATERMELON RACE

Teamwork & Strategy

Start with teams of 4 boats anchored and with sails down. Begin the relay with a downwind start, Le Mans style (sailors out of the boats and on the docks/pontoons). Finish is at a coach boat or mark where there is a raft up and cold watermelons waiting for everyone to eat.



81. JERSEY SAILS

Special recognition

For the younger sailors, have special printed sets of sails for contest winners, most improved, most helpful, best sportsman, etc. Sailor is rewarded with that boat/sails to use for the day.

82. SHARKS & GUPPIES

Boat Control & Strategy

One team in a larger dinghy with whiffle/nerf balls are the Sharks. They throw the balls and try to hit the sails of the other team of Guppies. When hit, the Guppies then become Sharks.

Try to avoid using tennis balls that can be thrown from a long distance, or hurt if misfired.

83. NERF FOOTBALL TAG

Boat Controls Strategy

Students throw a single nerf ball at each other in boats. The person that gets it is in. The ball must be soft and easy to throw.

84. SAILING OLYMPICS

All Skills

With teams of any size, run a variety of games that involve as many sailing skills as possible. Include activities like sail folding (speed and neatness); knot tying (everyone ties one knot or timed; any kind of physical activity for fitness and flexibility (tug-of-war, time on a hiking bench, etc.); rigging/de-rigging (for accuracy and speed); paddle relays; docking and take off relays; team race; ship-shape contests; boat part pictionary with teams; line toss (distance and/or accuracy); and so on. The Olympics can be ongoing for a week. It is good to have a scoreboard to follow the progression.

Take care to mix high skill/speed events with wacky events that anyone could win. Even the odds in some of the subjective events like a crazy hat competition -the options are endless. Let your creativity be your guide!



85. CRITTER CRUISE



Basic Boat Handling

Anchor inflated "critters" (e.g., crocodiles and whales) at desired locations in sailing area as points which you want beginner sailors to sail to, in-between or around (e.g. reaches, beat/run). Give instructions to visit the critters in the desired order. On special occasions tape a small zip lock bag of candy to the critter for each sailor.

Instructors should monitor the area from a safety boat and give sailing instructions while monitoring the movement of boats to critters for goody pick-up. When doing this, it is effective to have more than one "candy critter" and the rule that only 1 boat may be "picking the critter" at a time. Others must sail close by in their "holding pattern."

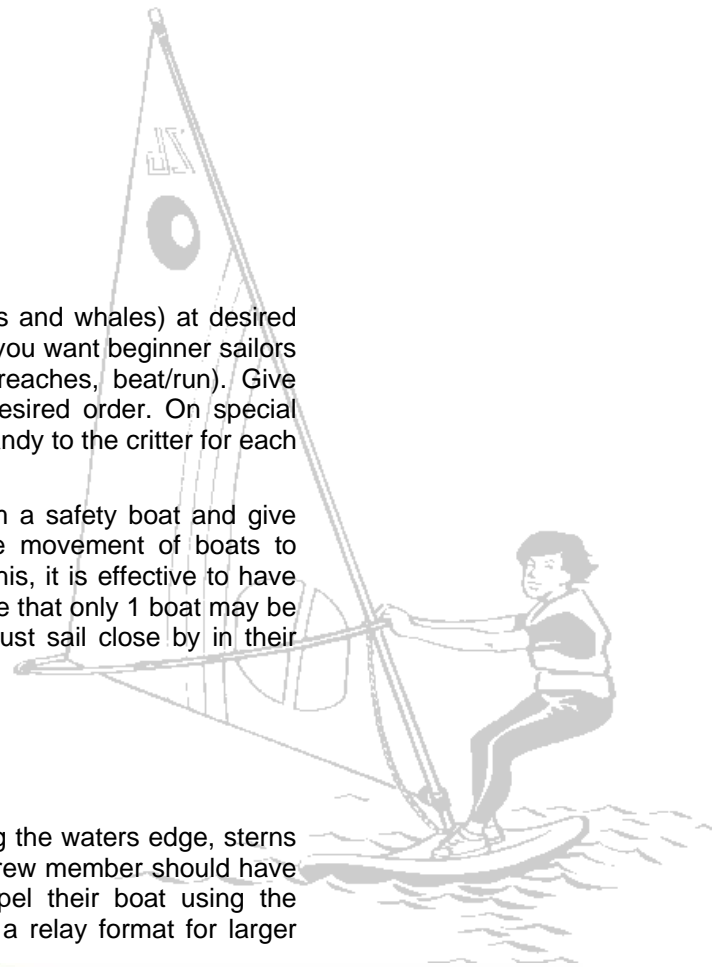
86. BAILER RACES



Bailer Skills

Line up a couple of derigged boats along the waters edge, sterns to. Put a crew of 2 in each boat. Each crew member should have a bailer. At the whistle the crews propel their boat using the bailers to a mark and back again. Use a relay format for larger groups.

A fun, land based no wind variation would be used in a relay race format. With bailers in hand, competitors run to a point and dip their bailers in a source of water to fill them up. They run back to a smaller boat or trash can and empty their bailers. First team to complete the task, fill the tub or empty the container are bailer champions.



Chapter

6

Concept activities are a collection of games that illustrate a very specific skill, which is listed in italics.

Concept Activities

87. KNOT FOR YOU

Knots

Each student is given a knot to learn. In addition to learning how to tie the knot, they must create their own story similar to the standard 'the rabbit comes out of the hole and goes around the tree', etc. The sailors will remember the knot forever and the stories are fun and interesting for everyone.

88. PICTONARY



Boat Parts & Sailing Terms

The instructor divides the class into several teams.

Each team makes a list of equipment or terms that one of the other teams must guess. Each player from a team selects one of the choices from the other team. The player must then draw a picture describing the item or phrase. Then the player's team must guess the item in the time limit, usually one minute.

89. CHARADES



Terminology

Before the game begins, the students or instructors make a list of sailing terms or gear that is put into a hat. Then each student must pick one item and act it out while the rest of the class attempts to guess the item.



90. MR. BAD GUY



Sportsmanship

This is a lesson in sportsmanship by examining the opposite of a good sport.

The sailors during any drill are asked to behave in the most un-sportsmanlike manner that they can. They are allowed to really ham it up and be jerks. Then the group votes on who was the worst and why.

There will be lots of teachable moments during this activity. The discussion at the end is the most important part of this exercise. Instructors should also be on the look out for any maliciousness that could cause serious damage or injury. It is a good idea to follow with activity #91.

91. MR. GOOD GUY

Sportsmanship

This is a contest to see who can be the most polite sailor and the best sportsman.

They are to be as nice as they can, to the point of being silly. This is particularly fun during any type of contest or race. They invite port boats to cross, let boats have room inside marks, stop and allow boats to finish ahead of them.

During the de-brief, review the results and vote on the best sport. Also examine how much fun it was to race that way, even though it may have been a joke.

92. COLLAGE



Terminology

Stacks of old sailing magazines, scissors, paste and poster paper are needed. The students find pictures that relate to certain terms (such as clouds, mainsail, life jackets, etc.) and paste them together in an interesting way.



93. DUCK RACE

Current

The idea is to hold a “race” using floating “ducks”. Each student builds a “duck” (or they can use rubber ducks) and they are allowed to do anything to the undersurface of the “duck” to “help” its efforts. They cannot add any propulsion. The “ducks” can have a keel, rudder or whatever. Obviously the floating item does not have to be a duck, just as long as the area above the waterline is similar to reduce wind differences. They then float them down stream to see the effect of the current.

94. SAILING VIDEO

Boat Handling & Sail Shape

If the program has access to a video camera, then this can be a great teaching tool. The coaches can create a sailing video that can be used to show proper OR poor sail trim and the effects of each. Video is also a great medium for showing the effect of various styles of boat handling.

95. PEEK-A-WHAT

Boat Parts

Have students sit in a tight group behind a sail or spinnaker curtain. Collect a variety of boat parts and place them on the other side of the curtain. Have a volunteer or an instructor select a boat part and hold it up but still conceal it behind the curtain. On a cue, drop the curtain and the first student to correctly identify the part gets to choose the next part. Repeat as necessary or until all the parts are easily identified.



96. HOT VS. COLD



Proper Dress

This is a way of developing an awareness of weather, also known as “Dress for Success.” The students are divided into 2 teams – a hot team and a cold team. Each team selects their model. They then have to dress their model “properly”. For example, hot would have shorts, hat, water bottle, PFD, sun block, shoes, white shirt, dark glasses, etc. and the cold team might have foul weather gear, boots, water bottle, PFD, etc.

If proper dress items are not readily available, have the team members then dress their model with items made out of newspaper and other paper items. See which team includes the most necessary items.

97. POSITIVE REINFORCEMENT

Positive Reinforcement

Break into teams of 3 or 4.

Have one person – the ‘outsider’, leave the group while the rest of the group decides what they would like the person who left the group to do (e.g. touch the bow of a boat, sit in a certain chair). With NO verbal cues or information – one person “the reinforcer”, uses an auditory cue (e.g. noisemaker) and reinforces every action that brings the ‘outsider’ close to the desired action. Only reinforce those actions that bring the ‘outsider’ closer to the goal. Withhold reinforcement if they are not moving closer to the goal.

Discuss how this behaviour can apply to anything we do, how it benefits the group.

98. PAINT HOME



Navigation

Each student is asked to paint, or draw a chart of the waters they sail in. They must try to do their best to make the harbour, lake or river as accurate as possible, such as including docks, rocks, reefs, sand bars and whatever is around their sailing area. This is then compared to an actual chart. See which sailor has the most accurate drawing.



99. WIND INDICATOR

Wind Direction

Each student must build an indicator that will show which way the wind is blowing. Items needed could be sticks, yarn, thread, cassette tape, broken battens, paper, etc.

The idea is to get them to think of things that will work to show the wind movement.

100. SAILING JEOPARDY

Reinforces elements of specific categories

Make a board with several categories: safety, rules of the road, general knowledge, seamanship, etc. Listed under each category are points: 100, 200, 300, 400 and 500. Cards with questions (or answers) for each category are made up. 100 points questions should be easier than 500 point questions.

Game is played the same way as Television's Jeopardy, except using team of junior sailors versus individuals.

101. WAGON HANDLES

Steering

Students sit back in a wagon. The wagon handle is used as a boat tiller. Pushing the wagon backward with the student using the wagon handle simulates steering a small boat. A series of cones or a course can be set to navigate around.



Chapter

7

Use this chapter to write down or illustrate your own games and activities to help you “Teach Sailing The Fun Way.”

**Your
Games
and
Activities**

