

PART B
Chapter 1

ABOUT THIS CLINIC

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1. Introduction

The Instructor Development Clinics are the only courses that the CYA Learn to Cruise system currently offers. These programs are designed to maintain a national standard by being delivered by Instructor-Evaluators trained through national clinics; adhering to the Standards in the *International Cruising Logbook* and policies established by the National Learn to Cruise Committee as set out in the *Policy Handbook*.

Successful candidates are internationally recognized, and can teach independently, at any school in Canada, and many organizations throughout the world in cooperation with CYA's affiliations through the International Sailing School's Association (ISSA).

2. Prerequisites

The prerequisites for the Basic Cruising Instructor Standards are outlined in the current edition of the *International Cruising Logbook*, and must be in place prior to obtaining an IE's recommendation to attend this Part "B" clinic. Additional parameters may be presented in Section III-1 of the *Learn to Cruise Policy Handbook*. Candidates must make themselves fully informed and prepared with the preceding publications.

All requirements must be completed during the clinic to a satisfactory standard. Any unsuccessful written examination may be rewritten after 14 days, but must be completed within four months of the last day of the Part "B" clinic.

3. Use Of This Workbook

This Workbook is designed as a tool to help guide the candidate through the Instructor Development Clinic. You will find a CYA/PSA application form (which must be, but already may have been completed and on file). Chapter 1 contains an overview, timetable, course assignments and other important reference data specific for this clinic.

Chapter 2 in this publication contains the Instructor Working Papers. These are in effect open book examinations on a wide variety of subjects with which an instructor must be fully conversant. All of the reference material is supplied or made available for the candidates to complete these papers on their own time prior to the ashore session indicated in the timetable. The papers are marked and reviewed in class. The general discussion surrounding these papers serves as learning reinforcement and to ensure correct understanding of each of these areas the new instructor will be exposed to in the teaching environment.

Chapter 3 deals with Instructor Development. Emphasis on skill detection and correction as well as coaching and evaluation. There are several relevant articles and contributions written by fellow instructors.

Chapter 4 contains notes on singlehanded sailing techniques, checklists, and previously noted common errors.

Chapter 5 explains what the IE's are looking for, and gives samples of evaluation forms used during the clinic. A Candidate's evaluation form is also included to enable you to provide feedback on the clinic, materials, conductors, facilities and boats.



4. Priority of Information

It is important that the Instructor Candidate understand the priority of all the various publications and information presented prior to and during the clinic. The following list is a compendium of the major material presented in the order of authority. In other words, should opinions, policies or procedures be described in more than one place, the official word will be taken from the publication highest on the following list. Candidates are encouraged to point out any errors or discrepancies between these publications in order that corrective editing and review be undertaken prior to the next revision.

The Policy Handbook - written to cover all current CYA policy and procedures. This Handbook is updated annually, and therefore is the most current of all publications and will be the definitive word superseding all other publications

The International Cruising Logbook - contains both the student and instructor Standards upon which programs and clinics are based. These are the minimum Standards to which instructors teach and evaluate the Ashore Knowledge and Afloat Skills of students and candidates. For example, the Basic Instructor Standard forms the basis for this clinic. Familiarization and use of the current *Logbook* as a reference and study guide is imperative.

The Candidate Workbook - this publication is designed specifically for this clinic. It contains the Timetable and other specific information such as course assignments and specific policy notes pertaining to this clinic.

Chapter 2 contains the *Instructor working papers*. Each paper must be completed and turned in at the appropriate ashore session. As mentioned previously, punctual course attendance and timely completion of the working papers are important considerations toward the attitude component of this program.

Chapter 3 amplifies the instructor development components of the clinic.

Chapter 4 details information on singlehanded sailing, checklists and common mistakes.

Chapter 5 details information and philosophy on how the IE's will be evaluating your performance throughout the clinic, as well as your critique and comments on the clinic itself.

The Resource Book - is a publication provided to all LTC Instructors containing important and timely information on all the topics with which the instructor is expected to be familiar. The majority of information to complete the working papers may be found here.

Chapters 2, 3 and 4 concentrate on teaching techniques, communication, presentation and lesson planning. Candidates will be required to prepare a presentation on an assigned topic, complete with written lesson plan for classroom teaching and evaluation.

Chapter 5 concentrates on safety. Relevant statistical information and requirements for safe school and boat operation are presented. Chapter 6, *Instructor Notes*, deals with all the salient points required for teaching a basic program leading to the Basic Cruising Standard.

Chapter 7 contains supplemental notes on topics covered with more background detail for initial familiarization and reference. Chapter 8 provides sample lesson plans for teaching the afloat skills portion of the Basic Cruising Standard and a sample student evaluation form.

Chapter 9, "Back to the Basics" deals potential problems and solutions to situations an instructor may encounter. Chapter 10 provides some thoughts on legal implications and insurance coverage. Chapter 11 explains the philosophy behind evaluating students.

Other manuals and recommended reading are supplied for information and instructional purposes primarily to demonstrate complete programs. Remember, in all cases the CYA publications take priority as this is a national clinic, and the curriculum is established by the National Committee.



5. Clinic Materials

List of materials	Supplied by	Required	Optional	Approved
1. CYA International Cruising Logbook	<input type="checkbox"/>	
2. CYA Learn To Cruise Policy Handbook	<input type="checkbox"/>		
3. CYA Basic Instructor Candidate Workbook.....	<input type="checkbox"/>		
4. CYA Basic Cruising Instructor Resource Book.....	<input type="checkbox"/>		
5. CYA Basic Cruising Skills by Gillian West.....	<input type="checkbox"/>		
6. Safe Boating Guide		<input type="checkbox"/>	
7. Canadian Aids to Navigation.....		<input type="checkbox"/>	
8. Collision Regulations		<input type="checkbox"/>	
9. A Guide For The Maritime VHF Radiotelephone Operator.....		<input type="checkbox"/>	
10. Supplementary information:				
Cold Water Survival - Red Cross	<input type="checkbox"/>		
Your PFD.....	<input type="checkbox"/>		
Marine Weather Services.....	<input type="checkbox"/>		
Local Knowledge brochure of area to be sailed..	<input type="checkbox"/>		
11. Personal Flotation Device (PFD) or DOT approved cruiser suit or floater coat		<input type="checkbox"/>	
12. Sailing gear, including deck shoes and/or sea boots and duffel bag.....		<input type="checkbox"/>	
13. Foul weather gear.....		<input type="checkbox"/>	
14. Knife, whistle.....		<input type="checkbox"/>	
15. Additional dry clothing (sweater, toque, gloves, sox)		<input type="checkbox"/>	
16. Pen and steno style notebook (coil bound, ~ 5" x 7")		<input type="checkbox"/>	
17. Hand bearing compass.....		<input type="checkbox"/>	
18. Chart of the local area (Chart # _____)			<input type="checkbox"/>
19. Chart #1 - Symbols and Abbreviations.....			<input type="checkbox"/>
20. Tide and Current Tables, current edition		<input type="checkbox"/>	
21. List of Lights, Buoys and Fog Signals.....			<input type="checkbox"/>
22. Radio Aids to Marine Navigation			<input type="checkbox"/>
23. Sailing Directions			<input type="checkbox"/>
24. Small Craft Guide			<input type="checkbox"/>

Note: All items must be labeled with Instructor Candidate's name.



6. Clinic Timetable

The Clinic Conductors will confirm the dates and times of the following sessions.

Date: Day 1	Date: Day 2	Date: Day 3	Date: Day 4
Ashore #1 Communications Social Styles exercise Language Lecture	Ashore #4 Working papers <ul style="list-style-type: none"> • Outboard • COB • Marine Head 	Ashore #6 Working papers <ul style="list-style-type: none"> • Inboard Student evaluation techniques	Ashore #9 Working papers <ul style="list-style-type: none"> • CYA Policy Student Evaluations Student Registration
Ashore #2 Skill Detect/Correction Coaching/Evaluation Lesson Planning	Ashore #5 Candidate Teaching #1	Ashore #7 Candidate Teaching #2	Afloat #4 Dockside teaching Sailing Evaluation
Afloat Session #1 Introductions to boats Docking techniques Lessons 1 & 2	Afloat #2 Lessons 3 & 4	Afloat #3 Lessons 5 & 6	Ashore #10 General Clinic debriefing and feedback
Ashore #3 Working papers <ul style="list-style-type: none"> • Safety Equipment • General Knowledge • Local Knowledge 	General Clinic debriefing and individual candidate progress reports	Ashore #8 Team exercise Working papers <ul style="list-style-type: none"> • Public Relations 	Individual Candidate debriefing, feedback and evaluations

7. Additional Notes

1. Candidates must be suitably attired and ready to go to the dock at the appointed times. Bring a light lunch to eat onboard during the day. There will be a debriefing following the vessel snug down at the end of each Afloat session.
2. The clinic will follow the timetable as closely as possible, however, weather conditions or unforeseen circumstances may cause change. Normally afloat sessions are conducted in rain or shine, and candidates must have suitable gear readily available. Additional warm, dry clothing is highly desirable.
3. There is little time for in depth study during the clinic, thus candidates are expected to study all the precourse material prior to the clinic and **must complete all the working papers** prior to the specific topic being discussed or marked as indicated on the timetable. Each of these papers will contribute to the total evaluation of the candidate for successful completion of the clinic.
4. Candidates not having attained the CYA Coastal Navigation Standard will be required to write an invigilated examination (allow three hours) prior to certification. All work to be shown and the plotting to be handed in on the candidates own chart. After marking and discussion the chart will be returned.



5. All examinations associated with this clinic are closed book and must be written to be following levels:
 - Basic Cruising Standard = 90%
 - Intermediate Cruising Standard = 70%
 - Rules of the Road = 90%
 - Coastal Navigation Standard = 75%
6. The Instructor working papers are included in Chapter 2 of this Workbook and must be completed prior to the ashore sessions at which they will be marked and reviewed. Minimum score on these papers is 90%
7. Candidates not achieving passing grades may rewrite the examinations required after a minimum 14 day waiting period. All examinations must be completed **within four months** from the last day of the clinic.
8. The Singlehanded sailing evaluation must be completed satisfactorily. There is no retake allowed. Unsuccessful students must demonstrate having received suitable instruction and significant practice before registering for another Basic Cruising Instructor Clinic.
9. Certification will require the candidate to have:
 - Completed all the prerequisites listed in the *Logbook* **prior to the Part B clinic.**
 - Demonstrated competent boat handling skills,
 - Achieved the minimum marks on all written examinations indicated above,
 - Completed required clinic assignments in a timely manner, and
 - Participated fully throughout the clinic timetable with a positive attitude.
10. Candidates will arrive for the first session with the application form completed, and copies of First Aid, CPR and VHF certificates in hand. The Coastal Navigation and Intermediate examinations must also be written and on file at the PSA **prior to start of this clinic.**
11. Enthusiasm and attitude will be considered as well as your knowledge, practice of seamanship and the effort spent in preparation of work papers and teaching assignments.
12. Remember to consult your course conductors at any time should you encounter questions or difficulties in any aspect of the clinic. The IE's are giving their time and experience to help you achieve the Basic Cruising Instructor Standard, and are more than prepared to recognize your hard work and effort.



8. Candidate Ashore Teaching Assignments

A complete written lesson plan must be provided to the IE's prior to presentation.

Candidates will be assigned one dockside topic and one ten minute classroom topic from the suggested list below to be evaluated at the appropriate session during the clinic. Dockside teaching will be presented on the dock during afloat session #4. The classroom presentations will be part of ashore session #5 with course conductor and peer evaluation.. Use of Teaching Aids, overheads, white board, flip charts or other visual aids is encouraged.

Note to IE's: If topics are assigned to the crew positions indicated, the candidates will not be teaching the same lessons from assigned crew positions in Afloat sessions..

<u>Candidate name</u>	<u>Dockside</u> (Afloat session #4)	<u>Candidate name</u>	<u>Classroom Assignment</u> (Ashore session #5)
B1	Heaving a line	B2	Rules of the Road - power
	Raising the main sail	B3	Rules of the Road - sail
A4	Lowering the main sail	A3	Points of Sail
A1	Reefing the main sail	B1	Local Weather Hazards, Identification, Warning Times
A3	Shaking out the reef	C3	Prerequisites for a good Anchorage
B2	Knots	C1	Anchoring procedure
D4	Marine Head	A2	Safety Equipment
C3	Outboard engines	C4	Docking under power
B3	Checking the foresail	B4	Crew Overboard and recovery
C1	Terminology		True and Apparent Wind
C4	Inboard engines		Lee and Weather Helm
C2	DoT Safety Equipment	A4	Emergencies
A2	CYA Safety equipment		Tacking & Gybing
D1	Checking the rigging		Sources of Weather Information & Interpreting the Marine Forecast
D2	Coiling / flaking lines		Responsibilities of Skipper and Crew
B4	Undocking strategies	D1	Tide and Current Tables
D4	Checking the mainsail		The Distress Signals
		C2	Knots, Bends and Hitches
			Hypothermia
			Reefing & Reducing Sail
		D2	Freeing a Boat that has Run Aground
			Heaving To
		A1	Terminology
		D3	Use of Safety Harness
		D4	Dangers of a Lee Shore



9. Candidate Crewing Assignments

Crew positions will be assigned during the Ashore session. There is no significance between the boat or position to which a candidate is assigned. The purpose of the assignment is to help organize the Afloat sessions and provide everyone with a specific reporting point and Afloat teaching assignment.

- Boat A: 1. _____
 2. _____
 3. _____
 4. _____
- Boat B: 1. _____
 2. _____
 3. _____
 4. _____

- Boat C: 1. _____
 2. _____
 3. _____
 4. _____
- Boat D: 1. _____
 2. _____
 3. _____
 4. _____

10. Candidate Afloat Session Teaching Assignments:

Afloat Session	Crew Position 1	Crew Position 2	Crew Position 3	Crew Position 4
# 1	CYA Safety Gear & DOT minimum equipment.	Outboard engines	Docking	Knots, bends and hitches
# 2	Gybing (taught from a run to a run, foresail first)	Points of Sail	Tacking (close haul to close haul)	Anchoring
# 3	Crew Overboard and recovery of an unconscious victim	Reefing (while hove to)	Inboard Engines - daily and weekly maintenance	Heaving To

For example, candidates assigned Crew Position 2 on the various boats will be responsible for teaching Outboard Engines during Afloat Session #1, Points of Sail during Afloat Session #2, etc. A second example indicates a candidate assigned Crew Position 3 would teach Tacking during Afloat Session #2, and daily and weekly maintenance checks on Inboard Engines during Afloat Session #3. Everyone must be prepared to teach or demonstrate any of the Afloat Skill PO's from the Standard. Vessel handling skills and Rules of the Road all form the seamanship practices to be demonstrated throughout the clinic.

Chapter 2

**INSTRUCTOR
WORKING PAPERS
AND EXAMINATION**

Answer Keys

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1. Overview

The Instructor Working Papers are in effect open book examinations on a wide variety of subjects that an instructor must be fully conversant with. For example, the instructor must know about outboard engines, safety and distress equipment, etc. in sufficient detail not only to be able to teach the subject to students, but to be able to operate the equipment satisfactorily with a sufficient knowledge to be able to understand minor mechanical malfunctions and then use good judgment in determining a course of action. A decision to effect an easy repair and not further inconvenience the students and the lesson, or not waste time when the circumstance is beyond simple rectification requires an adequate knowledge of all the equipment intended to be and found aboard a cruising boat.

Crew Overboard procedures as well as a thorough understanding of government and minimum emergency equipment regulations is mandatory. Operation of all such gear and the CYA recommended minimum equipment for cruising boats is also fundamental to the knowledge and concern of an instructor's everyday teaching.

There are many different ways of accomplishing an objective. For example, experienced sailors have adapted many of the generally accepted methods of crew overboard to their particular boats, waters sailed, and more specifically to the type of sailing such as recreational cruising or competitive racing. Teaching beginners however, requires a proven method that is quickly learned and very safe to perform in all types of vessels, weather and sailing situations. There has been a great deal of research made on the *Triangle Method* we teach in the Basic Standard. Your thorough familiarity of the background and techniques presented will prepare you for teaching a procedure that is quickly learned and can produce consistent successful recoveries in all weather and sea conditions.

General knowledge of the contents of reference publications such as the: *Tide and Current Tables*, *List of Lights*, *Buoys and Fog Signals*, and *Sailing Directions* is an important asset to the instructor in both preparing lessons, and in gaining experience toward the more advanced instructor levels.

All of the reference material is either supplied or will be made available for the candidates to complete these papers on their own time **prior** to the Ashore Session indicated in the timetable. Working papers are marked and reviewed in class. The general discussion surrounding these papers serves as learning reinforcement and ensures correct understanding of each of these subjects, as well as uniform teaching of the Standards across Canada.

Each paper must be completed and turned in at the appropriate ashore session. As mentioned previously, punctual course attendance, overall effort and timely completion of the working papers are important considerations toward the attitude component of this clinic.



6. Table of Contents for the Collision Regulations

One of the problems most students and instructors encounter while studying the Canadian Government's publication *Collision Regulations* is trying to see a logical flow or order to the rules. Close review of this table of contents will help with that problem.

APPLICATION	RULE	TITLE	PAGE
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7. A Memory Aid for the Collision Regulation

Have you found it difficult to remember the order of priority between vessels? Try a develop your own memory from the following example.

When two vessel approach on another, one shall be the *Stand-on* vessel, the other shall be the *Give-Way* vessel. We have rules between two power driven vessels:

- 1. Meeting head on
- 2. Overtaking
- 3. Crossing paths

For approaches between two sailing vessels, we have rules for:

- 1. Starboard and Port tacks
- 2. Windward and leeward when vessels are on the same tack.

There are two other rules (Rule 13 and Rule 18) that further define what must be done between vessels of different classifications.

- "O" stands for a vessel being overtaken
- "N" stands for a vessel not under command
- "R" stands for a vessel restricted in her maneuverability
- "F" stands for a vessel engaged in fishing
- "S" stands for a under sail
- "P" stands for a power driven vessel

The vessel highest on the list will be the stand-on vessel. For example, if a fishing vessel approaches a vessel restricted in her maneuverability, the fishing vessel shall give way. Another example would be between power and sailing vessels. The sailing vessel shall stand-on. Remember, however that Commercial vessels must not be interfered with, and to respect a traffic separation scheme. A towing vessel with a tow is considered to be restricted in her maneuverability, and a sea plane is considered a power driven vessel while on the water.

Make up an word associate to help remember the above order of priority similar to these in the following table. "Only new racers fear spinnaker poles"; "One never really feels safe pretending", etc.

	Vessel Classification	Example 1	Example 2	Your memory aid
O	Vessel being overtaken	Only	One	
N	Vessel Not Under Command	New	Never	
R	Restricted in ability to maneuver	Racers	Really	
F	Vessel engaged in fishing	Fear	Feels	
S	Vessel under sail	Spinnaker	Safe	
P	Power driven vessel	Poles	Pretending	



8. Briefing Notes on Collision Regulations

The following information is supplied in a logical, summarized format to help identify and remember the various lights, shapes and sound signals from the Collision Regulations. Please cross-reference these tables with the official publication to ensure you understand the abbreviations, and that the following information is correct and conforms with the Rules. As Skipper of your teaching vessel, you are obliged to fully understand and obey the Collision Regulations. There are many good illustrated publications available - perhaps this summary will be a refresher, or will help clarify any points of confusion. Your suggestions are always welcome.

Lights and Shapes

Rule 23 - Power-driven, Underway (excludes towing and pushing)

Sidelights (Port, red, 112½°; Starboard, green 112½°) Stern, white 135°, Masthead, white 225°
>50 metres, 2nd Masthead mandatory - abaft of and higher than 1st Masthead above
<12 metres, Stern light and Masthead may be combined in an all-round white, 360° light
<7 metres and 7 knots - all-round white light plus side lights if practicable (not in Canada)
Air-cushion vessels in the non-displacement mode - all above plus an all-round flashing yellow

Shapes: none.

Rule 24 - Power-driven, Towing and Pushing

Lights of Rule 23 above plus a Tow light (yellow, 135°) in a vertical line above the Stern light; and if tow
<200 metres, an additional Masthead light in a vertical line above the first, or if tow
>200 metres, two additional Masthead lights in a vertical line above the first
Note: When pushing and rigidly connected, regard as a power-driven vessel, Rule 23 only.
(On Great Lakes, when pushing or towing alongside, 2 tow lights in a vertical line instead of a stern light)

Shapes: a diamond shape when tow >200 metres

Note: Length of tow is measured from the stern of the vessel to the aft end of the tow

Vessel being towed:

Side lights and Stern Light; diamond shape >200 metres
Groups towed alongside or pushed are lighted as one vessel.

Inconspicuous or partly submerged objects:

<25 metres breadth, on all-round white light at each end
>25 metres breadth, two all-round white lights at extremities of breadth

Shapes: a diamond at or near the aftermost extremity of the last vessel, and if
>200 metres, a second diamond shape as far forward as possible.

Rule 25 - Sailing Vessels Underway (and vessels under oars)

Sidelights (Port, red, 112½°; Starboard, green 112½°) Stern, white 135°, and
may, in addition, exhibit 2 all-round lights in a vertical line at or near top of mast, red over green
If <20 metres, lights may be combined in one light (trilight) at or near top of the mast.
If <7 metres, should have above, but may just have a white torch available - see Rule 25(d)
Note: When the vessel is propelled by machinery, it is a power-driven vessel under Rule 23.

Shapes: When propelled by machinery, a cone, apex downwards. Not required in Canada for vessels <12 metres



Rule 26 - Fishing Vessels

Note: A Fishing Vessel must be engaged in fishing, else Rule 23 applies. There are two categories of fishing vessels: trawlers (dragging through the water of a dredge net or other apparatus used as a fishing appliance), and all other vessels engaged in fishing.

When making way through the water, the vessel shall display Sidelights, Masthead and Stern light. When engaged in fishing, the following additional lights shall be displayed:

Trawlers:

Lights: two all-round lights in a vertical line, upper being green and lower white, and if >50 metres exhibit a Masthead light abaft of and higher than the all-round green

Shapes: two cones with apexes together in a vertical line; if <20 meters, a basket is permitted.

Other than Trawling:

Lights: two all-round lights in a vertical line, upper being red and lower white, and if gear extended >150 metres from vessel, an all-round white light in direction of the gear

Shapes: two cones with apexes together in a vertical line; if <20 meters, a basket is permitted. If gear extended >150 metres from vessel, a cone, apex upwards in direction of the gear

Rule 27 - Not Under Command / Restricted in Ability to Maneuver

This rule does not apply to vessels under 12 metres (except in diving operations)

Not Under Command:

Lights: two all-round red lights in a vertical line (plus Sidelights, Masthead and Stern light while underway)

Shapes: two balls in a vertical line

Restricted in her ability to maneuver:

Lights: three all-round lights in a vertical line (red-white-red) (plus Sidelights, Masthead and Stern light while underway)

Shapes: three shapes in a vertical line (ball-diamond-ball)

Towing operations:

A yellow light above the stern light.

If the vessel is severely restricted in her ability to manoeuvre, the above shall apply.

Dredging operations:

Lights: two all-round red lights on the side of the obstruction; two all-round green lights on passing side

Shapes; two balls on side of obstruction; two diamonds on side which another vessel may pass

Diving operations:

Lights: three all-round lights in a vertical line (red-white-red).

Mineclearance operations:

Lights: three all-round green lights in a vertical line near the foremast head and one at each end of the foreyard (Stand clear by 1,000 metres) plus Masthead, Sidelights and stern light while underway.



Rule 28 - Vessels Constrained by their Draught

Lights: three all-round red lights in a vertical line

Shapes: a cylinder

Rule 29 - Pilotage Vessels

Lights: two all-round lights in a vertical line, white over red.

Shapes: none. (Side of vessel has the word "PILOT" in large letters).

Rule 30 - Anchored Vessels and Vessels Aground

Vessels at anchor:

Lights: an all-round white light, and if

>50 metres, a 2nd all-round white light near the stern, lower than the first light.

>100 metres shall use the available working or equivalent lights to illuminate her decks

Shapes: one ball on the fore-part of the vessel

Note: Vessels <7 metres are exempt from lights and shapes if not in or near a narrow channel, fairway or anchorage where other vessels normally navigate.

Canadian vessels are exempt from anchor lights while located within a recognized mooring, other than a narrow channel or fairway where other vessels normally navigate.

Vessels aground:

Lights: as for a vessel at anchor above, and in addition

two all-round red lights in a vertical line (same as Not Under Command)

Shapes: three balls in a vertical line

Note: Vessels <12 metres are exempt from lights and shapes when aground



Sound Signals

Rule 33 - Equipment for Sound Signals

Vessels <12 metres require a means of making an efficient sound signal (except tow boats - Rule 33c)

Vessels 12 metres and greater require a whistle and a bell

Vessels 100 metres or more require the above plus a gong

Rule 34 - Manoeuvring and Warning Signals (Vessels in sight)

Radio may be used to reach agreement in meeting, crossing and overtaking situations - Rule 34(f).

1 short	I am altering to starboard or (overtake on starboard in Great Lakes)
2 short	I am altering to port or (overtake on port side in Great Lakes)
3 short	I am operating astern propulsion
5 short	Do not understand or in doubt of sufficient action is being taken
2 long, 1 short	I intend to overtake you on your starboard side
2 long, 2 short	I intend to overtake you on your port side
1 long, 1 short, 1 long, 1 short	Vessel being overtaken agrees with action
1 long	Caution approaching a bend or obstruction - must be answered by same signal if you are relative traffic. Leaving a dock or berth

Rule 35 - Restricted visibility

Signal	Meaning	Interval
1 long	power driven - making way	not more than 2 minutes between successive blasts - always respond with your signal immediately to alert the other vessel of your presence
2 long	power driven, no way on	
1 long, 2 short	Sailboat Not under command Restricted in ability to manoeuvre Boat engaged in fishing Boat engaged in towing	
1 long, 3 short	a manned tow	
4 short	pilot vessel	not more than 1 minutes between successive signals
1 short, 1 long, 1 short plus bell for 5 sec. Plus gong for 5 sec	vessel at anchor or aground vessel 12 metres and greater vessel 100 metres or greater	
3 bell strokes (before and after bell signals above)	vessel aground	

Chapter 4

SINGLEHANDING

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1. Singlehanding Techniques

DEPARTURE

- Do a thorough vessel check as per the attached checklist
- Remove mainsail cover, raise and check condition of the mainsail. Lower and furl, Leave the halyard on.
- Ben on the foresail, deploy the sheets and raise to check condition of the sail. Lower and leave hanked on, halyard off, sheets deployed, and sail bagged and sail bag secured.
- Secure bitter end of anchor rode to appropriate deck cleat or mast with a bowline.
- Paddle at the ready.
- Plan your departure - THINK AHEAD.
- Put on your PFD.
- Proceed DEAD SLOW when departing.
- Wait until you are clear the active channel before putting engine in neutral and removing fenders and mooring lines.

RAISING THE MAINSAIL

- Position vessel with starboard side beam on to the wind.
- Engine in neutral.
- Remove the furling line.
- Ease mainsheet completely.
- Move to starboard side of mast (without touching the boom, which is free).
- Ease vang and downhaul.
- Raise mainsail.
- Ease topping lift.
- Adjust downhaul/cunningham.
- Set the vang.
- Flake the halyard.
- Move to cockpit (do NOT touch the boom).
- Shut engine off, harden mainsheet and sail away.

RAISING THE FORESAIL

- Position the boat beam on to the wind on port tack.
- Ease the mainsheet completely.
- Go forward and raise the sail.
- Flake the halyard.
- Return to the cockpit (do NOT touch the boom).
- Harden sails to start sailing.

UPWIND AND TACKING

- Make sure sails are fully hardened.
- Watch foresail telltales.



Singlehanded Sailing

- You may wish to carry a shock cord (bungee) with a hook at each end to facilitate steering. Attach hooks at each side of the cockpit, and wrap the shock cord once or twice about the tiller. Do NOT tie the tiller with a line in case you have to move it quickly.

REACHING, RUNNING, GYBING

- Ease sheets sufficiently for the point of sail.
- Use the backstay telltale or masthead wind indicator while running and gybing.
- Don't gybe mainsail by grabbing the parts of the mainsheet. Harden the sheet, then ease out.
- Remember a gybe is from a run to a run to a run; the foresail is gybed first.
- Don't worry if your handling the foresail is not perfect. It is the care taken with the gybing of the mainsail that is important.
- Stay in control during gybe, and on course. You may wish to stand with the tiller between your legs while gybing, leaving hands free for handling the main and foresail sheets.

HEAVING TO

- Sail closehauled on the port tack.
- Tack, leaving the foresail sheeted in.
- Let the boat settle onto the new tack and slow down, then tie the tiller to leeward (if wheel, to windward).
- You will be on a starboard tack, making you the Stand-on vessel over sailing vessels on port tack and power driven vessels.

REEFING

- Reef while hove to.
- Ease mainsheet completely.
- Move to starboard side of the mast (avoid touching the boom).
- Ease vang.
- Release cunningham or put pin in the mast to secure downhaul if fitted.
- Harden topping lift.
- Lower mainsail and set and secure luff reef line. Raise halyard tightly.
- Set leech reef line tightly.
- Ease topping lift, set vang.
- Flake halyard.
- Make your way to the cockpit and harden mainsheet to closehauled position.
- Tie reefing points loosely.
- Shake out the reef in reverse order.
- To get out of the hove to position, simply untie the tiller, and gybe as the boat falls off the wind. (This avoid dragging the foresail across the shrouds).

CREW OVERBOARD

- Go to a beam reach IMMEDIATELY.
- Call "CREW OVERBOARD" and throw life ring and pole or buoyant objects.
- Sail only far enough from COB to be able to maneuver back using the Triangle Method of return.
- Tack, don't gybe.



- Approach COB on a close reach, keeping the COB on the windward side, luffing sails to control your speed.
- You should be a minimal speed as you arrive alongside COB, with both sails completely eased, and the COB close aboard to windward.
- Recover COB from cockpit, not foredeck (to remain near tiller and sheets).

ANCHORING UNDER SAIL

- Lower the foresail (on a port tack), bag it, stow it in pulpit giving you room to lower the anchor.
- Sail on beam reach to anchoring spot.
- Ease mainsheet completely.
- Luff up, head to wind. Boat will come to a stop.
- Go forward, lower anchor to bottom (total depth, but not scope): watch chain doesn't damage deck or hull.
- WAIT, the boat will drift back and perhaps a bit sideways.
- As boat moves backward, pay out scope.
- Cleat off rode on bow center cleat, or if no center cleat, on a side cleat. Make sure the rode is riding in the bow chock.
- Boat will slowly drift backward to end on the rode and eventually come head to wind. BE PATIENT!
- When the rode is snugged up, sail in reverse (push on boom) to set anchor.
- Once anchor is set, lower and furl main.

ANCHORING UNDER POWER

- Motor beam to the wind.
- Turn head to wind.
- Idle in neutral.
- Wait for boat to come to a stop.
- Go forward, lower anchor until it touches bottom (watch chain doesn't damage deck or hull).
- WAIT until boat drifts back from anchor (will probably go sideways on to wind).
- Pay out rode.
- Cleat off rode on center bow cleat - if no center cleat, use side blow cleat. Make sure rode is riding in the bow chock.
- Return aft to motor, put in reverse, and slowly move astern until rode comes taut.
- Slowly increase power to ½ throttle for 30 seconds to set anchor.
- Slowly reduce power to idle so boat does not spring ahead
- Put engine in neutral, and shut off
- Take a visual sighting to confirm anchor is holding.

WEIGHING ANCHOR UNDER SAIL

- Raise mainsail, with mainsheet completely eased and tiller free (vessel will be head to wind).
- Secure downhaul or cunningham, ease topping lift, set vang.
- Leave mainsheet free.
- Go forward and raise anchor.



Singlehanded Sailing

- Clean mud off anchor - rinse up and down in the water.
- Flake rode neatly and stow.
- Sail away on port tack; raise foresail.

RETURNING

- Lower the foresail (port tack, beam to wind, mainsheet completely eased) and leave hanked on, halyard removed, sheets deployed, sail in its bag, bag secured.
- Lower mainsail while boat beam to the wind on starboard tack. Remember to harden the main sheet to center before working along the boom to furl the sail.
- Deploy the fenders and fore and aft mooring lines tied to shrouds or together, paddle at the ready.

CAUTIONS

- ALWAYS WEAR A PRD while singlehanding, and a safety harness when wind and sea conditions warrant it. The same applies if your crew are non-sailors.
- Work the windward side of the vessel, never (downwind) behind the boom.
- NEVER hold onto or work along the boom while the mainsheet is eased.
- Kneel on one knee, with your other foot firmly on the deck when in the pulpit, for balance and back safety. The tread on your boots or deck shoes has more grip than your trousers or coveralls.
- Keep a proper look out at all times.

2. Summary of Common Singlehanding Errors

VESSEL PREPARATION

- Bilges not bailed out.
- Bitter end of anchor not secured.
- Halyards lost up mast.

ANCHORING

- Not keeping chain clear of gelcoat.
- Rode not riding in bow chock.
- Rode not secure on main cleat.

WEIGHING ANCHOR

- Foresail raised before anchor raised.
- Working on leeward side of vessel.
- Not on port tack when raising foresail.
- Topping lift not eased after raising mainsail.
- Flaking line around elbow.
- Not in the pushpit when raising anchor.
- Foresail raised upside down!
- Tiller not free while weighing anchor.



UPWIND AND TACKING

- Leech line too tight.
- Vang not set.
- Downhaul / cunningham not tight enough
- Topping lift remaining on.
- Oversheeting main.
- Oversteering tacks.
- Genoa not fully sheeted in.
- Overstanding marks to be rounded.
- Not watching telltales.
- Not sailing closehauled (ie. Reaching).
- Pinching.

REACHING, RUNNING, GYBING

- Too slow easing sheets for reach.
- Sails sheeted for closehauled.
- Mainsheet too tight for running.
- Not gybing from a run to a run.
- Touching parts of mainsheet during gybes.
- Out of control, violent course changes.
- Not determining wind direction.
- Not keeping a proper lookout.

HEAVING TO

- Not tying tiller to leeward.
- Not on a starboard tack.

REEFING

- Not on a starboard tack.
- Topping lift not on before lowering halyard.
- Not resetting pin for downhaul if fitted.
- Mainsheet not eased while lowering sail.
- Leech reef line set before luff reef line.
- Leech reef lines not set tight.
- Reef ties pinching sail.
- Halyard not fully raised.
- Sail not setting properly.
- Topping lift not eased after reefing.
- Mainsheet not eased when raising halyard while shaking out reef.
- Reef lines not completely eased after reef shaken out.
- Vang not reset.

CREW OVERBOARD

- Not on an immediate beam reach
- Not shouting the alarm.



Singlehanded Sailing

- Sailing too far from COB
- Gybing rather than tacking.
- Approaching from upwind.
- Approaching too fast.
- Falling short or hitting COB.
- Attempting a leeward recovery.
- Leaning out of boat to recover COB.

SNUGGING DOWN

- Main poorly furled.
- Boom not horizontal.
- Foresail not stowed.
- Wet sheets in sail bag.
- Water in bilge.
- Mooring lines incorrectly belayed.
- Anchor dirty, line not flaked.
- Vessel improperly secured to dock.

3. Check list for Singlehand Sailing

TRANSPORT CANADA REQUIRED ITEMS

- PFD.
- 2 paddles, or
- Anchor with minimum 15 m. chain, cable or rope.
- Bailing bucket, or
- Manual Pump.
- Class B₁ fire extinguisher.
- Sound signalling device.
- Buoyant heaving line (15m.)
- 6 Approved flares (maximum 3 type D).

CYA RECOMMENDED ITEMS

- Rigging knife on a lanyard.
- First Aid kit and manual.
- Flashlight with spare bulb and batteries.
- Boarding ladder or device.
- Emergency steering device.
- Tools and spare parts.
- Tapered softwood plugs secured to thru-hull fittings.
- Lead line or echo sounder
- Navigation charts of cruising area.

MISCELLANEOUS ITEMS

- Winch handle.
- Garbage bag.



- Tide and Current tables.
- *Safe Boating Guide*.
- Sponge.
- Extra mooring lines.
- Fenders.
- Sails (genoa / jib).
- Toilet paper.

CONDITION OF VESSEL

- Bilges dry.
- Head operational.
- Mainsail cover off, halyard on.
- Foresail bent on, halyard off, foresail in bag, secured.
- Rudder, tiller.
- Standing rigging.
- Running rigging.
- Anchor rode flaked, bitter end secured.

UPON RETURN

- Fenders adjusted.
- Breast and spring lines, boat parallel to dock.
- Bilges dry.
- Boom horizontal.
- Mainsail cover on.
- Foresails folded and bagged; sheets flaked (outside bag, if wet).
- Paddle stowed.
- Anchor clean, rode neatly flaked.
- Tiller secured midships.
- Sail covers or boom tent on.
- One last look from dockside.

CORRECT USE OF KNOTS, BENDS AND HITCHES

- Fenders - round turn and two half hitches on the toe rail, cleats or stanchions (not life lines).
- Mooring lines - belay the cleat or round turn and two half hitches to rails and rings.
- Tiller - clove hitch.
- Furling main - clove hitch.
- Boom tent - round turn and two half hitches.



4. Singlehanded Generic Course Diagram

NOTE

- This is an evaluation of seamanship, not a race!
- The course is open (without gates or markers), however you must remain within a reasonable distance of the IE boat at all times and watch for signals and keep a proper look out.
- With reasonable winds and sailing conditions, the average elapsed time for the evaluation is about 40 minutes.

SIGNALS

- 1 blast or white flag - Look to IE boat for instructions.
- 2 blasts or blue flag - Starting signal.
- 3 blasts or red flag - Come within hailing distance.

WIND



KEY

1. Boat at anchor. Wait in cockpit for instructions. Main lowered and furled, jib bagged and secured, halyard off, anchor rode bitter end secured.
2. Start on blue flag, position boat to sail upwind near IE boat.
3. Execute 3 tacks from closehauled to closehauled; allowing time only to settle on each course and trim sails.
4. Heave to; put in a reef; and look to IE boat for white flag or one blast to shake out the reef. IE's may have you sail with the reef in. On signal, shake out the reef.
5. Execute 3 gybes from a run to a run, foresail first.
6. Crew Overboard demonstration. On command from the IE boat, deploy start the procedure with the shout "Crew Overboard" and then deploy the buoyant objects you shall retrieve.
7. Upon receiving confirmation from the IE boat, return to anchor.

Chapter 5

EVALUATION

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1. What are the IE's looking for?

As stated previously, there is more than one way to accomplish a task, teach a class, sail a boat, etc. We recognize this. Your varying backgrounds - be it in sailing, teaching, racing; combined with your personality and other experience will all combine together to make you an individual, unique instructor.

The goal of the Instructor Development Clinic is to combine your experience and further developing it with good seamanship, and a patter (your teaching dialogue, mannerisms and personality) to deliver the Standards. Above all, remember you will be teaching basic students. A consistent, nationally acceptable methodology must be used. This is why we insist on using CYA terminology and commands from the *Logbook* as well as official publications. For example, terms like: "hook", "right of way", "steaming light" and "prepare to tack" are never used in favor of: "anchor", "stand-on vessel", "masthead light", and "Ready about". Take pride in being a professional instructor and avoid using slang and improper terminology. Your well-earned pride translates into respect from the student.

2. Presentational Techniques or Skills

Assuming that you have the requisite knowledge, have adequately prepared your material, selected your method and chosen your teaching aids, there now remains a number of other factors which influence the outcome of your presentation.

These are the non-materialistic factors, they are the subjective perceptions that the students deduce from the way you appear and the way you act. While there are no techniques or skills that can make up for a lack of competence, concern or interest on your part, there are certain negative inferences that can be drawn if the importance of presentational techniques or skills is neglected. There are a number of factors that must be considered.

Appearance

If you appear bored and disinterested, the apparent attitude will be reflected by your audience. Enthusiasm and interest are conveyed and reflected by the same means. Do not drape yourself over lecterns or lounge against the walls.

Movement

Do not stand as if rooted to the spot. Move around but do not bound around like a hyperactive rabbit.

Mannerisms

The worst of these are short, repetitive actions such as throwing chalk into the air and catching it, or rapping a pen continuously. They are distracting and cause tension. Monitor these and avoid the worst of them.

Voice

Modulate your voice: avoid speaking in a monotone. Use standard grammar. Particularly avoid separating phrases with 'ER' and ending each sentence with "OK?" Do not speak to the chalkboard; as far as possible, face your audience when speaking.



Nervousness

This is best overcome by slowing down, not going faster: take a little extra time to draw a diagram. If you have a handout, give it out to each individual and thus make contact with each person. Going through the class and identifying and greeting each person serves the same function. Control your breathing. Especially at first, good preparation and knowledge of your material is very reassuring.

If you are new to teaching or going into an unfamiliar situation, try starting off with a class exercise, written or verbal: anything to get all the eyes off you! Remember the KISS rule. Set your initial priorities realistically: initially they are not to convey knowledge but to get you, the instructor relaxed. If you can do this, and you have adequately prepared, the rest will follow.

Attitude

Attitude encompasses your perceived position such as sarcastic, bored, overbearing, dictatorial, patronizing, ineffectual (to name the negative ones). These perceptions can be correct but they are often the negative subjective reaction to some of the factors mentioned above - an appearance of being overbearing can be a reaction to being nervous.

Command

Command involves being in command of your material and in command of the situation. Command is not taken, it is allowed you (in the case of adults) by reason of the need for you to be in charge because of your position and the learning situation. The position of the commander, or captain, of a vessel is based on the needs of the situation; your command, however, is validated by performance. Command is established by competence.

Rapport

Rapport is the way you get along with the class. It is the end product of your perceived attitude and competence. Good rapport acknowledges your leadership and command, but it also requires that you are perceived as human, warm, approachable and understanding.

Confidence

Confidence comes from success: the success of preparing and presenting courses over a period of time. It is quiet and it is reassuring to both your students and yourself.

3. Candidate Evaluation Forms

The following forms are shown here as examples the course conductors will be using to evaluate your performance throughout the clinic. Completed forms are retained in the candidate file. Throughout the clinic your Instructor-Evaluators will keep you informed of your progress, and a full debriefing will be made prior to the end of the clinic. If you have any concerns, do not hesitate to communicate with the course conductors at any time.

4. Clinic Evaluation Form

This is to be completed by the Candidate prior to the final session. Your time and effort in completing this evaluation of the clinic, the conductors, organizer and system is used in a positive manner to improve subsequent clinics. Please feel free to write the National Committee with your concerns and constructive comments at any time.



Candidate Afloat Performance Evaluations

(Evaluators to complete, debrief, remove and place in student file at end of the day)

Candidate: _____	Candidate: _____
Date: _____ Afloat # _____	Date: _____ Afloat # _____
Vessel: _____	Vessel: _____
Attitude: _____	Attitude: _____
_____	_____
Knowledge: _____	Knowledge: _____
_____	_____
Seamanship: _____	Seamanship: _____
_____	_____
Comments: _____	Comments: _____
_____	_____
IE: _____ # _____	IE: _____ # _____

Candidate Dockside Teaching Evaluations

(Evaluators to complete, debrief, remove and place in student file at end of the day)

Candidate: _____	Candidate: _____
Dockside topic: _____	Dockside topic: _____
Date: _____	Date: _____
Preparation/resources: _____	Preparation/resources: _____
_____	_____
Knowledge: _____	Knowledge: _____
_____	_____
Seamanship: _____	Seamanship: _____
_____	_____
Comments: _____	Comments: _____
_____	_____
IE: _____ # _____	IE: _____ # _____

Teaching Evaluation - Classroom

Candidate: _____

Evaluator: _____ Date: _____

1 = Satisfactory 2 = Needs Improvement 3 = Unsatisfactory

Lesson Phase	Comments	1	2	3
Introduction	Topic: _____			
Motivator	_____			
Links	_____			
Objective	_____			
Body	_____ _____			
Questions	_____			
Summary Conclusion	_____			

Style: (circle)

Lecture	Demonstration	Discussion	Brainstorming
Guided Discovery	Problem solving	Role Playing	Game Playing

Comments: _____

Organization / Resources / Content:

Location set up	Teaching aids	Detail for audience	Detail vs. time
Class involvement	Correct information	Content vs. objective	Utilizing resources

Comments: _____

Communication: (circle)

Articulate/defined	Optimal position	Voice control	Met Objectives
Enthusiasm	Attentive / respectful	Positive reinforcement	Question techniques

Comments: _____

Feedback / Climate / Interaction with students:

Asked questions where appropriate	Comment on correct responses	Handling incorrect responses	Verify class understood lesson
Friendly appearance	Commands respect	Encourage proactivity	Eye contact

Comments: _____

Detracting Mannerisms:

Comments: _____

Notes:
