



Generic Youth Development Program Manual

A Generic Experiential Learning Youth Development Program
designed by the Young Endeavour Youth Scheme

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Young Endeavour Youth Scheme

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FOREWORD

This document outlines the culmination of twenty years of youth development experience in *Young Endeavour*. It details the major elements of the youth development program developed and adapted from the successful program run by the Young Endeavour Youth Scheme.

Since 1988, the youth development program conducted in *Young Endeavour*, originally adapted from that run by the program run by the Spirit of Adventure Trust, has evolved and developed into a highly acclaimed youth development program.

The benefits and importance of youth development through sail training has been documented in a number of studies, most notably in the research study conducted by the University of Sydney, Australia, in research conducted by the University of Otago, New Zealand and more recently in the research conducted by the University of Edinburgh that was commissioned by Sail Training International.

Each piece of research concludes that those participating in a structured youth development program in a tall ship benefit in a number of ways that include: developing increased teamwork and leadership capabilities as well as increasing the level of community responsibility. Furthermore, these benefits transcend cultural and national boundaries.

Sail training can be a very powerful experience for many of those who participate. A structured youth development program can be integrated into voyage programs and serve to enhance the overall outcomes achieved by the participants. It can also add value to an existing program which may in turn attract potential sponsors and benefactors who are also keen to support the development of our youth.

I would like to take this opportunity to wish you fair winds and following seas in your endeavours and trust that in sharing this information, your program will benefit.

Stephen Moss
Executive Director
Young Endeavour Youth Scheme

INTRODUCTION

Youth:

“The condition of being young. The appearance of freshness, vigour, spirit”

Random House Unabridged Dictionary 2006

Development:

“The act or process of developing, growth, progress. A significant consequence or event, Maturing: The act of improving by expanding or enlarging or refining. A process in which something passes by degrees to a different stage.”

Random House Unabridged Dictionary 2006

Youth Development is the process whereby young participants undertake a series of challenges that are designed to test and push their limits in order to help them realise their full potential and expand their horizons.

Programs such as the one developed here are designed to take young participants out of their comfort zones and place them in an environment where they must learn to work together and contribute to succeed.

There are many places and organisations that offer youth development as an outcome of their programs, but there are few that are more effective than a program specifically designed for this purpose and conducted aboard a tall ship.

Where else can you create a unique, isolated, challenging, and yet safe, environment that is totally different from anything experienced before? Where else can immediate challenges be readily put to participants? And where else can the immediate consequences of their actions and decisions be apparent than in a tall ship sailing in the blue yonder?

Through this medium, the aims of youth development are achieved. Young people increase their leadership, teamwork and communication skills whilst at the same time increasing their confidence and willingness to take calculated risks in order to further their own goals, aims and ambition.

The following program has been developed based on the Youth Development through Sail Training program conducted in Australia’s National Sail Training Ship *Young Endeavour*. It provides a basic outline for a specific program that can be adapted for an individual ship. Specific activities and instructions on how they can be conducted are available through the Young Endeavour Youth Scheme which can advise and guide the implementation of this program.

The program is formed around the principles of Experiential Learning, Challenge by Choice and internally focused debriefing through transitional instruction, culminating in a Command Day component which brings together all that the participants have learned.

Proper implementation of this program can lead to a very exciting and rewarding youth development component to any Tall Ship engaged in sail training activities.

Best wishes for your program.

Murray Henstock BScM (Psych)
Voyage and Youth Development Coordinator

Young Endeavour Youth Scheme

July 2007

“All our dreams can come true if we have the courage to pursue them” – Walt Disney

Part One

PRINCIPLES AND THEORY

LEARNING

*“Tell me and I will forget
Show me and I may remember
Involve me and I will understand”
Confucius 450 BC*

There are many different types of learning, and each individual absorbs information in a variety of ways. Psychological research in the field of learning has identified several models which can be used to assist the understanding of how participants learn new experiences and how they can take the results of those lessons back with them into their world.

There are two types of learning that form the basis of this program. These being, *learning by observations* and *learning by experience*. Though both are self-explanatory, below is a more in-depth look at each of these concepts and how they relate to this program

OBSERVATIONAL LEARNING

McShane et al writes that the Social Learning Theory suggests that much learning occurs by observing others and then modelling behaviours that lead to favourable outcomes and avoiding the behaviours that lead to punishing outcomes. There are three aspects of Observational learning, these being Behaviour Modelling, Learning Behaviour Consequences and Self-Reinforcement.

- **Behavioural Modelling:** By watching the Instructor in a given task, participants may be able to remember the key elements that caused that task to be successful. They are then able to attempt and practice these elements themselves. This may or may not produce a successful result.
- **Learning Behaviour Consequences:** We learn the consequences of behaviour in ways other than through direct experience, e.g. by thinking through the consequences of our actions and by observing consequences that other people experience. McShane et al
- **Self Reinforcement:** McShane et al, writes that Self Reinforcement occurs when the participant has control over the reinforcer but choose to take the reinforcer AFTER completing a set goal. This allows the participant to feel a greater sense of control over their circumstances and thus become more self-dependant.

During the Youth Development Program, Observational Learning plays an important role, especially in the first part of the program where participants are getting used to their environment, and are beginning to learn the skills needed to successfully carry out their future tasks.

The positive aspects of Observational Learning are that many participants can observe the same activity, a negative aspect of Observational Learning is that each person will see things a little differently depending on several factors including their individual ability at learning by observation, their mind-set in terms of interest, fatigue and several other factors. This is why it is important to follow up Observational Learning with Experiential Learning. is for observational learning,

*“We have merely scratched the surface of the store of knowledge which will come to us. I believe that we are now a-tremble on the verge of vast discoveries — discoveries so wondrously important they will upset the present trend of human thought and start it along completely new lines”
Thomas Edison*

EXPERIENTIAL LEARNING

Experiential Learning can be summarised simply with the *Do–Review–Transfer* cycle. Concrete experience involves sensory and emotional engagement (McShane) which can then be reviewed by the participants to identify the successful and not-successful as well as positive versus negative aspects. The concepts of “We learn best by doing” and “we learn more from our mistakes” are becoming increasingly recognized as important aspects in any training or development program.

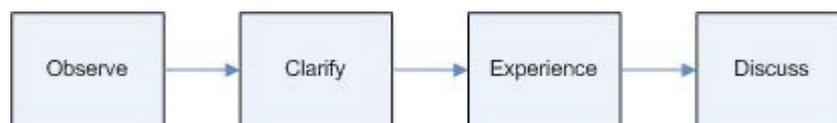
Successful Experiential Learning is described by Dr Simon Priest (1993) as:

...an approach to training and development which utilises adventurous educational experiences (activities which involve some form of perceived physical or emotional risk) to bring about positive changes in individuals, groups and organisations.

Priest further suggests that an Experiential Learning program comprises several key components which contribute to its effectiveness. It should be;

- **Experiential:** working under hands-on conditions: people *learn best by doing*.
- **Dramatic:** excitement focuses attention and sharpens minds helping people remember what they learn.
- **Novel:** with unique and uncertain outcomes no-one is an expert: it is an equaliser and it breaks down barriers.
- **Consequential:** results of actions are real, not theoretical.
- **Metaphoric:** behaviours exhibited parallel the way individuals act in their ‘normal’ environment: as such new learning can be compared to future efforts either aboard or at home.
- **Transferable:** learnings are taken home and applied: people refer back to their experiences and view life with a new perspective.

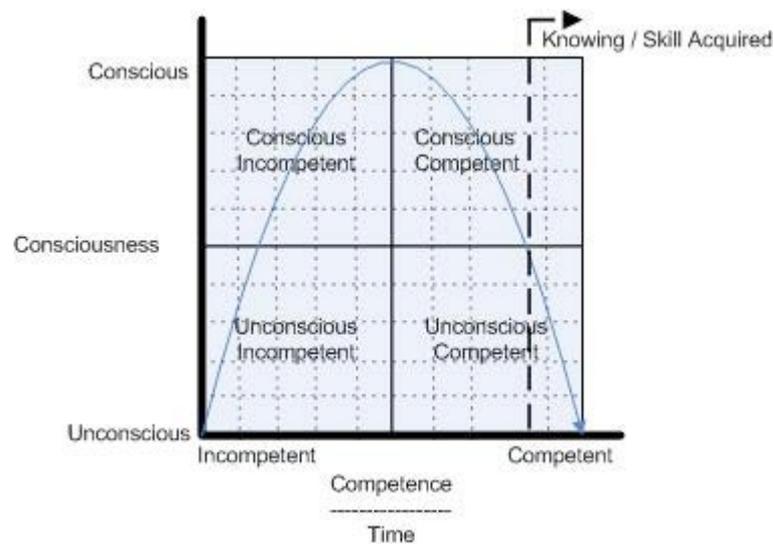
Based on the above, the Youth Development Program should include unusual activities with opportunities for shared reflection in a supportive atmosphere. It should provide an opportunity for initial instruction but then provide an opportunity for practice through experience. A summary of the above is seen below:



- **Observe:** Allow the participant to observe the instruction of a particular task
- **Clarify:** To help overcome differences in observational learning, clarify the given instruction, by way of asking questions and asking for signs of understanding the instructions
- **Experience:** Allow the participant to experience the task hands-on, allowing for the possibility of mistakes (with an eye for safety depending on the activity).
- **Discuss:** Allow participants time to discuss the activity from the point of instruction through to the point of completion and how it may relate to their current environment and or every-day life. This encompasses the Do-Review-Transfer aspect (see below).

DEVELOPING COMPETENCE

In any experiential learning environment, participants are required to learn a set of new skills or techniques that they may not have had the opportunity to learn before. This simple task forms the basis of the entire experiential learning outcome. Without these skills, participants are unable to develop a sense of achievement, or transition from instructional leadership to self-instruction. It is therefore important to understand the four stages of learning.



The diagram above depicts the transition through the four stages of learning.

Stage 1: Unconscious Incompetent: Prior to learning a skill, the participant is usually unaware that they do not know or possess the competency required to carry out the new task. It is only after they begin to learn that they become aware of how much they do not know. They are therefore unconscious of their incompetence.

Stage 2: Conscious Incompetent: As participants begin to learn new skills they become aware of how much they don't know. It is a simple case of, "the more you know, the more you realise you don't know". It is here the training really begins. Participants start to understand more about how they learn new things, how others learn new things. It is during this time that the lessons of teamwork, communication, leadership and confidence are brought to the fore.

Stage 3: Conscious Competent: As participants progress through the program and continue to learn they start to develop competence. Participants are able to carry out their given tasks but are still required to think about how to do them correctly. It is during this stage that the participants are able to start the transition from instructional-leadership to self-leadership and the deeper lessons on leadership, teamwork and communication are made evident. It is here that lessons on confidence can be learned.

Stage 4: Unconscious Competent: It is at the stage where participants are able to undertake their given tasks without thinking about them. This demonstrates that they are unconsciousness competent and it is at this point it can be said that they have gained a new skill or level of knowledge. Should participants reach this stage during a program, it is here that they are able to reflect more deeply on what they have achieved and what the whole experience has meant to them. It is here that confidence is further developed along with a deeper level of understanding about themselves.

It is important to note that every participant will progress through these stages differently. Some may reach Stage 3 or 4 quite early whilst others lag behind in Stages 1 and 2. It is the mark of a good facilitator who can recognise the differences in their participants and adapt their teaching methods accordingly, or alternatively utilising the new found skills of those who have achieved the later stages to assist those who may be struggling.

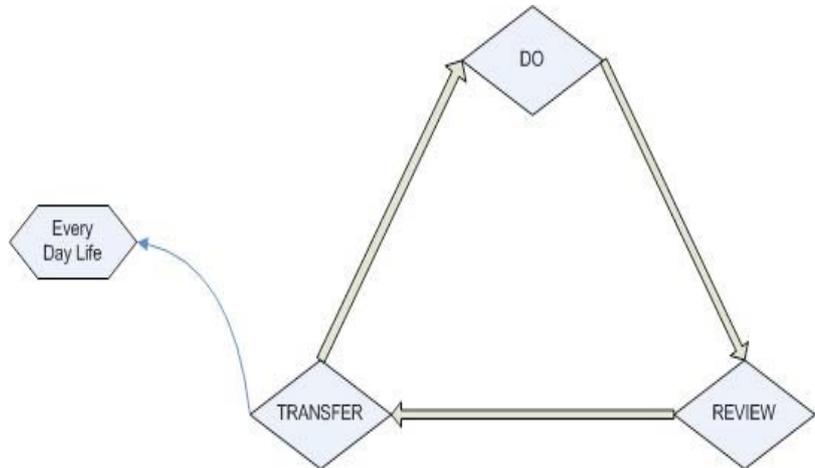
It is also important to note that individuals can be at different stages for different things. It is not wise to assume that if they have reached Stage 4 for one aspect, that they are necessarily at Stage 4 for all else. It is again the mark of a good facilitator to recognise the differences and adjust accordingly.

METHODOLOGY:

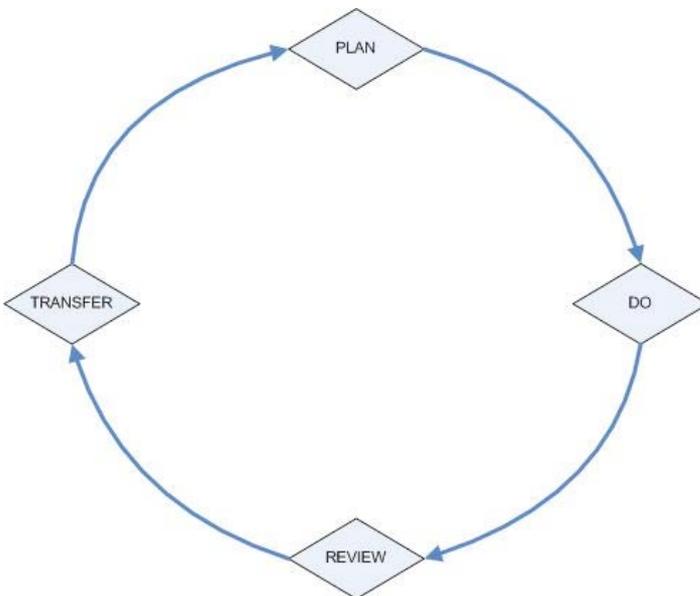
THE DO – REVIEW – TRANSFER CYCLE

The theory developed by David Kolb in 1984 can be expressed as the *DO - REVIEW - TRANSFER* cycle and is illustrated below.

This process can be incorporated into all activities. In essence, the whole program employs this methodology. Repeatedly applied, the *Do-Review-Transfer* cycle seeks to ensure the maximum learning benefit from any event. Each individual repetition of the cycle contributes to the review and transfer of the broader issues. For instance lessons about communication transferred from discussing one activity can be referred to after completion of a different activity. This can then be applied to a discussion of the lessons learned over the whole program with the aim of transferring these lessons back to the ‘real world’.



A fourth component to this cycle is the “Plan” cycle, which can be represented as “Plan-Do-Review-Transfer”



The Plan component involves the pre-brief given to the participants prior to the activity taking place. It is the time where they are able to develop a preconceived idea about the action or activity that will take place in the “Do” component.

It is also the place where any lessons learned from a previous attempt at the same or similar activity can be incorporated. The Planning stage is a vital element of this process as it allows for the participants to build up skills allowing them to accomplish tasks more successfully and allows for the developing of the ability to draw ideas from lessons learned in other areas to solve a given task.

INTERNAL DEBRIEFING:

THE PLAN-DO-REVIEW-TRANSFER CYCLE

PLAN - DO

1. Tell participants *What* is to be done and, if necessary, *How* and *Why*. Make sure your explanations and instructions are clear, concise and that the participants understand what you have said. Getting them to repeat back to you is a way to ensure a clear understanding.
2. Once they have started increasing their skills, allow participants some time to plan out how they will carry out their task.
3. Reiterate safety issues and procedures and their importance. Ensure the participants understand that any abrupt or loud calls relating to safety issues are not personal and should not be taken that way.
4. Reaffirm immediate Goals.
5. Instruct, providing feedback for tasks conducted well. Avoid negative feedback for tasks not completed satisfactorily, but apply constructive comments on how the task can be better completed.
6. Observe to monitor safety and find issues and discussion points. These can either be raised at the time or during the debrief process.
7. Avoid 'rescue' – it's their challenge not yours. Let them make mistakes (safely) and allow them to work it out.

REVIEW - TRANSFER

8. Once the activity is completed sit or stand the group in a circle, make sure you are part of the circle and no-one is 'outside' or 'above' it – seek some quiet and less disturbed area.
9. It is important to allow everyone the freedom to express their opinions and ideas and to allow the group to discuss the issues amongst themselves. Your role is to guide the discussion and drill down to the important facts that are at hand to ensure that the appropriate lessons are learnt. It is also your role to ensure that those who are 'quiet' get a chance to speak as well in order to avoid the discussion being dominated by any one or two individuals.
10. One method of debriefing is to work from 'simple' and 'factual' (low threat) issues to 'complex' (high threat) issues. The process of *funneling* (see below) can be employed here or use the sequence *Experience – Express – Examine – Explore* (Greenaway, 1992).

EXPERIENCE- 'WHAT HAPPENED?' – FACTS

Express

'How did it feel?'; 'What was it like?' – senses, feelings

Examine

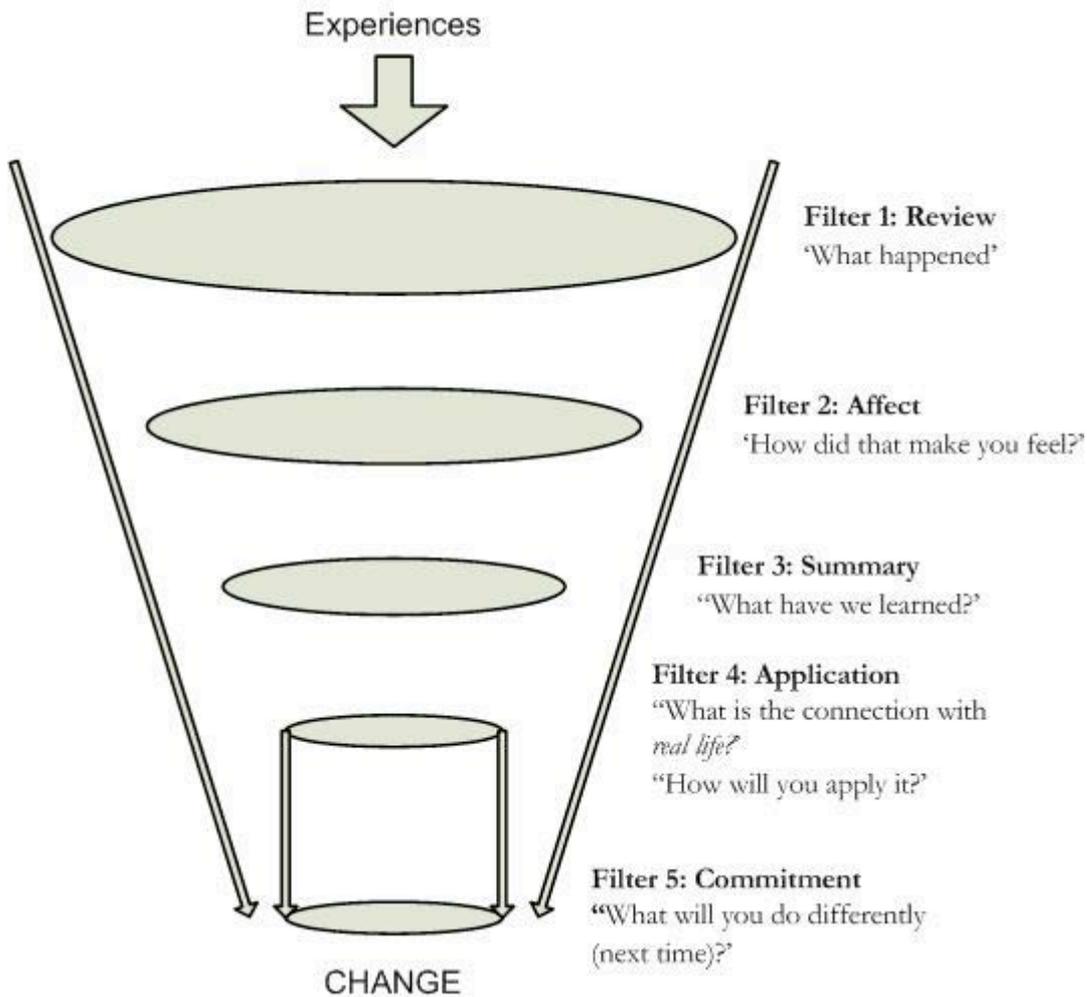
'What do you think about our teamwork ...?' – opinions, observations

Explore

'What next?'; 'What are you going to do' – spiral goals, commitments, transfer.

FUNNELLING

A discussion about the issues in any given activity will often cover a broad range of concepts. In order to direct the flow of the conversation toward the key areas a technique called 'funnelling' is applied. Here a series of 'filters' is used to direct the flow and refine the main points.



ASKING THE RIGHT QUESTIONS

Note that the questions above all allow the participants to answer in their own way. Asking open ended questions allows the participants to give their thoughts and expand on the issues as opposed to giving a yes or no answer. For example 'Did you notice that?' can lead to a yes or no answer, however 'What did you notice?' allows for a much deeper conversation.

Facilitators should also avoid putting their own opinions onto the table which may influence the discussion. This does not mean, however, that you cannot raise issues. If we want to 'funnel' them toward an idea, the question could be constructed along the lines of 'What did you notice about how we communicated?' instead of 'Why did communication break-down?'

Following the above may help to illicit their true feelings about a subject as opposed to making it seem as if you have just told them what you want them to say.

ACTIVE AND REFLECTIVE LISTENING

An important part of the debriefing process for a participant and one way to encourage continued participation in these discussions is the knowledge that their thoughts and opinions are being heard and understood.

The task of keeping the debriefing process moving to avoid boredom, as well as establishing an understanding of the issues being discussed is the primary role of the facilitator.

Some simple techniques can include;

Paraphrasing or Rephrasing; The art of repeating back to the participant that which you have heard to ensure that you have heard and understood it correctly.

For example; In response to “Nobody was letting anyone finish talking. We may have missed a good idea’, try ‘So, you felt that the Watch were not communicating well?’.

This gives the chance to make their point clear. You could then follow with something like, ‘Was tolerance an issue?’

Summarising; A note book or whiteboard where you can write down the issues that have been raised in points of one or two words. This can be used to refer to at a later stage during another discussion or as a way of jogging your memory when discussing the debrief with others.

TANGENTS AND SIDE-TRACKS

Whilst funnelling a discussion helps keep things on track, there will be times when a discussion raises an issue that may be unexpected but just as important. For example, a discussion about perseverance and overcoming fear may lead to a participant raising the issue of peer pressure. This is a great opportunity to explore a new avenue of development. Although it is important to ensure that the discussions don’t get too side tracked and go off on too many tangents.

During all debriefs and activities, it is important to try to keep in mind the training aims and goals of the program and why the activity is taking place. For example, on a tall ship, the purpose of climbing aloft is not to just climb in order to unfurl a sail, it is to confront fears, accept a challenge and build self-confidence. This will help funnel the conversations and debriefs after each activity. Safety is, of course, a priority. But the environment in which the program is taking place is a valuable tool used to facilitate the personal development of the participants.

HOW MUCH TIME DOES IT TAKE?

A youth development program may be busy enough to seem that there is not enough time to discuss things properly. It is important therefore to try to choose the right technique and atmosphere in which to discuss each issue. For example, after an icebreaker or game the discussion may not take long, but if a facilitator feels the group needs to discuss deeper issues, finding time during the evening when the activities have settled down might be more appropriate. Taking notes throughout the day to raise during these periods helps ensure that relevant points are covered.

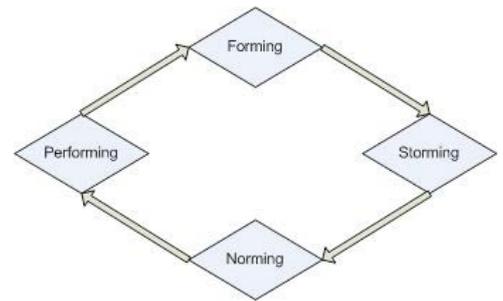
Debriefs can take anywhere from 5mins for a basic discussion over an activity up to an hour or more for more complex issues or discussions that range a variety of activities.

The facilitator will need to gauge how much time to devote to these discussions to ensure that their effectiveness is not lost by boredom or irrelevance.

“To find what you seek in life – leave no stone unturned “ – Edward Bulwer Lytton

TEAMS AND TEAM BUILDING

Developing a group of individuals into an effective team is an essential part of the process of personal development. It both illustrates the power of co-operation and teamwork and gives vital support to individuals as they grow. Tuckman's *Model of Group Dynamics* (1965) is an illustration of the factors and stages a group goes through.



Each stage is defined as:

Forming The physical establishment of the group, introductions, being named (eg *Red Watch*).

Storming The period where personalities become apparent, perceptions of group identity and goals are discussed, tensions rise.

Norming Identities and roles become established, rules for the team (both formal and informal) are set and 'common ground' is found.

Performing Goals are achieved.

This should also include '**Mourning**' or '**Adjourning**' – helping the transition to move back to real life. The factors which influence these stages are:

- Group cohesiveness.
- Individual roles within the Group.
- Characteristics of individuals.
- Interactions between individuals and the group.
- Interactions between individuals and the environment.
(Compass Learning, 1997).

As a facilitator you should monitor the group's progress through these stages as they may get stuck chopping between *Storming* and *Norming*. If they are to perform, and therefore improve their self-concept, they must resolve these problems themselves. Don't rescue them but rather consider explaining this model to them and ask them which of the factors above may be influencing the group. They can develop a way to resolve the problems and get out of their 'rut.' The following is a short summary of voyage program in Outdoor Adventure Theory terms:

- Uncertainty
- Challenge and risk
- Assist to develop new skills (qualities DO-REVIEW-TRANSFER) and transfer to test situation (Command Day)
- Review whole process of
 - initial crises – forming & storming.
 - transition – norming.
 - arrival – performing.
- Finally transfer whole experience into home life after leaving the safety of the ship
- Adjourning (mourning).

Part Two

OPERATIONAL PRINCIPALS

YOUTH DEVELOPMENT PROGRAM MISSION:

To provide participants with a unique challenging and inspirational experience that increases their self awareness, develops their teamwork and leadership skills, and creates a strong sense of community responsibility.

These principals of the program should include:

- Treat everyone fairly and equally with respect and unconditional positive regard for all, (both staff and participants)
- Always act in the best interest of the staff and participants
- Provide an equal opportunity for all
- Encourage participation, teamwork and personal development
- Conduct all activities and interactions with professionalism
- Keep humour and fun as key elements of all activities.
- Insist on safety 24 hours a day.

Finkelstein et al, (2005), in a study of a youth development program aboard Australia's National Sail Training Ship *Young Endeavour*, summarised the following:

For the duration of the voyage the pursuit of common goals and ultimately a shared experience overwrites the diversity of the participants' individual lives. The youth crew must submerge much of their taken for granted individualistic behaviour and conform immediately to the structure of ship life and personal habits and practiced routines are set aside as the shared experience of life on board. Against this background a number of key themes emerge which define individuals' experiences. Key fundamental principles shape the voyage experience and include the need to;

- manage diversity and homogeneity on a daily basis
- develop greater levels of trust and tolerance amongst strangers
- recognise the value of instrumental interpersonal relations
- appreciate the social value of rules, regulations and authority
- develop a greater awareness of the civic society at large

A major impetus for the growth of adventure education in recent decades has been the assumption that young people face an array of challenges and difficulties in an increasingly complex modern world. For our current youth, determining conditions are seen as rapid urbanization, globalization and the emergence of new communication technologies. These powerful social forces have produced a variety of radical shifts in the skills and knowledge required to equip young people for adulthood. Experiential learning programs such as the Young Endeavour Youth Scheme provide young people with readily transferable skills and knowledge that are hoped will directly contribute to their participation in the community at large, (Finkelstein et al 2005).

TRAINING AIM

A Youth Development Program should aim to develop young people at several levels: as individuals; in their relationships with others; and in their contribution to their community. This is done through focusing development on four broad skill areas:

- 1 **Teamwork:** A greater understanding of the importance of teamwork to achieve individual and group goals and a greater ability to successfully contribute to team objectives
- 2 **Leadership:** Learning to identify and utilise individual strengths and support weaknesses. Learning to identify and implement different leadership styles to achieve different goals.
- 3 **Confidence and Self Concept:** A deeper, more comprehensive understanding of who they are as individual people. A greater sense of what they are capable of accomplishing and a wider appreciation of the contribution they can make to their community.
- 4 **Communication Skills:** A greater understanding of the importance of effective communication in any situation. Different methods of communication with each other given different circumstance.

"Courage is doing what you're afraid to do, there can be no courage unless you're scared" – Eddie Rickenbacker

VITAL ELEMENTS OF THE YOUTH DEVELOPMENT PROGRAM

A Youth Development program is made up of several elements, which when combined provide a framework for youth to explore and expand their personal limits. The elements listed below provide an outline of the key ingredients needed for a successful program.

SEPARATED, ENCLOSED ENVIRONMENT

A separate, enclosed and unique environment provides a powerful place for Adventure Experiential Learning to occur. It satisfies the requirements of being novel and unfamiliar to most youth with real consequences and responsibilities. It allows for the development of a sense of belonging. It is exciting and it incorporates facets of home, society, work and school meaning lessons learnt can be transferred (Priest, 1993).

ESTABLISHMENT OF NEW GROUPS

Placing participants into new groups where they are unlikely to know anyone in the beginning is an important aspect to their development. It forces participants to step outside their comfort zone and develop ties with people and personalities that they may not have had the opportunity or desire to in the past. It allows participants to develop skills in working with and liaising with people at different levels and allows for the participants to develop an appreciation of those who come from different backgrounds.

TRUST

Trust and trust building activities are imperative to a successful program. There will be several times throughout the program where trust will be a large component. This could include working in a perceived risky circumstance, talking about emotional issues or even confiding in someone. Trust building activities conducted early in the program proves that each member of the group can be trustworthy in risk situations and that their expressions of ideas, thoughts and emotions will be received by a supportive and honest group.

ICEBREAKERS

Icebreakers provide the opportunity for participants to meet each other and begin to feel comfortable with each other. If within the first few hours of the program it allows for participants to feel comfortable early on and begin forming relationships that will assist in the remainder of the program. Icebreakers should be fun, non-threatening and involve the whole team.

GOAL SETTING

Having participants set their individual and group goals early on in the program will make them more active learners and more involved in the adventure. This also establishes a sense of responsibility and ownership to the successful outcome of the program. As setting short and long term goals is an important aspect of life, goal setting should be actively encouraged and regularly revisited throughout the program to ensure that participants are on the right track to achieve them. Towards the end of the program, participants should be encouraged to set long term goals for after they return home which will encourage participants to incorporate this skill in their daily routine and thus achieve more each day. Below are examples of goals that could be set by participants.

- | | |
|------------|--|
| Group: | “We will support each other” |
| | “We won’t let anyone of us give-up” |
| Individual | “I will overcome my fear of heights” |
| | “ I will accept my weaknesses and work to improve upon them” |

RISK

Risk is an important aspect of Experiential Learning. It can be either 'perceived' or 'real'. By undertaking tasks with an element of risk, individuals learn how to cope with the process of risk taking, breaking 'comfort zones' and operating in an environment that facilitates change. In all cases "real" risk needs to be minimised through safety equipment, training and procedures. This leaves perceived risk which can be very different to each participant and can be used as a tool for heightening an experience.

By way of transfer, participants are able to employ this risk-taking process in their everyday lives, ensuring the lessons learnt during this program remain.

SAFETY, TECHNICAL SKILLS, (INCLUDING PRESENTATIONS)

By simply placing participants in a secluded environment without anything to do does not allow for the lessons of teamwork and leadership to become apparent. It also does not allow for the chance for the participant to learn from their mistakes or develop their confidence.

Teaching the participants the skills required to survive and operate in their new environment allows for the participants to get the full advantage of their situation. It allows the participants to challenge themselves by utilising these skills either in a competitive learning challenge or a culmination challenge.

During the course of the program you will be encouraging the participants to engage in what they may perceive to be risky activities. This can be a risk to either their physical and/or emotional safety. Engaging in risk and learning to succeed is part of the program however, perceived risk should NEVER become real risk.

Every activity should be instructed and conducted with the utmost care and attention to safety. This way, if something goes wrong, then the real risk of physical, mental and/or emotional injury is minimised.

REGULAR DUTIES

Physically and mentally tiring activities open up the senses and emotions for exploration. When participants are fatigued it allows for the opportunity to explore personal boundaries, breaks down emotional barriers and levels the playing field.

It also allows for the participants to learn the importance and relevance of routine tasks which are quite often prevalent in every day life.

COMPETITIVE LEARNING:

Most participants will thrive on the chance to compete with each other in a safe and fun learning environment. Minor incentives to win can be implemented to add additional levels of motivation which in turn drives the impetus to learn. It will be rare that a participant will enjoy being shown not knowing as much as the person next to them.

Aspects of the actual competition should involve key learning requirements that contribute to their ability to safely and successfully operate in their environment. An example on a tall ship might include races on tying knots, finding lines, identifying safety equipment etc.

Competitive Learning allows the strengthening of team bonding and team spirit, whilst at the same time allowing the facilitators to assess how well the participants are learning and retaining the technical skills and knowledge required for ability to move from instruction leadership through to self leadership.

By succeeding in competitive learning participants are able to see how much they have learned and how far they have come since the beginning of the program.

CULMINATION EXPERIENCE:

Every program should aim towards something. In the youth development program conducted aboard Young Endeavour, this culmination is a 24 hour period known as Command Day where the participants are left in near total control of the ship with the aim of achieving a series of tasks set by the facilitators.

This experience should encourage participants to draw from all their experiences and lessons learned throughout the preceding program allowing them to prove to themselves that they are indeed capable of successfully navigating the challenges that await them back in their “real world”

PROBLEM SOLVING

In developing effective problem solving skills participants will be building and practicing moving towards a healthier lifestyle. In recognising a problem, individuals will be able to assess it, determine alternative solutions, choose the best solution and gather the appropriate resources necessary to resolve it. Furthermore, their self-concept will grow because of the success here. It could break a cycle of failure which might have held them in low self-esteem.

GROUP TALKS

These talks form the basis of the debriefing that takes place during the program. They are to be conducted at the beginning, middle and end of the program and at specific times at which to set goals, discuss progress toward achieving goals, summarise lessons learnt so far and to put it all together at the end for transfer to real life

PEAK EXPERIENCE

The ‘Peak Experience’, a term coined by Abraham Maslow in 1962 to describe any event in which there is a heightened sense of happiness, fulfilment or satisfaction.

In a Youth Development Program, examples can include participants accepting to undergo a difficult or scary challenge such as working aloft during heavy weather or pushing through fatigue. It is important to remember that Peak Experiences will be different for each person.

It is therefore important for each participant to identify an experience that would be their “peak experience” at the beginning of the program as not only something to aim for but also for a tool the instructors and facilitators can use to tailor and shape the program to ensure maximum benefit for each participant

TRANSITIONAL INSTRUCTION:

Instructors and facilitators should be able to conduct the program in such a way that moves from instructional leadership at the beginning of the program, to guided leadership during the main learning phase and finally, moving into a phase where participants are undergoing self-instruction with the facilitators keeping a watchful eye for any safety concerns.

The final stage is where the participants have a chance to lead and instruct others. This is the opportunity to put everything they have learned to the test and pass on their new found skills and abilities to another group. Examples of this may include having the participants work with youth from disadvantaged or special needs backgrounds over the course of a day.

PROGRAM PRINCIPALS

Prior to participation in the program, participants should receive and have the opportunity to read through a Program Principals. An example has been included. This will allow for the participants to begin to develop an idea on what will be expected of them throughout the program as well as what they can expect from their facilitators.

It provides the basis of a psychological contract which can serve to heighten the outcomes if the expectations on both sides are adhered to, but it can also serve to potentially disrupt the outcomes if these expectations are not met.

STAFF CREW FACILITATION AND DEBRIEFING SKILLS

Instructors and Facilitators should be well trained in the skills and competencies which incorporate the ability to establish a rapport, communicate effectively, conduct an activity, exercise safety control and

conduct a debriefing in an appropriate manner in order to allow effective learning to take place. Central to this skill-set is an understanding of review and debriefing techniques. (see below)

CHALLENGE BY CHOICE

This concept, developed by Project Adventure (Schoel *et al.*, 1988), implies that if an individual is able to choose his/her level of participation (or challenge), their motivation comes from within rather than without. The achievement of personal goals is of much greater value than the satisfaction of another's desires (such as the Instructor or facilitator's). This does not imply that a choice of no participation is acceptable. The key is to provide a safe learning environment which encourages participants to make their own decisions and to give it a go. Once this point is reached, the Instructor/Facilitator can help the participant realise their potential with minimal external pressure. This is a fine balance which instructors and facilitators should seek to achieve.

HUMOUR AND FUN

Humour and fun are key aspects of the program. Humour is a great reliever of tension and allows an embarrassing or uncomfortable situation to be shared and its magnitude to be put in perspective. In fact 'laughing with others with or at one self, ... is a positive life-supporting activity' (Schoel *et al.*, p21). Medical studies have shown it to be a therapeutic tool and that it is an effective means of stress relief (Priest, 1993). At no point should humour or fun be at the expense of any one, be they staff or participant. This serves to undermine the integrity of the program and the professionalism of the instructors / facilitators and thus the overall effectiveness of the program. It is important to be cognisant of social and cultural factors which may affect the perceived humour of the program.

STAFF CREW ROLE MODELLING

Fostering the attitudes within participants to achieve the training aim is difficult to do and more difficult to measure. There are two main ways of obtaining the desired attitudes: through constructive feedback and by instructors and facilitators displaying the desired attitudes – 'role modelling'.

It is the responsibility of all staff to display the appropriate attitude for the youth crew. Constant attention to their own approach to teamwork, communication and expression of self-concept is vital to ensuring participants accept the lessons being explored. This represents the ideal of 'leading by example'.

Having a staff 'code of conduct' which demonstrates the expectations of staff members, such as the one contained in this program will help ensure the best outcomes.

FORMAL PRESENTATIONS AND PRACTICAL DEMONSTRATIONS

Presentations and demonstrations are an excellent way of passing on expert knowledge held by one or two main facilitators to the entire participant body. On a Tall Ship this could be a presentation on Sail Theory or Navigation for example. These presentations and demonstrations form the basis for progress to greater levels of autonomy and responsibility. Examples of these are outlined in *Part Three*

Practical experience is constantly obtained by the participants through the learning and application of the hard skills required to operate in the environment. This in turn exposes them to facets of the interpersonal skills that are the main focus of youth development and form part of the 'learning by doing' process.

ENCOURAGEMENT

- Examples of encouragement might be; "Good work!", "You did your best", "You were willing to try, and that's what is important" or "If you would like to have done a better job then have another go!"
- Examples of discouragement might be; "Everyone else is doing it", "If I can so can you!", "We've had hundreds of people do this and they all lived!" Try not to use any discouraging remarks as they may hinder the development or future participation of the participant.

REAL VS CONTRIVED

Participants will gain more benefit out of undergoing activities that have a real purpose to them as opposed to activities contrived to simulate a desired setting or outcome. Activities where decisions and actions have real and measurable consequences is far more impactful than where there is no measurable outcome or indeed where the outcome is irrelevant and has no effect on the participants no matter which way it eventuates. For example, setting the challenge to set a particular sail onboard a ship is real and has real consequences. Improperly set sails lead to a difficult ship to manage. The ship's course can be changed, sails may have to be re-set, accidental tacking may occur etc. Participants don't seem to engage or invest as much to a contrived activity where they know that nothing good or bad will happen as a result. There are some instances however where contrived activities are the only way a particular lesson can occur. This can be resolved by fully briefing the participants on the reasons and theories behind the activity and the relevance of the activity.

A DESTINATION

When Participants feel that they are heading in a particular direction, it aids their sense of accomplishment and achievement. Therefore even if the program begins and ends at the same location it should aim to achieve a mid-voyage target location some distance away in order to help foster the sense of a journey accomplished.

A PROGRAM HANDBOOK

A Program Handbook is an indispensable reference tool for participants to not only refer to for knowledge, or instruction, but it is also a valuable place where participants are able to record their thoughts, feelings and lessons learned for future reference. This handbook can also be a place that provides some of the background information that the participants may find useful prior to or during the program.

A MEASURABLE INDICATION OF ACHIEVEMENT

Participants should have some way of measuring the achievement that they have made throughout the voyage. This can be by way of a Self Report Inventory or voyage questionnaire, such as the ones included in this manual. This form of measurement should occur at the start of the program before much internal development occurs as well as at the end of the program prior to participants leaving. This allows the participants to see immediately the effect that the program has had on them, and how much they have developed over the course of the program.

It also allows for the program managers to form an ongoing idea of how well their program is working in the eyes of their clients.

PSYCHOLOGICAL CONTRACTS

Unwritten agreement between individuals and the organisation which specifies what each expects to give and receive from each other. When perceptions are wrong this can cause negatives outcomes. – i.e. outlining what will be involved in the program, and what to expect. Allows participants to be prepared somewhat for what lays ahead and avoids disappointment. Therefore you must deliver what you promise to avoid disappointment. i.e. “Did the program live up to expectations”

PROGRAM EVALUATION AND VALIDATION

Every youth development program should have a way of identifying whether or not it is achieving its aims and objectives. This could be as simple as a post program questionnaire which asks directed questions designed to provide qualitative feedback on the program which can then be related back to the aims and objectives. It could also involve interviews with participants during, immediately after or some time in the future. In any case, feedback generated by these questionnaires should be measured, recorded and studied to provide a system of ongoing evaluation and improvement.

“Success is never final, failure is never final – its courage that counts” Winston Churchill

Part Three

PROGRAM STRUCTURE

PROGRAM STRUCTURE

This program is based on a 10-night 11-day structure outline that uses formal presentations, practical demonstrations, structured activities, fun and role modelling to achieve the Training Aim. Examples of this program are given in a Tall Ship Environment.

TRAINING CYCLE

Each program is based around a developmental process that has three distinct phases; 'Crisis', 'Transition' and 'Arrival' (Millet, 1996). In these phases the relationship between the facilitators and participants is based around the participants progressively increasing their skill levels whilst reducing their level of dependence upon the staff.

PHASE 1 'CRISIS' AND IDENTITY PHASE

These first two to three days are a rapid induction into routines, safety procedures and exposure to the focus of the program. It is the ice-breaking, team-forming and constant activity that causes the crises of identity, strength and perseverance. Confronting a large potentially frightening challenge such as climbing aloft within the first 24 hours, adapting to the new environment such as the ship's constant motion, seasickness, lack of sleep, and learning to cope with new personalities and confined quarters expose participants to themselves in a place in which their respective backgrounds are irrelevant.

Successful completion of this phase is represented by overcoming, or dealing with, seasickness and being able to meet challenges such as climbing aloft, safely and effectively under their own steam and without much instruction from the facilitator. Participants learn the hard skills required to operate safely in the environment such as sail setting and furling; climbing routines and regular watch duties onboard. They also start to understand why certain activities occur and the importance behind them. This period culminates with a period of recovery where participants are able to take a rest, collect themselves and process the experiences of the last few days. In the case of the Tall Ship Environment, this is usually the period where the final stages of seasickness are dealt with, appetites are re-discovered and a sense of 'survival' and achievement pervades.

PHASE 2 'TRANSITION'

This period usually occurs over the next six days of learning. This is a time of consolidation and the transition between instructional leadership to guided leadership. Activities now further develop the 'hard' skills necessary for the success of the program while also shifting the focus toward the personal and interpersonal aspects which contribute to the success of an activity. This is the main time period where presentations, competitive learning, and consolidation and practice of skills, teamwork exercises, sports and games occur. As the individuals establish their identities in the group, the groups the participants have been placed into, also begin to form their own identity. Each group is given increasing responsibility for itself, thereby allowing individuals greater opportunities to participate.

The *Review* process moves toward discussion of team issues, such as communication, and personal qualities, such as tolerance, patience, trust and consideration for others. *Transfer* is aimed at the improvement of teamwork through concentrating on the positive qualities which contribute to teamwork thereby establishing the basis for successful completion of the program.

PHASE 3 'ARRIVAL'

Phase 3 is the culmination of the learning program. This is the part of the program where the culmination experience marks the opportunity to put all the participants have learnt into practice. Participants are given some further technical guidance and set goals to achieve a range of challenges and practical tasks within a given time limit.

From the commencement of this experience, the participants are effectively autonomous. Having transitioned from Instructional Leadership through to self leadership over the course of the previous days, the participants are now left to their own devices as they aim to achieve the set challenges which are designed to test everything they have learned. Tall Ship examples could include, sailing the ship from

anchor, conducting routines, planning, coordinating and executing activities, arriving under sail at another anchorage.

It is important the challenges that are presented to the participants during this experience are real with real consequences and real outcomes. This will further ensure commitment from the participants and a greater sense of achievement resulting in a much stronger developmental outcome.

The debriefing of this phase reviews the aspects of teamwork, communication and personal qualities that contributed to the outcomes overall.

After a period for reflection the final debrief, conducted as a group, will aim to **review the program** as a whole using comments and thoughts expressed throughout the whole period, to examine the key issues of self-concept, teamwork and communication.

The Facilitator aims to provide each of the participants with the chance to reflect, either verbally or mentally, upon their place within these fields and to consider what actions they may take in applying the lessons they have learned once they return home. It is important to note here that the realisation of lessons learnt may not occur until months or even years later when an event brings back memories of the program and how it was handled.

The value of the Program *Handbook*, a journal issued to each participant, to record ideas, thoughts and goals, and the 'Six-Month Letter', which is written on the final night, are a vital part of the transfer of these lessons at a later date.

Activities such as a Half-day Sail for disadvantaged young people is another excellent means of reinforcing these lessons and allowing the experience to be reflected upon from a different standpoint.

11 DAY PROGRAM – TYPICAL ROUTINE:

The following program is designed around an 11-Day, 10-Night program onboard a Tall Ship.

This program follows the principals of transitional training (from instructional to self) and includes an assessment of capabilities prior to the culmination experience which in this case is, Command Day.

The below outlines a general guideline as to what each day entails. Information on specific daily activities and how they are run can be obtained from the Young Endeavour Youth Scheme.

DAY 1

Morning: (Alongside)

- *Pre joining staff brief:* All staff for the program arrives to go through the program plan, assigned duties, safety issues and re-cap on procedures and any technical skills required.
- *Prepare Environment:* All staff to assist in preparing the environment for participant arrival. Ensure that all safety measures are in place and all equipment is checked and ready for use.

Afternoon (Proceed to Anchor)

- *Participants Join:* Participants arrive at a pre-determined time, preferably all together. Their bags, and kits are stowed away, and they are shown to their accommodation/bunks.
- *Welcome and Introductions:* The leader of the program and/or CO of the vessel gives a welcome speech to the participants (and any accompanying parents/friends) along with a brief explanation of the program to come.
- *Initial Safety Briefs:* Accompanying parents/friends are asked to depart the vessel and the participants are given a basic safety brief as the vessel departs the wharf and proceeds to anchor.
- *Ice-breakers:* Participants engage in instructor led “Getting-to-know-you” and “Trust” games to assist in establishing initial team bonds.
- *Tours:* Participants are taken on an instructor led tour of the environment (vessel) to help become familiar with any safety equipment, out-of-bounds areas, and other specific areas of note.

Evening: (At Anchor)

- *First Challenge:* This is the first major challenge that all participants face at the start of the voyage. It should be something which has perceived risk and which challenges the participants to face their fears in a safe environment. It should also serve to identify any potential issues prior to going to sea. A good example of this type of challenge is climbing aloft.
- *Introductory Training:* This is the basic training required in order to safely operate the vessel. This could include deck safety, line handling etc.
- *Goal Setting:* this is a chance for the new team / watch to set the tone for the up and coming program. By setting group and individual goals during this period, they will be able to have a guide that can be called upon during the debriefs to come as well as a reminder of what they hope to achieve during the program.

DAY 2

Morning: (At Anchor)

- *Morning Brief:* A daily event that brings all participants and staff together to go through the plan for the day. Should be fun and entertaining as well as informative. Early briefs might include information on the do’s and don’t’s of the vessel.
- *Cleaning Stations:* Another daily event that serves multiple purposes. Not only does it help keep the vessel clean and hygienic, but it also provides an opportunity to mix participants into new groups temporarily to help foster inter-watch relations, and it provides a manual

labour aspect which helps focus the mind and overcome issues such as sea-sickness of issues adjusting to the environment.

- *Instruction and Training:* Participants begin to learn-the-ropes. Aspects of operating the vessel are passed on primarily through instructor led training which is repeated as much as possible to help in retention.
- *Watch Keeping:* Participants are instructed in active watch keeping duties which may include, look-outs, helming, navigation, rounds , watch-hand-over etc.

Afternoon: (Proceed to Sea)

- *Instruction and Training:* Further instruction as per morning.
- *Competitive Learning Games:* Games such as rope-races to help assist in retention of knowledge, foster team bonding and provide a goal to achieve (i.e. winning).

Evening (At Sea)

- *Initial Evening Training and Watch Duties:* Watches are taken through the skills and routines required to operate the vessel safely at night. This could include active watch keeping (as above) which could include night time rounds, lights and recognition etc. Evening watches also provide a great opportunity to continue to get to know each other and gain a deeper understanding of each other as well as providing a venue for a debrief to the day's activities.
- *Further challenges:* Evening watches are the perfect time to further challenge the participants now that they are at sea and have gained some further instruction in the operation of the ship. Challenges could include climbing and working the sails aloft whilst underway or setting and furling sails on deck at night.

DAY 3

Morning: (At Sea)

- *Morning Brief:* As before.
- *Cleaning Stations:* As before
- *Instruction and Training:* As before. As the program progresses, instruction and training should move from instructor led through to self instruction. Training should aim to cover as much of the ship operations as possible. This could include, sail handling, setting and furling, deck safety, helming, navigation, working aloft, tacking, wearing etc.
- *Presentation:* Where possible formal presentations should be given to the participants. This provides additional theoretical background to what they are learning hands-on as well as providing an opportunity to get all the participants together. Presentations could include, "Rules of the Road", "Navigation", "Meteorology", "Sail Theory" etc.

Afternoon: (At Sea)

- *Instructions Training:* As above
- *Competitive Learning:* As above

Evening (At Sea)

- *Evening Training and Watches:* As above
- *Night Time challenges:* As above

DAY 4

Morning: (At Sea)

- *Morning Brief:* As above
- *Cleaning Stations:* As above
- *Instruction and Training:* As above
- *Presentation:* As above

Afternoon (Proceed to Anchor)

- *Instructions Training:* As above
- *Competitive Learning:* As above
- *Rest activities / Games:* By this time the participants will be very fatigued. This is an opportunity to go alongside or anchor and provide participants a chance to go ashore and have some down time. It allows those still suffering sea-sickness a chance to finally recover and prepare for the rest of the voyage. Participants may be assigned tasks to accomplish such as finding out information on a member of each of the other watches.
- *BBQ:* A social aspect which allows watches to mingle and interact in a relaxed atmosphere.
- *Further getting to know you:* If earlier in the day participants were instructed to find out information on other members of the crew, this can be an opportunity for participants to discuss what they have learned by way of introducing other members of the crew. An example of this activity is the “Three-Way-Talk”

Evening (At Anchor)

- *Rest / Anchor Watches:* An easy night at anchor will help recuperation and prepare for the increased work load and activity to come. Participants are instructed in the skills and procedures required for Anchor Watches.

DAY 5

Morning (At Anchor)

- *Morning Brief:* As above
- *Cleaning Stations:* As above
- *Instruction and Training:* By now participants should be leading their own training and practice under the supervision of the staff. They should be able to operate the vessel and climb aloft under their own volition with supervisors on the lookout for safety and ready to correct mistakes
- *Presentation:* As above

Afternoon (Proceed to Sea)

- *Instruction and Training:* As above
- *Competitive Learning:* As above

Evening (At Sea)

- *Teamwork / Leadership Challenge:* By this stage participants have learnt the basic skills and routines required to safely operate the vessel. This is the time to conduct another challenge specifically designed to test their leadership and teamwork skills. An example of this could be where the watch is assigned a task such as setting a sail they’ve never set before. They are not given instruction on how to do it and must accomplish this task themselves in a given time frame. There should be an opportunity to repeat the challenge a few times with an opportunity to debrief between each one and identify the positives and negatives of the experience with the aim of continual improvement.

DAY 6

Morning (At Sea)

- *Morning Brief:* As above
- *Cleaning Stations:* As above
- *Instruction and Training:* As above
- *Presentation:* As above

Afternoon (Proceed to Anchor)

- *Mid Voyage Talks:* At the mid-point of the voyage the participants should be given time to reflect on their experiences. An instructor led facilitation into the positives and negatives of the voyage should be run where the participants are able to express their feelings. It is a good time to revisit the goals that were set at the beginning of the voyage to identify those that have been achieved, those which have not and identify new goals.
- *Rotational Instruction:* Now that the participants are operating reasonably independently it is time to begin preparing them for their Command Day where they will take control of the ship. There should be an opportunity for the participants to try their hand at the roles and responsibilities that may have, up-till now, been unavailable to them.

Evening (At Anchor)

- *Movie Night:* Essentially another night of relatively low activity. This type of evening not only provides an avenue for inter-watch socialising, but also allows some down time for the staff to recuperate and prepare for the remainder of the voyage. This is also an opportunity to show a movie that reflects the activities the participants are undergoing in order to inspire them to new heights and educate them on the history of the environment that they are in.
- *Anchor Watches:* As above

DAY 7

Morning: (Proceed to Sea)

- *Morning Brief:* As above
- *Cleaning Stations:* As above
- *Assessment Training:* With Command Day approaching this is an opportunity for the vessel's CO to assess whether the participants are ready to take control of the ship safely. This allows for any additional training to be conducted and re-assessed if required.

Afternoon (At Sea)

- *Assessment Training:* As above

Evening (Proceed to Anchor)

- *Command Day Brief:* Participants are informed of the Command Day philosophy, procedures and their expectations.
- *Command Day Elections:* Participants are asked to select from their own numbers the team that will lead them through the next 24 hours of Command Day. This is the beginning of the experience that will put everything that they have learned to the test.
- *Anchor Watches:* As above with the addition of preparations for Command Day.

DAY 8

Morning (At Anchor)

- *Morning Brief:* As above
- *Cleaning Stations:* As above
- *Command Day Preparations:* As above with any further preparations or last minute training

Afternoon (Proceed to Sea)

- *Command Day Begins:* Participants are handed control of the vessel for the next 24 hours during which time they are to under-take a series of challenges using everything that they have learned. Instructors do not intervene unless safety is compromised.

Evening (At Sea)

- *Command Day Continues:* As above

DAY 9

Morning (At Sea)

- *Command Day Continues:* As above

Afternoon (Proceed to Anchor)

- *Command Day Concludes:* When the participants arrive at their destination or 24 hours has elapsed, control of the vessel is handed back to the instructors. A final tally and brief overview of the previous 24 hours is given.
- *BBQ and Rest Period:* Participants are able to rest, recuperate and reflect on their accomplishments.

Evening (At Anchor)

- *Command Day Debriefs:* After participants have rested they are brought together either into groups or as a whole to debrief the recent Command Day. This is an opportunity to focus on the lessons learned in particular target areas such as Leadership, Teamwork, and Communication etc.

DAY 10

Morning (At Anchor / Alongside)

- *Day Sail:* This is an opportunity for the vessel to welcome guests onboard who may not have a chance to participate any other way. This could include guests with special needs or school groups or guests from disadvantaged backgrounds. It provides an opportunity for the participants to interact with a different group of people but also allows for an avenue for the participants to begin passing on the skills, knowledge and lessons learnt to others which helps solidify the experience.

Afternoon (Alongside / At Anchor)

- *Close-Up Ship:* Following the Day Sail the participants are able to begin closing up the ship in preparation for the voyage completion.
- *Afternoon Activities:* This is a chance for the participants to finalise any activities they have yet to accomplish and to work together on their input into the end of voyage activity (see below). This could also incorporate the final competitive learning instalment and the announcement of the winner.
- *End of Voyage Debriefs:* This is the time to bring the participants together, firstly in their watches and then together in a group to debrief the voyage as a whole. It is important to identify the lessons learned in the target areas and then be able to identify how they can be translated back into the participants every day life.

Evening (At Anchor / Alongside)

- *End of Voyage Activity:* This is a chance for the participants to have some fun and take part in a celebratory activity. This could be along the lines of an End Of Voyage Concert or similar.
- *Feedback Opportunity:* This is the final chance for the participants to provide on-the-spot feedback relating to their participation in the program. It also allows and opportunity to have the participants prepare for any follow-up activity such as a 6-month letter, volunteer programs, ambassadorial duties etc.

DAY 11

Morning (Arrive Alongside)

- *Participants Arrive at Location:* This is an opportunity to make an impressive spectacle of the vessels arrival at the final location, allowing for the welcoming family and friends to see the participants arrive in style.
- *End of Voyage Presentation:* At the completion of the program with all the friends and family onboard, the CO of the vessel should present certificates of completion and any

particular awards earned during the voyage. This allows for the participants to walk away with something tangible for their experience.

- *Farewells and Departure:* After an opportunity for photos the participants and family are asked to depart to allow the staff to begin preparations for the next voyage.

Afternoon (Alongside)

- *Ship safety checks and tidy-up:* Equipment, rigging and safety checks can be done at this stage with any issues being resolved before the next voyage.
- *Post Voyage Staff Debrief:* This is an opportunity before the staff departs to provide on the spot feedback from their perspective on the program. Positives and negatives can be discussed for improvement of the next program.

Part Four

FACILITATOR GUIDE

FACILITATION

The Facilitator:

“A person responsible for leading or coordinating the work of a group, as one who leads a group discussion – Someone who makes progress easier”

Random House Unabridged Dictionary 2006

*The art of ‘getting your group to do something you want done because **they** want to do it’*

Jeff Ellis

YOUR ROLE, YOUR RESPONSIBILITY:

Every member of Staff is a facilitator. It means running the ship, an activity or a presentation. This means developing a way to let the participants reflect on their feelings and thoughts, verbally or privately, about any activity, not just the obvious ones. If they learn to do this they have a good chance of drawing conclusions about what the experience means to them.

The facilitator of a youth development program takes on many roles. They are;

- Instructors
- Counsellors
- Team-mates
- Leaders
- Authority figures.

As such facilitators must ensure that they conduct themselves at all times according to the principles and aims of the program, that being the positive development of youth.

During the early ‘crisis’ stage of the program, participants will be in need of your guidance more than ever as they settle into their new environment and begin to adapt to working and living alongside their new friends. The need to provide positive reinforcement, reassurance and motivation is vital in this period.

As the program progresses and the participants become more comfortable and competent with their environment, you will need to alter your leadership style allowing the groups to develop trust between each other as personalities emerge. Here your task will be to ensure the continued safety of the group but to also ensure that everyone is getting a fair go and an equal opportunity to shine.

Towards the end of the program you’ll need to facilitate the consolidation of the lessons learned throughout the program by providing and guiding opportunities for the participants to try out their skills and abilities and allow them time to examine how these can be used back in the “real” world.

PREPARATION

The following is a guide to help facilitators be as prepared as possible;

1. Prior to the arrival of the participants, it is important that facilitators familiarise themselves with the names and any relevant background information of those under their care. It is important to identify any special or facilitation needs that particular participants may require.
2. Ensure that all safety equipment is checked and ready for use and that everything is ready for the smooth arrival of the participants.
3. It is important as a first impression that facilitators present themselves to meet the participants in a neat and professional way as they arrive. Some participants may arrive having second thoughts on their decision to take part and some may feel vulnerable. It is important to be aware of these

emotions, reassurance on arrival from a friendly face will go a long way to making participants feel welcome.

4. Once the groups have arrived it is important to split them into equal groups of between 8-12. Keeping the groups to this size will ensure that there is enough diversity whilst allowing for team bonds to develop. It is important to spread out the age range, gender and background demographic as wide as possible to allow for maximum youth development.
5. Once your group has settled in and stowed their gear, find a quiet spot away from the other groups where everyone will be as comfortable as possible. Form a circle and outline the situation that the participants now find themselves in.

“Welcome to _____. Over the next 11 days you’ll be stepping out of your comfort zone without your normal support networks. So it’s important that we get to know each other. Over the next 11 days we’ll come to rely on and support each other, especially as we are getting used to our new environment.

I’d like us all to say who we are, where we are from, and perhaps something about our history, such as our age, family school life, and perhaps some of our hobbies. I’d also like to us to say why we are here and what we hope to get out of it. I’ll start off by telling you about myself and then we will go around and find out a little bit about each other.

6. It is important to note that whilst it important to encourage people to open up, some may find it quite difficult and should not be forced to reveal anything they are not comfortable doing so. Hopefully they’ll be able to open up during the voyage.
7. Facilitate discussion from individual goals towards an agreed common goal for the group. This will lend a sense of ownership and responsibility for the entire program. On completion, give an overview of the program ahead and what activities the participants are likely to engage in and what they will likely experience both internally and externally.
8. Once you have had a chance to speak with each other, gather the group for some icebreakers. This allows the group to familiarise themselves, develop trust and become comfortable with each other. Icebreakers should focus on;
 - Communications: eg: Getting to know you Game
 - Trust: eg: Trust Fall Game
 - Personal Space: eg: Numbered Squares Game,
9. On completion of the icebreakers it is important to discuss what the icebreakers are meant to achieve and what each person will try to get out of participating in them. They are also a good method for facilitators to gauge the individual’s, and the overall group’s, strengths and weaknesses.
10. Facilitators should make mental notes from this early stage to then gauge how far the group progresses throughout the program.

SOME KEY ISSUES

PERCEPTION

A person walks by a construction site and sees three people sitting there, each one chipping away at a block of stone. The person asks "What are you doing?" The first worker, looking drained and tired, replies, "I'm just cutting stone". The second worker, answered with little enthusiasm "working to make a living". The third worker answered with a singing voice and said "I am building a cathedral".

The way you look at the tasks and chores life throws at you has a great impact on how those tasks affect your life. You can see each task as menial and small with no consequence and thus end up with little satisfaction or enjoyment or you can see the larger picture and take greater satisfaction and enjoyment out of it.

GOALS – THEIRS VS YOURS

It is important to note that as human beings we are susceptible to understanding our perception in accordance with our own ideas and preconceptions. This infers that every individual will see things slightly differently to the next person. What one person may perceive as a positive outcome may not be perceived the same way by another. It is one of the functions of the regular debriefs to draw out these perceptions to ensure that they are recognised and understood.

It is the perception of the participant that is important to the outcome of the program. It is the facilitator's job to encourage the participants to set their own goals that will result in a development of their potential, but the important issue is that it must be their goals, not the facilitators.

GOAL SETTING:

It is important for participants to set goals, both short and long term. This forms a vital part of the program and develops skills that participants are able to use later in life.

Examples of short terms goals might include

- Overcoming seasickness
- Climbing aloft
- Learning to live with strangers for the first time
- Learning how to navigate

Examples of long term goals might include

- Learning and implementing the skills required to lead a group
- Becoming a more tolerant person towards those of different backgrounds

Regular debriefing allows facilitators and individuals to assess how they are achieving these goals and if necessary, set new ones.

It is important to remember that the participants are taking part under the Challenge by Choice mentality. Every participant should feel that they have the power to say 'no' or set their own limits. Facilitators should encourage participants to set goals that challenge themselves and push their personal limits and once a commitment is made to work toward a goal, the facilitator should assist as much as possible to help the participants achieve these goals.

Aside from personal goals, facilitators should encourage groups to set common goals. It is important for all members of the group to work towards a target achievement together. This helps create the bonds that are required for groups to function successfully. It helps develop skills that participants will be required in later life.

Common goals could include

- Be the best group at competitive learning
- Adhere to all the safety and behavioural guidelines of the program
- Be the best group at a given project.

FACILITATION TECHNIQUES

Some activities speak for themselves. The lessons are obvious for example, if you do something called ‘Trust Falls’, the idea is trusting people you don’t know. It sends the message that it’s OK to feel vulnerable. You don’t have to say much more than that. But some things should, and a few must, be discussed. Priest, (1993), defined five generations of facilitating experiential learning as they have evolved. Each has its place dependant upon the complexity of both the task and the lessons intended.

PRAISE/ CRITICISM

‘Well done, good job.’ If you have asked for something to be done and it is done well you are reinforcing the good behaviour.

SPEAKING FOR THE EXPERIENCE

‘We learnt that...’, or ‘the teamwork is improving.’ This is a one-way process which is OK when the issue has already been discussed and you don’t think now is the time to explore it.

FRONT-LOADING

For the major issues and moments when it is essential to discuss all the aspects of an activity and we want to ensure the participants understand and agree. Here you:

1. *Brief* Tell them what you are going to do and *How*.
2. *Motivate* Set a time limit or another goal.
3. *Commit to Issues* Highlight the key issues ‘Remember how we agreed to communicate’
4. *Debrief* Explain the outcome and its importance, and the lessons learned

FRAMING THE EXPERIENCE

‘OK, we’ve said we need to exercise tolerance. How are you going to change what you do when you get home?’

Here we are exercising the most complete method. Flowing from the ‘frontloaded’ method we incorporate the idea of generalisation of a lesson learnt to the ‘real world’. We funnel the discussion toward these generalisations and find parallels where it could apply.

“Many of life’s failures are people who did not realise how close they were to success when they gave up”

Thomas Edison

BENEFITS:

There are several benefits to this sort of approach to Youth Development which includes Observational and Experiential Learning as well as Risk Taking and Peak Experiences, These being:

1. **Relationship Building:** Facing challenges together helps develop a lasting relationship.
2. **Disequilibrium:** Take participants outside their comfort zone by putting them in an unfamiliar environment.
3. **Ready Problem Solving Skills:** Challenges and unfamiliar environments encourages creative thinking and problem solving skills.
4. **Measurable Time Frame:** Decisions and consequences are easily measured and learned from during the program.
5. **Chaos and Crisis:** Participants are able to experience and learn to cope with chaos and crisis in a safe flexible environment
6. **Common Ground:** A common reference from which different opinions and strategies can be learned from and applied
7. **Encouragement:** Participants are encouraged to try new things and learn from mistakes with nothing to lose
8. **Diversity:** All participants have the chance to contribute their strengths to team challenges allowing for the chance to learn from different view points.

It is the combination of the physical, emotional, social and mental demands that lead to the benefits of the adventure. These benefits can be divided into the four broad areas of psychological, sociological, educational, and physical attributes and are listed in the table below, (Ewert, 1989).

TABLE 1 *Potential Benefits of Outdoor Adventure Pursuits*

Psychological	Sociological	Educational	Physical
Self-concept	Compassion	Outdoor education	Fitness
Confidence	Group cooperation	Nature awareness	Skills
Self-efficacy	Respect for others	Conservation education	Strength
Sensation-seeking	Communication	Problem solving	Coordination
Actualisation	Behaviour feedback	Value clarification	Catharsis
Well-being	Friendship	Outdoor techniques	Exercise
Personal testing	Belonging	Improved academics	Balance

PSYCHOLOGICAL BENEFITS

The psychological benefits that are apparent during the program include self-concept, self-confidence and self-efficacy, (or how one perceives their abilities).

SELF-CONCEPT

‘The way in which a person views or perceives their own attitudes, beliefs, feelings, and personal expectations’, (Patterson 1972 in Ewert 1989). It is acknowledged that participation in an adventure based Experiential Learning program will strengthen an individual’s self-image through challenge, participation and accomplishment.

SELF-CONFIDENCE

By participating in an adventure based experiential learning program and completing tasks along the way, participants will improve their feelings of confidence and self-image and will come to realise their ability to successfully contribute to a group.

SOCIOLOGICAL BENEFITS

The ability to work safely together in small and large groups is an important aspect to any adventure based experiential learning program. Operating in these environments under varying levels of stress develops individuals’ ability to interact with a group through the following:

- a) providing opportunities for developing communication skills,
- b) being offered and accepting leadership roles,
- c) becoming a member of a team with clear goals and tasks,
- d) gaining respect for others through participation in the program, and
- e) developing friendships.

EDUCATIONAL BENEFITS

Many educational benefits can be gained through participation in a Youth Development program. These include ‘education about the environment, nature awareness, problem solving, outdoor skills, value clarification, and improved academic abilities’ (Ewert, 1989). While many, if not all, of these attributes could be taught in the classroom, the outdoor environment lends the element of reality to the participants learning therefore aiding in long-term retention of the subject matter.

PHYSICAL BENEFITS

One of the great advantages of a youth development program of this nature is that irrespective of one’s level of skill, all participants are given the opportunity to fully participate without the threat of competition. A youth development program that requires a high degree of physical exertion and movement will benefit the participants by increasing such attributes as endurance, strength, coordination, fitness, balance and general well-being which will have a positive effect on normal day-to-day living.

“What lies behind us and lies before us are tiny matters compared to what lies within us “ – Oliver Wendell Holmes

Part Five

CODE OF CONDUCT

A CODE OF PRACTICE FOR SAIL TRAINING ASSOCIATION INSTRUCTORS

AIM.

The aim of this code is to be the source of guidance for Permanent Crew. It serves to unify and complement existing special directions within each ship. Please note that this code of conduct will need to be amended to reflect your own national and statutory regulations that must be abided by.

THE ETHOS.

Youth development through Sail Training has a special training ethos. It is a mixture of exciting disciplines, tough training, high standards, a sense of fair play, treating trainees as individuals and encouraging young people to develop their full potential. Teamwork and leadership are admired, whilst callousness, bullying and meanness are despised. Our training is characterised by a strong sense of humour and by compassion for the less able in a very demanding environment. The success of the youth training is characterised in achieving a competent level of skills displaying, self-discipline, use of initiative, working as a team member and the ability to respond to orders. This is the challenge to all instructors. Trainees will look to instructors as a role model in all that they do.

INSTRUCTOR.

The Instructor must inspire, challenge, motivate, excite, enthuse, and educate a mixture of young people from a variety of backgrounds and differing abilities, in order to unlock the full potential of each trainee. Even those who have not enjoyed the voyage must leave feeling that they have developed themselves through the training and experience they have received. The Instructors will base their efforts on team building. The hallmark of a successful ship's crew is to create an environment whereby a group of young people together see themselves as more effective than a young person alone. They must learn that they lose none of their freedoms by becoming a fully contributing member of a successful team. To most young people this does come easily. In educating the trainee, the Instructor must not stifle initiative or independent action; instead they must encourage the trainee to learn to offer their own contribution for the good and benefit of the team.

STANDARDS.

A challenge to all the Instructors is to unlock the potential of all trainees. There will be trainees whose true potential is only faintly visible through their negative behaviour. Remember that young people mature at such widely different rates in their late teens and early twenties.

FAIRNESS.

Instructors must remember that they are working on a challenging and sometimes unforgiving Sail Training Vessel. There will be times of stress and the Instructor must never verbally or physically abuse a trainee. Instructors must never take unfair advantage of their position of authority and respect trainees of all abilities.

RESPONSIBILITIES TO YOUNG PEOPLE.

When working with groups or individuals, instructors should:

- Comply with any local or national “working with minors/children” guidelines of policies
- Recognise and be aware of personal and professional power, influence, values and beliefs and not impose these on young people;
- Avoid any situations, which could lead to potential allegations of inappropriate relationships with young people;
- Avoid using physical or verbal abuse;

- Develop a positive relationship which enables the support and development of young people based on trust;
- Act where appropriate as an advocate for young people in society;
- Be aware of power over young people and not abuse this for personal gain;
- Be aware of and set the boundaries between a professional relationship and personal friendship;
- Recognise the balance between workers' needs and those of young people;
- Be clear about legal confidentiality in relation to all illegal acts.

RESPONSIBILITY TO SHIPS.

Instructors have a responsibility to:

- Undertake duties in accordance with established policies and be aware of their implications for work with young people;
- Plan effective use of time including the ability to prioritise;
- Keep appropriate records and provide accurate information to the Ship as required to inform decision-making processes;
- Consult and inform the 1st Officer or CO of all matters of professional concern;

RESPONSIBILITY TO COLLEAGUES.

Youth work demands a collaborative approach so instructors should:

- Develop effective and appropriate working relationships;
- Establish clear communication channels with appropriate colleagues;
- Provide appropriate support;
- Respect confidentiality;
- Maintain "legal" confidentiality;
- Comply with established racial and sexual harassment guidelines;
- Accept choice, change and difference in others.

RESPONSIBILITY TO OURSELVES.

In accepting the youth work role, instructors need to:

- Progress professional and personal development through appropriate and recognised training.
- Recognise vulnerability in relation to the work;
- Be accountable for what they do and accept responsibility for actions;
- Maintain effectiveness, resilience, and ability to work with young people;
- Be aware of personal limitations and seek outside help where necessary;
- Seek support as necessary and appropriate;
- Establish an appropriate personal support system.

GUIDELINES REGARDING INAPPROPRIATE RELATIONSHIPS BETWEEN STAFF AND YOUNG PEOPLE

The guidelines reflect a generally accepted position regarding sexual harassment in the workplace and the Inter-disciplinary Guidelines on Child Protection. They acknowledge that harassment can and does take place, not only between staff, but also between young people themselves and also between staff and young people. It is recognised that, while most commonly presented in the relationship between a male authority figure and a female subordinate, harassment can also occur within a same gender relationship or between a female authority figure and a male subordinate.

The guidelines aim to reduce risks and offer protection to both staff and young people and are intended for both paid and voluntary after guard. They take into account the vulnerability of staff in relation to potential allegations as well as the vulnerability of the young people with whom we work.

It is important to note that these guidelines **MUST** be made consistent with locally established or national policies and guidelines to ensure that all legal rights and responsibilities are adhered to.

The guidelines are based on the following recognised features of sexual harassment. In general harassment:

- May be interpreted in different ways by different people;
- Infringes personal freedom and can lower self-esteem;
- Is an abuse of power;
- Can create tensions in the workplace and disrupt group dynamics, inhibiting a positive learning experience.

In the context of sail training the following principles apply:

- Youth work is primarily concerned with the development of young people within a trusting and supportive environment
- Both staff and young people may be especially vulnerable on a voyage.

GUIDELINES FOR PRACTICE

LEGAL CONSENTING RELATIONSHIPS BETWEEN STAFF AND YOUNG PEOPLE

A sexual relationship between a member of staff and a young person engaged in sail training is deemed to be unprofessional and may lead to disciplinary action. It is important, therefore, that clear boundaries are set between professional and personal relationships. If personal relationships, such as romantic and sexual ones, do develop:

- The member of staff must disclose the fact of the relationship their 1st Officer (XO) or Commanding Officer (CO) as appropriate;
- Any such disclosure must be treated confidentially;
- The CO or XO should facilitate the deployment of the member of staff to another ship if possible, so there is no contact with the young person within the work situation;
- On receipt of information, the CO or XO should initiate a meeting, as soon as possible, with the member of staff concerned to discuss the allegations to determine whether any further action is appropriate. Disciplinary procedures may be initiated in the case of denial of the relationship being disproved. Where an undisclosed relationship comes to light, this may constitute misconduct and would be subject to disciplinary action.

CONDUCT OF TRAINING

Equality in Training.

All trainees must be given fair and equal treatment regardless of their gender religion ethnic origin, or ability. To do otherwise goes against team building and trust. No discrimination, harassment, intimidation or humiliation of any kind will be tolerated.

Discipline in Training.

An instructor must be entirely clear as to their disciplinary powers as published in ship regulations. Unofficial disciplinary procedures can be interpreted as bullying or abuse of authority and for these reasons, **All disciplinary action must be recorded and open for inspection.**

Respect in Training.

It is important that a relationship based on mutual respect exists between Instructor and trainee. This will come naturally to good instructors who continually seek to develop the trainee's self respect and confidence. Nothing will be achieved by physical humiliation or the use of filthy, abusive language apart from the Instructor losing the respect of his or her trainee's.

Personal Relationships in training.

The relationship between an instructor and a trainee is inevitably a close one. Some trainees, particularly younger trainees can develop a sense of awe and hero worship, which goes beyond professional respect and admiration.

Training by Example.

The relationship between an instructor and their trainees must be based on mutual respect. Good leadership and the highest personal standards are vital in this respect. Instructors should participate fully in the rigours and hardships of training and inspire their trainees through enthusiasm, commitment, and example. "Follow me" rather than "off you go" will win every time.

Training of Relevance.

Instructors must provide training which can be seen to be relevant. Training objectives must be clearly defined, regularly reviewed, and evaluated.

Sensible Training.

Training for Young People must be progressive, safe, and sensibly achievable. Safe training does not mean over-cautious, unadventurous and therefore boring. But the Instructor must not push the trainees faster than they can learn and must allow them time to reflect and evaluate on their mistakes.

Challenging Training.

Sail training by its very nature presents a considerable challenge to a young person, but care should be taken to ensure that subsequent or advanced training also challenges the trainee mentally, physically and intellectually.

Competition in Training.

Competition between watches involving mental and physical endeavour is an excellent way of developing robustness and the will to win; however the will to win must never over shadow the Health and Safety issues.

Accountability in Training.

An instructor must be accountable for both the training and well being of all their Young People, recognising their individual strengths and weaknesses. All instructors will be prepared to spend extra time coaching or informal tuition to assist those of the trainees who may be in difficulty.

Humour in Training.

Humour in is a powerful tool in effective training. An instructor should always aim to make training fun. The trainee will find it memorable and will be looking for more.

Part Six

APPENDICES

APPENDIX 1

Task Inventory and Task Analysis

It is assumed that when the participants step on board the ship they have no prior knowledge or practical skills of how the ship operates. For the ship to run smoothly the participants must be able to satisfactorily carry out the many tasks involved with sailing a Tall Ship. For this to be successfully undertaken the participants must be given some **knowledge, practical skills** and possess certain **attitudes** that will aid them in completing a task.

The following outlines the tasks that are required to be performed by the participants for the ship to function effectively. Each task has been analysed in terms of the knowledge, practical skills and attitudes the participants need to have to be able to successfully perform that task.

When analysing the tasks in terms of knowledge, practical skills and attitudes other factors were identified which could not be categorised specifically as tasks. These were such things as seasickness, living in close quarters and fear. While not being tasks in themselves, these issues must be recognised during a voyage and overcome by the participants. This in itself is a task and must therefore be defined because it is an integral part of the EOAE at sea and thus categorised as an **experience**.

Teamwork and **leadership skills** are factors that recur throughout the task analysis. Without these two components the participants would have difficulties achieving the training aim. Therefore, it is essential that the participants obtain some formal knowledge about what is an effective team and an effective leader.

SUMMARY

The program follows a pattern which involves:

- Taking individuals and building a team
- Providing skills and experiences, reviewing as progress is made
- Building skills to where they can be tested, and
- Placing it in a perspective of 'real life'

We move through a series of peaks where activity occurs and troughs where briefing and debriefing occur - all culminating in a major challenging experience which sees the participants leave having:

- had fun
- been challenged, and
- learnt something about themselves and others.