

On the Water Program at the Living Boat Trust (LBT)





Introduction

At the meeting with schools on March 13th the following priorities emerged.

- Activities that emphasised
 - Teamwork;
 - Confidence;
 - Problem solving;
 - Working within a structure;
 - Links back to classroom and other school work;
 - Fun.
- Competition (and rewards) are fine, but not just for 'first across the line'.
- Off the water boat related activities should be included (if only to deal with adverse weather conditions).
- Flexibility, so that schools have some choices about how much time (and how many resources) to devote to the program, and so that individual student needs can be met.

The 'On the Water' program' as delivered over the last several years can address most, if not all of these priorities, so it is worth using this program at least as a starting point. Here is a basic description.

The Program

DAY 1

1. **Prior to going on the water.**

All of these activities can be carried out at the LBT, but some could be done in the classroom, either in isolation or integrated into the curriculum.

- a. *Rowing boats and their equipment.*
 - i. Some boat terms (bow, stern, flotation, anchor, bailer, oars, rowlocks etc)
 - ii. Rudder (and steering)
- b. *Elements of rowing*
 - i. see Youtube <https://www.youtube.com/watch?v=ETicrabrTx0>
 - ii. Practice rowing in a boat on shore.
 - iii. The importance of teamwork:



1. The 'stroke' oar;
2. The 'bow' oar;
3. Rowing in time;
4. Rowing commands (row!, easy oars, hold water);
5. Turning the boat.

c. *Safety considerations*

- i. Review what the students already know (from other programs);
- ii. Conditions: weather, tides;
- iii. Lifejackets;
- iv. Getting into and out of boats;
- v. Handling oars.

2. Preparing to Row

a. Making up teams.

- i. Students quickly appreciate the significance of working as a unit in the boat and as a result also bond quickly. Schools may want to think about this beforehand, either encouraging students to make their own team choices, or providing some direction if this seems appropriate. Teams will always include one adult who is confident on the water. Initially this adult will steer and provide tuition, but may change roles as students gain competence.

b. Checking conditions.

- i. Weather and tides can be checked before arrival, but currents other factors (such as river traffic) may not be so predictable. This is an opportunity for students to be observant and start taking responsibility for the activity.

c. Checking equipment;

- i. Oars, rowlocks, bailer, anchor. Another opportunity for students to start applying some of the basics and take responsibility.

d. Embarking.

- i. Thinking about safety: not 'rocking the boat' and not squashing fingers.

3. Initial Rowing

- a. Students may already have had an opportunity to do some rowing ashore, but this can as easily be done on the water under the supervision of a confident adult. Can be a good 'discovery learning' activity, or can be more directed (generally more of the latter). Boats stay in the vicinity of the shed, with the emphasis on discovering a technique that works, on staying in time, in being able to maneuver around the water ('let's go and see that boat over there').



4. Pack up and put the equipment away

- a. Oars back to the shed, lifejackets onto racks.

END OF DAY ONE

DAY 2

5. More Rowing, including a short excursion

- a. The 'preparation to row' activities are repeated (as will be the pack up at the end), with the emphasis on getting students to take responsibility.
- b. Rowing in the vicinity of the pontoon, to re-familiarise with the boats, and re-establish commands, rhythm and technique.
- c. Assuming that the students are rowing reasonably well, take a short excursion through the canal to the jetty on the Cradoc side of the river. Lunch to be eaten there.
- d. Depending on how well the students are rowing (and the state of the tide) return through the canal (short) or around the top end of the island (long).
- e. If the students are not rowing well enough for the excursion, have more tutoring, including short races, and take a trip down to the Petty Sessions jetty and playground in South Franklin.
- f. A prior lesson, at school, about the Egg Island Canal could be delivered so that students know what to look out for. There is a good short book about it by Ruth Young and Allan Cato.

END OF DAY 2

DAY 3

5. Long Expedition

- a. This is a physical challenge, and there are little 'side trips' into swampy lagoons that can be had along the way - quite an adventure. By the time they get back students will be rowing as real teams. A prior lesson about the Egg Islands (birds, geology, history etc) could be given to the students at school so that they know what to look out for.
- b. Row to top of North Egg Island for lunch. After lunch either row directly back or around the top of the island depending on how well the students are going.

END OF DAY 3



DAY 4

6. Practice for racing.

- a. Prepare for competition with other schools at 'Swiftsure Regatta'.
- b. Learn how to race around a simple course (out and back, around designated buoys). Teams compete against each other. Could introduce novelty events.

END DAY 4

DAY 5

Swiftsure Regatta

This is a half day, mini festival, with sausage sizzle, novelty events and racing, on a Saturday morning in early December. It is a good event to 'round off' the rowing program. It is also a good opportunity for parents and teachers to get involved: seeing adults make fools of themselves is always pleasing for children. See planning for a previous 'all schools' Swiftsure Regatta at bit.ly/2motWtl

SAILING PROGRAM

Speak to the LBT to organise

Meeting Departmental Requirements

The Department document which best seems to match the 'On the Water Program' is 'Procedures for Planning Off Campus Activities', and within this document the closest category is 'Boating and Sailing' (pages 21-22). This is attached below. It should be possible to meet the outlined requirements. Rowing is one of the least risky activities covered by these requirements (ref: National Coastal Safety Report page 46 bit.ly/2mX93C4).



Procedures for Planning Off Campus Activities

4.1. Boating and Sailing

The following advice refers to recreational boating and sailing as distinct from kayaking and canoeing:

4.1.1. Scope

- Dinghy and Catamaran sailing
- Wind surfing
- Keel boats and multi-hull vessels

4.1.2. Safety

It is essential that all equipment is regularly maintained and in full working order.

All participants must wear a Lifejacket meeting Australian Standard AS 4758 Specification for Level 100 or 50 (previously PFD type 1 or 2) at all times.

All participants need warm gear preferably with an outer shell that is windproof and waterproof. Sun block for protection against the sun and drinking water sufficient for each participant is required.

Students must be competent swimmers to participate in wind surfing activities. All students should be able to swim a minimum of 50 metres.

Caution is advised in going further than 100 metres from the shore when windsurfing and dinghy sailing with beginners.

Dinghies and catamarans should have a strong towing ring of approximately 38mm diameter and an attached tow line of approximately five metres.

A power rescue boat or boats should be available and be fast enough to allow quick responses and have sufficient power to tow sailing boats in adverse conditions. Power rescue boats must comply with MAST requirements for safety equipment for motor boats and must carry a First Aid kit. Careful assessment of weather conditions including forecast conditions is required, with particular attention to the wind.

4.1.3. Approval

No specific requirements beyond the Planning Requirements For All Off Campus Activities described at the beginning of these procedures, and those determined by the school's or college's risk management plan for the off campus activity.

Please refer to the online copy of this document (TASED-4-1765), located on the Tasmanian Department of Education's website to ensure this version is the most recent.

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4.1.4. *Consent*

A signed Consent form for Aquatic (water-based) Activity is mandatory and if there is no signed consent form obtained the student must not undertake the activity.

N.B. Excursions on vessels that have a Certificate of Survey, e.g. RV Penghana, Lady Nelson, Peppermint Bay II, MR-1 (Mona Ferry), Maria Island Ferry and Bruny Island Ferry **do not** require a Consent Form for Aquatic Activity.

4.1.5. *Supervision*

No specific requirements beyond the Planning Requirements For All Off Campus Activities described at the beginning of these procedures, and those determined by the school's or college's risk management plan for the off campus activity.

Names and a head count of all participants must be checked and recorded at the beginning and at the end of the excursion. Regular head counts should also be carried out during the excursion.

4.1.6. *Qualifications/Experience*

At least one teacher or adult in the group must have a current Perform basic water rescues qualification. (SISCAQU002)

At least one teacher or adult in the group must have a current Provide First Aid certificate (HLTAID003)

It is highly recommended that leaders have a current Yachting Australia Instructor qualification appropriate for:

- dinghy and catamaran sailing
- wind surfing or
- keel boats and multi-hull vessels.

or be able to demonstrate equivalent competencies in the appropriate area.

4.1.7. *Venue*

Advice on venues can be obtained from MAST, Yachting Tasmania and from local Boating and Sailing Clubs.

4.1.8. *Regulations*

Minimal impact requirements should be met and the procedures implemented.

Local area restrictions and permissions must be observed.

Activities must comply with maritime authority (MAST) regulations.

4.1.9. *Ratios*

The required staff to student ratios are as follows.

- Dinghy and catamaran sailing

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- No more than six boats should be supervised by one rescue boat unless in a very sheltered, confined bay or lake.
- The number of boats must be governed by the number of qualified leaders, the characteristics of the location and the number of rescue boats available.
- Wind surfing
 - No more than five boards per leader unless in a very sheltered, confined bay or lake.
 - In confined water, a kayak or a spare sailboard and paddle may be used as a rescue craft, provided the supervisor is proficient in their use.
- Keel boats and multi-hull vessels
 - There must be a minimum of two competent sailors (leader plus assistant) on board.
 - For overnight sailing, the number of crew should not exceed three more than the number of berths.
- Other craft
 - Any vessel for charter or hire will have numbers of passengers determined by their Certificate of Survey.

Lower student to teacher ratios may be required according to, for example, venue, skill, age of participants, time of year, program, weather and qualifications of the leaders.

4.2 Cycle Touring