

# Sail the Rainbow<sup>®</sup>

## Level 1: Purple

Objectives of Lesson:

### 1. Introductory Activity

- Meet students and have students meet each other
- Build friendships in the group

### 2. Lesson:

#### Safety

- Understand how to keep self safe on the water
- Understand buddy system of sailing
- Know how to dress and prepare self for going on water safely
- Know when and how to stop sailing
- Know the concept of self rescue and practice it

#### Gear:

- Know the key parts of the board and rig.

#### Sailing:

- Understand how to determine basic wind and sailing directions
- Know how to safely set up board and rig
- Know how to get up on board
- Know Safe-T position.
- Know how to safely stop and self rescue.

### 3. Practice:

- Practice getting up and uphauling to Safe-T on simulator and on water.
- Practice balance, uphaul and Stop
- Practice self rescue in water.

### 4. Debrief

- Understand what students understood and what they did not grasp
- Did students have fun?
- Provide positive feedback about their accomplishments

# Level 1: Purple:Lesson Outline

## 1. Introductory Activity

### **Introduction:**

*“Meet and Greet – Each Other”*

For first lesson, do an activity that introduces students to you and each other, and allows them to communicate something about their feelings about being on the water.

An easy first day activity is to ask students to say “Hi, my name is....., and have the rest of the group reply to each person “Hi ....., glad you’re here” (with gusto) Then ask each student to share one thing that they’ve enjoyed doing on or in the water (Or pass if you don’t want to answer).

Suggested questions:

“What’s the craziest thing you’ve ever done on the water?”

“What’s the most fun you’ve ever had on or in the water?”

“What’s something new that you learned to do on or in water recently?”

“What’s the most fun you’re going to have today?” (Windsurfing)

Sometimes it’s fun to ask students if there is anything they would like to know about the instructor. Additional suggestions for introductory activities are included in Appendix.

## 2. The Three Basic Criteria:

### **Safety:**

#### *The Famous Five S's of Safety!*

The Famous 5 S's of Safety (and Self care): *Note: The first 3 S's are the same as those used in Sun Safety campaign and have been adapted to Sailing Safety.*

Ask.

“What letter does the word Sailing start with? What letter does the word Safety start with?”

S - That's the letter for today! So first, I'm going to ask you – would it ever be safe to sail all by yourSELF? NO – why not? Because if you get in trouble there's no one to help you. That's right. And that's why we go out together. Now if you're not in a camp, or somewhere like this, you always want to sail with someone. Sail with a buddy we call it. That's the first thing.

Next, we're going to learn about the Famous Five S's of Safety. Once you know them you'll be better able to keep yourself safe out on the water.

Ask:

“Has anyone heard of the Famous Five S's of Safety? If you have, say them with me. If not, you'll learn them today – They're the key to safe sailing.”

“We're now going to find out what those Famous Five S's of Safety Are!”

“The first 4 are: Slip, Slap, Slop, Stop.”

Now repeat them by counting them off on your fingers with me.

Have students repeat the first 4:

Slip, Slap, Slop and Stop:

Then explain and Count the first 4 S's off on your fingers.

1<sup>st</sup> S: (raise pinky finger) First S is Slip:

What do we have to slip into before going on the water?

Hint: What's the most important thing (beside your bathing suit) to wear when you're on the water?

Answer: Life jacket – so you slip into your life jacket (point to your pinkie finger)

Repeat: So the first S is Slip, (slip on your life jacket,) what should your life jacket have on it? Answer – Whistle. Why do you need a whistle? (to signal for help) what is the signal for an emergency? (multiple whistle blasts). What do you do if I (instructor) signal emergency? Come back to shore – any which way you can.

2<sup>nd</sup> S: (raise ring finger) Second S is Slap

What do you Slap on?

Hint: Point to clothing you or one of children is wearing

Answer: Slap on a hat, sunglasses, water shoes, whatever clothing you need

With kids, do the motions – or actually put on appropriate attire

Repeat: So the next S is Slap (slap on a hat, sunglasses, water shoes and T-shirt if you need one or other appropriate clothing)

3<sup>rd</sup> S: (raise middle finger) Third S is Slop:

What do you slop on?

Hint: You're out on the water, the sun is beating down, and it can burn if you're not careful, and so you need to ... slop on (make motions of slathering sunscreen on)

Answer: Sunscreen

Repeat: Slop (slop on some sunscreen) (make motions of slathering sunscreen on)

4<sup>th</sup> S: (raise first finger) 4<sup>th</sup> S is Stop:

You've got to know when to stop and how to stop. When would you want to stop?

Hint: Before you cross the road you, \_\_\_\_\_ and look both ways.

Answer: Stop

Repeat: Stopping is important if your about to crash, going to fast, out of control, getting too tired.

What about if the wind gets too strong? Would you want to stop then?

What about if the sun is beating down on you and you're getting too hot? What would you do then?

What would you do if you're getting too tired?

What if you're heading too far out?

What if you're getting cold?

What if there's a storm coming up? What if you hear thunder? Etc.

Answer: Anytime it's not safe for you to keep sailing is the time to stop

all of the following are right answers – you're shivering (too cold), sweating (too hot), too tired, you've gone too far out, it's too windy, wind is dying, you're going to run into something, something's going to run into you, you've had enough, teacher is calling you in, it's time for lunch, weather's changing, sail's too big, you hear thunder, you see a storm coming through, it's starting to rain.

(Changes in weather/water conditions, changes in your own state, gear failure, gear not appropriate, or you're not prepared or dressed appropriately)

Knowing your own limits, and knowing and constantly checking the conditions you're sailing in.

5<sup>th</sup> S: (raise thumb) 5<sup>th</sup> S is Self Rescue:

we'll talk about that and see how to do that in the lesson. When would you need to self rescue? If you need to get back to shore – that's right.

Repeat the 5 S's, pointing to the 5 fingers: Slip, Slap, Slop, Stop and Self Rescue

Remember to demonstrate the Self Rescue before going on the water for the first time.

## 2. The Three Basic Criteria:

### **Gear:**

#### *“Meet and Greet – Our Gear”*

Have students gather around simulator, or board and rig.

“We’ve had a chance to meet and greet each other. Now it’s time to meet and greet our gear!”

Ask: Does anyone recognize anything that’s out here? Point to board and rig. (See diagram for basics of what students need to know for this first part of the lesson) If students do, ask them to come up, touch one part and say what it is.

Windsurfer has 2 big parts: Board and Rig: If students respond, continue. If not point out and ask for responses to each.

#### *Board*

If no students respond, point to board and ask

What’s this big thing on the ground? Does anyone know what it’s called?

Board (Boat is OK too, some racers call it a boat)

Can you tell which is the front and which is the back?

How can you tell? Look for answers such as the shape, the fact that it curves up at the front. The back has foot straps. The back has a fin.

Knowing the front and the back end of the board is one of the tricky parts of sailing. So always look at your board and know which is the front and which is the back end!

Point out centerboard or centerboard slot, if using board on simulator. Point out fin.

#### *Rig*

This whole thing is called the rig. Does anyone have any guesses as to what any of the parts of a rig are called?

Point to sail: Same as in sailboat what might this be called?

Point to mast: Same as in sailboat, it holds up the sail?

Point to boom: Same as in sailboat, it’s called the “boom” - usually some student comes up with “kaboom” if it hits you.

What holds the boom on the mast? Clamp

Now we’re going to need to know three important ropes on the rig.

Every rope on a windsurfer has the word haul attached to it, and it tells you what direction you're hauling something.

Point to outhaul line. This is the rope that hauls the sail OUT to the end of the boom. It hauls the sail OUT... Any guesses at to what it might be called? That's right – outhaul

Point to downhaul. This one hauls the sail DOWN to the bottom of the mast – any guesses? It hauls the sail DOWN... that's right, downhaul.

Point to uphaul line. This is the most important one you need to remember, because it hauls the sail UP out of the water. Any guesses at to what we'd call this? And why is it important to know this one particularly?

Let students answer, then add - Because if you're sailing and I holler at you – Grab the Uphaul line, it will be important and you'll need to know what line I'm asking you to grab.

*Meet and Greet Gear relay:*

Divide students into two teams. Instructor says - I'm thinking about... name part of rig or board and students race to touch that part.

Can also be done with diagram included in Appendix.

Or reverse. Instructor points to part and students repeat name.

## 2. The Three Basic Criteria:

### **Sailing:**

#### *Windicators and Getting Started*

##### *Windicators:*

Take students down to water if necessary, or somewhere they can see indicators of wind.

Ask: Now what do you need to know before you can sail anywhere? What is going to make the sail move?

Answer: wind

So, we're going to figure out what tells us where the wind is coming from and where it's going, also called Windicators.

Where is the wind coming from?

How can you tell if there is wind?

Hint: look at the flag, sailboat, anything that gives clear and obvious answer

Hint: look at the water – what do you see? You see waves – these don't always tell you that there's wind – but what else do you see – you see little ripples on the water or dark spots – that's where there's wind.

Hint: look at leaves, trees, toss something in the air (feather, leaf, NOT sand) and see where it goes.

Hint: can you feel it on your face? Hold up your finger?

Once established where wind is coming from, have entire class turn with their backs to the wind.

##### *Go Zones:*

Instructions: Stand with your back to the wind. Put both arms out to your sides. Point your fingers. Look at the way you're pointing. Point one finger, then the other and those are the directions you can sail. You can sail out that way – point one, then you can sail back in the other way. That's the way you're going to try to sail. Those are called your Go Zones.

Put your hands out directly in front of you. Is that upwind or downwind? (downwind). That's the direction the wind will push you anyway if you don't do something to stay in your Go Zones. So that's called the Go Sometimes Zone. (but try not to)

Now put your hands up over your head and point into the wind. Is that upwind or downwind? (upwind). Those of you who are sailors – can you tell me – is it possible to sail directly into the wind? (upwind?). NO, so that's called the NO Go Zone.

Now point your hands in front of you - if you get blown downwind, which way do



you have to sail to get back? Point hands over head into wind – upwind. What zone is that? NO go zone. So you're going to try NOT to get blown downwind, because then you'll have to come back the way that you can't sail.

*A good time to demonstrate Self Rescue*

Hold up thumb, with fist closed, to make an OK sign. The final S of the Famous Five S's of Safety, is Self Rescue, and if you can do that, then you're OK to go out, because you know you can always get yourself back safely, even if you can't sail back.

How could you rescue yourself if you can't sail back?

Any answer is OK that is effective. If there are no suggestions then go to board or simulator, lay sail down on back of board, with mast edge into the wind, and lie down on front of board, demonstrate paddling in with your arms.

That's self rescue. Self Rescue is ANY WAY you can get yourself back to shore. Whenever you go out, you've got to also figure how you're going to get back in. If you can't get in any other way, then you're going to what? Have class respond with thumbs up sign and "Self Rescue".

Now we're good to Get Started Sailing.

3. Practice:  
**Practice will take place on land and on water:**

*Simulator practice:*

*Set Up*

Before you go anywhere on a board, you have to know how to get set up to sail.

You've figured out where the wind is coming from – you're going to stand with your back to the wind. Now point your hands in front of you – what's that? Downwind or upwind? That's where you want your sail – you want your sail on the downwind side of your board.

Why? What will happen if the sail is on the upwind side of me and I pull it up? Hold hands up in front of self and pretend to fall back – wind will come and push me over and sail on top of me.

So you're ready to go – you've got your back to the wind, the sail on the downwind side of the board, you're on the upwind side and you're ready to climb on.

Now in sailing, we don't have a right hand and a back hand. We have a front hand and a back hand.

Have everyone line up on one side of the board. Where's the front of the board? Where's the back of the board? Which one is your front hand? Raise your front hand? Raise your back hand. Raise your front foot. Raise your back foot. Brilliant.

Now, to climb on board, we're going to look for the balance point on the board, and put ourselves there. So you're going to try to find the centerline of the board – which luckily, is where the mast is attached, so we'll use that to help us.

You're going to climb up on the board this way. You're going to put your hands, where your feet are going to go, then your knees where your feet are going to go, then your feet where your feet are going to go.

Take the front hand; put it really close to the mast. Take your back hand put it a good shoulder width apart behind the mast. Now you're going to climb on. Put your knees where your hands were, then you put your feet where your feet are going to go.

Then you're ready to stand up. Stand up, but keep your knees nice and flexed and your angles soft. They're your shock absorbers, so you're always moving because the water moves.

Once you stand up, you're going to take 5 seconds, to rock the board back and forth. This will tell you if you're balanced. If you're not balanced, you're not going to go anywhere but where? In the water!

If I'm too far on this side, what will happen? If I'm too far on that side, what will happen? (Demonstrate on simulator – you'd fall backwards, or do face plant into the sail, not a happy start)

OK – you've rocked the board, gotten your balance. Now you're going to grab what line?

The Uphaul line and you're going to keep your knees soft (bent), lean back and slowly, hand over hand; you're going to haul the sail up out of the water. When you get it all the way out, you're going to put your front hand on the mast. You can put your back hand on the mast if you're comfortable, or you can keep your backhand on the uphaul line.

Now you're standing in a safe way. It's called Safe-T. Can anyone tell me why it's called Safe-T?

It's safe – why? Because no wind in the sail, so you're not going anywhere.

It's called T – why? Because it looks like an upside down T.

That's right.

Now, here you are on the water and you need to STOP. There's a boat in front of you. What would you do?

(Could just drop sail back in water and sit down if huge emergency), but if you're looking in front and see a reason to stop – then you do the reverse of the uphaul - you slowly let the sail back down into the water, and then you can sit down.

If you need to, you can self rescue yourself. Have each student demonstrate.

**Practice will take place on land and on water:**

*On the water*

Have each student uphaul, show how to stop and show how to self rescue.

#### 4. Debrief

##### *Suggested Questions*

What did you learn today that you didn't know before you came?

What was the most fun today?

Was there anything that was crazy making?

Instructor will provide positive individual feedback and Indicate one positive skill or accomplishment that each student achieved this lesson.

Next lesson, we'll review this and really get sailing.

Additional suggestions for debriefing are included in Appendix

End of Level 1 purple knowledge and practical requirement.