



**basic racing rules**

<p>Student should understand the basic 'simple format' rules published by the RYA.</p>	<p>Rules coverage to include:</p> <ul style="list-style-type: none"> <li>- boats on opposite tacks – port tack keeps clear</li> <li>- boats on same tack – windward boat keeps clear</li> <li>- rounding buoys – giving room, 3 boat length limit</li> <li>- starting rules – luffing before the start, no barging</li> </ul> <p>Use the rules in all practice exercises and call penalty turns when necessary</p>	<p>Test students in theoretical situations – they should understand the rules that apply and what they should do in those situations if they are the right-of-way boat and non-right of way boat.</p>
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**starting**

<p>The student should be able to make a plan of where they want to start and control the boat to arrive at this point with full speed at the start.</p>	<p>Explain the three basic approaches to starting:</p> <ul style="list-style-type: none"> <li>- approach from starboard</li> <li>- approach from port and then tack to starboard</li> <li>- port tack approach and start</li> </ul> <p>Review approaches to controlling position and speed before the start.</p>	<p>Run multiple starts at short intervals. Allocate planned approaches to each student. Check that they can control speed and position to start according to plan. The student should not need a watch – the coach calls the time.</p>
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**rounding marks**

<p>The student should be able to do an efficient rounding of windward and downwind marks – maintaining speed and control as the direction changes.</p>	<p>Windward Buoy:</p> <ul style="list-style-type: none"> <li>- prepare – set rig control and check mainsheet is free to run out</li> <li>- bear away smoothly – hike hard and move back to stop bow burying.</li> <li>- ease the mainsheet slightly before the turn so that the boat stays upright; in light winds reach in and pull the mainsheet out.</li> <li>- settle on the new course and set the dagger board</li> </ul> <p>Downwind Buoy:</p> <ul style="list-style-type: none"> <li>- in wide, out close – (if gybing, leave enough room before the buoy)</li> <li>- prepare daggerboard and rig controls before rounding</li> <li>- steer smoothly around buoy – use both hands to pull in main sheet.</li> <li>- hike to keep boat as flat as possible</li> </ul>	<p>Set a windward/leeward course with buoys around 100-150m apart. Sail course as figure of eight and as sausage - both directions to test all combinations of mark roundings. Initially with single boats well separated and then in company with other boats.</p>
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**roll tacks**

<p>Extend tacking skills developed on SKILLS course to introduce more kinetics into a tack</p>	<p>Encourage roll by heeling boat to leeward and then hiking sharply as the tack starts. As boom crosses, bend head under the boom and cross the boat – back leg first and forward. Hike on the other side just enough to bring the boat upright quickly and sheeting in the sail to the point-to-point position. Lean in to stop the mast passing too far beyond the upright.</p>	<p>In force 2 winds test students with multiple tacks – use a whistle to signal when to tack. The tack should generate a positive acceleration out of the tack and be on a close hauled course.</p>
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**roll gybes**

<p>Extend gybing skills developed on the SKILLS course to introduce more kinetics into a gybe.</p>	<p>As the gybe starts, stay on the windward side to encourage the boat to roll to windward. Steer more forcefully through the gybe so that the boat ends up on a broad reach on the other gybe. After crossing the boat hike enough to get the boat upright and pump the mainsheet once before resuming a downwind course.</p>	<p>In force 2 winds test students with multiple gybes – use a whistle to signal when to gybe. The gybe should generate a positive acceleration.</p>
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## penalty turns

The student should be able to perform two complete turns (gybe then tack) without coming to a complete stop.

Describe how to do a single turn starting from the close hauled position with a controlled bear away onto a gybe, NOT centralizing the rudder after the gybe so that the boat rounds up under control, with the main sheet being rapidly pulled in to generate speed; followed by roll tack back onto a close hauled course. Once the student can do a single turn under control, extend the exercise to perform two complete turns. The second turn has to be initiated with a rapid release of the main sheet and a quick bear away into a roll tack.

Test that student can perform a double turn under control – use a whistle to signal the start of a turn.

## kiting

On many unstayed singlehanded boats it can be quicker in lighter winds to heel the boat to windward on a run – this reduces the wetted surface of the hull and raises the center of effort in the sail into higher wind speeds

Raise the daggerboard at least  $\frac{1}{2}$  up. Let the mainsheet right out so that the sail is at  $90^\circ$  to the boat. Put rear foot across the boat and tuck front foot against side of boat. Lean back, holding onto the top of the daggerboard to heel the boat to windward, leaning in again slightly once the balancing point has been reached. Steer holding the tiller with the tiller extension vertical. Alter direction with small tiller movements. If boat rolls too far to windward, use a combination of turning slightly into wind, pressing down with the back foot, and sheeting in the mainsail to bring the boat under control.

Test that the student can put the boat into the 'kiting' position and steer a downwind course in that position.

## sailing when overpowered

Student should be able to sail in force 4 conditions when they are overpowered both upwind and cross wind.

Use the following techniques to control power:

- sail setup – flatter sails, more rake, less twist
- trimming with body weight – demonstrate sitting out style and fore/aft movement to keep bow up
- steering in gusts – feather into wind when close hauled and bear away downwind.
- bailing while sailing – use one hand to bail from hiking position

In suitable conditions check student is able to sail upwind and downwind under control in a force 4.

## sailing a course

The student should be able to sail a course around buoys – rounding them closely on the correct side and finding the next buoy quickly after rounding.

Show course on blackboard – students should be able to describe the course they will steer to get around the course. Then sail the course.

Try different course – including triangle, figure of eight and square courses, with port and starboard roundings.

Check that students can sail the courses set on the shore, rounding the buoys on the correct side and sailing the 'proper' course on each leg..

## participate in junior racing

During the course of the season the student should participate in junior races organized by SYC

Explain course, start sequence, signing on and off, and how results are calculated. Debrief after the race to deal with any questions they have.