May 26 2017

Pleasant Bay Community Boating
Program for the Blind and Vision Impaired

Instructor Course Book 2017

Pleasant Bay Community Boating (PBCB) is a nonprofit educational organization whose mission is to make boating, marine education and environmental stewardship affordable and accessible to all. At our new campus on Pleasant Bay we provide access to our beautiful bay for residents and visitors alike. We are committed to keeping our fees affordable and programs accessible to people of all ages and abilities, including senior citizens, cognitively challenged youth and adults, mobility- and vision-impaired individuals, wounded veterans and underserved youth

The fleet now features twelve Flying Scots, three 14' catboats, five support boats, eight Sunfish, one laser, and six 420s on loan from the Monomoy Regional High School sailing team. The Blind and Vision Impaired Program started with four students in the summer of 2016 sailing the Flying Scots.

This program is given without charge.

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Attribution

The contents of this manual are drawn from Marin Sailing School Program for the Blind and Vision Impaired and from the instruction manual published by The New Zealand Council for Sailing for the Blind and Vision Impaired Inc. This PBCB Instruction Manual has been adapted from those sources to reflect the use of dinghies instead of keel boats for training.

Table of Contents

I Introduction

What's crazier than blind sailing? You teaching blind or vision impaired students how to sail! What may at first seem like an impossible feat, actually starts to make sense after you are immersed into the world of blind sailing. Many top sailing coaches will blindfold their students/team to have them pay more attention to their non-vision senses. When you cannot see you become more aware to the 'feel' of the boat, the heel of the boat, the power in the sails, and the 'groove' at the helm.

This manual already assumes that you are an experienced dingy sailing instructor. You will not be taught how to teach sailing, but rather how to adapt your teaching methods for someone who is blind or vision impaired. Do not expect your student to be a world class sailor after the first lesson, but do make sure that they have a great time, get hooked on sailing, and are ready to come back for more.

The Blind Sailing Experience

The goal of this program is to create a rich sailing experience for the blind sailor. We are not taking students for boat rides. At the end of the day, we want the blind sailor to know how they are affecting the boat, what the different sensations mean, a basic understanding of sailing terms, and above all empowering them to come back and learn more.

A blind sailor may not be able to experience all the visual input that a sighted sailor does, but that does not mean the experience cannot be as rich. Focus on pointing out the non visual sensations such as the heel of the boat, the sound of the sails, the change of boat speed, the direction the wind is coming from.

When teaching, explain what happens: Where is the wind hitting the sails before and after the maneuver?, Where are the sails? How do the sails move during the maneuver? How does the boat move relative to the wind during a maneuver? How is the boat moving relative to landmarks? Explain what sensations the sailor should experience: Where are you feeling the wind before and after? Does the wind feel stronger or lighter? Why? How does the heel of the boat change? How should the helm feel? How should the sail sound?

For the helmsman, how does the helm feel when the boat is in the 'groove'. What does it mean if the helm feels heavy or light? How does it feel when the boat is overpowered? Where is the sailor feeling the wind coming from? Where is the wind hitting the sailor's head/face? When sailing optimally, should the sailor 'follow the wind' by keeping the wind hitting their face/head at the same point?

For a trimmer, how far out is the boom? Would explaining the angle of the boom as a clock face work? How does the sail sound when it is luffing? How does sheeting in or out change the angle of the boom? Should the trimmer sheet in until the luffing stops? How does sheeting in and sheeting out affect the power and speed of the boat? How does this affect the heel of the boat? If you feel the wind blow harder should you sheet in or sheet out? Does sheeting in speed up the boat?

II 2017 Calendar of Events

The following dates are scheduled for instruction for vision impaired students:

2017 Recreational Sailing Program (introductory and advancing skills)

Tuesday evenings 5:30 PM until dusk starting June 27 then 5:00 PM until dusk in August

Location: Pleasant Bay Community Boating, 2287 Route 28, Harwich, MA

Directions: From Route 6, take Exit 11, turn on Rt. 137 toward Chatham, and turn left immediately on Pleasant Bay Road. Follow to the end. Turn left on Route 28, proceed for 4/10 mile to entrance and parking on right.

III The Blind and Vision Impaired Community

Etiquette

• Feel free to use words that refer to vision during the course of a conversation. Vision-oriented words such as look, see, and watching TV are a part of everyday verbal communication. The words blind and vision impaired are also acceptable in conversation.

• Be precise and thorough when you describe people, places, or things to someone who is totally blind. Don't leave out things or change a description because you think it is unimportant or unpleasant.

• Don’t avoid visually descriptive language. Making reference to colors, patterns, designs, and shapes is perfectly acceptable.

• When you speak about someone with a disability, refer to the person and then to the disability. For example, refer to "a person who is blind" rather than to "a blind person."

• If a person is traveling with a dog guide, do not pet the dog, offer it food, or distract it in any way while it is working. Dog guides are not pets but highly trained mobility tools.

• If you see someone who is blind or vision impaired about to encounter a dangerous situation, be calm and clear about warning the person. For example, if he or she is about to bump into something, calmly and clearly call out, "Stop, there is a pole in front of you."

• Do not take care of tasks for the person that he or she would normally do. First ask if the person needs help, then offer to assist. Most people with a vision impairment will tell you if they would like some assistance.

• If you are asked to complete a task for someone, always leave things in the same place you found them.

• Do not move bags/gear or other articles without letting the person know.

Communicating

• When greeting a person who is blind or vision impaired, don't forget to identify yourself. For example, "Hi, Jane, it's Sophia."

• Speak directly to the person who is vision impaired, not through an intermediary.

• Speak distinctly, using a natural conversational tone and speed. Unless the person has a hearing impairment you do not need to raise your voice.

• Address the person by name, so they will immediately know that you are talking to them rather than someone who happens to be nearby.

• As soon as a person who is blind or vision impaired enters a room, be sure to greet the person by name. This alerts them to your presence, avoids startling them, and eliminates uncomfortable silences.

• Be an active listener. Give the person opportunities to talk. Respond with questions and comments to keep the conversation going. A person who is vision impaired can't necessarily see the look of interest on your face, so give verbal cues to let them know that you are actively listening.

• Always answer questions and be specific or descriptive in your responses.

• Say when you are leaving and where you are going if it is appropriate, for example, going to the kitchen to get a drink of water.

• Indicate the end of a conversation with a person who is totally blind or severely vision impaired to avoid the embarrassment of leaving the person speaking when no one is actually there.

Giving Directions to a Person Who Is Blind or Vision Impaired

When giving directions for how to get from one place to another, people who are not vision impaired tend to use gestures—pointing, looking in the direction referred to, etc.—at least as much as they use verbal cues. That isn't helpful to a person who is blind or has a vision impairment. And often even verbal directions are not precise enough for a person who can't see—for example, "It's right over there" or "It's just around the next corner." Where is "there"? Where is "the next corner"?

• Always refer to a specific direction—right or left as it applies to the person you're advising.

• Indicate the approximate distance as well as the direction to a requested location.

• If possible, provide information about landmarks along the way.

Thinking about how to give tactful, practical directions to someone who is vision impaired can heighten your own sensitivity to the world around you.

Special Considerations for Boating Environments

When guiding blind sailors onto a gangway or boat ramp prepare them for a bumpy or slippery surface or a possible step or the opening at the top and bottom of gangway or boat ramp.

Be aware that travelling on floats and marinas can sometimes be hazardous if there are gaps or differences in buoyancy, requiring a step up or down. In such instances, the use of a

cane to determine the nature of the step required is useful in addition to holding the guide's arm. Remember the stability of floats will be affected by people stepping on or off.

Fixed piers are less difficult to negotiate although pier endings without railings and other obvious hazards should be pointed out to the blind sailor in advance.

Be aware that harsh shadows can be hazardous for low vision sailors trying to follow the guide, visually.

IV Safety First!

On Land

• Check each sailor's medical information and discuss any special medical conditions or considerations privately.

• Confirm that each sailor has signed a release.

• Each sailor should be assigned a sighted guide.

• Doors should be all the way closed or all the way open.

• Chairs should be pushed in under tables when not in use.

• Hazards (anything a cane will not detect) should be marked or verbally noted.

• Never walk away from a sailor without verbally letting them know where they are, what's around, and when you will return.

• Check the weather forecast. If winds are expected to be greater than 15 mph only experienced crews should take to the water and only with express permission of the Senior Instructor.

• Fit each sailor with a Life Jacket that has permament buoyancy and attached whistle. Make sure it is secured for the walk on the dock and boarding the boat.

• Ensure that the Safety Power Boat has a boarding ladder.

Boarding the Boat

• Beginner students will board the sailboat from the dock. Only more advanced students will transit by power boat to and from sailboats on a mooring.

• State clearly to each sailor the danger of getting (hands, fingers, feet) in between the dock and the boat

• Briefly describe the boat cockpit and where the sailor is to sit after they board.

• Show each sailor where they can hold and step to climb aboard the boat.

On the Boat

• Check that each sailor's Life Jacket is on correctly.

• Give a thorough safety talk including places sailors can hold on the boat

• Discussion of boat and its safety features (radio, whistle, handholds)

• Review location of boom.

• Man overboard instructions.

The instructor should explain the jobs of pointer to the man overboard's position, relative to the boat at all times.

Blind sailors on board should be made aware of the situation.

The Instructor will immediately contact the PBCB Site Manager by radio on Ch. 67 and as required, the Coast Guard on Ch. 16 and the Orleans Harbormaster on Ch. 14.

The overboard blind sailor should be instructed to remain calm and not to try to swim after the boat. The instructor should continually shout to the blind sailor overboard to make them aware of the boat position and the action being taken to retrieve them.

1. Boat is placed on a beam reach immediately.

2. Boat is tacked and placed on a reciprocal beam reach.

3. At a point no less than two boat lengths downwind of overboard blind sailor, the boat is turned upwind.

4. Boat is slowed and headed to recover overboard blind sailor on the boat's leeward side.

Retrieval of the blind sailor from the water is easiest where there is least freeboard and plenty of cockpit space.

• Describe suitable procedures in the event of capsize.

In the case of a capsize, everyone should be told to stay with the boat and not swim away. A blind sailor in the water can be easily disoriented and might even need to know where the boat is located, in order to stay with it.

It is the instructor's responsibility to make sure that everyone is accounted for and holding securely onto the boat.

By making safety a priority and using prudent judgement, emergency procedures are seldom required.

• Check in with the sailors to see if they have any questions and are comfortable and ready to go. Have fun!

V Communication is Key - Orientation, Terminology, Sheeting, Steering, Describing the scene,

Orientation

Before introducing any new term or concept, make sure the student's mental orientation matches their physical orientation. A blind person has a mental image of their surroundings so it is important that their mental image matches the actual physical image.

For example, let's say a blind person has the mental image that they are facing the front of the boat, but physically the student is really facing the back of the boat. You tell the student that port is on his right side based on his physical orientation. Although port is physically on the student's

right, the concept is reversed for the student because in their mental image they are facing the front of the boat and the student has port and starbord reversed.

To remedy this issue, always check in with orientation in relation to the next concept. Mesh orientation and introduction of the next concept together. For example, let's say the student is sitting in the cockpit facing starboard. To teach what bow and stern is, you would want to orient the student's physical and mental image to where the front and back of the boat is before going over those terms. You can do this by using specific directions ("The front of the boat is on your left side, the rear of the boat is on your right side") OR use audible signal like knocking on the boat (knock towards the bow while saying "this is the front of the boat, called the bow" and knock towards the stern saying "this is the rear of the boat, called the stern").

Again, remember to orient the student by clarifying how they are physically oriented. It is important to note, that some students may have better vision and orientation skills than others. Some students may not need the orientation with every concept, but you should continue using these orientation techniques unless a student say that they do not need you to orient them.

Terminology

A reason why sailing works well with the blind and vision impaired is that the terminology is so specific and static. Consistency is of the utmost importance. A term will always refer to the same direction or part of the boat no matter which way a person is oriented or which boat a person is aboard. With that being said, this does not mean learning and understanding these concepts is easy or intuitive. As with any new student, assume every sailing term is in a foreign language to the student. Be thorough and start with familiar terms such as left and right and relate them to sailing terms such as starboard and port. Explain the key differences between the relative familiar terms and the sailing terms.

As stated above use audible cues or specific directional cues to orient and relate new terms. For example, to explain port, you would first orient the student to the bow by either using an audible cue or specific direction. Then, when they are physically facing the front of the boat and have the matching mental image, use the specific direction ("left" for port) or audible cue (knock on the port side).

What's on the ship: Everything on the boat has a specific name and specific location. Be hands on, detailed and simple. Again, use relative familiar terms to explain parts such as the different types of cleats and how they function.

Relate the small detailed part back to the bigger picture of how it manipulates the boat. For example, "This cleat holds a rope called the 'main halyard'. If this cleat is loose, the rope that it holds will slide through it causing the main sail (audible cue/orientation to the main sail) to lower. The lower the main sail is the less wind it is able to catch, and the slower the boat will go.

Communicating Adjustments

When on the water, many fine adjustments need to be made. Whether these adjustments are sail trim or helm control, you and your team should develop a communication system that is consistent, concise, and clear. Sticking to this system and working out all the kinks is a matter of practice. In the case of sail instruction to new students, we may not have the luxury of hours and hours of practice time so let's work out a system beforehand and make sure everyone is teaching the same system.

Sheeting

• Adjustments: Use "in" when the main needs to be brought in. Use "out" when the main needs to be let out. Accompany these instructions with the appropriate length of sheet needed to be brought in or let out. Eventually a student should be able to trim the sails by feeling how their own adjustments affect the power of the boat, but new students will need some guidance in the beginning.

• Points of sail" Use a clock face description when changing and describing the points of sail. Pretend the boom is a clock hand on a watch, and describe where the boom is and where it needs to go. For example, at Close Hauled the Main would be about 6:30 or 5:30. If we were going to adjust to a beam reach, the boom would need to move to either about 8:30 or 3:30. In the beginning, you may also want to accompany this instruction with the adjustment instructions above about how much of the main sheet to bring in or let out.

Helm

In the beginning you would not want to use terms like Head Up or Fall down because this is greek to a new sailing student. Use relative action words to relay instructions. Think of how the student needs to physically manipulate the control when making an adjustment. When you need to head up this means the tiller needs to be pushed away the helmsman. When you need to fall off this means the tiller needs to be pulled toward from the helmsman. Use "towards" and "away" with beginners, but also teach them the concept of what is happening to the boat when they make those adjustments. This will make an easier transition to understanding what head up or fall down means in the future.

Every tiller adjustment instruction needs to be accompanied by a quantity so the helmsman knows how much to adjust. Communicating this system is much more of an art form than simple instructions because of varying water and wind conditions. Eventually, a helmsman should be able to adjust accordingly but for beginner lessons you are responsible for communicating the adjustments as needed.

Be consistent with the amount of adjustment to the tiller needed to correct course. Some tacticians use a system of degrees or numbers. 1 would be a minor correction up or down, 2 medium, 3 major. For example: "Up 1" for a minor correction upwind" and "Down 1" for a minor correction to fall off. In the beginning, do not be afraid to make constant adjustments. It takes years of teamwork and practice to smooth out a system, but eventually the top blind sailing

teams are the most peaceful and quiet ones on the water. We are not expecting this for introductory lessons.

Describing the Scene

Describe your tactics and what the boat is doing on the water. Explain why you are making adjustments. Are you rounding or making a course adjustment or just adjusting for a boat speed change? Try to plan ahead and before giving instructions on a tactic, describe what the boat will be doing and what each crew member needs to do to accomplish the tactic.

Note the key features around you such as other boats, obstructions, and any feature that may affect the wind direction (such as a large building or mountain). Describe the wave action. Advanced tacticians call out the puffs of wind and lulls ahead. Use estimated measurements such as feet or yards to describe distance. Use the clock face to describe direction.

If you have time describe the scenery and details of what is around when direction is not needed. Remember, sailing is recreational!

Key Information

Be consistent with your directions for adjustment, but also allow the VI sailors to sail the boat. Allow them to find the best point of sail or to correct the sheeting or course themselves. You will be amazed by how this is picked up. With that being said, do not be afraid to be stricter with adjustments when a finer course needs to be taken.

Describe the scene as best you can, but the key information to relay may be how the tell tails are streaming, wind shifts, upcoming wakes, and the direction and location of other boats in the water. Your tone of voice is key to a good sailing experience. If you are frantic and stressed, you will pass on this emotion to your crew by your tone of voice and affect performance. Again, be consistent with your tone of voice and direction. You do not want a VI crew interpreting your commands because this leads to inconsistency and delays.

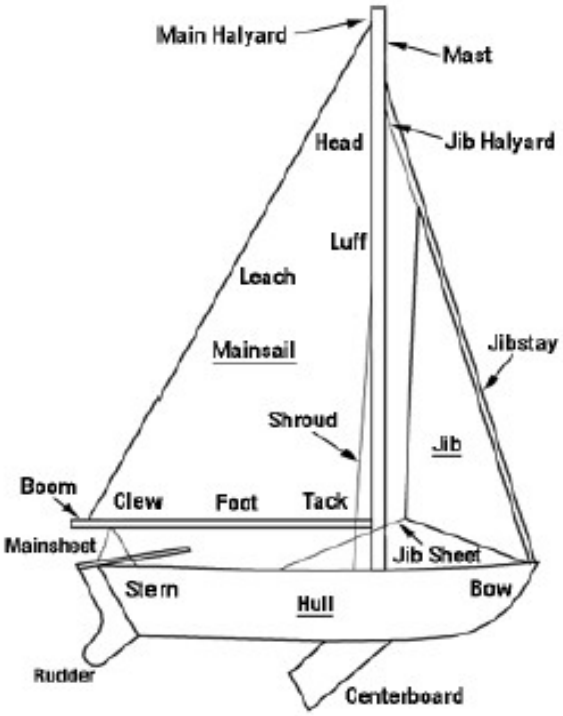
VI On the Dock: Safety Reminders and the Boat Tour

A. Safety on the dock, safety at sea

Each boat will carry a waterproof hand held radio set to channel [??] for communicating to the safety boat.

B. The boat tour for VI sailors

Wherever possible help and encourage the VI student to touch the various parts of the boat not only to give them a sense of the part and its purpose but also its position in relationship to the entire vessel.



VII On the Water

Getting Underway, crew positions, being calm, steering, sail control, filling the sails, heeling, tacking, etc.

• Crew Positions, responsibilities and explain these.

• Once basic orientation is complete, instructors should establish roles for each blind sailor, e.g. who will steer the boat, who will trim the sails, etc.

• Each blind sailor should be assigned a role in the sailing of the boat. If there is only one blind sailor aboard, other crew duties should be determined around the blind sailor’s abilities.

• Roles should be alternated to give everyone a chance to do each job, with instruction according to their capabilities.

• Familiarise each person with their job e.g. which sheet they will tend, what function it serves, how to cleat and uncleat it, etc.

Sighted Sailor's Duties

• The instructor or a sighted sailor should be in charge approaching and departing the dock, and is responsible for keeping the boat in line of sight of the PBCB dock and staying West of the Pleasant Bay Channel Markers.

• Sighted sailors must keep a constant lookout for other boats and obstacles and must use prudent judgement at all times in instructing blind sailors on how to avoid problems.

• Boats shall keep in line of sight of the PCBC Dock and shall stay West of the Channel Marks.

• Duties in the event of an emergency, e.g. man overboard, should also be allocated to sighted sailors. For further detail, see Safety First, man overboard instructions (page 7).

The Instructor's Role

The instructor's/tactitican's job is generally to provide information, guidance and instruction to ensure the safe and competent handling of the boat and its crew.

However, the instructor is ultimately responsible for the crew, both blind and sighted, at all times. This might mean taking control of the sheets in windy conditions, steering the boat in tight quarters, or taking complete control of the boat under adverse conditions.

The instructor/tactitican/skipper, has the final word in any given situation.

• Being calm

• Leaving the dock

• Raising the sails

• Feeling the Wind

Wind direction and velocity is fundamental to sailing. Feeling the wind on your face is one of the most basic and useful methods of determining these wind factors and is equally accessible to both blind and sighted people.

However, there are additional visual clues as to wind patterns, such as yarn on the stays and sails, blowing flags, distant boats, ripples on the water, etc.

While these are visual indicators, blind sailors should be advised of them as they may be able to see some of them and totally blind sailors can benefit from being advised of such indicators through a sighted guide.

Locating wind direction is a skill that should can be practised by blind sailors at all times, both ashore and at sea. Instructors should continually test this awareness by periodically asking all sailors to locate the wind direction. (Sighted with eyes closed.)

To help blind sailors identify the direction of the wind from various points, instruct them to move their faces back and forth until their noses points directly into the wind. Bear in mind, stronger winds will be easier to detect.

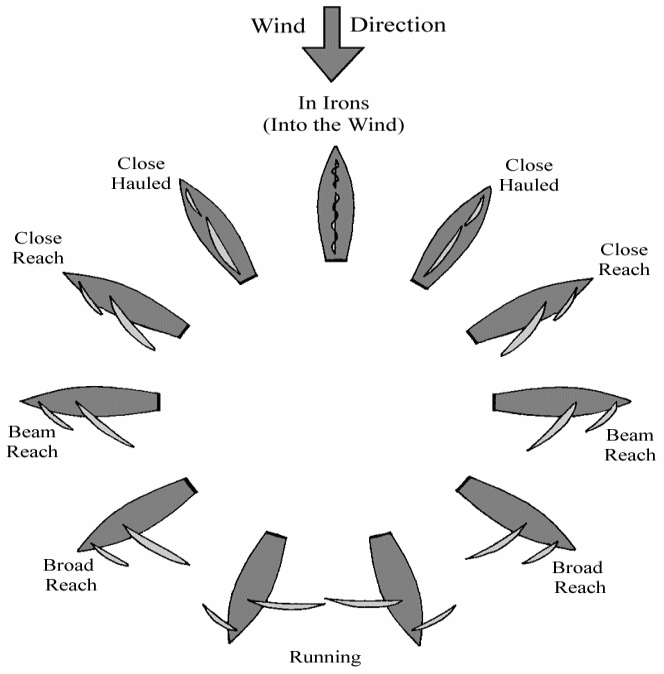
Next identify the direction of the wind when facing the direction the boat is moving. This involves learning the relationships between the vertical plane of the face, the centre line of the boat and the angle of the tiller. The feel of the wind on cheek, ear and back of neck should be identified. (shirts without a collar may help)

• Filling the sails – trimming the sails

• Heeling (initially the instructors will largely compensate)

• Tacking (and who does what....when... avoiding the boom and tiller)

• Points of Sail



• Reaching

• Running (Because the relative wind is minimal when running this point of sail is particularly difficult for the blind sailor. Also dangerous because of the risk of an accidental jibe.)

• Jibing (maybe, depends on conditions) Blind helmsman warns “get ready to jibe” (jibing procedure commences with main sheet trimmed to bring boom close to center line), at point of jibe the blind helmsman calls, “jibing” followed by “heads” and main sheet is cleanly and smartly eased. The blind helmsman transfers to windward.

In case of an inadvertent jibe simply call “heads” as there is not time for other comment. “Heads’ applies to all other situations where the boom may suddenly come aboard, e.g. passing leeward of wind obstructions etc. Blind sailors should be made aware of this call and to react instantly by getting heads down.

Emphasise the importance of wind direction and continue to test blind sailors for their knowledge of this.

• Returning to the dock

• Rules of the Road, Racing Rules

• Knots and Splices

Cleat Hitch, Figure eight knot, Reef Knot, Clove Hitch, Bowline, Round Turn with Two Half Hitches.

VIII End of the Day: Wrap-Up

What went wrong there, Did students understand what was happening, how they were affecting the boat by the controls they manipulated

Review

Either on the dock or before coming in, review the key concepts during the day. Check in with students that they understood how they manipulated the controls and how that affected the boat physically. You might want to use the following questions to review. Not a lot of adaptation to VI students here, but use this time to describe maneuvers and key information that you may not have had time to cover in the middle of a lesson.

You may want to use the following questions to review. Are there controls or parts of the boat they do not understand?

What can we improve on for next time?

Were there any communication problems?

If there was an incident or mistake on the water, what happened? What should have happened?

Do the students understand the new terminology they learned and in what context it is used?

Did they have fun?

Clean-Up

Depending on how the boat needs to be put away, teach the blind sailor how to coil up sheets, take down the main or head sail, put sail covers on, raise the center board and rudder blade and stow away items such as winch handles.

Disembarking

Make sure students are oriented correctly as to where they are on the dock before off boarding. Check in with students to make sure they have all their belongings and that any garbage has been taken off the boat. Double check cockpit and on deck to be sure everything is in order.

Appendix A - BASIC SIGHTED GUIDE TECHNIQUE

Sighted guide technique refers to a method by which a vision impaired person and a sighted person can walk together safely and comfortably.

Specific techniques and movements are prescribed, to allow the pair to negotiate a variety of travel situations safely, comfortably, and efficiently.

The person who is vision impaired, may be someone with partial sight, or no sight at all. Many people who have reduced vision, can usually move independently the majority of the time, but may require assistance in dark, or unfamiliar areas.

The Sighted guide technique requires a minimal amount of practice to master. However, it does require some time and effort. Once you are at ease with the

technique, you will be able to negotiate most areas, without interrupting conversations and without unnecessary verbal directions.

The experienced follower will be able to teach a novice guide quickly, and the experienced guide will be able to guide most vision impaired people with comfort.

NOTE: Throughout these instructions, the sighted person will be referred to as the "guide," and the vision impaired person will be referred to as the "follower."

CONTACT AND GRASP

GUIDE: Touch the follower's elbow, forearm, or hand with the back of your hand.

FOLLOWER: Grasp the guide's arm, above the elbow, with your fingers on the inside of the arm, near the guide's body, with your thumb on the outside, near you.
Use a firm grasp, but do not use excessive pressure.

When the follower is ...
A. a child: Follower: Grasp the guide's wrist.
B. in need of some physical support: Guide: Bend your arm at the elbow.
C. much taller than the guide: Follower: Rest your hand on the guide's shoulder.

PROPER STANCE

GUIDE: Stand with your arm relaxed at your side, or bent at the elbow.

FOLLOWER: Your arm should be bent at the elbow, placing you one half step behind the guide.

Keeping the elbow bent for long periods of time, can be uncomfortable for the guide. Experienced guides and followers can often travel just as well with the guide’s hand dropped to a vertical position.

NOTE: Walk at a pace that is comfortable for both people. The guide should not be "dragging or towing" the follower and the follower should not be pushing the guide.

NEGOTIATING DOORS

GUIDE: Tell the follower which side the door is on, and whether the door opens in or out.
Begin opening the door.
Let the follower hold the door if indicated. A simple statement such as, "Your door," will alert the follower as to the need for an appropriate action.

FOLLOWER: If the door opens on your side, maintain your grasp, while supporting the door for yourself.
If the door opens on the guide's side, place your free hand above your original grasp, as if you are beginning to change sides. Brace the door with your (newly) freed hand.
After you have passed through the door, reverse this process, and assume your original grasp.

NEGOTIATING STAIRS

GUIDE: Stop just before the stairs.
Tell the follower if the stairs go up or down.
Allow the follower to use the handrail if possible.
Move your arm forward, bringing the follower to the edge of the stairs.
The follower will now be beside you.
Step onto the first step, ahead of the follower.
Stop at the end of the stairs, and tell the follower when you are at the end.

FOLLOWER: Bring your toes to the edge of the stairs.
Start a full step after the guide.

With time and experience, both the guide and the follower will become comfortable with a brief pause, instead of full stops, and with a minimum of verbal directions.
A simple statement such as, "Stairs down or stairs up," should suffice.

TURNING AROUND or “ABOUT FACE”

When turning around in a small space, or to avoid confusing the follower ...
GUIDE: Ask the follower to do an "about face."
Turn in to face the follower.
Offer your other arm.
Complete the turn once the follower has grasped your other arm.

FOLLOWER: Face the guide.
Make contact with the guide's other arm.
Release your original grasp.
Assume the normal grasp on the new arm.

CHANGING SIDES

to avoid obstacles ...
GUIDE: Ask the follower to change sides.
Bring your arm behind you.

FOLLOWER: Grasp the guide's arm with your free hand, above your other hand.
Release your original grasp, and slide that hand across the guide's back, to the free arm.
Bring your second hand across, to the guide's other arm.
Once again, assume the normal grasp position.

FINDING CHAIRS and SITTING DOWN

GUIDE: Position the follower towards the chair, so that the follower's knees just touch the front of the chair.
For some followers, it may be helpful to describe the back and arms of the chair.

FOLLOWER: Bend down to the chair.
Sweep the chair's seat with one hand, ensuring that it is clear of anything you might otherwise sit on.
At the same time, locate the back and arms of the chair, thus familiarizing yourself with the orientation of the chair itself.
Sit down.

ENTERING CARS

GUIDE: Guide the follower to the door, and place the follower's hand on the door handle itself.
Indicate whether it is the front or back door.
Indicate which way the car is facing.

FOLLOWER: Locate the top frame of the car, above the open door, with one hand, and the door handle with the other hand.
Sweep the seat with your hand before sitting, to ensure that it is clear of obstacles.
BUCKLE UP!!

This Sighted Guide Technique page was originally provided compliments of The Maryland School for the Blind, and the Greater Baltimore Medical Center.

Appendix B - Blind Sailing Resources

Blind Sailing International http://www.blindsailing.org/

C. Thomas Clagett Regatta – U.S. Blind Sailing National Championships
http://www.clagettregatta.org/ Blind Sailing World Championships 2013 – location TBD

Resources for more information on the blind and vision impaired LightHouse for the Blind – San Francisco http://lighthouse-sf.org/

Lion's Center for the Blind, Oakland, California http://www.lbcenter.org/

Carroll Center for the Blind, Newton, Massachusetts http://carroll.org/

Appendix C – VI Sailing Day Task

○ Collect / Verify / Complete Releases

○ Assign / Verify VI Sailor partners w/instructors volunteers

○ Assign Instructor / Volunteer to individual VI sailors

○ Introductions - Name, role, experience,

○ Present Day's Plan

○ Safety Orientation

○ Equipment Handout - Life Jackets with whistle (check that properly fitted)

○ Instructor/volunteers - check that VI sailors have hats, sunscreen, etc

○ Coordinate

○ Movement to Equipment Pickup

○ Movement to Boats / Boat assignments

○ Drink / Snacks

○ Movement from Boats to end of session roundtable

○ End of Session Roundtable

○ Session Evaluation (formal at end of round table)

○ More of/Less of

○ Pros/Cons

Suggestion is that Day Coordinator would task other volunteers / instructors with many of these tasks. Ideally prior to session start (or maybe before VI sailors arrive.)

Appendix D - Glossary Of Terms

Aback: describes a sail that the wind has struck on its lee side.
Abeam: at right angles to the boat's midships.
Aft: at or near the stern.
Anti-fouling: a paint used to prevent marine growths on the underwater area of the hull.
Apparent wind: a combination of true wind and that created by the movement of the boat.
Astern: behind the boat; to go astern is to steer the boat in reverse.
Athwartships: at right angles to the boat's fore-and-aft line.

Backing when the wind backs or is backing it is changing direction anti-clockwise (see veering)
Back a sail: to force it against the wind, sheeting it to windward. Used when manoeuvring to make the boat fall off the wind.
Backstay: a stay that supports the mast from at or near the stern and prevents forward movement of the mast. Ballast: heavy weight, usually iron or lead, which is placed low in the boat to provide stability.
Ballast keel: ballast bolted to the keel to increase the boat's stability and prevent it from capsizing. Batten: a light, flexible strip of wood or plastic inserted into a batten pocket in the leech of the sail to give the sail shape and support.
Beam: the widest part of a boat; "on the beam" is the same as "abeam".
Bear away: to steer away from the wind.
Bearing: the compass direction of an object from an observer.
Beat: to sail close-hauled on a zigzag course towards the wind, on alternate tacks.
Belay: to secure a rope around a cleat.
Berth: a sleeping place on board a boat; to moor a boat; a boat's moored position in a harbour
Block: a pulley in a wooden or plastic case, consisting of a sheave (a grooved wheel) around which a rope runs.

Boom Vang: is a line or piston system used to exert downward force on the boom and thus control the shape of the sail
Boot-topping: a narrow stripe painted around the hull above the waterline and which separates the bottom paint from the topside finish.
Broach: to slew broadside to the wind and heel when running before the wind, usually resulting in loss of control.
Broad reach: with the wind aft, any point of sailing between a beam reach and running.
Bulkhead: partition wall in the hull of the boat, usually fitted athwartships.

Catamaran: a sailing boat with twin hulls.
Centreboard: a board or metal plate lowered through a slot in the hull to reduce leeway.
Centre-line: the centre of a boat in a fore-and-aft line.
Chainplate: a metal plate bolted to the side of the boat or bulkhead, to which the rigging is connected.
Chart datum: a reference level on a chart below which the tide does not usually fall. Seabed soundings are given below chart datum.
Chine: the line on a hull where the bilge meets the topsides.
Cleat: a horned fitting around which a rope is belayed, or secured.
Clevis pin: a locking pin through which a split ring is inserted to prevent the ring's accidental removal.
Clew: the after, lower corner of a sail at the junction of the foot and leech.
Close-hauled: the point of sailing closest to the wind.
Close reach: the point of sailing between close-hauled and a beam reach.
Close-winded: a boat's ability to sail very close to the wind.
Coamings: the raised structure round the cockpit and hatch, which stops water entering. The sides of the cabin top are also coamings.
Course: the direction in which a vessel is steered.
Cringle: an eye, often with a metal lining, worked into the sail.

Dead run: running with the wind blowing straight aft.
Deviation: compass error caused by magnetic attraction of metal objects. It is the difference, measured in degrees, between the magnetic course and direction indicated by the compass.
Displacement: the weight of sea-water displaced by the submerged part of the boat and which is exactly equal to the boat's weight.
Down tiller: movement of thetiller towards the leeward side of the boat.
Down bow: movement of the tiller towards the leeward side of the boat.
Downhaul: a rope fitted to pull down a sail or boom.
Draft: the depth of water a boat requires in order to float, being the vertical distance from the waterline to the bottom of the keel.
Drop keel: a retractable keel, which can be drawn into the hull.

Eye of the wind: the direction from which the true wind blows.

Fairlead: a fitting used to guide a rope, wire or chain to alter its direction.
Fathom: the unit of depth measurement: 1 fathom = 6ft = 1.83m.
Fid: a tapered wooden tool used in splicing rope and for sail making.
Fix: the accurate positioning of a boat found by the intersection of two or more bearing lines.
Forestay: the foremost stay, running from the masthead forward to the stem.
Freeboard: height of the side of the boat from the waterline to the deck.

Genoa: a large headsail, which overlaps the mast; it is hoisted in light winds.
Gimbals: a device consisting of two rings pivoted to provide a base that stays level despite a boat's motion; used for compass, lights, cooker.
Go about: to turn the boat though the eye of the wind to change tack.
Gooseneck: the fitting that attaches the boom to the mast.
Goosewing: to have the headsail poled out to windward on a run, so that headsail and mainsail are out to opposite sides of the boat, like wings. Ground tackle: a general term used for anchoring gear, including anchor, cable, warp, etc.
Gudgeon: a rubber fitting. A metal eye set into the transom or rudder into which the pintle fits.
Guy: a rope controlling a spar; a spinnaker guy controls the fore-and-aft position of the spinnaker pole; the fore guy controls the movement of the outer end of the pole.
Gybe: to change tack by turning the stern through the wind; by turning the bow of the boat towards the main boom.

Halyard: rope or wire used to hoist and lower sails.
Hank: fitting used to attach the luff of a headsail to a stay.
Hatch: an opening in the deck giving access to the interior.
Head-to-wind: with the bow headed right into the eye of the wind.
Headfoil: a streamlined forestay surround, which has a groove into which the headsail luff slides.
Head: the toilet.
Headway: the forward movement of a boat through the water.
Heave-to: to back the jib so the boat slows nearly to a stop. The tiller is held to leeward at the same time.
Heel: the leaning over of the boat due to pressure of the wind on the sails.

In irons: describes a boat stalled head-to-wind, while tacking and unable to bear off one way or the other. In order to get under way again, all sails should be sheeted in and the helm held hard over on one side.

Jibe: see Gybe.
Jury rig: a temporary rig to replace lost or damaged gear.

Kedge: a small, light second anchor.
Keel: the main backbone of the boat running fore and aft and supporting the frame. In a keel

yacht, the ballast keel is bolted to this main beam, or a centreboard passes through it in the case of unballasted yachts.
Ketch: a two-masted sailing vessel, the smaller aft, mizzen mast forward of the rudder post.
Kicking strap: a line used to pull the boom down and keep tension on the mainsail. Used particularly on a reach or run.

Lanyard: a short line attached to one object to secure it to another, e.g. a harness lanyard.
Leech: the after edge of a sail from head to clew.
Lee helm: the tendency of a boat to bear off the wind, the helm needing to be kept to leeward to hold course.
Lee shore: a shore which the wind is blowing to.
Leeward: away from the wind; the direction to which the wind is going (opposite of windward).
Leeway: the sideways drift of a boat off its course to leeward.
Let fly: to let a sheet go instantly, spilling the wind from the sails.
Lifelines: wires or ropes strung around a boat on stanchions to prevent the crew falling overboard.
List: a boat's more or less permanent lean to one side, owing to shifting ballast, accumulation of water.
Log: an instrument for determining a boat's speed and distance travelled through the water, to record the details of a voyage.
Luff: the forward edge of a sail. To luff up is to bring the boat's head into the wind.

Marlin spike: a pointed steel or wooden spike used to separate the strands of rope when splicing.
Mast step: the through-deck channel, leading to an attachment in the keel, into which the mast is placed.
Meridian: an imaginary line around the earth, which passes through the poles and intersects the equator at right angles. All lines of longitude are meridians.
Mizzen: the aftermost mast on a ketch or yawl; a sail set on the mizzen mast.

Off the wind: sailing downwind.
On the wind: close-hauled.
Outhaul: a rope used for hauling out the foot of a sail.
Overall length (LOA): the boat's extreme length, measured from the foremost part of the bow to the aftermost part of the stern.

Painter: the rope attached to the bows of a dinghy or tender, by which it is towed or made fast.
Pintle: an upright pin attached to a boat's transom or rudder and which slips into the gudgeon to form a hinged pivot.
Pitch: the fore-and-aft rocking of a boat. Points of sailing: the direct angles to the wind on which a boat may sail; the boat's course relative to the direction of the wind.
Port: the left side of a boat looking forward (opposite of starboard). Port tack: when the wind comes from the pot side and the mainsail is out to starboard.

Position line: a line drawn on a chart from a bearing and along which the boat's position lies. Two or more position lines give a fix.
Pulpit: a metal guard-rail at the bows of a boat, which provides safety for crew working forward, changing headsail, etc.

Quarter: the side of the boat aft of the beam

Rake: the fore-and-aft inclination of a mast or other feature of a boat from the perpendicular.
Reach: to sail with the wind roughly on the beam; any point of sailing between running and close-hauled.
Reef: to reduce the sail area by taking it in at the foot and folding or rolling surplus material on the boom. Reefing line: strong line with which the leech cringle is pulled down to the boom when reefing.
Rigging screw: See Turnbuckle
Roach: the curved part of the leech of a sail extending beyond the direct line from head to clew.
Run: to sail directly downwind with the sheets eased well out.
Running rigging: all of the moving lines such as sheets, halyards, guys used in the support and control of sails and spars.

Schooner: a boat with two or more masts with the mainmast aft.
Scuppers: an opening in the toe rail that allows water to drain off the deck or cockpit.
Seacock: a shut-off valve on underwater inlet or outlet piping through the hull.
Sea room: room in which a boat can manoeuvre without danger of collision or grounding.
Shackle: a metal link of varying shape with a removable bolt across the open end, used to secure lines to sails, poles, etc.
Sheave: a grooved wheel in a block or spar upon which a rope runs.
Sheet: a rope controlling a sail.
Shrouds: ropes or wires, usually in pairs, reaching from the mast to the chain plates at the sides of the boat to prevent the mast falling sideways.
Skin fitting: a through-hull fitting through which air or water passes. A seacock is fitted to close the hole when not in use.
Sloop: a single-masted boat with a mainsail and one headsail.
Spar: a general term for masts, booms, poles.
Spinnaker: a large, light, balloon-shaped sail set in front of the bows when the wind is aft of the beam.
Splice: to join two ropes or wires or make an eye splice in the end of a line by unlaying their strands and interweaving them.
Spreaders: horizontal struts attached to the mast, which spread the shrouds out from the mast and improve their support of the mast.
Stall: a sail stalls when the airflow over it stops.
Stanchion: upright metal post bolted to the deck to support guard rails or lifelines.

Standing part: the part of a rope that is secured to an object, opposite to the hauling part.
Standing rigging: the shrouds and stays that are permanently set up and support the mast.
Starboard: the right side of a boat looking forward (opposite of port).
Starboard tack: when the wind comes from the starboard side and the mainsail is out to port.
Stay: a wire or rope that supports the mast in a fore-and-aft direction; part of the standing rigging.
Steerage way: having sufficient speed for the boat to be steered, or to answer the helm.
Stem: the timber at the bow, reaching from the forward end of the keel, to which the two sides of the boat are attached.
Stringer: a fore-and-aft structural timber fitted to strengthen the frames.
Strop: a loop of wire or rope used to raise the tack of a headsail some distance off the deck.
Strop down: to secure a rope or wire so that it does not fly about and become entangled.

Tack: to turn the boat through the wind - either by gybing or going about - so that it blows on the opposite side of the sails; also the lower forward corner of a sail.
Tacking: working to windward or downwind by sailing close-hauled on alternate courses so that the wind is first on one side of the boat, then on the other.
Tackle: a purchase system consisting of rope and blocks and which is used to gain mechanical advantage.
Tang: a metal fitting on a mast or other spar to which standing rigging is attached.
Toe rail: the raised edge of the deck where it meets the hull.
Topping lift: rope or wire used to adjust boom height.
Topsides: the sides of a boat between the waterline and the deck.
Track: the course a boat has made; a fitting on the mast or boom into which the slides on a sail fit; also, a deck fitting along which a traveller runs. Traveller: a fitting that slides in a track and is used to alter the angle of the sheets.
Trim: to adjust the angle of the sails, by means of sheets, so that they are at their best shape and angle to the wind.
Turnbuckle: a fitting with which the tension of standing rigging is adjusted.

Up tiller: the movement of the tiller towards the helsmperson if he/she is on the windward side.
Up bow: the movement of the bow twards the wind.

Vang: see Boom Vang
Veer: the wind veers when it changes direction clockwise. (see backing)

Wake: the disturbed water left behind a boat.
Waterline: the horizontal line along the hull, at which a boat floats.
Waterline length (WL): the length of a boat from stem to stern at the waterline.
Weather helm: the tendency for a boat to come up into the wind (opposite of lee helm).
Weather side: the side of a boat on which the wind is blowing.
Wetted surface: the area of the hull under water.

Whisker pole: a light pole used on a small yacht to hold out the headsail when running.
Windlass: a winch used to haul up the anchor chain.
Windward: the direction from which the wind blows; towards the wind (opposite of leeward).

Yaw: erratic movement of a boat off its course.
Yawl: a two-masted boat with the smaller mizzen mast stepped aft of the rudder post.