



ASA Instruction Standards

This is the ASA Instructional Approach Standard.

“ I hear and I forget.
I see and I remember.
I do and I understand”
Confucius – 500 BCE

“From writing one obtains information and remembrance.
From dialog one obtains knowledge and understanding.
From experience one obtains wisdom.”
Plato - 370 BCE The Phaedrus Dialog

“Experiential education is the most effective primary method for teaching sailing.” USCG -2017 National On-Water Safety report

The state-of-the-art evolving ASA system of written/media information and review, instructor dialog and coaching, and hands-on practice is the best system for teaching people how to sail skillfully and safely. ASA instruction is designed to effectively optimize and use these methods appropriately.

Preparation for Students:

- Insure that students are provided basic written and/or video information before class.
- Insure an adequate number of instructors are available to attend to the safety of all students involved.
- Insure an adequate number of instructors are available to provide effective instruction with individualized attention (e.g. direction, coaching, feedback, etc.)
- Consider available resources for the number of students (e.g. time, boats, equipment, etc.)
- Provide access to participation criteria (e.g. age, weight, prerequisites, eligibility criteria, etc.)
- Inform students what they may achieve as a result of participation (e.g. skills, knowledge, enjoyment, certification, etc.)
- Determine student’s desires and expectations.
- Determine student’s unique needs (e.g. scheduling, diet, swimming ability, propensity to motion sickness, health/medical considerations, etc.)
- Make reasonable modifications for students with disabilities.

Instructor Preparation:

- Know the content being delivered.
- Verbalize and demonstrate skills effectively and with a positive attitude.
- Model behaviors that emphasize safety (e.g. wearing PFD's, using three points of contact, using proper skills even when not being demonstrated, etc.)
- Know how to appropriately use of a variety of instructional techniques (e.g. hands-on practice, guided self-discovery, repetitive practice drills, positive behavior reinforcement, etc.)
- Know available plans for students to seek additional practice opportunities.

Affiliate Preparation:

- Provide a comfortable physical environment for students and instructors (e.g. access to food and drinking water, bathroom facilities, shelter, PFD's, etc.)
- Provide an emotionally supportive environment (e.g. manage perceived and real emotional risks, allow mistakes to be made safely, proactively identify and address concerns, etc.)
- Ensure use or provide strategies for coping with environment or weather (e.g. sun protection, access to foul weather gear, layered clothing, etc.)
- Ensure that boats and equipment needed to deliver an effective program are available and functional.
- Ensure safety equipment is available and functional (e.g. communications, rescue, first aid, anchor, etc.)
- Ensure compliance with applicable federal, state and local laws and regulations.
- Ensure that instructors understand and are able to effectively implement emergency procedures.
- Review course delivery, instructor effectiveness and student outcomes against performance objectives.
- Collect student feedback on course effectiveness and customer satisfaction.
- Look externally to seek improvement ideas.

During Instruction (see ASA 101 Standard Syllabus):

- Define performance objectives (typically ASA Logbook elements)
- Align student expectations with performance objectives
- Focus and assess student progress toward performance objectives.
- Allow time for personal reflection and individualized practice.
- Deliver specific and actionable feedback during and after the course.
- Use a variety of tools (e.g. videos, diagrams, textbook reviews, visual aids, checklists, etc.)