

SAILING & WINDSURFING

Quick introduction

A sprint shuttle running game that uses points of sailing for directional instructions. To view videos/pictures on each exercise follow the link: www.rya.org.uk/go/schoolgames

Getting started

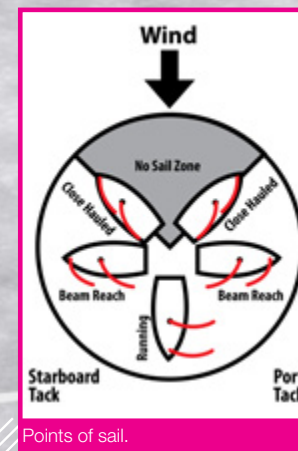
- All stand on the halfway line of the sports hall or court. The wind is blowing from the wall you are facing – if possible set up a fan with short ribbons on to simulate this. Your arms will represent the sail on the boat or board.
- To sail towards the wind (wall facing you) run in 45° angle zigzags with the arm furthest away from the wind held straight out behind you. Your arm is the sail so you change arms when you change directions. This is called beating.
- To sail to the right or left walls run holding the arm furthest away from the wind out at 45° from behind you. This is called reaching.
- To sail with the wind (towards the wall behind you, away from the fan) run at 180° from where the wind is blowing from holding both arms out to the side. This is called running.
- Call out the instructions “beat”, “reach” or “run” to get children sprinting from wall to wall and sailing round the area.
- Alternatively this can be done outside using the real wind direction to orientate the direction of the game. Use nearby indicators to establish the wind direction: a flag, trees bending away from the wind or face into the wind until you hear equal noise in both ears.

Equipment required

- Fan with short ribbons attached to the fan-cage optional for inside.
- 30cm thin wool or ribbon tied to one end of a short stick or pencil for outside.

Health and safety points

- Beating upwind with children zigzagging up the sports hall could involve collisions. The rule is: if you're on the right you're in the right, i.e. if you're running diagonally from left to right you have to give way to people running diagonally from right to left.
- Slow down as you approach the walls and always be aware of obstacles and other people.



SAILING & WINDSURFING

PHYSICAL ME

- I need to hold my arms out to make the sails and sprint as fast as I can.

SOCIAL ME

Leading and volunteering

- Involve young people in variety of roles such as:
 - To lead the activity by calling the direction of sail.
 - As safety marshals to avoid collisions.

Think inclusively (STEP)

Space

- If appropriate use a hard surface if including SEN/disabled athletes.
- If beneficial reduce the distances SEN/disabled athletes need to move.

Task

- Allow SEN/disabled athletes to jog or walk.
- Consider limiting the number of wind changes used during the game.

Equipment

- Use audio and visual signals. e.g. shout and point to indicate the direction of the wind.

People

- If beneficial allow SEN/disabled athletes to work in pairs.
- Allow visually impaired athletes to work with a sighted athlete.

THINKING ME

- Where is the wind blowing from?
- Remember:
 - Beating is zigzagging towards the wind – a boat or board cannot sail straight into the wind.
 - Reaching is going across the wind.
 - Running is moving with the wind on your back.

SPORTING ME

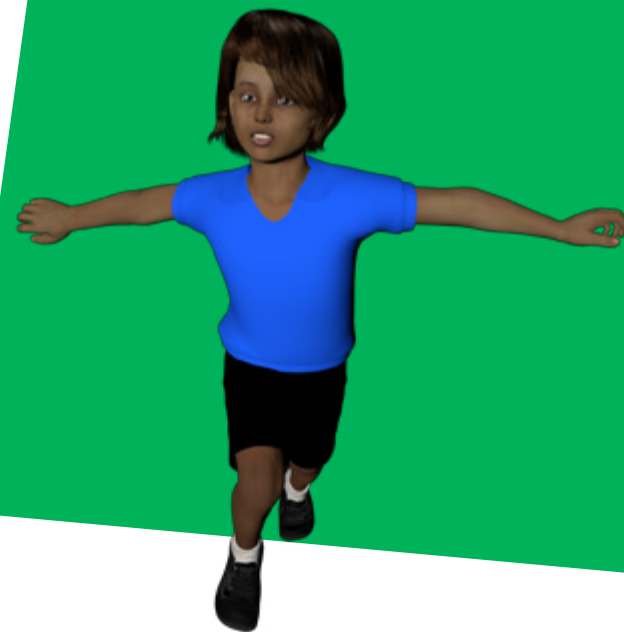
Spirit of the Games



I am going to sprint for each shuttle run of the activity and demonstrate my determination to my classmates.

TACTICAL ME

Do I understand the wind direction and can I pace myself to run for the whole challenge?



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SAILING

Getting started

- Organise groups of three or four participants at each station. Allow a specific time, e.g. 30 seconds for each person to do the exercise.

Tacking and gybing (turning the front or back of the boat through the eye of the wind)

- In threes: two people hold either end of a rounders post at chest height. This is the boom and sail of the boat. The third person stands facing the boom.
- In one movement, step, squat and duck under the bar (boom), then stand up on the other side of the boom facing it.
- Repeat facing the same direction for each step, squat and duck.
- Count the number of ducks under the boom from standing to standing.

Hiking out (balancing your body weight against the wind in the sail)

- Lie on your back in the crunch sit-up position with your knees bent and feet flat on the floor. With your shoulders off the floor, reach side to side down alternate legs towards your heels.

Syncro-jump (crossing the boat together in a tack or gybe)

- In pairs stand at a line and perform a jump forwards with a half turn landing to face the way you jumped from. Aim to jump and land simultaneously with your partner. Repeat, counting your number of joint jumps.
- Count the number of reaches.

Pump the sail (pulling the sail in)

- Sit on a bench with your legs out in front of you, the middle of a resistance band round your feet and your heels on the floor. Hold the band, lean back and row your arms. Count the number of rows – arms straight to hands by your shoulders.

Fast feet (agility for crossing the boat)

- Position two cones 2m apart. Jump from one foot to the other, from cone to cone, touching the top of the cone each time. Count your successful cone touches.

Quick introduction

The sailing and windsurfing challenge cards have five skills on each card leading towards the competition card and development of specific skills used on the water. Each activity simulates a sailing action with the aim of improving agility, core strength, co-ordination and balance, all of which are important when in a boat.

To view videos/pics on each exercise follow this link www.rya.org.uk/go/schoolgames



Health and safety points

- **Tacking and gybing** - mind your head on the boom (rounders post).
- **Syncro-jump** - ensure there is enough room between other pairs.
- **Pump the sail** - remove the band before standing up.

Equipment required

- **Tacking and gybing** - two rounders posts.
- **Syncro-jump** - a pair of parallel lines to jump between.
- **Pump the sail** - long bench and two to three resistance bands.
- **Fast feet** - four to six cones, two per person.

SAILING

PHYSICAL ME

- **Tacking and gybing** – step wide keeping a straight back, look to the bar holder's hands while keeping low under the bar.
- **Hiking out** – focus on reaching as far as you can while keeping your shoulder blades off the floor.
- **Syncro-jump** – aim to land softly and communicate with your partner to improve take-off and landing coordination.
- **Pump the sail** – concentrate on holding your shoulders back and keeping your tummy strong.
- **Fast feet** – focus on accurate foot and hand placement while looking forwards.

SOCIAL ME

Leading and volunteering

- Involve young people in a variety of ways:
 - To explain and demonstrate the activity on a station.
 - To officiate and count the repetitions on a station.
 - As timekeepers.

Think inclusively (STEP)

Space

- **Hiking out** – SEN/disabled athletes sitting or in wheelchairs can reach from side to side trying to touch the floor.

Task

- **Syncro-jump** - if appropriate, using two chairs facing each other, allow SEN/disabled athletes to move their bodies from one chair to the other.

Equipment

- **Pump the sail** – tie a resistance band to a gym bar and allow SEN/disabled athletes to perform a sitting row using one or two hands at a time.
- **Fast feet** – if beneficial put the cones on chairs. Allow wheelchair users to sit between cones and score points by alternatively touching them.

People

- If beneficial let SEN/disabled athletes work in a pair.
- Ensure that visually impaired athletes work with a sighted athlete.

THINKING ME

- **Tacking and gybing** – how does it feel to duck just under the bar? Can I remember how that position feels?
- **Hiking out** – if it helps, ask a partner to hold your feet.
- **Syncro-jump** – where are we going to jump to? How do we co-ordinate our jumps?
- **Pump the sail** – what does my stomach feel like when I'm leaning backwards?
- **Fast feet** – how can I accurately place my hands and feet without looking directly at the cones? What is my rhythm to jumping?

SPORTING ME

Spirit of the Games



Be true to yourself about your performance.
Success is steady progress toward our own goals.

TACTICAL ME

Work together in your group to work out the most efficient way to perform the challenges.



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WINDSURFING

Getting started

- Organise groups of three or four participants at each station. Allow a specific time, e.g. 30 seconds for each person to do the exercise.

Windsurfing

Tacking and gybing (turning the front or back of the board through the eye of the wind)

- Start in pairs: stand facing one other, hold hands with your arms stretched out at shoulder height.
- Person A - left foot pointing left and head turned to the left. This is the front of the board.
- Person B - right foot pointing right and head turned to the right (create a mirror image of person A).
- Keep holding hands with feet stationary and look forward.
- 1. Bend back leg slightly and twist body to face forward (left for Person A, right for person B). This is a tack.
- 2. Straighten back leg.
- 3. Bend front leg (left for person A, right for person B), lean forward, bend and raise back elbow – pose like an archer. This is a gybe.
- 4. Straighten front leg and arms to return to the starting position.
- Repeat steps 1-4 into a fluid movement counting each full tack and gybe (steps 1-4).

Beach start (stepping onto the board from the beach)

- Hold arms up at 45° from vertical (monkey arms). Put one foot onto the bench, hold for 5 seconds then step up onto the bench. Step backward and down from the bench with arms still up in the air. Repeat counting each complete step up and down.

Board balancing (holding and turning the windsurf rig and sail)

- Stand tall with the sole of one foot on the other ankle and arms stretched out parallel at shoulder height.

Move arms to the right keeping them at shoulder height then repeat with arms to the left (easier version). Twist torso and arms to the right while looking to the left then repeat arms to the left and looking to the right (harder version). Count the times you twist to the right and left.

Good grip (strengthen grip for holding the boom)

- Hold a broom handle with both hands. Put your hands shoulder width apart, palms down, at arm's length and shoulder height. Using alternate hands: grip, twist and release to wind the rope round the broom handle and raise the beanbag. When the bag reaches the top unwind and start again. Count each time you raise the beanbag to the broom handle.

Surf zumba (foot placement for tacking)

- Place two beanbags on the floor a small pace apart. The aim is to step round the beanbags in only two steps, simulating a tack on a windsurfer.
- Stand with your right toes touching the right beanbag.
- Bend your right knee slightly.
- Left heel just past the left beanbag and pointing to the left. Now you're ready to start the tack with the front of the board to your left.
- To tack:
 - Straighten your right leg.
 - Swivel on the heel of your left foot your toes toward the beanbag.
 - Bend your left knee.
 - Bring your right heel to your left instep (the beanbag is at your feet and you're in line with both beanbags).
 - Side lunge left to the other beanbag and turn your right foot out to complete the move. The front of the board is now to your right and you have tacked.
 - Repeat the moves back the other way to tack again.
- Count each completed tack.

Quick introduction

The sailing and windsurfing challenge cards have five skills on each card leading towards the competition card and development of specific skills used on the water. Each activity simulates a windsurfing action with the aim of improving agility, core strength, co-ordination and balance, all of which are important when on a board.

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WINDSURFING

PHYSICAL ME

- **Tacking and gybing** – focus on forward vision, balance and each stance.
- **Beach start** – balance while holding your foot up. Avoid wobbling in the step up and down.
- **Board balancing** – stand tall with a straight back; try not to wobble when moving your arms.
- **Good grip** – grip the broom handle firmly, but not too tightly. Co-ordinate hands one then the other.
- **Surf zumba** – light feet, try not to look down, build fluidity.

SOCIAL ME

Leading and volunteering

- Involve young people in a variety of ways:
 - To explain and demonstrate the activity on a station.
 - To officiate and count the repetitions on a station.
 - As timekeepers.

Think inclusively (STEP)

Space

- Allow SEN/disabled athletes to hold onto a solid structure while performing an activity, e.g. a wall bar or table.

Task

- **Surf zumba & Tacking and gybing** - allow SEN/disabled athletes to make changes to the movement patterns to enable them to complete the activity, e.g. reducing the amount of leg bending or body twisting.

Equipment

- **Good grip** - allow SEN/disabled athletes to hold the broom handle closer to their bodies and reduce the weight on the end of the rope.
- Where appropriate allow SEN/disabled athletes to perform the activities from a sitting position.

People

- Ensure that visually impaired athletes work with a sighted athlete.
- **Surf zumba, Beach start and Board balancing** – allow SEN/disabled athletes to work in pairs and support each other to perform the activity.

Health and safety

- Concentrate on your balance for all these activities. This will help you to do them well and safely.

Equipment required

- **Beach start** – gym bench.
- **Good grip** - two to three 1.5m long ropes tied to the middle of a short broom handle (0.5m) with a beanbag tied to the other end of the rope.
- **Surf zumba** - four to six beanbags, two per person.

THINKING ME

- **Tacking and gybing** – how can we work together to perform the moves smoothly and quickly?
- **Beach start** – where can I look to help me balance while stepping?
- **Board balancing** – which bit of my body needs to work hardest to stop the wobbles?
- **Good grip** – why will holding the broom handle lightly help me?
- **Surf zumba** – how can I tack quickly?

SPORTING ME

Spirit of the Games



Celebrate when you reach a personal best on one or more of the stations.

TACTICAL ME

Work together in your group to work out the most efficient way to perform the challenges.



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