

Exercises and activities for sailing training connected with particular skill development



With the support of the Erasmus+ Programme of the European Union



MOVE to Be You

Critical thinking/ problem solving

Critical thinking is understood as the ability to find solutions to problems. This skill includes the ability to plan, work independently and with self-discipline, manage time and stress, and the ability to work under pressure.




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Boundary conditions

Description of the problem facing athletes

Given that each person has their own limit established by experience, sailing with sustained wind conditions implies behavior and reactivity appropriate to the situation.

As the wind grows, it is necessary to increase the pace of decisions and actions, it is not the coach or the opponent who stimulate a reaction, but the surrounding environment and the boat in which you are sailing. Working in extreme conditions also implies thinking in moments of greatest physical effort.

Skills developed or solicited

This situation requires an ability to analyze the situation and the ability to anticipate problems by identifying the causes in the bud. Continuous action is needed to maintain control of the situation. In making decisions, for the less experienced, there is also the fear of error which, when it arrives, requires a greater effort to restore a control situation. Athletes develop a capacity for critical self-analysis of their physical and mental abilities.

Attitudes required and learned to manage the situation

It is important not to be overwhelmed by discouragement for the mistake done. To learn how to manage the problem you have to face it and learn how to solve it. Often these experiences are guided by the figure of the coach, but it also happens that you have to deal with them independently. It is important to maintain clarity of thought that allows you to analyse the problem and the choice of the correct solution.

Boundary conditions

Description of the problem facing athletes

It can be considered that the most critical manoeuvre in extreme conditions for young athletes is to gybe. The manoeuvre consists in passing the sail on the other side of the boat. During the manoeuvre the sail always remains exposed to the thrust of the wind coming from the stern, and the transition to the new side involves a sudden change in the balance of the forces involved, forcing the crew to make an adequate response in the movement of the weights to maintain a good control of the boat.

Skills developed or solicited

Sailing downwind, after having experimented with the various set-ups and angles, sailors learn from mistakes, which often do not discount: capsizing and down by the head are the result of incorrect trim, which necessarily imply slowdowns or stops. For some boats, there is also a longer recovery time for optimal navigation conditions to bail off the water.

Attitudes required and learned to manage the situation

Based on your own experience, evaluating to perform a more conservative manoeuvre such as tacking rather than gybing, in extreme conditions can represent the right compromise in order not to frustrate your time and effort, and sometimes also to preserve the little energy left.

Meteo changes

Description of the problem facing athletes

Sudden changes in weather conditions require you to always stay focused and with mental elasticity to change the way you run and make a decision in a short time.

Skills developed or solicited

Mental flexibility in change and decisions made in a short time

Attitudes required and learned to manage the situation

The choices that are made in a short time are not always the right ones, this means that they serve us as personal baggage because many ideas are drawn from mistakes.

Sailing upwind in a regatta

Description of the problem facing athletes

Sailing with the fleet of opponents towards the windward mark involves tacking choices conditioned both by the evolution of weather conditions - lulls or shifts of the wind - and by the tactics of the opponents themselves. The upwind tack follows geometries that are the same for all. Each decides which side of the field to sail and when to tack to catch more wind than the opponents or to make less road.

Skills developed or solicited

The sailor is engaged not only in the management of the boat, but also in the observation, analysis and prediction of the surrounding context. He is continually called upon to decide the best path to follow which changes according to the choices of the opponents. It is a continuous work of analysing and solving the problems that arise along the way.

Attitudes required and learned to manage the situation

Determination in making decisions and clarity of thought in conditions of physical effort are supported by a reactive behaviour in the absence of which one finds oneself in increasingly disadvantaged situations and with fewer options. The sooner you react to the problem, the better it is.

The starting of the regatta

Description of the problem facing athletes

The start of a race takes place by approaching an imaginary line passing through two points (committee boat and buoy) to cross it at the starting signal in the direction of the first buoy. The starting procedure takes place with a countdown of a few minutes marked by sound signals and flags. It often happens that one side of the line is more favoured than the other. This means that the entire fleet is competing for spaces near the line. Competitors must choose which side to start and then manage their position relative to other nearby boats.

Skills developed or solicited

Before the starting procedure, the competitor has to analyse the situation to choose the strategy to be adopted at the start and during the first part of the windward. Observation, analysis and decision-making skills are required. During the starting procedures, in the last minutes before the starting signal, plans must be put in place by defending one's position from the opponents. These are exciting moments, in which spaces are reduced, it is necessary to act quickly and in a manner appropriate to the regatta rules to maintain the advantageous position, always ready to adopt alternative or makeshift solutions. Time and space management is essential.

Attitudes required and learned to manage the situation

The navigation rules define the rights and duties of boats under way. Competitors must therefore interpret the situation and act in accordance with these rules, at the same time they must consider the wind, the adjustments of the sails and the trim of the boat to maintain the desired position to start on the signal. You need to be focused and responsive. You have to defend your rights and fulfil your duties towards your opponents. It is a metaphor of social life, however governed by a few simple rules that engage the children in confronting each other with reciprocal rights and duties in the struggle for spaces and positions to make each one the desired departure. Self-awareness, leadership, and determination are more stimulated behaviours in such situations.

Tactics

Description of the problem facing athletes

Sailing is a complex sport, especially when done competitively. It is one of few sports where the playing field has an unpredictable rate of change. Using this to one's advantage requires knowledge and experience. Sailors use tactics on all courses, but the predominant leg on which these immediately affect race outcomes is the upwind course.

Skills developed or solicited

Critical thinking, information management, situational awareness, situational analysis, Information retention, Information interconnection

Attitudes required and learned to manage the situation

Keeping track of developments in the weather and between competitors as well as reacting to these changes requires focus as well as stress resistance, physical condition and an ability to visualise the effect of large numbers of variables.

Boat maintenance

Description of the problem facing athletes

Each boat is equipped with ropes, blos, cam cleats and other equipment useful for navigation, but also subject to wear and tear. Inexperienced sailors tend to neglect control and maintenance, but as experience grows, the desire to have everything in order increases to avoid problems or frustrations sailing.

Skills developed or solicited

Taking care of the boat means developing the ability to do small jobs with small tools, knowing how to use ropes, knots and winch, solving various practical problems. Manual skills and practical thinking are developed whose concrete application allows you to immediately appreciate the result obtained.

Attitudes required and learned to manage the situation

Repairs and maintenance are small jobs that require patience and passion to get a good result.

The sailing school

Description of the problem facing athletes

Unlike other sport disciplines in which techniques are closely connected to the control of the body to make an athletic gesture, learning to sail implies knowing how to control the boat in all its parts and equipment. Each object on board has one or more functions that must be understood and used.

Skills developed or solicited

Especially for children, playing with boats represents a continuous discovery and a continuous physical and mental stimulus. All the activities of the sailing school for children, albeit in the form of a game, stimulate and develop many skills and in particular the ability to make choices and solve small problems independently.

Attitudes required and learned to manage the situation

In children there is a lot of growth in awareness and personality stimulated in facing new situations and solving them independently. However, the role of the instructor who knows how to support young people in learning is important, which often takes place at different times for each child.



Last one is the rabbit

Description of the exercise

Short up and down course with a rabbit start at each/every second downwind mark.

How the specific competence is stimulated

Skill development: With many differing paths to start, move upwind and come back down as well as a constant "reset" before each start, sailors have to innovate to stay on top

Variations, suggestions, notes

Materials: 2 Marks, Whistle, if possible/needed a camera

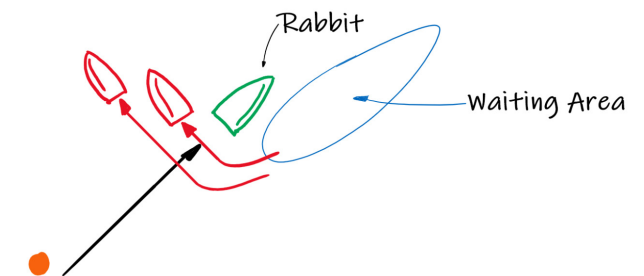
Prep: Lay out an up and down course with a 2-4 minute upwind leg.

Instructions: Make sure you instruct your sailors on shore. The foremost element of this exercise is its rabbit start, so make sure you mention the key points:

1. The rabbit rounds the leeward mark in the usual manner
2. All other sailors wait to starboard of the mark and start by crossing behind the rabbit

After every or every second round the last boat is designated as the next rabbit, continuing on their normal course, while all boats ahead must cross behind the rabbit again.

Debrief: Focus on specific situations that occurred and try to encourage discussions about these. Focus especially on the thinking behind them:



Critical thinking/problem solving

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

“why did you do ... like this?”

If you can, use some videos from that exercise or draw situations on a whiteboard/paper to illustrate the scenarios you are discussing. It is especially helpful in view of developing critical thinking to give involved sailors the chance to discuss their thoughts during the scenario, allowing them to reflect on their own thought process:

“Would you repeat this action like that?”

“How did you come up with that idea?”

You should try to bridge the gap between sailing and the general development of the skill by giving them “real-world” applications of the same thought process that they develop here:

“Could you think of any other areas of life where thinking like that might help you?”

Tips: the length of upwind changes with the amount of boats involved: More boats -> longer upwind.
more experienced sailors can usually manage a rabbit start every lap, however this makes the exercise very chaotic and less useful in terms of differing situations.

This exercise usually leads to high workloads, meaning it should be limited in time and repetitions.

More sailors make this exercise more complex, so group sizes of over 10 boats should be avoided

If you are planning on working on the “critical thinking” aspect of the exercise, increase the amount of breaks in the exercise to allow you to give immediate feedback on the water, which can be mostly on situational awareness and critical thinking.

Starts

Description of the exercise

Overview: Set a 3 minute or 5 minute timer with boats having to start with the highest possible speed at the best possible angle to the wind when the timer hits 0.

How the specific competence is stimulated

Skill Development: With unlimited possibilities, keeping track of and reacting to many varying factors are key to success. A good start needs a lot of thinking while sailing a technically demanding set a manoeuvres

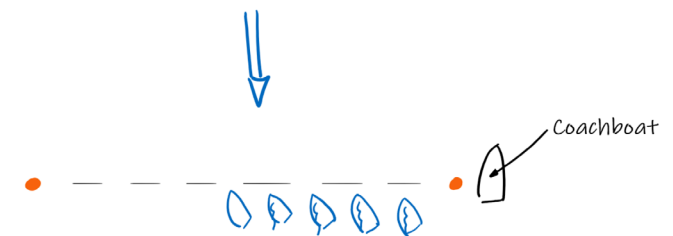
Variations, suggestions, notes

Materials: 2 Marks, whistle, Coachboat and if possible camera

Prep: Lay out a starting line, consisting of two marks placed as square to the wind as possible.

Instructions: Start a timer of 3 or 5 minutes by counting down loudly so that all sailors can hear you. This can either be done using a series of whistles, or by using your voice and can optionally be combined with hand signals. At every full minute, inform your athletes. Position your RIB to be slightly windward of the starboard mark for maximum visibility of the line and make sure to film or note down what happens within the last minute especially. At the start, signal loudly and clearly and indicate whether a recall is needed or not. Usually, one whistle indicates a clear start, while two and three signal individual and general recalls respectively.

Debrief: Using a whiteboard or your video recordings, focus on situations between specific boats and on the general fleet positioning.



“Do you think you could have done better if ... had not been there?”

Critical thinking/problem solving

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

"Did the others make you deviate from your original plan?"

"Were you able to reformulate your plan in time?"

"Did you start according to your plan?"

Take care to be impartial and encourage your athletes to try new ideas within the scope the rules allow. Ask sailors how they developed the ideas, give them pointers on what they did right and wrong in their thinking - draw a line between the starts and "real world" group dynamics in conjuncture with individual critical thinking:

"What was your thought process behind this?"

"How did your train of thought get influenced by others?"

"Do you think you were right in your decision to do ...?"

An important element of this exercise is the way all sailors influence each other very directly, so ask about how they perceived the others and their critical thinking:

"What do you think ... I was thinking about when they did ...?"

"Do you think you would have had the same idea? Why/why not?"

These influences are a part of work life that most athletes already know in some way from school, but unless you point it out directly, not many will connect the sailing aspect to their other experiences:

"Have you ever experienced someone trying to outsmart you like that somewhere else? Where was that?"

"What did you do to stop them? Did you manage to stay focused like you did today?"

Tips: Starts are by nature a very hectic time. Do not make it more complicated by manoeuvring your RIB into compromising situations. It is best to just stay still and hold position near the starboard mark.

The length of line depends on the amount of boats involved, but a general rule is one boat length of line for each boat present. If your athletes are not very experienced in starting, make the line longer, more seasoned fleets can use shorter lines for more intense training



Practice races

Description of the exercise

Combine starts with an up and down course with two laps. Use the starting line port mark as a downwind mark and count rounding it for the second time as finishing the race

How the specific competence is stimulated

Combining the start with its critical thinking necessities with a race showing the result of the start and requiring even more information management leads to even better results in critical thinking

Variations, suggestions, notes

Prep: Lay out a starting line, consisting of two marks placed as square to the wind as possible. Head upwind from the port mark/pin end and place an upwind mark for an upwind length of roughly 5 minutes.

Instructions: Start the race using a 3 or 5 minute start. Watch from behind or outside the laylines/course boundaries, especially for tactical decisions and rule infringements and take care to broadly note the performance of each sailor

Debrief: Finishing orders are generally not important during the debrief. Focus on situations where particularly good or lacking critical thinking, be it tactical or based on rules, was exhibited.

“Why did this situation develop? Could you have avoided it?”

“How did you resolve this problem? What was the idea behind it?”

Explain, using a whiteboard or optionally captured videos, what exactly was good/problematic in these situations. Do not forget to allow sailors to explain their train of thought, which allows the group to focus on the difference between their ways of critical thinking.

Critical thinking/problem solving

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

“How did you go about figuring out a solution?”

“Did you have any particular problems coming up with a way out of this?”

Tips: If a sailor performs poorly without glaringly obvious causes once, try to shift their focus onto the next race and make sure they are hydrated. Should it happen more than once in a few races, try to find the root cause, possibly by spending longer periods of time analysing their actions on the water.

Your RIB is a major distraction if driven into the middle of the field. Stay on the outskirts and try not to intrude into the racing area too much.

Long upwinds - weather tactics

Description of the exercise

Use a long upwind to give sailors the chance to understand the wind and conditions. Start using a rabbit start

How the specific competence is stimulated

Here, keeping concentration and information flow active for a longer period of time allows for development of critical thinking, especially in respect to keeping the onset of "brain fatigue" in the further future

Variations, suggestions, notes

Materials: 1 Mark, Whistle, Coachboat

Prep: Take care that enough room upwind is present and analyse the conditions yourself. Put a mark down for a rabbit start if necessary.

Instructions: Time the upwind so that there is a pause after 12-20 minutes, depending on boat class. Use a mark or your RIB as an upwind mark. During the exercise, note how sailors tackle the upwind, if they notice/act on changes, shifts and gusts and whether this is just a reaction or them actively seeking out the better conditions.

Debrief: Use a whiteboard to draw out a top view of the upwind, using your collected information about the conditions and combining it with that given by the sailors to paint a picture of the course on shore. Take care to focus on them drawing conclusions:

"How did you deduce that?"

"What made you think that?"

Then, discuss which ways sailors went about it and which way you would have chosen. Take particular care to discuss the "why" aspect of both these points:

Critical thinking/problem solving

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

“Why did you tack there?”

“What made you think this side of the course was preferable?”

Here, foreign influence on the athletes' train of thought draws parallels to the open world. Lack or overabundance of information leads to the need for filtering and sorting this immediate info and combining it with acquired knowledge to quickly develop a plan, which will constantly need to evolve. Try to guide your athletes through this “weeding out” process:

“Did you discard any information you had? Why did/didn't you?”

“Did you change your thinking when you found out ...?”

Tips: This is a complex exercise to do right, especially in changing conditions. There is lots to remember and focus on, so bringing a waterproof notebook or similar might be very useful. If you are intent on focusing on skill development, note down how you believe individual sailors came up with their decisions and give them the chance to rethink their critical thinking approach.

Mark Roundings - V course

Description of the exercise

Lay out three marks (1, 2, and 3) as seen below. They are to be sailed in following order: 1-2-1-3 and repeat.

How the specific competence is stimulated

Repeating a slightly differing variation of a base exercise gives many opportunities for slight clashes between boats, which must be quickly realised, analysed and then resolved

Variations, suggestions, notes

Materials: 3 marks

Prep: Lay out the marks in a triangle with the tip facing leeward and two marks equidistant on the windward side.

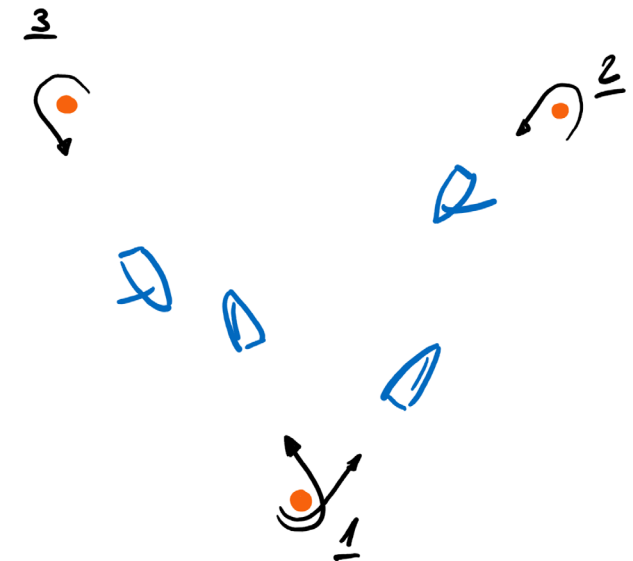
Instructions: Use either a rabbit start or spaced release to get all boats into the course in a controlled manner. Instruct them on how to properly use RRS 18 and reinforce that collisions must be avoided at all costs.

Debrief: Your sailors should understand that the aim of this exercise is not any kind of position gain using brute force, but rather getting the setup for the rounding correct. Therefore, giving feedback on good setups, if possible illustrated by whiteboard, is far more important than the overall place changes during the manoeuvre. Ask about the preparation for the roundings:

"When did you start developing an approach?"

"How long did it take you?"

"What changed between the first idea and the actual rounding? Why did/didn't you



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deviate from the plan you had in mind?"

Here, the non-sailing application of this exercise lies in the repeated resets of the situation: Changing conditions and being sent back to square zero have a lot of applications in the real world, where it is paramount that while previous renditions of the exercise help frame future decisions, the athletes' judgement is not clouded by them. Find out if and how athletes managed this disconnect by forming questions like:

" Did you try the same technique multiple times? Was the outcome similar?"

" Why did/didn't you do this more often?"

" Did you ever start completely from scratch with a new plan?"

" How did the previous rounds affect this new plan?"

In this exercise, you can help develop the critical thinking process, not the basic idea, but far more the concept that critical thinking has to be controlled and repeatable: a single, brilliant idea is not going to be enough during this exercise, which correlates quite well to real life.

Tips: Too many boats break down the concept of the exercise. Either lengthen the course accordingly or split the group if you cannot prevent accidents otherwise.

This exercise is very high intensity, so start a timer with a break scheduled after roughly 15 minutes.

Boatwork on shore

Description of the exercise

Everytime something on the boat is replaced, It can have an impact on key performance indicators of a boat. Sailors have to anticipate how changes ashore make a difference on the water.

How the specific competence is stimulated

A major part of critical thinking is connecting information. Here, connecting the known use of a part with the possible implications of changing it and realising these implications lead to an in-depth analysis of certain elements of the boat, which stimulates critical thinking

Variations, suggestions, notes

Materials: Boat, Spare parts and technical guides / class rulebooks

Prep: When changing systems, make sure sailors know or have access to the class rules governing these changes - the best new idea can be useless if illegal. For sailing outside of competition, make sure that sailors know why they are changing systems and what the change should do to the performance of the boat.

Instructions: Give clear instructions on how different techniques and ideas can be implemented. Make sure your sailors are aware of the different problem zones and work on the right problems with their equipment. An important point is the knowledge of rule books especially in racing. Most systems are already well-developed; changes have to be carefully checked against existing rules. your Sailors will rely on you to have the required rule knowledge or rule book on hands. Furthermore, especially younger or less experienced sailors might need your help in accomplishing goals they have set in their head.

Debrief: Not necessary

Tips: There is potential for frustration here as Sailors might have ideas they are unable to accomplish. Try helping out when you can or help develop alternative Solutions where necessary to avoid unnecessary stress in the group.



Repair work on the water

Description of the exercise

Stuff breaks, that much is certain. But when stuff breaks on a boat, how to fix it can become a major task, needing a lot of critical thinking, creative use of resources and good technical knowledge of the boat.

How the specific competence is stimulated

High pressure environment which needs a lot of quick information gathering, followed by fast reactions upon that information and using a lot of not necessarily normally connected information creates conditions to quickly develop critical thinking

Variations, suggestions, notes

Materials: Mostly very limited spare parts

Prep: Make sure to always carry some spare lines, tape, and common breakage items with you on your RIB. A good repair bag will always contain a knife, multi-purpose line, for example Opti sail ties and a 3 or 4 mm line for bigger issues, as well as tape, and sail tape. If you can, carry a spinnaker pole for classes that need one and spare mast (sections) for those that can change them on the water. Spare sails where permissible can be a good idea when competing in important events or in some select training scenarios.

Instructions: Remain calm. Your Sailors will look to you for guidance and advice on how to handle different problems. be on hand with the right tools and more importantly a plan so you can help out if your Sailors are unable to solve the issue on their own.

Debrief: After an incident like this always have a debrief in which you discuss what problem occurred, how it could have been avoided, and what your sailors did to mitigate the problems. especially if the incident occurred in heavy conditions focusing on the safety aspect, what occurred and how in future you would like incidents like these to be handled. ask you sailors on their perception of the incident and, more importantly, how they first identified and then solved the problem:

“How did you develop this solution?”

“Did you have time to think or was your solution a ‘heat of the moment’-type idea?”

Critical thinking/problem solving

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

"Would you use the same solution again for the same problem?"

"Was the problem immediately obvious?"

"Were you able to find replacement parts on you?"

"Were the parts you used the ones that you would normally use to solve this problem?"

Tips: It is very hard to plan for every eventuality but if you take the right part or tools with you on the water, you are able to mitigate and manage situations like this more easily.



Creativity

Emblematic and significant phases and moments of use of the specific soft skill

Creativity

Creativity is the concept of “thinking outside the box.” It is based on creative thinking, the ability to anticipate, react quickly and deal with difficult situations in original and innovative ways. Creativity is equally important as a means of adaptation, it requires courage, sense of initiative and self-confidence.

The most important thing in the development of creativity is developing an environment in which creativity can be fostered. To achieve this I tend to aim for a training structure in which there are no wrong answers or ideas. There might be unachievable solutions but pretty much everything is worth at least a discussion.

Sailing downwind

Description of the problem facing athletes

Sailing downwind often also implies having to manage the passage of waves, more or less large, coming from behind. This offers the possibility of exploiting the thrust of the wave to gain speed, but at the same time the sailor must manage the situation in terms of trim, direction and adjustments of the boat to obtain the optimal result. All this on ever-changing waves, and with the boat in a subtle precarious balance.

Skills developed or solicited

The conditions described are particularly stimulating, especially when sailing on the dinghies used for youth sports. In such situations, the boys seek the thrust of the wave also by changing the direction of travel of the boat with the rudder and adjusting the sails with the sheets, at the same time with the weight of the body they must find the best set-up that favours wave surfing. It is a job that requires sensitivity and coordination, as well as courage and balance to avoid capsizing. The fact of being continuously reached by more or less high and more or less long waves stimulates a continuous adaptation.

Attitudes required and learned to manage the situation

In conditions of precarious balance and speed, it takes courage and reactivity to maintain control. Fear represents a brake that must be overcome, even by making mistakes and paying for mistakes, but by learning to manage the situation.

Creativity

Emblematic and significant phases and moments of use of the specific soft skill

Rounding mark

Description of the problem facing athletes

Race buoys are points that the entire fleet of competitors must reach. Especially in regattas of one-design boats, complex situations arise at the rounding marks involving many boats. Opportunities for overtaking are also created at the buoys or there is a risk of disqualification due to poorly executed manoeuvres.

Skills developed or solicited

Rounding marks in a regatta requires adaptation, reaction skills and confidence to perform the manoeuvre together with the other competitors, respecting the racing rules. A good observation of the field can prepare the sailor for the best manoeuvre to do on the mark; the most inexperienced find themselves in situations that they have not been able to imagine and then have to act quickly and with a very high probability of error.

Attitudes required and learned to manage the situation

Confidence and control of the boat, combined with a clearer understanding of the situation, help to overcome these moments.

Match Race

Description of the problem facing athletes

Match Race is a regatta formula in which the opponents are faced one by one in separate races (flight). Flights are short and intense; the winner is awarded a point or the passage to the next turn, according to the formula of the event.

Having to deal with only one opponent changes the focus of the race, no longer focusing on the opportunities present on the regatta field and the control of the fleet. Competitors sail closer to disturb and slow down the opponent to take the lead.

Skills developed or solicited

Each match lasts about 15 minutes, which compared to the 45 minutes of a fleet race is a very short time, in which the moves and counter moves follow one another quickly and continuously. This formula requires competitors to continuously search for solutions of advantage or reversal of the unfavourable situation. You are continually encouraged to analyse the context, predict the opponent's moves, optimise your performance.

Attitudes required and learned to manage the situation

Confidence, initiative, courage are particularly stimulated in these situations.

Creativity

Emblematic and significant phases and moments of use of the specific soft skill

Match racing/Team racing

Description of the problem facing athletes

Match racing is usually very different from normal competition. There is only one competitor, so gaining an advantage over one boat is far more crucial than completing the course as fast as possible. Using the same manoeuvre too often leads to it being less useful. In Team racing, sailors must also deal with the changes stemming from other team members and their results.

Skills developed or solicited

Creativity, Critical thinking, situational awareness,

Attitudes required and learned to manage the situation

To succeed, focus must be maintained. Sailors have to anticipate every move by their competition. In Team racing, this extends to all members of all teams, who also must coordinate with each other without divulging too much to the competing team.

Removing boat parts, sailing in non-standard positions

Description of the exercise

Sailing without a rudder, without a mainsheet or while facing the wrong way gives a completely new perspective in which there is a given goal, but no real set path to get there. It is completely up to the sailor how they handle their boat.

How the specific competence is stimulated

Being in a non-competitive environment doing things usually frowned upon makes for a safe environment in which athletes have to try ideas, see how their boats respond and then refine or completely rethink

Variations, suggestions, notes

Materials: Boats, 2 marks

Prep: Explain how you want the boat to be prepared. For sailing with a fixed rudder, ask sailors to take an additional piece of string onto the water. For removing certain parts, make sure beforehand that the boat will still work in some way and no permanent damage is done. Good examples are removing some trim lines and asking sailors to use the remainder to achieve a trim in which they can still handle the boat.

Instructions: Keep your boats in a pre-defined area. If possible, set an up-and-down course and ask sailors to complete laps as normal while you circle between them to give slight input where necessary. As mentioned above, try to refrain from explaining the complete package of ideas all at once and try to encourage creative solutions. If you can, take photos or videos for a debrief.

Debrief: Talk about the aim of the exercises - developing creativity and boat knowledge/handling. Ask the sailors what they perceived as the most difficult element and how they went about handling it. Use your videos and Photos to show memorable moments and commend creative ideas. My all-time favourite was an opti kid who, when sailing without a mainsheet, decided to remove the rudder as well and sail his boat like a surfboard - very creative and a lot less hassle than all other ideas i have seen so far.

Tips: Sailing without a rudder can be done with almost all boats, but tends to work better when the crew are heavy compared to the boat and the wind is light.

Creativity

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

Removing parts works only with somewhat experienced sailors - beginners are struggling to keep all the lines in their head anyway and this exercise tends to confuse them more.

Try every idea you have for this exercise beforehand by yourself. Try to remember that some sailors might now have the same amount of experience and strength as you and therefore could struggle to achieve the same results

Unusual Taskings

Description of the exercise

This is more a collection of different items that can be tacked onto other exercises. The idea is always the same - ask sailors to do something that a "normal" approach would not solve. Good examples are:

6 tacks on the upwind of an up and down course (they have to gybe on the upwind to get around the course)

4 gybes on the downwind (similar, but requires a tack on the downwind)

No tacks before the start

How the specific competence is stimulated

Similar to above, no set solution encourages creativity. Combine this with an element of competition and sailors that before were not interested are now more motivated to develop creative ideas

Variations, suggestions, notes

Materials: Marks, Whistle, Coachboat

Prep: Lay out the course and explain your tasking well. Try not to give any hints on how to solve the problem.

Instructions: When starting the exercise, tell them the task and do not give any hints as to how this is to be achieved, but rather ask them to be creative. You want to use these exercises as "fillers" in between other

Debrief: "How did you come up with the solution?"

"What did it feel like when you solved it/saw the solution?"

"Can you think of any other way to solve this riddle?"

Creativity

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

Tips: Each single unusual task can only be used very seldomly, since sailors tend to easily remember the solutions, so take care that you don't overuse these.

Match Racing

Description of the exercise

Match Racing with its associated set of special rules pits two boats against each other. The only thing that counts is being first.

How the specific competence is stimulated

Using the RRS in a way that does not aim for personal fastest sailing, but rather the completely different idea of team victory means there are many new ways to win - all of which need to be found and exploited while there is a virtually inexhaustible number of them.

Variations, suggestions, notes

Materials: Enough marks for a course, usually 4, Whistle, Coachboat

Prep: On shore, explain the rules of match racing. Lay out the course on the water

Instructions: Match Racing is highly complex. There are many tactics that can be used and are known from literature, the most important of which you should explain beforehand. Sailors will then most likely come up with other, creative ideas to gain an advantage.

Lay out the course to be on the short side of 15 minutes - the boats will take longer to complete it anyway. Make sure you specify if you will keep score - it makes the racing higher staked, but also increases conflict potential.

Debrief: Talk about interesting moves you have seen and deal with outstanding rules disputes. Ask your sailors about their "best moves":

"What move are you particularly proud of?"

"Where did you come up with this?"

Guide the discussion more towards being creative:

"What was your most creative use of the rules?"

Creativity

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

"Why did you need to be this creative?"

"Did that work?"

"Will you try this or something similar again?"

Most of these questions aim towards developing the idea that creativity is something useful, even in a highly competitive environment. By showing a lot of interest in creative solutions, you can help foster a climate where these ideas are encouraged.

If you have kept score, present the results.

Tips: If you have many boats in your group, this exercise becomes rather tedious. Instead, do team races if possible.

There will be misunderstandings and rule issues. Don't leave these unresolved, because doing so could cause tension in the group

Hot Pursuit

Description of the exercise

One boat has a "tail" - bottle on a string or similar floating object - attached to it and must keep another boat from catching that tail. Exercise takes place in a square of marks.

How the specific competence is stimulated

It's fun, the rules are never foolproof and the stakes usually heighten themselves. Sailors have all the opportunities they need to develop this skill this way

Variations, suggestions, notes

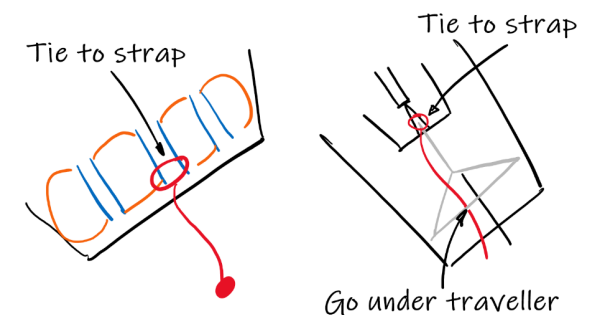
Materials: 4 Marks, string, bottles/floaters

Prep: Set up the bottles by tying them on the strings and explain how to fix them to the boat so that they do not come undone or cause damage. Tying to hiking straps is always a safe bet - they are used to taking large loads.

Set the marks in a square with the size being dependent on the number of boats involved

Instructions: Beforehand, clearly explain the rules. Everything is allowed which causes no damage to boats. Alternatively, stop your athletes from leaving their boats, if you feel the conditions don't allow it. Set a timer of 5 minutes, during which the tail should be caught by being picked up by the chasers. Watch the sailors, especially taking care to note which tails have already been caught.

Debrief: Focus on the different ideas of moving the boat or getting the bottle. With the very relaxed ruleset, you should get results that are very creative. Very good ideas deserve more attention, but never just gloss ideas over, even if they do not work. Instead, praise the sailors trying.



Creativity

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

Tips: You can either play using the conventional RRS or downgrade the restrictions to it being a one-rule event (no collisions).

Best used in warm, calm conditions when actual sailing becomes tedious.

This exercise breaks up the routine of “conventional” exercises and as such allows playful learning instead of more “serious” work to develop the same results

One Rule Race

Description of the exercise

Like a practice race, but with a slight caveat: The only rule is "no collisions".

How the specific competence is stimulated

Removing existing constraints (the RRS) while leaving a pretty obvious target is the safest way for creativity to develop.

Variations, suggestions, notes

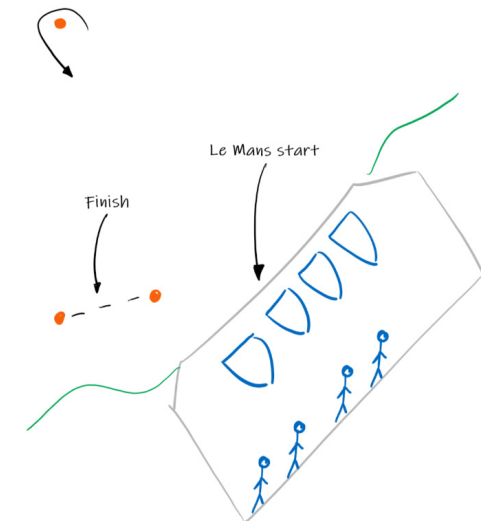
Materials: At least one mark, Whistle

Prep: Lay out a course

Instructions: Have a meeting before you start this exercise - explain the course and rule. Take special care to explain the start if you are using any other version than the normal version.

Debrief: Give feedback on creative ways sailors came up with to quicken their race. If one boat bends the rules slightly, explain why/why not this was allowable. Ask about the way the idea came about and how it was implemented. Here, creativity needs to be recognized and rewarded for the exercise to be useful for the goal of this program.

Tips: if you want to, you can include a "le mans"-style start or start with the boats capsized, which eliminates the need for a starting procedure. A Le Mans start consists of all boats being lined up ready to go ashore and sailors waiting. At the sound of a whistle, they run to their boats and start. The Le Mans start is particularly useful if all boats can be watered at the same time - otherwise a fair start might prove impossible. Offer a small reward for both first and last place - this avoids some of the disappointment of coming last. On a very calm



Creativity

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

day, you can include one such race as part of other land-based sports or games, which could possibly all be picked to foster a “creative” atmosphere.

Decorating marks

Description of the exercise

Decorate large inflatable buoys using water-resistant markers. This works best when multiple groups work on separate marks. Every group should include roughly 4 members to make sure everyone can participate and the workload for individual sailors is not excessive.

How the specific competence is stimulated

Drawing is part of the creative arts - combining it with an element of motivation like seeing the marks out on the water afterwards gives sailors a target to work for and develops creativity

Variations, suggestions, notes

Materials: marks, water-resistant markers

Prep: Explain to your sailors what kind of decorations you think are inappropriate and hand out the material

Instructions: Stay around, hover between the groups and read the atmosphere. If everyone is seemingly happy to, you can stir a bit of inter-team rivalry, if not, giving encouragement or tips can help as well.

Debrief: not necessary

Tips: young sailors are especially keen to start right away. Try to get them to agree on a design before going to town on the mark, as there is considerable potential for crisis if some kids disagree with fundamental design choices.

A big selling point of these marks is if they are used during the training sessions out on the water after being painted. I have made marks that look like minions and named them "Fred" and "Dave". Especially when you have newcomers, using names to describe where I want the



Creativity

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

kids to go makes for a far better result than just pointing out the location of the mark.



Communication & Collaboration

Collaboration means getting people to work together, negotiate, express themselves, listen actively, compromise and get the best possible results from solving a problem. Communication is the glue that unites all these educational qualities. It is essential that people learn how to convey ideas between different personality types effectively. On the other hand there is no success without good listening skills

Sail as a crew

Description of the problem facing athletes

Often in the crew one does not realise the fatigue, the difficulties or the timing one of the members is forced to, it happens that the nerves jump out of control, putting the entire training at risk because of the inability to put themselves in the other's shoes.

Skills developed or solicited

Sometimes it is good for the coach to exchange established roles to give a different view of the other's role and thus enable them to understand how to help themselves rather than triggering a negative loop from which it is difficult to get out.

Attitudes required and learned to manage the situation

Ability to empathise, positive leadership, the ability to harmonise and mediate within the group keeping in mind the given goal.
Mutual trust, teamwork, awareness and fulfilment of one's role

The trip

Description of the problem facing athletes

The moment of preparation for a trip such as the loading of the trolley and the van represent a routine that is built over time. It is important at this stage to be fast, well coordinated and technically prepared.

Skills developed or solicited

In a consolidated group it often happens that the roles are defined taking into account the abilities or physicality of each one so that the load is made effective and quick.

It is necessary to know how to make the most of the space available in the van, on the trolley and in the dinghy, to know how to insure the boats so as not to lose parts on the road, to organise the loading and unloading phases according to an optimization logic.

Attitudes required and learned to manage the situation

Everyone has their own task, they must perform it in the best possible way and with responsibility to ensure that there are no delays, that there are no damages and that during the journey there are no unexpected stops. You learn to be organised and orderly.

Respect and collaboration from all participants is required.

Sailing team

Description of the problem facing athletes

The boys ashore must organise the spaces available on the club's court by identifying the best places to store the trolleys, or decide where and how to arrange their boats in such a way as to make the activities of other sports groups compatible. Upon returning from training, we collaborate to store the boats, rinse the equipment, raising awareness of the thrifty use of water resources. Everybody helps each other to make equipment efficient.

Skills developed or solicited

Logistical and resource optimization capabilities will be developed.

Respect for the environment and its sustainability.

Practicality and ability to predict the needs of others.

Attitudes required and learned to manage the situation

Mutual respect, knowledge of the boundaries of personal space.

Communication protocols

Description of the problem facing athletes

Given that communication within any organisation is a central element for achieving the objectives which operations are activated to make this tool work efficiently and effectively.

Skills developed or solicited

Definition of a protocol common to all components that can transmit analysis or evaluation of the situation with short, clear words, understandable in any weather conditions, and measurable.

Assuming the arrival at a layline, the helmsman expects the bowman to give him the distance information so that he can tack at the right time. If there is no shared protocol for approaching this type of information, an approximate response from the bowman cannot be seen as an error (example: the lay line is a bit missing). If instead the crew has conventionally decided to use the unit of measurement in metres and always beforehand it has been agreed that that information must not be requested but must be automatic from the bowman to the helmsman (example: bowman: 100m to the layline, 80m to the layline, 50m to the layline ...). The declination of the crew communication protocol can be infinite and adaptable to every need, to every weather condition and to every regatta field.

The communication flow in a boat can be simple (2) or more complex (over 2 components). The helmsman's role is either to transpose all the information and transform it into practical actions.

Team Race

Description of the problem facing athletes

In team racing, the goal is no longer personal, but is to make the team win, often sacrificing oneself to carry the others forward, marking opponents or forcing them to make mistakes or simply distract them. Each phase of the regatta, from the start, to the rounding buoys, up to the finish, has its own patterns. During the regatta the athletes have to learn to think and calculate how to bring home the result. The team must know the strengths and weaknesses of each in order to determine who is the hare, who will instead be appointed to mark the fastest of the opposing team, and so on for each element of the team.

Skills developed or solicited

Team racing is one of the best exercises to train creativity, leadership and cooperation, but also the more technical aspects such as conducting and managing speed and tactics.

Attitudes required and learned to manage the situation

Awareness of roles, spirit of sacrifice, collaboration aimed at the common result, speed in decisions, ability to fulfil one's role to the end.



Team racing

Description of the exercise

Team races are the most complicated form of sailing competition normal dinghies can participate in - the amount of coordination needed between team members is staggering and happens on top of effectively match racing between multiple pairs of boats on the same course at the same time. The overall aim is to score less points than the opposing team

How the specific competence is stimulated

The common goal of winning is not often part of sailing on single handed boats. Getting a chance to do it usually motivates sailors immensely and communication occurs without any prompting. Seeing immediately how well it went and feeling the impact communication has on the races reinforces skill development

Variations, suggestions, notes

Materials: Marks, Coachboat, Whistle, if possible camera

Prep: Have a meeting beforehand explaining some of the most important tactics in team racing, the ruleset and the scoring. Fix the teams and give them a chance to have their own preparatory meeting. Ask them to come up with a team leader and a plan on what to do during the races.

Instructions: Prepare the course in such a position that sailors can overshoot in every direction. From the beginning of the starting timer onwards you will be required to act on every rule infringement immediately (direct judging) and correctly, so make sure you position yourself to see as much as possible of any given situation.

Debrief: Talk about situations you observed which were unclear. Specifically focus on the communicative aspect of the races - how did communicative issues affect the outcome of the race?

“Who was your team leader?”

“Did you have effective communication in your team?”

Communication & Collaboration

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

“Why did you think it was/wasn’t effective?”

“Can you think of any specific case where you had an advantage/disadvantage because of your communication?”

After you have established how well your teams communicated, find out how well they worked together:

“Did you manage to work together during the race?”

“Did your collaboration work well?”

“Did you manage to translate your communication into good collaboration?”

Tips: Things can get heated very quickly in team racing. Make sure you stay focused and calm and leave discussions about your decisions to happen on shore during the debrief.

Have balanced teams. If one team is visibly stronger, frustration will ensue in due course.

Sailing Blindfolded

Description of the exercise

Two boats work together. One is blindfolded while the other one gives instructions on where to go and what to do

How the specific competence is stimulated

One boat's total reliance on the other for directions places responsibility on one while encouraging the blindfolded boat to trust their partner

Variations, suggestions, notes

Materials: at least two boats, blindfold for each team member

Prep: Give the blindfold to one sailor

Instructions: Assemble teams of two sailors. Head out and make sure that each group has enough space to safely manoeuvre. Monitor the groups individually and give them feedback on their communication.

Debrief: Ask the sailors for their opinions on how well they communicated, what went well and what went wrong.

"How did you communicate?"

"Did you start out trusting your partner?"

"Did you learn to trust your partner?"

"What happened when you started giving instructions?"

"Were you confident in your communication?"

Tips: Remember that the kids can not see! They need a lot of space to safely complete this exercise.



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Piggy in the middle

Description of the exercise

Three boats form teams. The uppermost boat and the most downwind boat have to work together to get the most downwind boat to overtake the middle one.

How the specific competence is stimulated

Keeping the boat in the middle while not blocking the lower one from overtaking requires a close collaboration between the team. They must communicate well and execute the plan well to win quickly

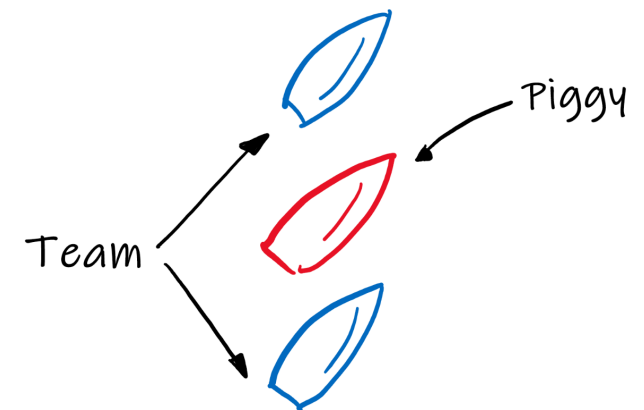
Variations, suggestions, notes

Materials: --

Prep: Explain the aim of the exercise

Instructions: Form teams of three. Separate the teams so each team has enough space and set a timer. All teams start on the whistle and have until the timer runs out to complete the task. The top boat must try to help the lower one overtake the middle one. Make sure that all sailors stick to the RRS and offer advice on communication and on how to overtake.

Debrief: Focus on situations where communication breakdowns or slip-ups led to changes in positions that could have easily been avoided, or on how being in the middle of two well-collaborating teams feels.



"Did you communicate during this exercise?"

"Were you afraid that the boat in the middle could use the information you shared?"

"Could you effectively use communication to get your teammate ahead?"

"How did you feel with both other boats focusing on slowing you down?"

Communication & Collaboration

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

You can draw parallels to the real world in this exercise by focusing on this last question:

“So do you think that working together here was key to the team’s success?”

“Could this help you elsewhere?”

Tips: Make sure the teams are balanced and rotate which boat is in which position

Dodge Ball

Description of the exercise

2 Teams, one or more balls and one playing field. Teams must try to shoot each other off the field. You win by hitting other players, catching their shots or evading them. If one team has no players left in the game, it has lost.

How the specific competence is stimulated

A team sport always needs collaboration. In this case, the relatively slow speed at which players can move as well as their big target areas mean they must work together well to achieve victory

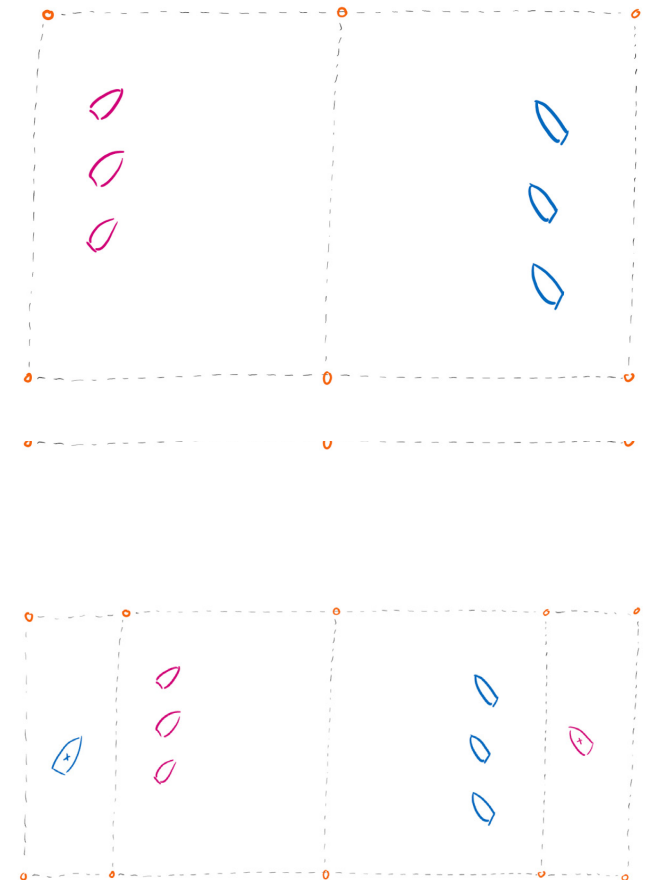
Variations, suggestions, notes

Materials: Marks, ball(s)

Prep: Draw your playing field and explain how the game works. Players are eliminated if they get hit by a "live" ball (specify if that means just the sailor or parts of the boat as well) or the opposing team catches their "live" throw. In addition to being eliminated if a ball is caught, the other team may return a player into the game after catching a "live" ball. A ball remains "live" until it has either hit another player, been caught or touched the water. After that, it is "dead" and can be picked up by everyone. A ball also "dies" when it leaves the boundary. From there it can only be retrieved by the team whose side it is on. If you want, you can specify that only one player may go get the ball.

Variant 1: Normal dodge ball

Variant 2: "Jailbird"



Communication & Collaboration

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

Eliminated players must stay outside the field on their teams' side until being allowed back in. If you would like to increase player turnover, consider the "jailbird" variant: In this, eliminated sailors of the blue team move to a designated area behind the red team, where they wait to be reinstated. Should they get a ball, they can also attempt to throw themselves out of "jail" by hitting an opposing player. This tends to lengthen games and improve the balance and fun, as no player is ever made completely useless in this scenario.

Also make sure your sailors know that tactics and teamwork will prevail over chaos, so they should prepare strategies beforehand.

Instructions: Be the impartial referee. Usually, staying near the centreline of the field and not moving much tends to be the best course of action. Again, take notes or use text-to-speech to get your thoughts organised. This also serves as a way to later reconstruct situations and gives you a guideline to the situations as they unfold.

You should offer a non-counted first match to familiarise your sailors with the rules and give them the chance to identify and solve rule conflicts before they become unmanageable.

It is generally a good idea to nominate team captains, who are responsible for the tactics and plays used, since it will devolve into chaos otherwise. This role can and should be passed around within the team, giving all sailors the chance to develop leadership as well as try their own ideas.

Debrief: Focus on resolving conflicts between the teams by making them discuss the incident in civil manner. This sounds easy, but can become difficult if certain rule disputes have occurred repeatedly. This serves as a further reminder to prepare the rules well!

Ask questions about the different play styles and plays you observed - if you have the time to do so, you could ask your sailors to write them down in a sort of "playbook". This will force them to think more about why a certain play works and why some players can be more helpful than others in special situations and therefore hopefully reinforce the idea that teamwork and team players will triumph over "lone wolfs"

Tips: Have fun. You can increase the stakes by offering a small prize to the winners or by awarding the best play you saw with a small prize as well.

Your sailors need to be kept from fighting each other too hard, so keep on edge looking for any and all rule infringements, but try to refrain from modifying the ruleset during the match

Handball on the water

Description of the exercise

2 Teams, lots of balls. Main aim is to get the balls into the coachboat. The team that can get the most shots in, wins.

How the specific competence is stimulated

The slow speed and relative ease of blocking shots means teamwork is key to achieve success, practically forcing communication and collaboration onto the teams

Variations, suggestions, notes

Materials: 4 marks, Coachboat, 10 tennis balls

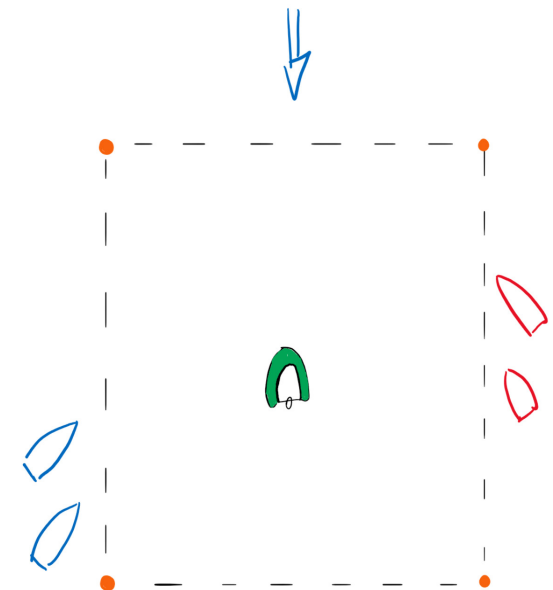
Prep: Lay out the square of marks and drop the balls in it. Spread them out in such a way that sailors have to move about to collect them all. Explain your rules so that no questions come up during the event. Depending on your liking or the conditions, you can either use normal rules or downgrade to a "one-rule" event. Kids are allowed to catch the other teams' throws and block shots. Divide your teams equally and set out.

Instructions: Hold your coachboat in the middle of the square. If you are planning on working this exercise for longer periods of time, maybe consider even anchoring it. Throw the balls into position and start by counting down from 10. Pay attention to the teams throwing - it is paramount that you get the score right.

Debrief: Give feedback on how well you think the teams worked together and try to get them to open up about their plans:

"Did you make a plan before starting?"

"Did that plan survive first contact with the other team?"



Communication & Collaboration

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

"Were you as a team able to adapt to the changing surroundings?"

"Did you manage to work as a team?"

"Did you feel like you had an effective communication going?"

Try also to enquire about sailors' and teams' workload divisions:

"Who was supposed to do what?"

"How did you develop this sharing of the workload?"

"Do you think there could have been a better division of labour?"

Tips: This exercise can cover time with low wind and hot weather easily, but you have to take care to keep score well and explain the rules well enough so that there are no misunderstandings - these will invariably create tension in the group

Sailing Football

Description of the exercise

Similar to Handball, but requiring sailors to get the single ball to the enemy teams "Mark" or "pocket", depending on the desired difficulty level

How the specific competence is stimulated

Again, slow movement and relatively easy blocking make "single player" goals very hard to score, therefore encouraging collaboration.

Variations, suggestions, notes

Variant 1: Use single marks as goals - for older groups or more experienced sailors

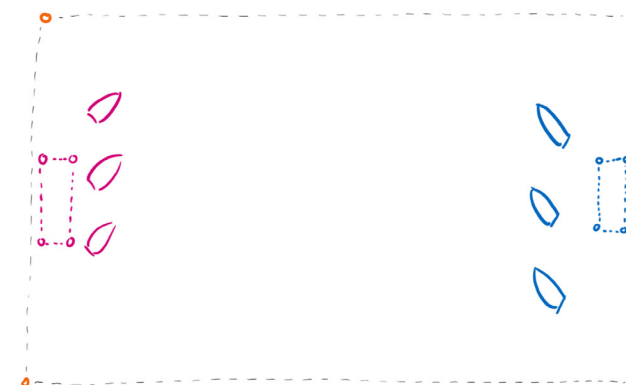
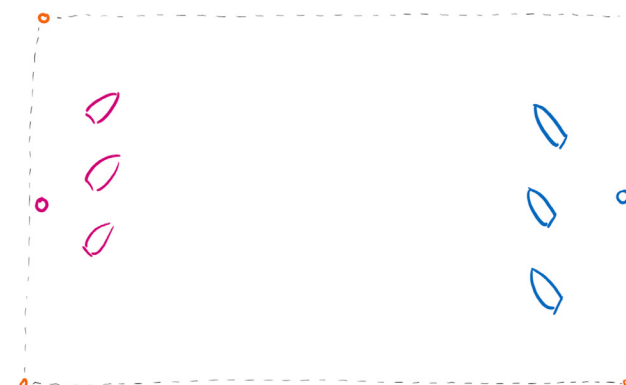
Variant 2: Use a goal made of small buoys to make it easier to score - use with younger, less experienced groups

Skill Development: Again, slow movement and relatively easy blocking make "single player" goals very hard to score, therefore encouraging collaboration.

Materials: Marks, Coachboat and Ball

Prep: Ashore, draw the playing field and give a complete rundown of the rules. You can either use a "one-rule" format, where sailors can do everything other than crash, or increase the stringency up to the normal RRS.

Instructions: Sailors are not allowed inside the square until you whistle the start. Set a match time before you start or specify winning conditions. Teams are allowed to get the ball from the water, catch or block shots from the other team. Should the ball leave the playing area, you could give it to the team that didn't throw it there or throw it somewhere in the field yourself.



Communication & Collaboration

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

IN V1, a goal is scored when the ball touches a goal mark, in V2 it needs to hit the marks or the water between them. It is up to you to decide before if a team scoring in their own goal counts or does not count.

Try and stay obviously impartial. You are only a referee, not a player and should never be seen as favouring one side. Use a notebook or text-to-speech function on your phone to keep track of situations and have those notes on hand when questions arise.

Debrief: Ask your sailors to discuss situations that happened out on the water amicably. Find out what they perceived happened and compare and contrast to your own perception, backed by your notes.

Take care to mention that while winning is important, the equal amount of importance should be placed on fairplay - even later in life, only winning for winnings' sake will cause far more trouble than one loss due to fair play and sticking to the rules. Lead your sailors to that realisation by asking the right questions.

Tips: I find the best results vary enormously with age. Young groups have far more fun when given a bigger target area and somewhat more restraining rules, while older groups can work with less rules and a smaller target.

The size of the playing field depends on the amount of players, but I would discourage more than 4 players per team, as this tends to get some sailors more or less ignored, while this is very seldom the case in smaller teams.



Flexibility

Emblematic and significant phases and moments of use of the specific soft skill

Flexibility

The expression of someone's ability to adapt to changing circumstances. The ease or willingness to deviate from ideas or plans as needed is based on two uncomfortable ideas:

your path is not always the best;
you have to know and admit when you're wrong.

Sailing the boat in level running

Description of the problem facing athletes

The boats, in particular the small dinghies where the weight of the crew is decisive for the balance, sail fast if the crew maintain a good level running navigation.

This involves continuous work on the part of the crew aimed at finding the optimal balance of the various thrusts caused by wind and water. Think of the buoyancy of the hull in stern gait with wind and rough sea; when the wave arrives, the crew is required to adequately modify the set-up and adjustments to optimise the speed of the boat.

Skills developed or solicited

Adapting the set-up to the conditions implies the observation of how conditions are changing and a faster ability to anticipate and respond to these changes. Initially one reacts to the effects caused by these variations, with the passage of time and greater experience, one begins to anticipate and adapt the navigation conditions to take advantage of these changes in one's favour.

In most cases, the instruments for measuring performance are the sensations received from the boat and a comparison with other nearby boats. It is therefore a question of feedback that must be sought and deciphered with adequate reading skills

Attitudes required and learned to manage the situation

Observation, ability to evaluate and readiness to react adequately at the moment are the basis of a correct response which is then refined with the appropriate techniques specific to each boat relating to regulations and manoeuvres.

Flexibility

Emblematic and significant phases and moments of use of the specific soft skill

Sailing at other clubs

Description of the problem facing athletes

Participating in regattas away from home young sailors encounter new situations, sometimes very different from those in which you usually sail. Sea or lake, type of wave, current and orography of the coast are all elements that affect both tactical choices and boat management techniques.

Skills developed or solicited

The trip to a place very different from the one in which it is customary to navigate requires children to make an effort to rework their knowledge by reshaping the solutions in the best way for the conditions encountered. It is not easy at all and requires experience, but it is still an opportunity for coaches to test and expand the theoretical knowledge of the kids and the techniques for applying them, stimulating reasoning and reflections.

Attitudes required and learned to manage the situation

Curiosity and the sense of challenge proposed by the different context stimulate the adoption of active and open behaviours to consider the re-evaluation of one's habits. It sometimes happens that these difficulties compromise performance, and in this case the role of the coach is important in guiding the athletes towards the analysis and understanding of the problems encountered.

The regatta tactics

Description of the problem facing athletes

Planning a regatta and then facing the opponents in many cases leads to reconsidering the strategy and finding alternative solutions. It often happens that not only the actions of the opponents blow up the plans, wind shifts and sea conditions are always lurking.

Skills developed or solicited

Adaptation to circumstances, spirit of initiative and foresight are particularly stressed and used by the sailors to face the dynamics of the regattas.

Attitudes required and learned to manage the situation

Concentration, observation and proactive behaviour help make better choices during the race.



Surprise Starts

Description of the exercise

Do a start with all the usual happenings, but while there is a timer of 3 or 5 minutes, the start can occur at any moment within the last minute.

How the specific competence is stimulated

Combining the start, which already has an inherent constant, fast paced change at its core with eliminating a further constant requires rapid adaptation of plans. This puts sailors in a position where flexibility is key to success and therefore is developed

Variations, suggestions, notes

Materials: 3 marks, whistle, coachboat

Prep: Lay out a line.

Instructions: Prep your sailors well on shore, focussing on the “surprise” part and stressing that they should still start well, if at all possible. Try to have a camera at the ready to discuss videos afterwards.

Debrief: Try to get a whiteboard or similar for your debrief. Start by showing videos of specific situations that occurred in which multiple different solutions could have been applied. First, ask about the actually applied solution. Then, try to encourage other solutions being brought forward, maybe with the help of whiteboard diagrams.:

“Would there have been any other way out?”

“Could you have used any? Why/why not?”

“Was there any particular issue with the solution ...? If not, why did you still pick a different one?”

“How many of these solutions did you see for yourself?”

“How many could you have applied?”

Try to encourage your sailors to look at the results that could have been more beneficial, but due to there being a predetermined plan from

Flexibility

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

which sailors were unwilling to deviate, it did not happen.

Tips: Make sure your debrief talks about more than one sailor, so they do not feel singled out when one situation is discussed over and over. Repeat the exercise within a short timeframe, maybe on the next training day, to give your sailors a chance to improve upon their flexibility.

Mystery Mark Starts

Description of the exercise

A start where two pinend marks exist - one which makes the pinend the favoured side and one which favours the start boat. Start in the usual manner, but only tell your athletes which of the two marks ("top" or "bottom") will be used 30 seconds before starting,

How the specific competence is stimulated

Again, removing elements of certainty from an already complex environment leads to a need for quickly rethinking and redoing the preparation for the start. It takes a lot of the pre-defined parameters away and leads to an increased need for flexibility.

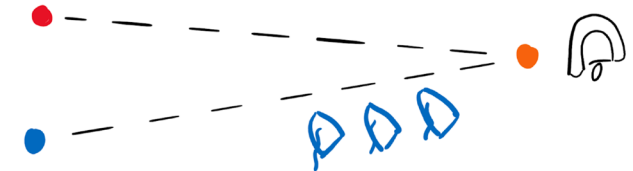
Variations, suggestions, notes

Materials: 3 marks, coachboat, whistle

Prep: Lay out a starting line with two marks on the pinend. One favours the pinend, while the other favours the starting boat. On shore, explain to your sailors how you intend to do this exercise. Especially the selection of marks and how you would like to tell them which one will be used. You could use a set of whistle signals or just shout ("Top" or "Bottom"), although the actual selection depends on the wind conditions and length of line.

Instructions: Prep this exercise well, since it involves some preplanning. Set a timer for three minutes and start the exercise like you would any other start. 30 seconds before the start, tell your sailors which mark will be used for the start. They should then have to put themselves into position quite quickly, which means a large amount of flexibility will be needed, since a position thought about before will most likely not be usable.

Debrief: Focus on those last 30 seconds. How did your sailors react upon the signal?



Flexibility

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

“What was your original plan?”

“Did you have to deviate from it?”

“Were you quickly able to switch up your plan?”

“Could you have foreseen all the different options you had in these 30 seconds?”

“Was your actual solution one you had in mind beforehand?”

Then, draw a line to real world applications by finding other examples in which this level of adaptability and flexibility was needed.

Tips: Discourage starting in the same position for multiple starts.

If you want to intensify this exercise, set a timer for 9 minutes and have a start every 3 minutes. The starting signal of one is the 3 minute signal for the next. Only the last start actually starts an upwind while the two preceding ones do not. Instead, sailors start and return to the line after roughly 30 seconds.

Should this exercise not have the desired effect, assign a few boats positions relative to other boats on the line. This allows you to place your athletes outside their comfort zone and forces them to be more flexible.

Moving Mark

Description of the exercise

At the end of an upwind, use your coach boat as a top mark. Move up or down when boats approach, forcing them to change their approach multiple times.

How the specific competence is stimulated

Resisting the buildup of frustration when plans have to change is a major part of developing flexibility. In this exercise, the inability to predict my movement makes sailors rapidly lose patience. Only those that adapt to the new positions quickly gain an advantage. This increases their tolerance for leaving the pre-planned path and increases flexibility.

Variations, suggestions, notes

Materials: Coachboat

Prep: Explain that you might use this exercise if you have never done so before, but don't tell sailors exactly when you will use it.

Instructions: When sailors approach, move your RIB slowly up, or when used at the end of a downwind, down. Take care to manoeuvre safely and not cause any accidents.

Debrief: Focus on the immediate effect of this exercise, which should showcase that being able to flexibly change plans suddenly is very beneficial

"How did you like this exercise?"

"Was it difficult to suddenly switch tactics so shortly before the mark?"

"Did you have any benefits from the mark moving around?"

"Did your competitors gain on you when the mark moved?"

Tips: Do not overuse this exercise - some sailors take very badly to it, while others like it a lot. It also overshadows much of the other events

Flexibility

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

on the upwind in the sailors' short term memory.

Reverse the race

Description of the exercise

Have a practice race. At a predetermined signal, the race changes direction: Boats on the upwind change to a downwind, boats on the downwind turn to upwind.

How the specific competence is stimulated

Unexpected actions are usually not met by a pre-planned response. Having to deal with a completely changed situation needs flexible reactions to avoid being disadvantaged

Variations, suggestions, notes

Materials: Marks, Whistle, Coachboat

Prep: Have a chalk talk ashore, taking care to mention how you intent to reverse the race

Instructions: Do a normal race. When it looks like a good idea, reverse the race.

Debrief: Talk about the way sailors changed direction. How did they handle it? How fast did they regain complete focus? Did they manage to gain or lose positions by being flexible?

Tips: Don't reverse the race too often - give your sailors time to regain racing stances after the reversal. Take care to make the races no longer than 30 minutes, otherwise the sailors will start to get upset at the reversals.

Flexibility

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

Circle of death

Description of the exercise

All boats of the group minus one sail in a circle. They have to try to keep gaps to a minimum, while the last boat is in the centre and trying to break out of the circle.

How the specific competence is stimulated

The centre boat needs to see and exploit a lot of small chances quickly to get out. Being able to not only see, but also exploit the weaknesses in the circle as well as creating them for themselves needs a lot of “out-of-the-box” ideas and solutions.

Variations, suggestions, notes

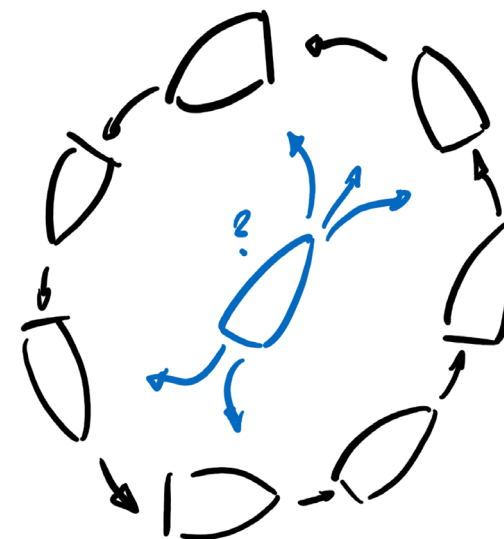
Materials: none

Prep: Explain the aim of the exercise and specify a maximum time for the boat in the middle to break out. Be clear on the fact that there are to be no collisions or other infringements on the rules you specify. You can either make it a one rule event or use the full RRS

Instructions: Watch the sailors to make sure the circle does in fact stay a circle and when the boat in the middle is escaping, it is actually allowed to leave when it has broken containment

Debrief: Draw situations on a whiteboard which warrant further discussion, especially those where the middle boat escaped due to its flexibility.

Tips: Switch the boat in the middle frequently and don't use the same one twice



Alternating mark roundings

Description of the exercise

On a normal Up-and-Down course, changing the direction which sailors take around a mark requires changing the manoeuvre significantly

How the specific competence is stimulated

The mark rounding and warm-up are fairly straightforward exercises. Adding an element of change makes sailors differ from each other, forcing quick changes to existing routines to keep a smooth pace in the exercise.

Variations, suggestions, notes

Materials: 2 Marks

Prep: Explain well ashore, especially the rhythm of changes has to be clear to all participants.

Instructions: Sailors start an up-and-down course using a rabbit start. There are multiple ways the mark changes can happen:

Every lap, the top mark changes direction

Every lap, the bottom mark changes direction

Every lap, both marks change direction

Each mark changes every other lap, so there is an alternating pattern

Debrief: Focus on how the mark approaches had to be conducted and ask for the used tactics and strategies to not be overwhelmed with the differing manoeuvres

Tips: Change the course length to suit differing skill levels and tailor the exercise to be more or less physically demanding.

Leadership

Emblematic and significant phases and moments of use of the specific soft skill

The sailing school

Description of the problem facing athletes

During the summer season, most of the sailing clubs organise sailing school courses, especially aimed at school-age children. To manage the many participants in these activities, the instructors involve the athletes in the role of assistant instructor. These guys, little more than peers of the course participants, usually find themselves on board small dinghies with three or four pupils with the task of helping them in the learning process and guiding the various games safely.

Skills developed or solicited

In this position the athletes are invested with the role of models, an example to follow. They find themselves both playing with the course participants and guiding the carrying out of activities in safety. The confidence with the environment and the boats puts them in a position to know how to predict the consequences of certain actions, therefore they are able to show students their knowledge and mastery of solutions. This also gives him authority, in addition to the authority that was given to him by the chief instructor.

In this situation they have the opportunity to experience the guidance of a group of peers towards the common goal which is to drive the boat while having fun, experimenting with different leadership solutions and the different outcomes they lead to, each finding the style that best suits his own abilities.

Attitudes required and learned to manage the situation

Thanks to the knowledge and experience that the athletes have of sailing, of the boat, of the club, they have the advantage over the students of knowing how to behave in various situations. The driving styles of a group may differ and the results that can be obtained are different. Nothing is more educational than the practical verification of the results obtained with a certain action or behaviour. For example, an authoritarian and detached driving style does not favour fun and does not thrill the students in what they are doing.

In command of the boat

Description of the problem facing athletes

Driving a boat involves taking on a series of decisions and responsibilities. Both when sailing with other boats, such as when racing or training, and when sailing with a crew, you find yourself having to make decisions that affect others.

These choices are dictated by tactical or technical reasons, at other times by rights and duties defined by the navigation rules.

Sailing also requires a more or less intense physical effort depending on the type of boat or the weather conditions encountered. Fatigue tests the ability to make good decisions, but at the same time enriches the experience lived with other people.

Skills developed or solicited

Sailing is often used in company training courses because of the characteristics of the management work carried out by the crews. On board the boat, different personalities must coexist, who collaborate and communicate in order to achieve the result / objective all together. Leadership and collaboration mechanisms are triggered that often fall within the transformational leadership styles (transformational leadership - https://rua.ua.es/dspace/bitstream/10045/77853/6/JHSE_13-4_05.pdf, https://en.wikipedia.org/wiki/Transformational_leadership), characterized by a sharing of collective motivations and sense of identity.



Ability to decide on a binary basis

Description of the exercise facing athletes

Instead of the coach doing the exercises, sailors will be applied to with applicable cases in the regatta phase.

Skills the specific competence is stimulated

The sailor has to balance on wanting to give feedback and wanting to develop their own exercise ideas with appropriate friction. Each within the group. Managing a team with friction is the core of the regatta. Careful leadership, which they can get a glimpse of with this exercise.

The exercise can be activated at sea by flanking the boat with the coach who, based on the decisions made by the athlete, notes them and then evaluates them.

Materials: as required by the sailors' exercises

Attitudes required and learned to manage the situation

Prep: Start by briefing your sailors on what will happen. Tell them what materials and how much time they have available and let them plan the exercise.

Instructions: Go out on the water. Early, you have to clear the things the sailor will do on their own. As a coach, you can switch to the role of the fastest sailor. The coach on the water. Give the work and try to give as little A/B/C as possible while giving as much as needed.

Debrief: Ask the sailors to debrief about their own exercises. Then, ask the group how they liked the overall training and individual styles of leadership. Focus them on giving constructive feedback to the exercise leaders.

Tips: Steer the sailors' exercises in a direction which allows them to supervise the exercise easily.

Leadership

Exercises usually carried out for sailing sports preparation and related to the transversal competence examined

Tied Team race

Description of the exercise

Tie three or four boats together end-to-end and have them compete in a race.

How the specific competence is stimulated

This exercise makes single-handed sailors effectively join a bigger crew in a fun way. The “skipper” needs to keep the rest of the boats working together smoothly to ensure a victory, which requires the use of all key competencies found in a great leader.

Variations, suggestions, notes

Materials: one line per boat, roughly 1.5 boat lengths long

Prep: Explain the exercise, as well as the aim (teamwork and leadership). Tell each team to nominate positions within the team (tactician, lead helm, ...) who are in charge of certain elements of the teams race.

Instructions: Put a course out that is larger than usual and has a lot of searoom to each side. This is necessary to safely conduct the exercise. Make sure to remind the teams that they are very unwieldy before the race. Film as much as you can, not only for later analysis, but also for the purpose of capturing funny/interesting moments which you can use for further team building

Debrief: Have fun with it. Sailors will have a lot of stories about the race in their head, ask them to share some of these as well as focusing on how the different team members had different impacts on the teams’ performance.

Tips: In Opti, you can easily use the towline already attached.

Use this exercise only in low wind conditions and check the boats for safety before going out on the water.

Sailor Jury

Description of the exercise

Conduct a mock protest hearing over a RRS case already decided or an incident during training. Appoint all necessary rules and let your sailors decide for themselves how the situation should have unfolded.

How the specific competence is stimulated

Being objectively right can be a hard point to bring across. Figuring out who is and deciding so that a constructive resolve can be reached is even more difficult. All involved have to act restrained and in control not only of themselves, but also try to influence others to achieve their desired outcome.

Variations, suggestions, notes

Materials: Pen, Paper and RRS book

Prep: Instruct all participants about their roles, including how to and why to decide/ weigh in during the protest hearing

Instructions: Watch and observe, but only weigh in when asked. The head of the PC has to work most of the protest out by himself.

Debrief: Mostly unnecessary - if needed, you can leave comments about the general happenings during the hearing

Tips: Only possible if sailors already have an understanding of the rules



QUATROZ

ERVAS
INTEGRAL

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