



Instructor Trainer Outline and Supporting Content

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- What students want from a coach or instructor
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Unit 1: Coach as a Teacher

- A. **Coach/ Instructor Characteristics:** Our goal at US Sailing/US Powerboating is to build lifetime boaters. All sports see participants drop out over time. Let's ensure we start with a positive experience for your youth.
 - a. In surveys, young athletes have ranked the characteristics they think are most important in a teacher or coach. Here are the top five characteristics: fun, clear, organized, respectful, and understanding. Coaches with these characteristics are have success with retention.
- B. **Welcoming Environment:** Create a culture where each participant feels welcome, important and physically, emotionally and socially safe. One of your most important roles as a coach is to create a safe and welcoming environment where students can learn and play with freedom and activity.
- C. **Essential Coach Knowledge:** Coaches need knowledge in many areas because coaching is complex and coaches assume multiple roles. There are three broad types of coaching knowledge:
 - a. Professional: Know your sport and how to teach it
 - b. Interpersonal: Know how to relate to and lead others
 - c. Intrapersonal: Know yourself and how to sustain improvement efforts
- D. **Athlete Centered Outcomes:** The goals and measures of quality coaching are how well the athlete develops and performs, that is, athlete-centered outcomes. Quality coaching leads to more than just capable participants and competitors; quality coaching is driven by a quest for whole athlete development, making better people while also making better athletes. These desired athlete outcomes generally fit into four areas, referred to as the Four C's of athlete development: **Competence, Confidence, Connection, Character**.
- E. **Contextual Fit:** Successful coaches adjust their approach to the athletes, settings and circumstances because they know the most effective coaching is context-specific. Those same coaches also recognize that whole athlete development requires the right kind of coaching at the right time in the athlete's journey. (**right time, right coach, right athlete**)
- F. **Attributes of a US Sailing Instructor (Personal & Professional Skill Rubric)**
 - a. Punctuality - Arrives well in advance
 - b. Professional Appearance - Is dressed appropriately, wears closed-toed shoes and presents him/herself in a professional way throughout the course
 - c. Effort/ Preparation - Is well-prepared for all presentations and evaluations
 - d. Professional Conduct: Presents self in a safe and professional way; prepares; takes seriously the material covered; is attentive to and respectful of students and other coaches and instructors
 - e. Open Minded - Is totally open to and embraces alternative approaches and differences of opinion
 - f. Positive Attitude - Always demonstrates through word and actions a positive attitude throughout the course
 - g. Equipment Management - Demonstrates a high degree of respect for equipment, facility and the environment

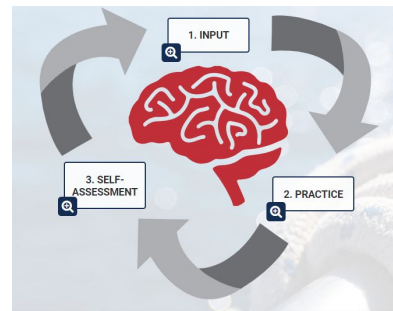
- h. Leadership Skills - Takes initiative and motivates others to act in a professional manner through actions and/or words
 - i. Participation in Discussion - Is always prepared, participates actively and contributions reflect understanding of the material on multiple levels
 - j. Collaboration Skills (Team Player) - Works well with others, shares ideas/insights, supports other ICs in their efforts and provides meaningful feedback throughout the course
- G. **Responsibilities of a US Sailing Instructor:** As a professional, you are responsible to your students, their parents, your employer and co-workers, US Sailing/US Powerboating and yourself. The degree to which you live up to those responsibilities largely determines your level of professionalism
- a. Responsibility to your students:
 - i. *Safety:* You have a legal duty and a personal responsibility to try to anticipate danger and protect them from it. You are responsible for taking charge of all facets of the learning environment and maintaining sufficient control of it so that nobody gets hurt.
 - ii. *Fun:* Whatever style of sailing your various students aspire to, one thing they have in common is a desire for boating. Today most people boat for fun. One of the first and most common questions friends and family ask after class is, "Was it fun?"
 - iii. *Learning:* You succeed when your students learn. Start by memorizing students' names or use name tags to help break the ice and begin team building.
 - b. Responsibility to US Sailing: Once you become certified, you represent US Sailing and reflect its standards every time you teach sailing. Among your primary professional responsibilities is a duty to US Sailing and your fellow certified instructors to live up to the standards of your certification credential
 - c. Responsibility to Yourself: To be fair to yourself and all those who rely on you, you need to stay healthy, alert, positive and focused.
- H. **Sustainability in Sport:** In our sport, our field is the ocean. So, we are ALL responsible for leading efforts of environmental stewardship. Coaches, instructors, race officials, parents, volunteers and sailors all play a role in maintaining a safe and sustainable environment. There are 4 practices to the sailor's role in environmental stewardship and sustainability.
- a. *Role Model:* Just like wearing a life jacket, a coach should model refuse, reduce, reuse and recycle.
 - b. *Refuse/ Reduce:* Refuse single-use plastics by using a reusable water bottle and replacing zipper seal bags and plastic silverware with reusable food containers or beeswax food wraps.
 - c. *Use:* Choose eco-friendly products for wash downs, boat operations maintenance and storage options.
 - d. *Provide:* Make water refill and recycling stations available at your facility and on the water.

Unit 2: Understanding Athletes & Learning

- A. **How Athletes Process Information:** The human brain is the most sophisticated information processor known. There are multiple theories of how we process and learn information. Applying the best theories about how the brain functions in learning is important in becoming an effective instructor, coach and teacher so we can determine which methods are best for teaching to a variety of students who most likely learn differently.
- The processing loop explains how athletes or humans process information in the mind. There are two ways we see education happening in the processing: self-taught or instructor-led.
 - An effective instructor will always help a student learn faster than if the student attempted to self-teach. Let's dig into this area and explain the two ways athletes process information and you might get some ideas on when and where to use them.

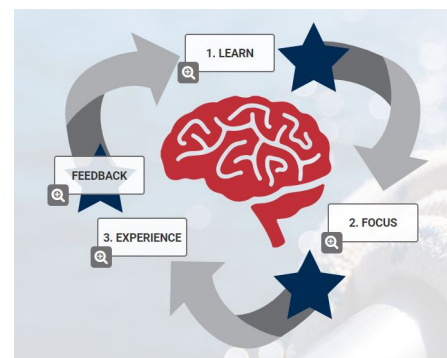
B. **The Processing Loop for Self-Taught Students:**

- Input:** In a self-taught model, a student gains information through input. The input may be appropriate, but the student cannot know whether they have the right input or not.
- Practice:** After taking in the input, a student practices a skill. The practice may be correct, but the primary measure is if they have survived the experience.
- Self Assessment:** After practice, the student undertakes some self-assessment to reflect on and improve the original input, creating a new understanding to initiate more practice. The self-taught student cannot be certain that the self-assessment is accurate, but will find out in the process of more practice.



C. **The Processing Loop for Instructor-Led Students:**

- Learn:** The instructed student gains an advantage immediately because they start with learned input, the correct information at an appropriate level. The input is delivered using the right balance of methods (visual, auditory and kinesthetic) and using an abstract or concrete framework that reduces confusion of interpretation.
- Focus:** Once the student learns something new and gains the insight provided by input, they are ready to start practicing the new skill. An instructor can focus a drill on the specific skill being learned, allowing a student to really develop the critical information and physical executions



necessary to perform the skill properly. Through feedback during the practice, the skill is continually improved during the consolidation phase.

- c. Experience: As the student finishes practice and receives experienced assessment through review and checks for understanding, they advance their initial understanding at Step 1, input. Continuing this loop finally allows a student to move toward automation phase, when the skill can be performed without conscious thought.
- d. ★Feedback: One of the most notable improvements gained from instruction is feedback. Feedback includes positive reinforcement, skill correction, checks for understanding, rewards and encouragement. Feedback from the instructor comes in between the three brain processes, and occurs multiple times during one lesson. From the student's perspective, feedback allows for the opportunity to ask questions, the potential for a check for understanding and feedback from the instructor, the possibility of learning errors being corrected during the learning phase and encouragement and rewards.

D. Everyone Learns Differently: No two students are exactly the same and that includes the way people perceive, store, process and recall information. Students in the same class may come in with different levels of background knowledge and skills. As an instructor, it's your job to assess and meet the needs of each student, and find the best way to teach them. *All willing students have the capacity to learn. If a student does not learn, it's a signal that the teaching is ineffective. It's your job to determine how to best reach each student. You succeed only when the student does.*

- a. Sensory Input: Learning begins with sensory input. Sensory input is the "raw data" taken in through the five senses: seeing, hearing, smelling, tasting and feeling. Some students favor one sense over another - some may learn faster by seeing or doing something rather than by just hearing it explained.
 - i. Kinesthetic
 - ii. Visual
 - iii. Auditory

E. Communication:

- a. Verbal Communication: Verbal communication refers to what you say and how you sound when you say it. There are several key elements including voice quality, pace/timing and word choice that can help your audience better understand what you are teaching.

1. Voice Quality: The quality of an instructor's voice can help or hinder the learning process.

a. Tips:

- i. Be conscious of the sound of your voice.
- ii. Enunciate so everyone can understand every word.
- iii. Use an appropriate volume, projecting your voice so you can be heard clearly in the back of the room.
- iv. Vary the pitch and tone of your voice for enthusiasm and emphasis.

2. Pacing/Timing: Pacing is important to effective verbal communication. If you speak too quickly, you may not be fully understood. If you speak too slowly, you may lose your audience's attention.
 - a. Tips:
 - i. Slow down and even pause for emphasis and let your audience absorb the information.
 - ii. Develop a detailed lesson plan that highlights key points of your presentation. If you get nervous, you can refer to your plan and avoid talking too quickly.
 3. Word Choice: Remember that learning sports terminology can be like learning a whole new language. Make sure you are using words your audience can understand.
 - a. Tips:
 - i. Keep things simple at the beginning to avoid losing your students.
 - ii. The simpler a word is, the easier it will be for brand new students to understand.
 - iii. Define terms as you go along.
- b. Nonverbal Communication: People communicate without words all the time. Nonverbal communication includes everything about you other than your spoken words.
- i. Confidence - Would you want to learn from this person? Would you trust their knowledge? A confident, deliberate and enthusiastic appearance will get you started on the right foot. Stand up straight, keep your head up, stay focused, look people in the eye, be well organized, speak clearly and take charge.
 - ii. Body Language: Your posture conveys implied messages about your mood and attitude. Crossed arms or legs suggest defensiveness. A cocked head suggests skepticism or defiance. Leaning forward in a chair or standing too close may suggest assertiveness or aggression.
 - iii. Eye Contact: Eye contact is a powerful teaching tool. It not only concentrates and focuses the attention of the student, it supplies the instructor with valuable feedback. Your eyes communicate to your class; students need to see your eyes. They should not be hidden behind sunglasses while teaching. Use sunglasses only when necessary.
 - iv. Gesture: When discussing different categories, physically move your body to stand in a different location when making each point. Alternatively, when contrasting calm water from rough water, use physical space around you with smooth gestures followed by choppy gestures to accentuate your point.

F. Student Motivation: Learning comes much more quickly when a student is comfortable, relaxed and willing. A student is not simply a passive receptacle for information but an active participant in a learning process. It is a partnership between instructor and student. As in any partnership, willingness and earnest teamwork can make all the difference. Willingness stems from motivation, and motivation may stem from a variety of sources.

- v. Extrinsic Rewards: Positive reinforcement which comes from others. Tangible keepsakes and mementos like trophies, plaques, prizes
- vi. Intrinsic Rewards: Intangible, self-reinforcing influences which develop from the emotions of the individual student

G. Distractions:

1. Environmental Distractions: Includes noises, sights, odors, extreme temperatures, uncomfortable or badly arranged seating, poor lighting, poor ventilation, other students, intervening boating traffic and anything else in or around the teaching environment which might capture the student's attention at the expense of the lesson plan.
2. Student Distractions: Include personal discomforts or preoccupations such as fatigue, illness, pain, hunger, thirst, family problems, uncomfortable clothing, fear or nervousness, a vision or hearing impairment, emotional or physical maladies and any other such personal or private matters which may weigh on a student's mind and compete for attention.
3. Instructor Distractions: Include peculiar mannerisms, gestures, or speech patterns, poor attitude, bad manners or any other attributes which may unnecessarily draw attention away from the intended message.

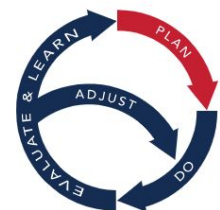
H. Teaching Students with Physical or Intellectual Disabilities: You will teach or coach students with physical or intellectual disabilities.

- ★ Remember, everyone is a person first. Just because a person may appear in a certain way doesn't mean you know or understand their abilities.
- ★ Ask: talk to your students about what they need to be successful in the learning environment.
- ★ If you feel uncomfortable in a situation, ask your colleagues for support and teaching strategies.
- ★ If you find yourself often teaching or coaching individuals with disabilities, seek additional training.

- I. **Adaptive Judgment:** Let's say a student learns a skill such as docking a boat in a slip with calm wind. The same student may well find it difficult to do the same thing in a strong crosswind. This is where adaptive judgment comes to the rescue.

An accomplished boat handler would recognize the problem, size up the situation and make the necessary adjustments to compensate for the leeway caused by the crosswind. The difference is experience.

1. Plan: Learners have a better chance of making the right adjustments and succeeding at a task if they have faced the similar circumstances before.
2. Do: Adaptive judgment is what enables your students to accomplish a skill in various conditions.
3. Evaluate & Learn: Practice under a wide variety of circumstance helps to improves adaptive judgment.
4. Adjust: The wider the range of training drill conditions (different wind, current, and sea states) your students experience, the better equipped they will be later on.



Unit 3: Teaching Tools & Methodologies

- A. **Crawl, Walk, Run:** All instructors need to develop drills, lessons and activities to teach skills in a progression from simple to complex. Use progression as practice begins: practice the skill alone, add moderate pressure and then go live or add competition. Just as a baby needs to learn to crawl, then walk, then run, your teaching should follow a natural progression of basic skills that a student can understand mentally and perform physically.
 - a. Tie Knots: Have the student perform a skill repeatedly by him or herself.
 - b. Rig a Boat: Ask students to do the skill with a partner.
 - c. Go Sailing: Introduce a passive opposition to challenge the execution of the skill.
 - d. Sail with Friends: Raise the challenge of the skill and add more pressure by having the students compete and finish with a rewarding opportunity.
 - e. Sail in Regattas: Raise the challenge of the skill and add more pressure by having the students compete and finish with a rewarding opportunity.
- B. **Whole Part Whole:** This is a traditional teaching method where coaches teach the whole action first by demonstrating the skill with an athlete or showing a video if a demonstrator is not available.
 - a. The action is then broken down into parts and worked on in sequential order.
 - b. All of these pieces are then put back into the whole action.
 - c. The key to whole-part-whole is to never lose sight of the whole. It is very easy to spend a significant amount of time practicing one part and drilling it to death. Use this methodology to begin with the end in mind.
- C. **Game Based Method:** A games-based methodology takes a different approach. A coach or instructor has the athletes participate in the activity and then teaches the skill as needed.
 - a. The emphasis is on the action where games are used to provide teachable moments. The games-based method tries to mimic competition so that the athlete develops a “competition sense.”
 - b. It is necessary to plan these game-play activities in order to get the desired scenario for teachable moments to occur.
- D. **Interactive Teaching:** Not every topic lends itself easily to hands-on kinesthetic teaching techniques. Some topics involve concepts, rather than physical skills. In these cases, interactive teaching is often very effective.
 - a. Use questions to create learning: Planning questions is just as integral to a lesson as planning the chalk talk or drill. Be sure to think through your questions to make sure that your audience will understand the questions and be able to provide answers that will drive the conversation in the direction you want.
 - b. Discovery Method: Also known as the Socratic method, this involves posing a series of easily answered questions which guide the class to a conclusion foreseen by the instructor.
 - i. In response to the instructor’s “loaded” questions, students volunteer answers.

- ii. Each answer is a step toward a broader conclusion. This method works particularly well if the pace is quick and lively, the instructor illustrates each point on the chalkboard and the instructor actively involves and draws out responses from every student.
- E. **Artful Questioning:** Asking your students artful questions can help activate their prior learning and experiences and link new information. Learning the fine art of questioning is a key skill for the effective instructor. Artful questioning is a foundation of student-centered instruction compared to older models of teacher-centered instruction.
 - a. Usually instructors will start with broad questions to build background knowledge and move to focused questions to guide student learning and link to prior knowledge.
 - i. **Broad questions require:**
 1. Open-ended answers
 2. Analysis
 3. Prediction
 4. Forming opinions
 - ii. **Focused questions require:**
 1. Recalling facts
 2. Defining terms
 3. Categorizing
 4. Confirming
- F. **Feedback:** Feedback is information about how we are doing in our efforts to reach a goal or obtain a skill. A player kicks a soccer ball with the goal of getting it in the net. An instructor teaches a sailing lesson with a goal of building sailors' skills to effectively sail in different wind conditions.
 - a. Performance: Correction is linked to a specific skill that is leading to a performance goal. Performance feedback is the action that needs to be corrected and how to correct it.
 - b. Specific feedback: Provides a direct correction of skill paired with a "why" statement.
 - i. Best used during one-on-one conversation
 - ii. Positive Reinforcement is part of feedback cycle and should also be specific: "Good job, sitting out on the rail and holding the tiller extension."
 - c. Reflective Feedback: Describes relevant, observable behaviors and includes constructive compliments and constructive correction

Unit 4: Planning: In planning your practice, think about what it would look like if you were in the business of happiness, not just teaching or coaching.

- A. **Season Planning:** Season planning requires assessing numerous variables that impact your students. While some boating centers operate year-round, many have active seasons such as summer, spring or fall.
 - a. Variables to consider: instructor abilities, athlete abilities, combined team abilities, # of regattas, weather patterns, # of sailors, transportation, funding & support.
- B. **Athlete-Centered Planning:** In order to build a solid season plan, and to make it athlete-centered so that your students and parents buy into your vision, you will have to be able to assess the variables listed in the last section, and more. To be successful, athletes should be at the center of your planning.
 - a. Strengths: Identify strengths and weakness in all individual athletes. Use these discoveries to guide your team strategy and planning.
 - b. Expectations: What are the goals of your athletes? Work with your staff to evaluate the expectations for individuals and the team as a group.
 - c. Goals: What are you trying to achieve with your team, on and off the water? Set goals to guide yourself through the season.
 - d. Timeliness: Reverse engineer your season to set realistic timelines to introduce new concepts and develop skill sets.
- C. **Parts of a Lesson/Practice Plan:** There are a number of ways to prepare plans for practice or lessons, but whatever format you use, it should include several key elements.
 - a. Duration
 - b. Objective/ Goal
 - c. Student Outcomes
 - d. Materials
 - e. Content/ Focus Skill
 - f. Scaffolding Questions
 - g. Activities: (Chalk Talk, Land Drill, Instructor Demo, Student Practice, Debrief)
 - h. Instructor/ Coach Reflection
- D. **Modify on the Fly:** One key to running great practices is being able to adjust on the fly when things go badly, or even when they go too well!
 - a. Drill/ Activity is too hard & athletes are struggling:
 - i. Create more time, change distance or number of repetitions.
 - ii. Consider breaking the drill down into parts and teaching the parts (whole-part-whole).
 - b. Drill/ activity is too easy & athletes are bored:
 - i. Create less time, add more pressure, change distance or number of repetitions.
 - ii. Speeding things up and challenging the athletes to do the drill or movement at a higher pace will challenge them during the activity.

- iii. Keep in mind that this is an increased challenge, so you should increase your encouragement whenever these moments happen and be sure to accept mistakes as a coach. You are making it tougher—they are bound to mess up!
- c. Athletes are confused and the drill is not working:
 - i. Things just not clicking today? Have 3-4 drills ready that you know like the back of your hand—ones your athletes already know or love to do.
 - ii. Having your athletes switch to your “go to” list can get them back on track.
 - iii. Don’t underestimate the need for discussion and free play. When things go wrong, playing a game might be a great option.

Unit 5: Evaluation & Reflection: Without a review of what we do, and how we do it, we can never fully grow as coaches from year-to-year.

- A. **Evaluation:** Sports organizations cannot be successful for long if administrators and coaches fail to effectively monitor and evaluate performance in both formal and informal ways. As a coach, be sure to build evaluation time into your season planning, both to evaluate the program and athletes.
 - a. Program Evaluation: A program evaluation should be a high-level evaluation and review that happens at the beginning, middle and end of seasons. Coaches, leadership, administration and board members should all participate in setting goals and then evaluating the year based on the overall factors of the organizations.
 - b. Athlete Evaluation: The evaluation can be informal and done as daily or weekly conversations and check-ins between coaches and athletes, or can be formalized in reviews that happen at the start, middle and end of season. As a coach, the key to athlete evaluations is making sure the athlete understands what they are being evaluated on or against, and then knowing how to improve moving forward.
- B. **Formal Evaluations:** A quality evaluation system includes four steps.
 - a. Step 1: Determine what to evaluate.
 - b. Step 2: Determine who should be asked to provide evaluation feedback. (coach, instructor, judges, peers)
 - c. Step 3: Select evaluation methods and collect data.
 - d. Step 4: Decide how to use the results.
- C. **Coach Self - Reflection:** Reflection is defined as serious thought or consideration. Reflection should be happening at the personal level (or self-reflection) but also at a broader level with fellow staff, athletes and leadership. This allows that checks and balances system to identify if there are problems at the athlete, coach or leadership level and brainstorm ways to solve them.
 - a. Before the season: Use this as a check-in before the chaos of the season begins. Add or subtract questions as you see fit, but here are some starters:
 - i. What are the goals for the season (personal and team)?
 - ii. What problems do you foresee?
 - iii. How do you hope to mitigate those issues?
 - iv. What do you want to learn this season?
 - b. Throughout the season: This is where you should be reflecting on your daily lesson/practice plans.
 - i. How did that teaching technique go over?
 - ii. Did you hit each lesson you were hoping to?
 - iii. What could have gone better?
 - c. Mid-Season: This is your chance to reflect and change (if need be) the direction of the season.
 - i. Do you like how your team is functioning currently?
 - ii. What accomplishments are you proud of?
 - iii. What do you still need to work on?

- iv. What is working well?
- v. What do you need to do differently?
- vi. Is everyone still working together to achieve the same goal (athletes, coaches, and leadership)?
- d. End of season:
 - i. So, you have finished the season! This is your chance to measure your team's success but also learn from the season to get better.
 - ii. Create a file where you can store "lessons learned" and share it amongst the coaches for continuous improvement. The questions you ask here may be similar to those in the mid-way check-in: What is working well and what could be improved?
 - iii. The new focus, though, for the end-of-season check-in is: Based on what you've learned, what will you do differently next season? This is a great question to share with your coaches and leadership as well to promote continuous improvement and growth for you and your team.

D. Reflective practice

- a. Coaches engage in reflective practice when they try to solve coaching problems. Problem-solving is a regular part of coaching, and quality coaches seek out possible solutions from a wide range of sources.
- b. The best coaches often conduct experiments to test potential solutions. This might involve asking another coach or an athlete for feedback on the strategy before implementing it.

E. Critical Reflection

- a. With critical reflection, coaches first ask themselves probing questions—such as why something is a problem—before they try to generate solutions.
- b. Because coaches are often pressed to make quick decisions, reflective practice is much more common than critical reflection. However, periodically suspending the tendency to try to solve a problem quickly, and setting aside time for inquiry and reflection, is a valuable way for coaches to revisit and refine their coaching purpose while also identifying areas for continuous improvement.

Unit 6: Safety & Risk: Without safe and healthy athletes, you are out of the job. You also have an ethical obligation to do no harm to your athletes.

- A. **Safety:** To start, there are several things you can do as a coach to improve safety.
 - a. First, provide a safe, welcoming environment. It's the coach's job to be sure the environment is free from causes of injury—both physical and emotional.
 - b. Properly plan activities. Be sure your activities contextually fit the age and developmental stage of your athletes. Planning also helps avoid risky actions.
 - c. Evaluate students for injury or incapacity. Be sure to discuss how your athletes feel and if they have any issues you should be aware of.
 - d. Match or equate students. Don't mis-match athletes in practice or games on purpose—by, say, putting a much larger athlete up against a smaller one. Be sure no one is in harms' way of another athlete.
 - e. Provide adequate and proper equipment. Work with parents and athletes to make sure equipment fits and isn't damaged.
 - f. Warn your athletes about inherent risks in their sport. Be sure your athletes know where safety needs to be a focus and what parts of the game need their attention.
 - g. Supervise activity closely. Don't leave athletes or students unsupervised and be tuned in when things start moving fast.
 - h. Finally, keep adequate records. Report all injuries to parents and program administration to document and recognize what happened. You may be able to prevent a similar situation in the future.
- B. **Injury Reporting:** Any injury that an athlete gets during training or competition should be documented.
 - a. If the coach administers any assistance (CPR, first aid, calling an ambulance), this should be documented as well.
 - b. A coach can never be too cautious by documenting any and all incidents that occur with an athlete, even if the coach is not present at the time.
- C. **Mandatory Abuse Reporting:**
 - a. U.S. federal law requires mandatory reporting of abuse, neglect or any other unsafe acts against athletes and youth.
 - b. Be sure to know the mandatory reporting rules and policies of your club or organization.
 - c. Visit the U.S. Center for SafeSport at SafeSport.org for more information.
- D. **Safety Precautions:** It's important to take every reasonable precaution to prevent accidents and provide safety for athletes and others who participate in your programs. If you take sound risk management precautions, the likelihood of injury, lawsuits or negligence is minimized.
 - a. Ensure you and your students wear USCG approved lifejackets as required by your discipline or workforce.
 - b. Post and practice your Emergency Action Plan (EAP).
 - c. Be properly trained, certified, and licensed to coach or instruct your students/athletes.

- d. Be present at all organized activities (meetings, workshops, staff development) in the program.
 - e. Adapt activities to the age, developmental maturity and fitness levels of the participants. Age-appropriate activities are very important for young athletes.
 - f. Require medical examinations of all participants prior to any program and know the current health status of your students.
 - g. Have a plan to appropriately assist participants that get injured, become sick, or suffer from an emergency.
- E. **Safety Trainings:** The USOC strongly recommends all coaches and instructors obtain sports safety training certifications through the American Red Cross, the U.S. Center for SafeSport and any other sport-specific areas that require training.
- a. Training programs should include:
 - i. First aid
 - ii. CPR
 - iii. Training in the use of AED's
 - iv. Injury prevention
 - b. The requirements of your organization may vary, but the USOC recommends training every 1-2 years in:
 - i. SafeSport abuse prevention and reporting
 - ii. First aid
 - iii. CPR
 - iv. Heat safety
 - v. Hydration
 - vi. Concussion
 - vii. Background check should also be renewed annually or semi-annually. US Sailing uses Higher Image for background checks.
- F. **Emergency Action Plans:** You never know when an emergency is going to happen. Make sure to have an emergency plan that includes where to go or what to do, responsibilities of your staff/team, means of contacting help and who to contact.
- a. Don't forget to practice!
 - b. Show Gowrie Group Example
- G. **HR & Admin:** Every coach—whether full-time or a volunteer—has to do some human resources and administrative work. The requirements are different depending on your situation, but there are some key recommendations to follow.
- a. Email/Texts:
 - i. Only send messages from a team system or account, not your personal account.
 - ii. Keep all messages and organize them, just in case you need to reference them in the future.
 - iii. Make sure all messages are time and date-stamped.
 - iv. Copy the athlete and parents or coaches—Include at least 2 people on all messages.
 - b. **Social Media:**

- i. Know your team/club/sport social media policy.
- ii. Keep all messages professional.
- iii. Before your post, imagine your post on a billboard for everyone to see.
Are you still comfortable posting it?
- iv. Avoid personal connections with athletes via social media for any use other than team purposes

c. Document Storage:

- i. Store all private information in a secure place.
- ii. Keep all records on injuries and decisions in safe and secure location.
- iii. Destroy any personal information for players and/or parents after it has been delivered to the proper organization administrator and is no longer necessary to keep (except in cases of reporting or documenting issues/decisions).

Unit 7: Progression of Learning: By implementing US Sailing and US Powerboating's Signature Progression of Learning as a model in your instruction, you can incorporate multiple pathways and you can strategically minimize lecture time and in turn maximize hands-on skill practice.

- A. **Lesson Preparation:** An excellent instructor is completely prepared and has practiced their lesson. They have a lesson or practice plan.
- a. The objective is clearly articulated in the lesson plan.
 - b. The activities of the lesson focus on a specific skill.
 - c. Content is presented in a clear and concise way.
 - d. Before beginning any lesson, instructors prepare all needed materials for instruction. Here are a few ideas to get you started.
 - i. Lesson plan and instructor notes
 - ii. Student materials (books, handouts, etc.)
 - iii. Whiteboard, markers and magnetic boats
 - iv. Land drill materials (broomstick, rope, sidewalk chalk)
 - v. Boats (check rigging)
 - vi. Marks and anchors
 - vii. Life jackets (for you and your students)
 - viii. VHF radio
- B. **Chalk Talk:** At US Sailing and US Powerboating we begin each lesson with a "Chalk Talk," a quick classroom-style presentation. Using their lesson plan as a guide, the instructor should prepare for the chalk talk and be ready to greet their students with a warm welcome when they arrive.
- a. To align student expectations, the instructor should communicate the day's objective and focus skill to the students. For example, when teaching tacking, the objective sets the expectation that students will successfully execute the steps in tacking around a flag without coach assistance.
 - b. Boating skills are largely hands-on and must be practiced to build confidence and competence. The chalk talk is the perfect environment to set clear expectations without environmental or equipment distractions.
 - c. The trick to a successful chalk talk is having your students make connections. This is accomplished by using artful questioning. These questions help connect new information to prior knowledge and experiences.
 - d. When presenting the lesson, the instructor should incorporate multiple learning pathways including kinesthetic, visual and auditory strategies.
 - e. The Chalk Talk has five key components:
 - i. Objective
 - ii. Artful questioning
 - iii. Connecting to prior knowledge and experiences
 - iv. Activating multiple learning pathways and
 - v. Checking for understanding

- C. **Land Drill:** Following the chalk talk, in which new content was presented to students, the instructor will now move to the land drill where the motor skills are added to the cognitive learning.
- a. a land drill has five key components.
 - i. Proper planning and preparation
 - i. Providing clear instructions
 - ii. Making sure the land drill has a direct correlation to what students will practice on the water
 - iii. 100% participation and
 - iv. Providing positive reinforcement and error correction
- D. **Instructor Demonstration:** the instructor models the movements/ skill the students should be making on the water.
- a. One key element is using the equipment in its natural environment.
 - b. Model best practices and make your examples clean, clear and methodical. In our example, when demonstrating a tacking drill, it is insufficient to simply tack the boat flawlessly. Rather, you must show and verbalize exactly what you expect from your students step-by-step.
 - c. Students will better understand exactly what is expected of them once they have seen a strong example provided by the instructor. Instructor demonstrations are not interactive or kinesthetic for the students. The students are only observing, listening and questioning when appropriate.
 - d. Instructor demonstration has three key components:
 - i. Plan
 - ii. Model best practices and
 - iii. Verbalize your thinking and actions
- E. **Student Practice:** Student practice combines the new content delivered in the chalk talk and the motor skills executed in the land drill with the example provided in the instructor demonstration. This progression of learning prepares the student to practice the new skill on the water.
- a. To maximize student practice time, be prepared. Make sure you have any needed equipment ready to go in your instructor boat or on the water prior to beginning the lesson.
 - b. The instructor's role during student practice becomes safety, providing positive encouragement and gently correcting undesirable behavior.
 - c. The instructor should observe and record each student successfully practicing each skill as defined for the practice session. Notes regarding growth, encouragement and positive developments will be helpful in the next phase, the debrief.
 - d. The instructor has three focus areas during student practice.
 - i. Safety
 - ii. To ensure each student practices the skill
 - iii. To observe and record students achieving the skill

- F. **Debrief:** An essential part of the learning process. It's an opportunity to celebrate growth, give an avenue for questions, close the session and set the stage for future development.
- a. At the conclusion of student practice, instructors should ask their students the following:
 - i. What successes did you have today?
 - ii. What challenges did you face?
 - iii. What do you still need to practice further?
 - b. The debrief is an excellent time for general questions and answers in a group setting. Occasionally a re-teaching will be necessary to help clear up misconceptions or misunderstandings from previous lessons.
 - c. Offer praise to the group and call out individual accomplishments. This will continue to build student confidence. You should also use this time to recap the progress made and set the stage for the next class session.