



Accessible Sailing Resource Book

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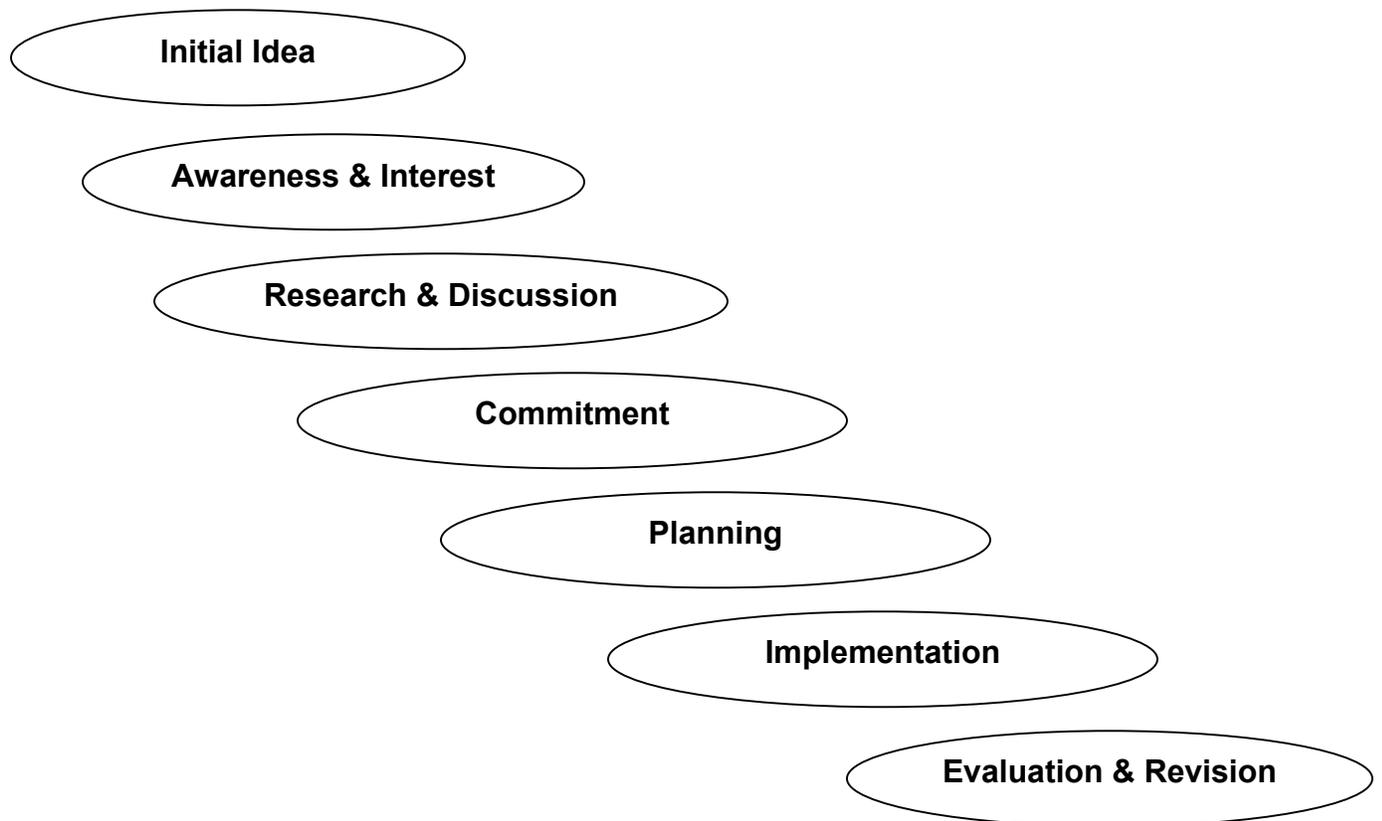
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Getting Started

Offering Accessible Sailing to people with disabilities in your community can be as simple or as elaborate as you make it. It is important that clubs go through a couple of important decision making and planning steps when deciding to offer an accessible sailing program. The following seven steps will provide you with a general guideline to follow when designing and implementing your program. This manual will touch on topics that are specific to one of these seven steps, or may impact more than one of these steps.



Disability Awareness

The purpose of this session is to increase your knowledge and understanding of the nature of disabilities. Hopefully this understanding and knowledge will help you better meet the needs of the participants in your accessible sailing program.

Defining Disability

Though the terms “impairment”, “disability”, and “handicap” are frequently used interchangeably, these terms mean different things.

The World Health Organisation gives the following definitions:

Disorder or disease is either present at birth or happens later.

Examples: cerebral palsy, stroke, spina bifida, hard of hearing, Down’s syndrome, and many others.

Impairment is a disturbance or interference that is measured in terms of its presence or absence.

Examples: spinal injury, loss of limb, or damage in the brain as a result of a stroke.

Disability is any lack of or restriction in the ability to perform an activity; it is the result of impairment measured in degrees.

Example: A person with a spinal injury may not be able to walk at all, or may be able to walk with crutches or other aids over various distances.

Handicap (or barrier) is a disadvantage that limits or prevents a person from carrying out a role. It is related to the circumstances in which the individuals find themselves.

Examples: A person using a wheelchair may encounter the barrier of not being able to enter a building. A person who is blind may experience the barrier of not being able to read printed materials. If the building has a ramp and the materials are provided on cassette, the barriers (handicaps) are eliminated. Attitudes, policies and practices may also be barriers.

Source: Canadian Camping Association Inclusion Training Resource Manual. 1995, M1-1, 2.

A Disability Does Not Define The Person

It is important to remember that there are many types of disabilities and these result from a wide variety of impairments. However, they generally fall into two categories: physical disabilities and developmental or cognitive disabilities.

A person may have a physical disability which existed at birth or resulting from an injury, accident, or illness.

The same holds true for people who have been assessed with cognitive or developmental disabilities. Developmental disabilities are present when an individual's intellectual ability is impaired or compromised in some way. This may result from an injury, accident, or illness, or exist at birth.

There are individuals with both developmental and physical disabilities.

Each Person is unique

Each person, with or without a disability, is a unique individual with many strengths and attributes. To lump all persons with disabilities into a category called "The Disabled" and to talk about all of these individuals as if they were all the same is the same as lumping all people with brown eyes together as "The Brown-Eyed" and to talk about them as if they were all the same.

Source: Canadian Camping Association Inclusion Training Resource Manual. 1995, M1-2.

Words with Dignity

People with a disability should be described in words and phrases that portray them with dignity. The following guidelines and terms are supported by some 200 organizations that represent or are associated with Canadians with a disability.

In general, remember:

- Describe the person, not the disability
- Refer to a person's disability only when relevant
- Avoid images designed to invoke pity or guilt.

If in doubt, ask. Most people with a disability will be more than willing to help you.

Instead of ...	Use...
Disabled, handicapped, crippled	Person who has or person with
Crippled by, afflicted with, suffering from, victim of, deformed	Person who has or person with
Confined, bound, restricted to a wheelchair	Person who used a wheelchair
Deaf and dumb, deaf mute, hearing impaired	Person who is deaf, hard of hearing
Retarded, mentally retarded	Person with a developmental disability
Spastic (as a noun)	Person with Cerebral Palsy
Physically Challenged	Person who is
Mental patient, mentally ill, mental, insane	Person with a mental illness, person who is
Learning disabled, learning difficulty	Person with a learning disability
Visually impaired (as a collective noun)	Persons who are visually impaired, blind

Source: Active Living Alliance For Canadians With A Disability. Words with dignity, 1991, n/p.

Assessing Your Clubs Resources

Sometimes clubs will shy away from the idea of offering an accessible sailing program because they do not think that their club has the resources. However the key is to look at all the resources that you do have, not what you think you are missing.

Once clubs make the decision that they would like to make sailing accessible in their community, they are actually pleasantly surprised at how easy it can be. The other thing is that instead of looking at everything as a problem, clubs must be able to look for options and solutions to make things work, and also opportunities to make things better.

Assessing your clubs resources is a valuable part of the *Research & Discussion* phase or developing your program.

How Accessible Is Your Site

This is often the first thing that clubs want to resolve. Ideally we would like all of our clubhouses, sailing school buildings, grounds and docks to be 100% accessible. However this is often not a realistic goal, but this should not deter a club from starting a program. In many cases, by making a couple of minor modifications or adaptations clubs are able to offer programs in an environment that is accessible to people with a variety of abilities.

The first step is to take a walking tour of your club; you will probably be able to find several parts of the club that are inaccessible. Now if you took that same walk through in a wheelchair, or using crutches, or while blindfolded you would find several more areas of club that are inaccessible. Try to identify the key areas that have to be accessible before you would be able to start a program, and then look at ways that you could modify that area. You might want to ask someone who has a disability to join you on the walk through, to help you think of solutions. Keep a list of other areas of your site that you would like to modify to increase accessibility, and as resources and funds become available you can make changes to those areas. There are many inexpensive solutions that can significantly make your club more accessible, and safer for people with disabilities.

Please take some time to work through the **Site Awareness Checklist**.

Program Resources

What other resources does your club have that would contribute to the success of an Accessible Sailing Program. Members within the club or community who are able to volunteer to assist with the program are a very valuable resource. There are many roles that volunteers can play. Volunteers can help with organizing and facilitating the program, they can help maintain and care for the equipment, can help out on the water, or a variety of other tasks. Some programs require large financial resources to get started, while for other types of programs the start up costs are minimal. Does your club have any funds that would be available to support an Accessible Sailing Program, or people who would be able to help raise funds for the program? Does your club

currently offer any programs that you could build on to offer an Accessible Sailing Program? In the past clubs that offer Learn-to-Sail programs, or adult cruising courses, or community club boats have been successful at using the resources from these programs to offer an Accessible Sailing Program.

Community Resources

There are many organizations and agencies within the community who work with people with disabilities. Look in the Community Notes section of your local newspaper; some agencies will regularly post upcoming events and contact information. The other option is in your local yellow pages you can look under Disability or Disabled-Services.

A local community agency can be an excellent way to share resources. Often they have skilled staff that is willing to share their knowledge to help train club staff and volunteers. Agencies may also be able to help attract participants, and schedule when participants will be coming to sail.

Site Awareness Checklist

You may want to start by drawing a quick sketch of your property, including the buildings, grounds, and docks.

Parking lot

What type of surface is the parking lot, and is it flat? (i.e. paved, loose gravel, hard packed dirt, combination)

Are there any designated parking spots? (Designated spots should be a minimum of 360 cm wide.) *Source: CMHC, A Modification Checklist, pg. 21.*

Are they large enough to provide individuals with disabilities with adequate space to manoeuvre into and out of their vehicles?

Are the designated parking spots in an appropriate location? (i.e. close to the entrance to the building, and to the area where the sailing will actually take place)

Is there appropriate signage to mark the accessible spots?

How will you enforce the availability of accessible parking spots?

Sailing Area

Are there pathways or trails leading to the sailing area?

Will the boats be kept in the water or on land?

Is the dock fixed, or floating?

What is the surface of the dock? (Wood, concrete, plastic)

What are the dimensions of the dock area where participants would transfer into the boat? Remember you want to allow enough space for a wheelchair to turn around, enough space to accommodate the swing of a lifting device, and room for people to assist with the transfer. (The minimum recommended turning space for a wheel chair is 150 cm x 150 cm) *Source: CMHC, A Modification Checklist, pg. 22.*

Is there a ramp leading to the dock area where the participants will be transferring into the boats? (The minimum recommended width of a ramp is 85 cm, and the maximum recommended slope is 1:20 to 1:12) *Source: CMHC, A Modification Checklist, pg. 21.*

Does the ramp have handrails and an edge guard? What is the surface of the ramp?

At some sailing sites the participants transfer into the boat on the land, and then the boat is launched. If this is the approach that your club will be taking you may want to assess this area by simulating a transfer and launch of the boat.

Equipment Storage

Where is the equipment for the program stored?

How far away from the sailing area is the equipment kept?

Are storage shelves at an accessible height? (The recommended maximum height for a shelf is 135 cm) *Source: CMHC, A Modification Checklist, pg. 23.*

All Building (Club house, classroom, dinning room)

Is the main entrance to the building level to the ground? Or does the threshold need to be fitted with a ramp? (The minimum recommended width of a ramp is 85 cm, and the maximum recommended slop is 1:20 to 1:12) *Source: CMHC, A Modification Checklist, pg. 21.*

What is the width of the entrance? (The recommended minimum width of the entrance is 81 cm) *Source: CMHC, A Modification Checklist, pg. 24.*

How heavy is the door?

Does the door open in or out?

Washrooms

What is the width of the entrance? (The recommended minimum width of the entrance is 81 cm) *Source: CMHC, A Modification Checklist, pg. 24.*

How heavy are the doors?

What type of handle is on the door? (A lever type handle is easier to operate)

Do they swing in or out?

Is there sufficient room to open the door and manoeuvre a wheelchair? (The minimum recommended turning space for a wheel chair is 150 cm x 150 cm) *Source: CMHC, A Modification Checklist, pg. 22.*

Are the sinks mirrors, and toilets at accessible heights?

What type of faucets does the sink have? (A lever type handle is easier to operate)

Is the lighting adequate?

Is there at least one designated accessible stall?

Boats

There are many types of boats available today that help make sailing accessible, but there are also many adaptations that can be made to other boats to make them accessible.

There are benefits to each of the various types of boats, what type of boat you select will depend on what type of program you are planning to run, and what will work well for your clubs.

This section includes a list of boats that are commonly used in Accessible Sailing Programs across Canada, and in other parts of the world. This is by no means a complete list of boats, as builders and designers are continually coming up with new ideas to make sailing more accessible.

The other option to consider when deciding what boat(s) to select for your program is the idea of adapting an existing boat. Adapting an existing boat can be a very cost effective solution if you already own the boat. The IDAF/IFDS Disabled Sailing Committee Sailing Manual has an excellent section on Adapting Boats.

Below are some questions that you might want to consider when deciding which boat to choose for your program, or how to adapt an existing boat.

Stability – how stable is the boat for transferring into and out of? How stable is the boat out on the water? Will it capsize?

Number of People – How many people can sail the boat at a time? Is there room for a sailing companion or aid if necessary?

Comfort – Is the seating appropriate? Will it be comfortable for participants to sail?

Level of Accessibility – What level of ability can the boat accommodate? Are there ways that the boat systems could be modified to accommodate an individual with a higher level of ability?

Sailability – How does the boat sail? Is it a performance boat that would be appropriate for more advanced sailors, or someone interested in racing, or is it a beginner boat that would be best suited for novice sailors?

Fun Factor – Will this boat be fun to sail? How does it look? Will it be appealing to new and/or seasoned sailors?

Accessible Sail Boats

<p><u>Access Dinghy</u> Several different models</p> <p>Access 2.3 Dinghy Length 2.3 m Beam 1.25m Weigh 48 kg Sail Area 2.3 sq.m Weight in Keel 15 kg</p> <p>Access 303 Access Liberty</p> <p>Access Dinghy Sailing Systems 8 Heart St. Danenong, VIC 3175 Australia</p> <p>www.accessdinghy.org info@accessdinghy.org</p> <p>Phone: +61 3 9792 5266</p>	<p><u>Challenger III</u> A 15 ft Trimaran</p> <p>Length 4.57 m Beam 3.50 m Draft (including foils) 0.45 m With centreboard Mast Height 6.5m Weight Main Hull 81 kg Weight Floats (each) 19 kg Sail Area 9.89 sq m</p> <p>Anglo Marine Services Essex, Wade Road, Grose Lane Ind. Estate, Clacton-on Sea Essex CO15 4LT Phone: (0255) 420717</p>
<p><u>Hobie Cat Trap Seats</u></p> <p>The Trap Seat can be attached to a 16 ft Hobie Cat to provide a seat for a person with a disability to sail the boat from. The person with the disability is accompanied by an able bodied companion.</p> <p>info@sail-s.com Gthomson@sd23.bc.ca</p>	<p><u>International 2.4mR</u> One of the Paralympics classes Length 13'8" Beam 32" Displacement 570lbs Ballast 400lbs Sail area 81 sq. ft. Draft 3'3" Norlin Mark III</p> <p>Built by Riverside Boat Works 1 Industrial Avenue Duluth, Minnesota 55808</p> <p>Phone: 218-624-4324</p>

<p><u>Martin 16</u> Length 2.9m Beam 1.21m Draft Keel Up 0.40 m Draft Keel Down 1.0 m Total Weight 318 kg Ballast (lead) 136 kg Sail Area 9.5 sq m Mast Height 6.15 m</p> <p>Inventure Management Limited www.martin16.com steve@martin16.com</p> <p>Abbott Boats salesandinquiries@abbottboats.com 519-542-2771</p>	<p><u>Sonar</u> One of the Paralympics sailing classes.</p> <p>Length 23'0" Beam 7' 10" Draft 3' 11" Ballast 900 lbs Sail Area 250 sq. ft.</p> <p>Sonar International 100 Pattonwood Drive Rochester, NY 14617</p> <p>Phone: (716) 342-1040</p>
<p><u>Freedom Independence</u> Overall length: 20' 6" Beam: 8' Draft: 3' 9" Displacement: 2080 lbs. Sail area: 230 sq. ft. Crew: 2-3 persons</p> <p>Freedom Independence is being built by Catalina Yachts in California</p>	

Program Planning

There are several different ways that a Yacht Club or Sailing School can make themselves accessible to people with disabilities. There is the aspect of making your site physically accessible, which we discussed in the section on **Assessing Your Clubs Resources**, but you also need to make your programs and services accessible. There are many different types of Accessible Sailing Programs. It is important that you develop a program that builds on your club's strengths. You may find that after you have worked through the exercises in the **Assessing Your Clubs Resources** you may have already developed some ideas of the type of program that would work well at your club. Below are some general descriptions of some different types of programs. You will discover that no one program is perfect, and that there are pros and cons to all of them. The important thing is to learn about what other clubs have tried, and to design a program that is right for your club. After you have read through this section and get some ideas from other programs take some time to complete the **Program Planning Questionnaire**.

Integrated Child/Youth Program

If your club currently runs a youth learn to sail program, an integrated youth program would probably work very well. The main objective of this program is to give a child with a disability the opportunity to learn how to sail along with other children their age. The child with the disability is placed in a learn to sail class, and may even choose to work on a level with other children. The child participates in all the activities both on and off the water. An accessible boat is added to the existing fleet of learn to sail boats for the child with the disability to sail. The school may assign an additional instructor or volunteer to that class to assist the child when necessary.

Child/Youth Able Sail Program

Children or youth who have a disability learn to sail in a class with other children who have a disability. All participants use accessible boats. These programs can be run as a day camp type program, where the participants are there for the day and do activities both on and off the water. Participants may choose to work on a level as their skills develop.

Recreational Program

In a recreational program participants are not working on a level in an instructional setting. Instead they are sailing for the pure enjoyment. Often clubs offer recreational sailing along with an instructional program, but not necessarily. Recreational sailing can take place on an accessible dinghy or keelboat. Often clubs will have an instructor or a volunteer take a potential new participant out for a sail, so they can see if they like sailing. Clubs often offer recreational sailing for adult, youth and child participants.

Adult Able Sail Program

Adult participants learn to sail with a group of other adults who have a disability. All participants use accessible boats. Often participants register for a group of lessons, where they can work on a level. These classes are often offered in the evening or on weekends.

Integrated Adult Program

If your club currently offers an adult learn to sail or learn to cruise program you may want to look at integrating that program. By adding an accessible boat to a current dinghy fleet, an adult with a disability can participate in the learn to sail class and work on a level. If your club offers cruising instruction you may want to look at modifying the keelboat that is used for instruction to accommodate a person with a disability.

Again, there are many different types of programs. The key is to develop a program that works for your club.

Once you have a good idea of what your clubs resources are, and you have done some research you will have to start working out some of the details of your plan.

Take some time as a group and work through some of the questions on the **Program Planning Questionnaire**. This is an important step in the *Planning* phase. You may not be able to answer all of the questions the first time through. The objective of this questionnaire is to get everyone thinking about the specifics of offering an Accessible Sailing Program. Using the information you have collected during the *Research & Discussion* phase to answer these questions, you should then be able to use your answers to develop an outline and description of the program.

After you have developed an outline for you program as part of you planning stage, you might want to set up an open house to meet with potential participants, and generate interest for the program. You may also find it helpful to design a questionnaire to gather feedback from potential participants. Please see the example **Participant Questionnaire**.

Program Planning Questionnaire

Objective

The objective of this questionnaire is to get everyone thinking about the specifics of running an Able Sail Program.

Why do you want to have an Able Sail Program at your club?

What goals or expectations do you have of the able sail programs?

In terms of:

Number of Participants

Age of Participants (see next page for detailed breakdown)

Financial Gains/Losses

Other

What will be the purpose of this program?

To:

Introduce people to sailing?

And/or

Sailing Instruction & Skill Development?

And/or

Training & Racing Opportunities?

And/or

Other?

What type of program will you run?

Integrated or separate or a combination?

Who will the participants be?

Children (3-11)

Youth (12-18)

Adults (18+)

Variety of ages?

Level of ability?

Type of disability?

What resources does your club have to make this program a success?

In terms of:

Volunteers

Docks

Site

Other

How many volunteers do you have, and what roles can they play?

Number of Volunteers?

Roles for Volunteers:

Organizing Participants

Maintaining Equipment

Fundraising

Promoting the Program

Being a sailing companion

Organizing/helping out with special events

Other (list other possible roles)

What kind of safety policies/best practices do you have in place currently?

Have you given thought to any new safety policies that you think you might need for an Able Sail Program?

If yes please elaborate:

Some expenses to consider in running this program include:

- 1) Boat & Equipment (lifejackets, transfer aids, etc.)

- 2) Certified instructor (can you use an Instructor from an existing learn to sail program in the evening, or can you get a volunteer to get certified by paying the cost of the course, annual fee)

- 3) Other (administrative, volunteer appreciation, club modifications, etc.)

How will you offset the cost/expenses of the program?

Charging the participants

Fundraising/Sponsorship

Club subsidizes the cost

If you are charging the participants will there be a membership fee and/or cost to use the boats?

Will participant be required to pay a membership fee?
If yes, what will that fee be?

Will the participants pay the same membership fee or a different category of membership fee?
(Example - Sr. member, intermediate member)

Will the participants have to pay to use the boats?
(Will it be a one-time unlimited fee, or a pay as you go fee)?

Will you charge for sailing lessons?
If yes, what will the fee be?

Who can use the boats and when?

Where are you storing the equipment? Who can access it and when?

Any Other Questions?

Participant Questionnaire

Do you think you would be interested in sailing this summer?

Yes _____ No _____ Maybe _____

How often do you think you would like to sail this summer?

Once a summer _____ Once a month _____ Once a week _____

Other _____

Are you interested in taking lessons so that you can learn to sail independently?

Yes _____ No _____ Maybe _____

What would you be able to pay, or what to you think would be reasonable to pay for sailing lessons?

What day or days of the week would you be available to go sailing?

What time of day would be best for you?

Morning _____ Afternoon _____ Evening _____

What would you be able to pay, or what to you think would be reasonable to pay to go for a recreational sail?

Is there anything you would like more information on?

Contact Information

Name _____

Address _____

Phone Number _____ Email _____

How would you prefer we contact you?

Phone _____ Email _____ Mail _____

Thank you very much for coming to the Able Sail Information Night and taking the time to fill out this questionnaire. ***Hope to see you on the water this summer!***

Safety

It is important to establish procedures and best practices at your club that will keep everyone safe. In general how you operate your accessible sailing program should not be very different from how you operate any other aspects of your club. However you may find that your club will encounter some situations, which are unique to offering sailing programs for people with disabilities. It is important that you deal with these situations in a manner that will treat all participants with dignity. If you are writing policies it is important to review them and make sure that they are inclusive in nature. It is a good rule of thumb that every policy, decision, procedure, should be in the best interest of the participants.

The Ontario Sailing Club Safety Manual is an excellent tool for helping you manage your club or program.

Understanding your participant's needs is an important part of ensuring their safety and well-being. Please see the sample **Registration Form**. In addition to the Registration Form you may want to gather more specific information about the participants abilities. Included is a copy of an **Abilities Checklist** that is used by a children's centre in Ontario to help get children with disabilities involved in recreational activities.

Also included in this manual you will find a sample of an **Incident/Accident Report Form** and a **Minor Accident/Incident Log**.

One area of the program that people are often concerned about in terms of safety is the area of lifts and transfers. There are many different ways that a participant can safely transfer into and out of a boat, but you should review some commonly used techniques.

The ISAF/IFDS Sailing Committee Sailing Manual provides some excellent guideline and instructions for transferring into and out of boats.

**Participant Registration Form
BOOM, Access BOOM**



____ Youth Program ____ Adult Program

Name of Participant: _____

Name of Parent or Guardian (youth): _____

Address: _____ City: _____ Postal: _____

Phone (H): () _____ Phone (W): () _____ ext: _____

Email: _____

Course Location: _____ Dates of Course: _____

Personal Safety Information

Participants Name: _____ Male ____ Female ____

Date of Birth: _____ Health Card Number: _____

Family Doctor: _____ Phone: () _____

Emergency Contact: _____ relation: _____ Phone: _____

Emergency Contact: _____ relation: _____ Phone: _____

Are there any medical, learning or behavioural conditions of which we should be aware (including insect, food and medical allergies)? Yes ____ No ____

If yes, please explain: _____

Waiver

I understand that it is a condition of my participating in this program that I do so at my own risk. Therefore in consideration of my acceptance of entry into this program, I agree to save harmless and keep indemnified Ontario Sailing, the host club or organization, the Canadian Yachting Association, the organizers and their respective agents, officials, servants and representatives from and against all claims, actions, costs, expenses and demands in respect to death, injury, loss or damage to my person or property, howsoever caused, arising out of or in connection with my taking part in this program, not withstanding that the same may have been contributed to or caused or occasioned by the negligence of the same bodies, or any of them, or their agents officials, servants or representatives. I further understand and agree that this release is binding upon myself, my heirs, executors and assigns. I understand that photographs and videos taken of program participants, staff may be used for promotional purposes and I hereby consent to such by Ontario Sailing.

Participants Signature _____ Date _____

(Parent or Guardian if participant is under 18 years of age)

Ontario Sailing

65 Guise Street, Hamilton, Ontario L8L 8B4

Abilities Checklist

Name of Participant _____

	<u>CONDITION</u>	please check	
		YES	NO
1.	Spina Bifida		
2.	Hydrocephalus (shunt)		
3.	Cerebral Palsy		
4.	Muscular Dystrophy		
5.	Visual Impairment		
6.	Hearing Impairment		
7.	Attention Deficit Disorder		
8.	Difficulty in Comprehension of Instructions		
9.	Autism		
10.	Developmental Delay		
11.	Severe Allergies (Epinephrine Required)		
12.	Predisposition to Seizures		
13.	Asthma (prone to attacks)		
14.	Limited Range of Motion due to Injury, Surgery or other Specify:		
15.	Any other condition(s) that could result in possible limitations during participation. Please specify:		

If an assistant is recommended, who will be accompanying the participant?

Name _____ Relationship _____

Please answer the following if appropriate to your child.

- A. Does your child mind being touched? (i.e. having their hand held) Yes No
- B. Does your child understand simple instructions? Yes No
- C. Does your child need visual examples? (Demonstrations) Yes No
- D. Is eye contact needed to effectively relay instructions? Yes No
- E. A gym/dance studio can be a noisy and busy place. How does your child react/respond to this type of environment?

F. If your child has behavioural difficulties, what is the most effective method to correct his/her behaviour? (i.e. quiet time, stern voice, etc.)

G. What are the symptoms to look for if your child is confused, distressed, frustrated or tired?

H. What are the most effective methods to comfort your child?

I. What are the most effective methods to reward your child?

Incident/Accident Report Form

NAME OF FIRST AIDER: _____

NAME OF INJURED PARTY: _____ SEX: M F AGE: _____

INJURED PARTY'S HOME ADDRESS: _____

DATE INCIDENT: _____ TIME OF INCIDENT: _____

LOCATION: _____

SPECIFIC AREA: _____

INJURED'S HISTORY:

S – Symptoms _____

A – Allergies _____

M – Medication _____

P – Previous (experience with injury/illness) _____

L – Last (last drink, last meal, last rest break, etc) _____

E - Events (leading to injury) _____

BODY PART INJURED (please be sure to be specific, including Left and right side, etc):

NATURE OF INJURY (ex. Cut, bruise, sunburn): _____

DESCRIBE FIRST AID GIVEN: _____

NAMES OF ANY ONE ASSISTING WITH TREATMENT: _____

FAMILY/ GUARDIAN NOTIFIED: YES NO

NAME OF GUARDIAN NOTIFIED: _____

NAME OF PERSON WHO MADE THIS CALL: _____

FURTHER MEDICAL TREATMENT REQUIRED: YES NO

NAME OF MEDICAL FACILITY: _____

METHOD OF TRANSPORTATION: _____

ADDITIONAL INFORMATION: _____

FIRST AIDER'S SIGNATURE: _____ TEL # _____

WITNESS'S SIGNATURE: _____ TEL # _____

Evaluating Your Program

Evaluation is a very important part of running a program. Evaluating your program does not have to be a formal process, although you may choose that route.

One aspect of evaluating your program is gathering feedback from the participants. Please see the attached **Participant Evaluation Form**. The evaluation form you design for your program should take into consideration the age of the participants; this form was designed for child and youth participants. Staff or volunteers may want to offer assistance to help participants complete their evaluation forms, or communicate their feedback using other methods. Try to provide participants with options as to how they can provide feedback. You might want to set up a mail box in your voice mail system that people can phone with ideas or suggestions, or set up an email address where participants who would not be able to write their comments by hand could use their adaptive computers at home and email their comments.

As an organizing committee you should also take some time to evaluate your program. It can be as simple as at every meeting right down something that is going very well, and some aspect of the program that needs work. You can then work as a group to think of ways to build on the success of things that you are doing well, and think of solution for areas that need improvement.

If a group or organization is providing you with funding, they may require you to evaluate the program. Communicate with the funder from the very beginning so you know exactly what is expected of you. Some may require information in terms of a yearly update; others may want more frequent updates. Some funders may have a specific evaluation form that they expect you to complete, others may just ask for a letter highlighting your success.

Participant Evaluation Form

Please Circle your answers below

Program: BOOM BOOM Escape Access BOOM

Week: Week 1 Week 2 Week 3 Week 4

 Week 5 Week 6 Week 7 Week 8

Site/Location: _____

Name: _____

.....

1. How did you like your week of sailing?

Excellent

Good

Could have been better

.....

2. What boat or boat(s) did you sail in the program?

Escape Mango

Escape Captiva

Access Dinghy

Echo Dinghy

Opti

.....

3. What boat or boat(s) did you like best?

Escape Mango

Escape Captiva

Access Dinghy

Echo Dinghy

Opti

.....

4. What was the weather like?

Sunny

Rainy

Windy

Hot

Cold

Everything

.....

5. What did you think of the instructors?

Excellent

Good

Could have been better

.....

6. What was the best part of the week?

.....

7. What would you change about the week?

.....

8. Would you like to participate in one of the BOOM sailing programs next year?

Yes

Maybe

No

.....

Any other comments?

Happy Sailing!

