

TORREY PINES SAILING CLUB
David Kempton et al., 2010 original
Jason Strauch, 2015 edits

COURSE OUTLINE FOR VICTORY WATER INSTRUCTION

INTRODUCTION:

The purpose of the Torrey Pines Sailing Club is to teach, encourage, and promote sailing, racing and cruising. This purpose is really put to the test during water instruction and your assistance and patience as an instructor and student are most appreciated. The following outline is intended to guide the instructor and student in getting the most fun and skill during the water lessons.

This outline is not rigid - each student is different: some may need only one lesson, some five or six; the main thing is that the student enjoy his/her learning process and, when they're checked out, be good, safe Victory skippers.

The format for water lessons is:

- a) A free, fun group ride / lesson on the Catalina or Newport, or a free water lesson in Victories with the first lesson to emphasize sailing and fun as opposed to rigging and procedures.
- b) Before the second Victory lesson, verify, with the student or Membership Chairman / Treasurer, he / she has paid the required initiation fee and dues to join the Club, or the lesson shall not be given.

An important Club goal is to ensure the students continue to progress through water lessons without an excessive time lapse. Although students generally are asked to call instructors to schedule lessons, if you do not hear from your assigned students, please contact them to make sure continuing progress is maintained. Please report drop outs or other important changes to the Chief of Instruction.

GENERAL VICTORY WATER COURSE OUTLINE

STEP 1. For the first Victory lesson, in order to maximize sailing time, the instructor will rig and de-rig the boat. There will be minimal emphasis on terminology and none on checklists, knots, and rigging.

- a. Cast-off, motor out, then try to put the students at ease.
- b. Rig and sail around for awhile, show that sailing is fun and safe.
- c. Explain Victory stability, demonstrate how to stop heel, control speed, how to hold mainsheet, how crew assists, where to sit. Demonstrate, and, if the students are eager and able, let them take the helm for some of:
- d. Motoring
- e. Beating, close-hauled
- f. Falling off, heading up
- g. Coming about
- h. Reaching
- i. Running
- j. Jibing
- k. Docking under power.

STEP 2. On subsequent lessons, use the rigging / derigging checklist and distribute this outline. Let the student learn at his / her own pace:

- a. Practice rigging at dockside, (Remember Marina rules request motoring in / out with sails down)
- b. Motoring
- c. Boat control while raising / lowering sails under power, or at anchor, away from docks
- d. Beating and coming about on mainsail first, and then with both sails
- e. Sail trim, "When in doubt, let it out"
- f. Reaching
- g. Running and jibing with mainsail control
- h. Maintaining sail trim with sheets and by steering
- i. Slowing down and speeding up
- j. Controlling heel and weather helm
- k. Getting in and out of irons
- l. Boat and motor cleaning, storage, and battery recharging.

STEP 3. Progress to maneuvering skills. Let each student:

- a. Dock at a buoy under sail head to wind, approaching from beating, reaching and running, (Use this to simulate a dock and discuss concept of safe "go around" using escape path)
- b. Do jibing man overboard drill, and have them consider and try this singlehanded with only one person as sail trimmer and helmsman
<http://www.sailmagazine.com/category-slider/man-overboardpractice-techniques>
- c. Rig whisker pole, (Be sure each student puts it up, steers with it up, and takes it down)

- d. Heave to (and practice starting the motor while hove to)
- e. Anchor under sail <http://www.boatingmag.com/how-to/tips-properly-setting-anchor>
- f. Depart and dock at our slip under power, (Mention the paddle as a preferred back-up means to return to our dock if motor fails)
- g. Experience or discuss the need to first ease mainsheet and then possibly the jibsheet to fall off in moderate to heavy winds
- h. Experience or discuss difficulties to be expected and procedures to avoid being blown into docks while motoring out in moderate to heavier winds

STEP 4. Demonstrate effects of the following to control weather helm, sail draft and shape when transitioning from light to moderate to heavier winds:

- a. Jib and main halyard tension
- b. Jib sheet lead position
- c. Main outhaul, boom vang and Cunningham (if so equipped)
- d. Mainsheet traveler position
- e. Sailing under main or jib alone.

STEP 5. While sailing or during lulls, review and discuss:

- a. Points of interest, places, docks, and restaurants to sail to in San Diego Harbor (inside the beginning Ballast Point limit)
- b. The not so interesting shoals by Shelter Island and underwater rocks across from Ballast Point
- c. Rules of the Road, as traffic requires
- d. Light and horn signals
- e. Tides and currents to compensate for in light winds
- f. Checking the boat and equipment, including through hull drain, before sailing
- g. Their responsibility for verifying or replacing missing safety equipment before leaving dock
- f. Club procedures, such as: their ability to spend and get reimbursed up to \$25 to correct deficiencies, the need to report defective or missing equipment, reporting accidents and equipment loss or failures
- i. Proper dress (such as non slip shoes) and dock etiquette
- j. Maintenance parties and Victory hour credits for maintenance
- k. Racing program.

STEP 6. Prepare the student with confidence for the checkout:

- a. Review the student's progress with him/her,
- b. Explain the reason and content of a checkout ride.
- c. As soon as he/she can do and understands the above outline, recommend them for checkout to the Chief of Instruction. He will arrange a different checkout person for your student.
- d. Don't be afraid to recommend another lesson or two if you think it is needed. More instruction will instill more confidence which promotes their fun as well as safer sailing.