



**Instructor Manual
2018**





Colophon

This manual was inspired by the need to create knowledgeable kiteboarding instructors specifically in the challenging environment of Kanaha “Kitebeach” Maui. As professional instructors who have been teaching since the beginning of the sport on Maui, we have distilled our combined knowledge and best practices into this manual.

This document was created using the LibreOffice Writer software on Ubuntu Linux. It is available as a free PDF download on USKitters.com with a Creative Commons license. You are encouraged to make your own copies and modifications as needed, but please retain a reference to USKitters.com

We would greatly appreciate receiving your comments and criticisms, especially if you encounter typos, incorrect and/or suspect information in this manual.

The sport of kiteboarding is constantly evolving, and our teaching styles are continually being refined as well. Instructors on Maui should expect to keep abreast of the changes in the industry and also future releases of this manual through our organization: USKitters.com

Despite the focus on Maui, we feel that much of this manual has universal applicability for teaching the sport of kiteboarding. We welcome instructors and riders from around the world to join our organization at USKitters.com



US Kiteboarding Instructional Manual by US Kiteboarding is licensed under a Creative Commons Attribution 3.0 United States License.
Based on a work at USKitters.com



US Kiteboarders Instructor Manual

Contact US Kiteboarders.com	Document Revised November 2018 Version 10.1
Editor Aaron Culliney	License Creative Commons Attribution 3.0 United States License.
Photography Adam Koch – kochphoto@me.com Aaron Culliney Paul Franco Naish Kiteboarding – naishkites.com Cabrinha Kites – cabrinhakites.com Your name or organization here!	Authors Paul Franco Aaron Culliney Your name or organization here!



US Kiteboarders by US Kiteboarders is licensed under a Creative Commons Attribution 3.0 United States License. Based on a work at MauiKiteboardingNetwork.com



US Kiteers Important Contacts

<p>Organizations</p> <ul style="list-style-type: none"> → US Kiteers .com → MauiKitesurf.org → Hawai'i State Department of Land and Natural Resources (DLNR) hawaii.gov/dlnr → Maui County www.co.maui.hi.us → Haleakalā National Park www.nps.gov/hale/ 	<p>Emergency</p> <ul style="list-style-type: none"> → Lifeguards: 911 → American Medial Response: 911 → Fire and Search and Rescue: 911 → Maui Memorial Hospital: 808-244-9056
<p>Conservation Enforcement</p> <ul style="list-style-type: none"> → Hawai'i Department of Land and Natural Resources (DLNR) enforcement 808-643-DLNR (3567) → Maui County Parks and Recreation: 808-270-7230 → Haleakalā National Park Dispatch: 877-428-6911 	<p>Animal Welfare</p> <ul style="list-style-type: none"> → DLNR injured ocean mammal or sea turtle hotline 808-643-DLNR (3567) → Grounded seabirds 877-428-6911 (Haleakalā National Park dispatch) → Maui Humane Society: 808-877-3680
<p>Permits and Certifications</p> <ul style="list-style-type: none"> → American Red Cross (First Aid/CPR) Maui Chapter: 808-244-0051 www.hawaiiredcross.org/about_us/oc_mauiad.html → Maui County Commercial Ocean Recreation Activity (CORA) permit www.co.maui.hi.us/index.aspx?NID=119 	<p>More Contacts</p> <ul style="list-style-type: none"> → ...



Table of Contents

1	Welcome.....	7
2	SAFE Kiteboarding.....	8
2.1	Safe.....	8
2.2	Active.....	8
2.3	Fun.....	8
2.4	Educational.....	9
3	Fundamentals of Instruction.....	10
3.1	Learning styles.....	10
3.2	Teaching Styles.....	13
3.3	Effective Instruction.....	14
4	Kiteboarding Instruction Basics.....	15
4.1	Managing Expectations.....	15
4.2	Kiteboarding Equipment.....	17
4.3	Proper Kite Setup.....	21
4.4	Vocabulary of Instruction.....	22
4.5	PreRun Debriefing.....	23
4.6	Hand Signals.....	24
4.7	Radio Communication.....	24
4.8	Post-Run Debriefing.....	25
5	Maui Climate and Conditions.....	26
5.1	Trade Wind Weather.....	26
5.2	Kona Winds Weather.....	26
5.3	Other Adverse Weather.....	26
5.4	Additional Hazards.....	28
5.5	Links.....	28
6	Kitebeach, Kanaha Coastal Environment.....	29
6.1	The Challenge of Kanaha Kiteboarding.....	30
6.2	Kanaha Plants.....	31
6.3	Kanaha Wildlife.....	34
7	Kitebeach Instructor Best Practices.....	36
7.1	Instructor desired traits.....	36
7.2	Tips for teaching multiple students.....	36
7.3	Tips for helping beginning student launch solo.....	36
7.4	Reasons for dragging tandem.....	36
7.5	Reasons to ride the kite back upwind.....	36
7.6	Reasons to walk back upwind with your student.....	37
7.7	Tips for setting up the kite with your student.....	37
8	Kitebeach Scenarios.....	38
9	Advanced Topics ITP Presentation.....	39
9.1	Aerodynamics.....	39
9.2	Meteorology and Oceanography.....	40



Instructor Manual

10 Sustainable Kiteboarding Instruction.....	42
10.1 Instructor Code of Conduct.....	42
10.2 US Kiters Mandatory Safety Equipment & Procedures.....	42
10.3 US Kiters Safety Recommendations.....	43
11 Be Flexible!.....	44
12 Appendix A: Instructor Training Program (ITP).....	44
12.1 Suggested ITP Organization.....	45
13 Appendix B: Instructor Duties and Benefits.....	46
13.1 Instructor Levels.....	46
13.2 Instructor Duties.....	47
13.3 Instructor Benefits.....	47
14 Appendix C: Sample Beginner Lesson Plan.....	48
15 Appendix D: Your Instructor Mission Statement.....	54



Instructor Manual

1. Welcome



Illustration 1.1: Photo: Adam Koch – kockphoto@me.com

US Kiteboarders is an organization of professional kiteboarding instructors and riders dedicated to maintaining high-quality instruction and safety standards in the Kanaha “Kitebeach” Maui environment.

Our organization provides a valuable public service by training instructors in safe and environmentally-sound teaching methods as well as educating visitors about the kiteboarding rules at Kanaha and around Maui.

Many of our instructors have taught the sport professionally for many years on Maui and are intimately aware of how to safely teach in the challenging environment of Kanaha.

We are privileged to be ambassadors of our sport and it is with the spirit of Aloha that we teach our passion and care for the environment that our livelihoods depend on.

Your path to becoming an US Kiteboarders instructor begins with taking an Instructor Training Program (ITP) from a veteran US Kiteboarders instructor, or supplying proof of extensive kiteboarding instruction with another organization (for example, PASA or IKO organizations). Information about the USKiteboarders ITP is found in the appendices of this manual.



Instructor Manual

2. Safe Kiteboarding

The essence of a successful kiteboarding lesson is assuring that your student is having fun and learning, while not endangering themselves, you, other beachgoers, or the environment.

- **S**afe
- **A**ctive
- **F**un
- **E**ducational

Some examples of the SAFE acronym are as follows:

2.1 Safe

- Wear a helmet
- Discuss and practice letting go and hitting safety releases
- Describe scenarios requiring releasing from the kite
- Practice letting go of the bar!
- Proper clearance from beach obstacles?
- Double check the student's setup
- Double check the kite (maybe you fly it first?)
- Proper communication (do they know your hand-signals?)
- Be nearby the student to lend a hand
- Appropriate equipment for the student and situation (proper kite size, proper line length, etc)

2.2 Active

- Kiteboarding is an active sport, therefore get your student involved.
- Don't just show, let them be involved with setting up the kite
- Don't lecture forever, keep them doing something
- Make sure to tell the student to relax, a 2-3 hour lesson can be tiring!
- Take appropriate water and rest breaks

2.3 Fun

- Determine their goals for the lesson and help manage their expectations
- Incorporate humor
- Don't over-lecture them, keep it simple
- Explain simply, and then let them try it
- Find out what they want to work on next
- Don't yell at a student
- Laugh with him, discuss mistakes and how to do it better next time
- Are their eyes glazing over?



Instructor Manual

2.4 Educational

- Mistakes are bound to happen, but student should be safe and should learn from them. try to correct the biggest mistake first and then work on fine-tuning
- There are no dumb questions, please have your student ask but on the other hand, don't belabor a point if your student already "gets it"
- If you don't know something, just admit it, your student may have a degree in aeronautical engineering!
- Re-use a consistent set of vocabulary (upwind, downwind and "clockface" terms)
- Have the student watch other students and riders, especially when they're doing something correct.
- Without demeaning other students or instructors, point out problems as you see them.
- Don't disparage the competition, (other schools, instructors, students, windsurfers), it merely reflects poorly on you!
- The Kanaha coastal environment is fragile, so mention to your student that they should never walk on the reef, or disturb plants and animals!

Keep them **SAFE!**



3. Fundamentals of Instruction

This section heavily references information from Wikipedia, in particular en.wikipedia.org/wiki/Learning_styles.



Illustration 3.1 Photo: Paul Franco

Being a good instructor is a challenging job. It is not enough just to be a good rider, you must be able to effectively communicate your knowledge to each individual student, tailoring your instruction to suit many diverse learning styles.

3.1 Learning Styles

There are a few different models for how people learn new tasks. We reference the common model known as Fleming's VARK model

This model breaks learning styles into three basic categories

- **Tactile:** hands-on, touching the equipment, feeling the forces, doing the drills, feels the equipment, wants to do do do!
- **Visual:** watching others, seeing you demonstrate something, often glances away (out to sea) when you talk too much
- **Thinker** (a combination of auditory and reading/writing-preference learners); wants to hear you explain something, wants to know what an acronym means, naming object and processes are important, reads the kite and bar manual, knows the technical aspects, theory, possibly knows more than you about wind, weather, sailing, etc .

3.1.1 Tactile Learner

Kiteboarding is obviously a sport that requires quite a bit of hands-on learning, and so your kinesthetic learners often seem to be the most advanced and may often be the easiest students to teach.

- You may be able to limit your discussions to just the important points . Generally you do not want to do long or technical explanations with this group of learner.
- They may seem to “just get it” quickly.
- However when things “go wrong” these learners may have forgotten what you said, so make sure you emphasize the most important safety concerns!



Instructor Manual

- Keep it simple, and keep them practicing safely, with short rest breaks.
- Often kids fall into this group of learners by default because they are not at the beach to learn about kite aerodynamics, they just saw the sport and it looked cool!
- Tactile learners' gung-ho attitude, while laudable, may cause them to become overconfident and they may ignore you. Look for signs of overconfidence and it may be worth mentioning extreme situations that you've encountered, if you need to get their attention.
- Keep them stretching their learning envelope in a safe environment.

3.1.2 Visual Learner

Your visually-orientated learners will definitely want to watch you do it first. They will really benefit from your demonstrations of technique.

- If you give too long an explanation, you may see their focus start to wander out to the water where they will watch other riders.
- It can be very instructive for this learner to have them watch an interesting developing situation on the water, or watch other students on the beach, either struggling or doing something well.
- Take the time, when you are both walking back upwind after a practice run to have them watch successful riders.
- Keep explanations simple, keep them safely practicing with frequent visual rest breaks.
- This learner type may be a little more difficult to teach than the hands-on learner.

3.1.3 Thinker

Your thinking-oriented learners will want to listen carefully and carry on a theoretical discussion with you. These learners can be the most difficult to teach, and you may need to be very patient with them and keep offering different "angles" for them to think about a problem they're encountering.

- They will not want to lose their train of thought. This is generally fine, but you should be prudent with your time to channel them back to practicing the drills.
- You may need to take more frequent breaks with this style of learner to carry on the technical discussion and allow them to digest what they've been practicing.
- They may often get nowhere as far on the first day as the other types of learners.
- Despite encountering a bigger learning curve which may be frustrating and challenging to both of you, this learner type is often the most faithful to you as an instructor, and you may have a long term client who sends more business your way, and wants your help with gear purchasing decisions.
- You may want to assign "homework" to this learner, by letting them borrow the kite and bar manuals.
- You may sell them a copy of the US Kiteboarding Student Handbook and assign homework from that!



Instructor Manual

- If you don't have an immediate answer to one of their technical questions, be honest, you can say "I'll have to research that for you".

Every person is an amalgam of these different styles. By observing your student, you should be able to discover their preferred learning style and adjust your lesson to cater to them. You should be prepared for teachable moments as they occur (watching situations develop with other instructors, students, riders, etc).

3.2 Teaching Styles

Understanding your student's learning style will help you with establishing a custom teaching style for them. Often you will employ all of these styles at various stages in their lesson:

- Lecture
- Demonstration
- Hands-on practice
- Simulation
- Visualization

3.2.1 Lecture

This verbal communication is important, but don't over-do it. Some people may want a full lecture (the thinker), but most will want to hear the basics and then start doing it!

Kiteboarding is a vast and growing domain of knowledge. You will not be able to communicate all of it to your students on their first few days! Don't overwhelm them with too much information, but make sure they know the basics of the bar safety systems (LET GO!) before letting them practice.

3.2.2 Demonstration

If your student is having a difficult time with a particular task, it may help if you take over and demonstrate. Make sure they can see everything you're doing (hands, body, posture, etc) in addition to the response of the kite.

- Don't spend too long with the demonstration, get it back into their hands!
- Often you will need to demonstrate something done in the water. Taking your student with you on a tandem drag can help them really see how you're doing the task.



Instructor Manual

3.2.3 Hands-on practice

This is arguably the most important teaching style, keeping them doing tasks! However you must be careful that they are not trying something they are not ready for yet. Helping or having the student set up the gear (in particular preparing the bar) is a hugely beneficial part of a lesson, whether to initially teach a beginner or to check the pre-flight techniques of an advanced student. (Make sure you double/triple check their handiwork!)

During flying practice, make sure they know to LET GO!

Letting go of the bar is the single most important safety drill in kiteboarding. If your student initially focuses on drills that practice letting go of the bar, this can really help them build muscle-memory to deal with out-of-control situations as they progress.

3.2.4 Simulation

Some activities can be performed through a controlled simulation on the beach. Self-rescue, self-launch, self-landing techniques while you keep control of the kite may be effectively taught through simulation.

A simulation should help prepare your student for a real-world situation that may occur during their lesson.

3.2.5 Visualization

Sometimes you want your student to relax, close their eyes, and visualize a task. This can often be assigned as their falling asleep homework: visualize what they did correctly, visualize stepping up and riding, etc.

Some students will want to visualize a practice run before they begin.

3.3 Effective Instruction

Effective instructors will discover what type of learner their student is over the course of the lesson and craft the instruction to fit their needs and the evolving situation.

- Be safe and manage expectations, but set your student up to succeed, not to fail.
- Combine teaching styles: as they're flying the kite steady, lecture to them (about their stance, about how much bar pressure they should feel, being relaxed, glancing away from the kite while maintaining control).
- Repetition: repeat terminology to help them become familiar with the jargon of the sport.
- Remember that it's not just you that will communicate ideas to your student; have them watch other students, riders, and situations.
- Be empathetic to your student. Most will not appreciate you being a drill sergeant.
- They've paid good money for their lesson, so be efficient with your time.



4. Kiteboarding Instruction Basics

This section describes the basic concepts of teaching kiteboarding including lesson-plan outlines. You should encourage your student to ask questions if anything doesn't make sense. There are no dumb questions when learning kiteboarding!

You should be teaching on modern equipment, no more than a year or two old, preferably the current year's model of kite and board!

Generally you should not need to modify the kiteboarding equipment for your students, except possibly to shorten the lines for beginners when flying kites on the beach or as they build steady control during their first practice runs in the water.

4.1 Managing Expectations

Learning kiteboarding can be an overwhelming experience for even the most athletic beginners. Watch your student for signs of fear, exhaustion, over-confidence, etc. Each of these mind/body states may require that you subtly change the direction of the lesson.

4.1.1 Fear

For fearful students, you may need to stay closer to them and slow down the lesson pacing. Maybe you don't get to dragging with the board, much less water start attempts within 3 hours. You may need to do many more tandem drags with them than someone naturally comfortable in the water.

While you do want to make sure these students know all about the safety systems and how to release properly and when to do so, you do not need to go into the gory details about your own bad experiences! Promote a positive can-do attitude with these students.

Use common sense and be empathetic to their nervousness! For goodness sakes, don't mention that big fish do in fact live in salt water! :-)

4.1.2 Exhaustion

Someone who is getting tired will start making mistakes at activities that they previously seemed to have mastered. Over the course of an intense three hour lesson, it is not uncommon to see these mistakes occur in the last hour.

In extreme cases you may need to stop the lesson short. Use common sense and include some of their feedback to determine the course of the lesson, but keep in mind that your student may deny that they're tired.

You would rather have them come back fresh another day than get injured from a stupid mistake!



Instructor Manual

4.1.3 Over-confidence

Over-confidence in a student can manifest itself in different ways. They may start ignoring you. They may get cocky. They may be exceptional athletes in other sports and just have inflated expectations right from the start of the lesson.

Sometimes you may need to let them flail a bit (as long as you are keeping them, others, and your equipment safe!) for them to gain a respect for the kite. You may need to introduce some of your own horror stories with this type of student.

Bottom line, make sure they are being safe with the kite while on the beach. With extreme cases, you may need to cancel the lesson if they are acting irresponsibly.

Remind them that the 14' tiger sharks out there are not as dangerous as flying the kite incorrectly. :-)



Illustration 4.1: Don't harass the wildlife of Kanaha! Wikipedia.org



Instructor Manual

4.2.1 Kiteboarding Bar

The Naish Kiteboarding bar shown on the left has the following basic components:



- Bar handle
- Bar floats
- Chicken loop (or just loop)
- Chicken finger
- Kite leash (or just leash)
- Sliding bar stopper (or just stopper)
- Center lines, leading edge lines
- Center trim line (or just center line)
- Quick-releases (or just releases)
- Trim tab(s)
- Flying lines (not shown, but extend to the kite)

Illustration 4.2: Courtesy of Naish Kiteboarding



Instructor Manual

4.2.2 Kiteboarding Kite

Generally on Maui everyone flies modern inflatable C, bow, or SLE (Supported Leading Edge) kites. Occasionally you will see an airfoil kite.

The components of an inflatable kiteboarding kite are:

- Inflatable leading edge
- Trailing edge
- Wingtips
- Struts
- Bridle lines with connection points (pigtails) for the flying lines from the bar
- Inflation valves
- Top surface, bottom surface

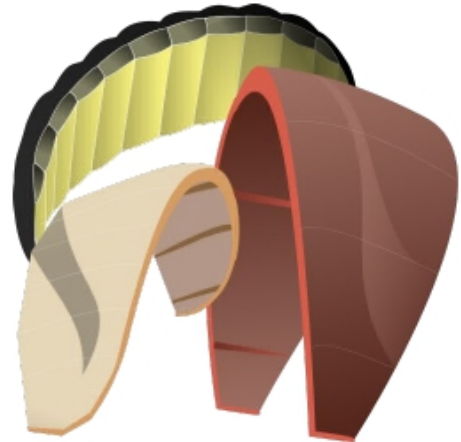


Illustration 4.3: wikipedia.org

4.2.3 Trainer Kite

Traditionally trainer kites are ram-air kites with two lines from the control bar to a canopy of bridle lines on the airfoil.

However a small inflatable kiteboarding kite with short flying lines can act like a traditional trainer kite and be useful for gentle kite flying drills on the beach before your student goes into the water on their first drag



Instructor Manual

4.2.4 Kiteboard

Generally you will want to teach with a bi-directional "twintip" or "wakestyle" board as shown or "wakestyle" board as shown in the picture.

For ease of learning and safety, the board should have simple foot-straps that easily allow your student to put it on their feet and take it off in the water.



Full wake-boarding boots are not recommended due to their difficulty in taking off (as well as getting into them).

If your student is an advanced rider, they may want to try a directional surfboard-style board with or without foot-straps

The basic components of the kiteboard are:

- Deck
- Foot pads/straps
- Handle
- Fins/skegs

Board Leash (NOT RECOMMENDED)

Illustration 4.4: Courtesy of Naish Kiteboarding

US Kiteboarders Instructors should not teach using a board leash from the student to their board. This is a dangerous and unnecessary handicap:

- Experiencing a high-speed wipe out with a board leash is extremely dangerous; the leash can slingshot the board back into the rider, and a helmet won't help.
- You should teach your student to drag upwind (or downwind) to retrieve their board after a wipe out or losing it everyone can eventually learn to drag upwind, it just takes practice to do it efficiently/properly.
- Your student may not always be able to retrieve their board as they learn, so you should be prepared to go fetch the board yourself.



Instructor Manual

4.2.5 Kiteboarding Harness, Flotation/Impact Vest, Helmet and Booties

Your student should be wearing a helmet and other safety gear.

- The kiteboarding harness should be the proper fit
- A kiteboarding-designed flotation/impact vest should be worn
- Your student should be wearing a helmet when hooked into the kite. The helmet should not interfere with their vision or hearing.
- Booties are useful to protect a new student from rocks and thorns on the beach, but make sure they know not to stand up on the reef!

In addition, your student should be encouraged to wear:

- Wear sunscreen !
- Rash-guard or thin wet-suit top
- Sunglasses (when on the beach, or with "croakies" lanyard in the water)



Illustration 4.5: Photo: Adam Koch - kochphoto@me.com



Instructor Manual

4.3 Proper Kite Setup

One of the biggest problems in kiteboarding is an incorrectly set up kite. Make sure you teach your students to follow a strict pre-flight setup system to limit errors.

All students should learn how to set up a kite from detached and stored components (kite in a bag with detached bar)

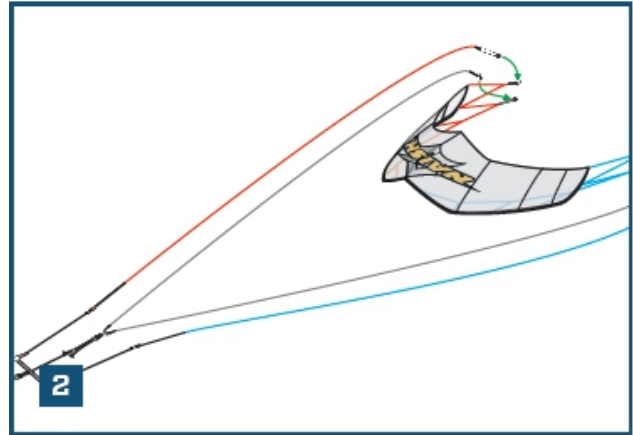


Illustration 4.6: upwind rigging example courtesy of Naish Kiteboarding

One suggested way to setup your kite, shown in the picture is:

- Kite secured on the beach, leading edge into the wind
- Bar generally upwind and lines de-tangled
- Kite bridle lines de-tangled and pulled back/downwind from kite
- Leading edge flying lines connect under the kite and bridles to their proper connection points
- Trailing edge flying lines connect around/under the kite to their proper connection points

Students should eventually have an understanding of both bar-upwind rigging (as shown in the picture) and bar-downwind rigging styles

4.4 Vocabulary of Instruction

It is important to use and reuse the same terminology (whether referring to equipment) or reference points to the beach, wind direction, kite position, etc. You should repeat your vocabulary throughout the lesson to help program their memory through repetition. Your thinker learners will really appreciate the proper naming of things.



Instructor Manual

4.4.1 Kite position, clockface, wind window

- 12 o'clock, zenith : NOT NEUTRAL in gusty Maui conditions. Very dangerous place to fly the kite when launching from Kanaha.
- 3 o'clock, starboard/right hand tack : kite is on the water, reasonable place for the kite to be when launching and heading out to sea
- 9 o'clock, port/left-hand tack : kite is on the water, desired place when instructor catches the students kite (student should LET GO when kite is almost to the instructor upon landing)
- 1-2 o'clock : ideal airborne position on starboard/right-hand tack
- 10-11 o'clock : ideal airborne position on port/left-hand tack

4.4.2 Wind direction relative to rider

- Upwind
- Downwind
- Cross-upwind
- Cross-downwind

4.4.3 Wind Direction Relative To Beach

- Onshore: potentially dangerous due to kite flying near/over beach on launching, must go upwind right away
- Side onshore: ideal, kite flies over water on launching, do not need to go upwind right away, generally decent quality wind.
- Side offshore: potentially dangerous due to mechanical turbulence from trees and building on the beach; challenging, technical kite-flying, ragged wind
- Offshore: do not teach!



Instructor Manual

4.5 Pre-Run Debriefing

It is important to debrief your student each time they go on a solo practice run so they have a high-level picture of where and what they are going to practice. Instead of relying solely on your hand signals, they should be beginning the process of becoming independent.

Your student may lose sight of you on the beach, or radio communication may break down. This is why the pre-run debriefing is so critical.

Points to get across in the pre-run debriefing and gear check:

- While you are the instructor offering guidance, your student is the “pilot-in-command” and they need to be aware of the situation around them.
- What are the “playbox” distance parameters? How far out to practice? How close to shore? How far down the beach? They should occasionally check distance for themselves.
- What should they do if they lose sight of you on the beach?
- What should they do if they cannot see what hand signals you are using or they forget, or they cannot hear you on the radio?
- What should they do if they are getting close to another student?
- What should they do if an experience rider is getting close to them?
- What should they do if their kite tangles with another kite?
- Review hand signals.
- Verify proper connection of equipment and functionality of quick releases.



Instructor Manual

4.6 Hand Signals

Hand signals become important when your student is beyond vocal communication during their solo runs in the water.

- Your hand signals should be a simple set of easy-to-see gestures. Your student already has a lot on their mind, and you don't want them to try to remember 10+ different signals.
- At a minimum you may need signals for: go out to sea, come back to shore, let goof bar, and release from the kite
- Kiteboarders the world over generally recognize the head-tap signal as code for "help catch my kite". Other signals are not universally known or recognized.



Illustration 4.7: Photo: Paulo Franco

The only hand signal consistently used on Maui by advanced riders, both local and visitors is the head-tap, requesting aid in catching their kite. Your student should know what this signal means.

Keep in mind that some students may have trouble seeing you much less what signal you're gesturing. Give these students a quality debriefing on what drills they should practice and you may not need to use hand signals much!

Also as your students become more proficient, you will find that you won't need to communicate much except to provide input at the end of their run.

4.7 Radio Communication

Radio Communication can be useful but presents new challenges. Among these are: what do you do if the batteries die or the radio quits during a run?

Using a radio should not preclude a good debriefing or teaching a minimum set of hand signals.



4.8 Post-Run Debriefing

For each solo practice run, it is important to discuss the run with your student. As you watch their run, you should witness what they've done well and what they need to work on. Keep this in mind to discuss with them when they come in.

It is often very useful to question them first. What did they notice this time? Did that feel better than last time? Any questions? What else?

Often you will find that they know what they did wrong. You should compliment them on the activities they performed well and offer constructive criticism for what they need to be working on.

The debriefing can occur as you walk back up the beach, or you may opt to take a break right where they came in, or take a water-break back at the starting point.

If there were a lot of mistakes, you may need to have them take a step back and focus only on one activity. You may need to go tandem with them on the next run to help them.

Generally you want them to continue to work on the biggest problem, ignoring the little nit-picks for later when they've improved



5. Maui Climate and Conditions

5.1. Trade Wind Weather

A subtropical high pressure system dominates the North Pacific during the late spring through mid fall. This anti-cyclone causes the trade winds to blow fairly steadily during that time-frame. The trade winds generally blow from the NE to East compass direction in Hawai'i. Trade winds are essentially the only winds that we will teach in on Maui.



Illustration 5:1 Kitebeach, Maui - Courtesy of Paul Franco

5.2 Kona Winds Weather

During the Northern Hemisphere winter, Hawai'i also experiences a cooler season. During this time the prevailing subtropical high pressure system is disturbed and replaced by large low pressure storms crossing the North Pacific.

These storms can brush the islands, creating a change in wind direction referred to here as Kona winds. Before and after these storms, Hawai'i can also experience no wind, local weather dominated by a daily thermic buildup (ocean breezes) and a nightly land breeze.

Kona winds are so-called because they blow from the South (the direction of Kona, Hawai'i) through West Southwest. Kona winds can bring volcanic smog and hazy skies from Kilauea volcano on the Big Island to all the smaller islands.

Kona winds at Kanaha are dangerous because they are essentially offshore winds. Don't teach during Kona winds!

5.3 Other Adverse Weather

Luckily Hawai'i and Maui don't experience adverse weather often as we are blessed most of the year with the mild trade winds.

5.3.1 Accelerated Winds (Venturi Effect)

Generally the winds in Maui county experience a normal acceleration due to the proximity of large mountains that channel the flow (the venturi effect - see

http://en.wikipedia.org/wiki/Venturi_effect).



Instructor Manual

Normally this is not a problem, accelerating a 10-15mph average trade wind flow to 20-30mph, making it perfect for kiteboarding. However if the average trade wind flow is already in the 30mph scale across all of Hawaii, then the acceleration may be even more dramatic at Kanaha. You should consider canceling your lesson if you are overpowered on a 4m or smaller kite!

5.3.2 Turbulence

Generally the stronger the wind, the more turbulent (gusty) the airflow. This is due to chaotic fluid dynamics beyond the scope of this document. But understand that because of the generally strong winds at Kanaha, they will also be more turbulent.

In addition to the inherent turbulence of strong winds, obstacles to the wind flow will create zones of mechanical turbulence downwind of the obstacle. This is also known as rotor - [http://en.wikipedia.org/wiki/Rotor_\(meteorology\)](http://en.wikipedia.org/wiki/Rotor_(meteorology)).

Large trees or buildings will cast a "turbulence shadow" downwind a distance of approximately 7x the height of the obstacle.

An easterly wind at Kanaha will create significant turbulence near the beach, creating challenging conditions for launch and landing.

5.3.3 Thunderstorms

Thunderstorms are rare, but can occur, especially associated with weather front passage in the winter or with light and variable winds and an atmosphere that allows excessive cloud buildup (unstable atmosphere) forming towering cumulus clouds or cumulonimbus.

Generally on a day that may form thunderstorms, you will not be teaching because the winds are too light and coming straight in due to a thermic sea breeze.

Thunderstorm hazards:

- Lightning
- Gust fronts
- Turbulence
- Hail, yes even on Maui!
- Tornadoes, yes even on Maui!

Obviously you should not teach if there are thunderstorm advisories or you witness massive cumulonimbus.

5.3.4 Hurricanes

Hurricanes can occur from late May to through November, during our trade wind season. Obviously hurricanes are serious threats, and it is a good business practice to cancel/reschedule your lessons if any authorities have issued a hurricane warning.



Instructor Manual

5.4 Additional Hazards

5.4.1 Tsunamis & Earthquakes

Tsunami is the Japanese word directly translated as "harbor wave". Tsunamis are generated by earthquakes that displace a massive volume of water. Although tsunamis can "break", they are really a massive surge in ocean height over a duration of minutes. Any significant sea level rise will quickly inundate and destroy anything in its path. Prior to a tsunami hitting shore, you may see the ocean recede dramatically, stranding fish and exposing the coral reef.

Tsunamis can be generated far from Hawai'i in the Pacific plate subduction zones and spreading centers (The Pacific Ring of Fire). Tsunamis can also be generated locally in Hawai'i from massive underwater landslides. Such landslides may be felt as earthquakes locally, just prior to the tsunami.

At any time in coastal Hawai'i you should **RUN TO HIGHER GROUND** if you notice these phenomena:

- You feel an earthquake
- You see the ocean recede quickly
- You see or hear a tsunami approaching
- You hear a civil defense siren alerting you to get to higher ground

Obviously you should cancel/reschedule your lessons on any day that the authorities issue a tsunami warning.

5.4.2 Waves, Currents, Tides

There are other ocean and beach hazards in other parts of the world that are much less likely or completely unlikely at Kanaha.

- Strong currents. These are much more likely out in the channels between islands. Hopefully your student isn't that far out?!
- Large tides. Hawai'i does not get large tides. If extreme tides are predicted, it is likely due to tsunami which is the real threat.

5.5 Links

NOAA National Weather Service links:

- <http://www.prh.noaa.gov/hnl/pages/AFD.php> - "Area Forecast Discussion". Includes text discussion of current and forecasted wind and weather patterns
- <http://www.prh.noaa.gov/hnl/pages/hiwinds.php> - Hourly Hawai'i wind summary page. Includes links to Kahului and Kapalua wind sensors. Kaho'olawe wind sensor is also fairly indicative of the overall pattern in Maui Nui
- <http://www.prh.noaa.gov/hnl/graphics/npac.gif> - North Pacific graphic



6. Kitebeach, Kanaha Coastal Environment

Kitebeach Maui is where the sport of kiteboarding literally took off. To this day, Maui remains a world-class destination for wind-sport enthusiasts. It is our duty as instructors here to be good stewards of this environment so that future generations of locals and visitors can continue to enjoy Kanaha in a sustainable way!

- Kanaha beach is used by many beach-goers, not just kiteboarders and windsurfers.
- We and our students are guests in the Kanaha environment.
- You must not have your lessons interfere with any other beach users.
- Please clean up after you and your student, pack out all your trash and any other trash you find.



Illustration 6.1: Kanaha beach scene with Kiawe trees and "Aki"aki grass. Photo by Aaron Culliney

The Kanaha environment is fragile and faces many challenges from effluent runoff, invasive species, to effects from global climate change. Please do not add extra stress to the environment by walking on the reef or damaging plants and animals.

- Your student should know: **do not walk on the reef!**
- Deposit all trash in the bins provided around the park.
- Clean up any other litter you find.
- Do not interfere with other beach users.



Instructor Manual

6.1 The Challenge of Kanaha Kiteboarding

We have specific challenges in teaching the sport here that are different than many other instruction locales.

- Generally stronger and gustier winds
- No kites on water before 11am
- Trickier launches (narrow beaches, wind obstacles creating mechanical turbulence, shallow coastal waters with sharp reefs, etc)
- Generally more frequency of windy days per year
- Winter (Nov-Feb) can be even trickier winds
- Busy weekends can have many other beach-goers: kids, fishermen, sunbathers, etc
- Off-limits areas (windsurfing only beach, FAA airport runway exclusion zone – NO KITES!)

6.1.1 Kanaha Beach Hazards

- Short beach
- High trees as wind obstacles (creating zones of mechanical air turbulence)
- High trees as kite obstacles
- Partially submerged logs
- Rocks, rock walls, and partially submerged bunkers
- Shallow waters, sharp coral reef
- Other beach goers
- Rebar sticking out of water
- Jellyfish



Illustration 6.2: Lower Kanaha

6.1.2 Kanaha Ocean Hazards

- Shallow waters, sharp coral reef
- Exposed reef in certain areas on low tide, "Boneyards"
- Massive waves on outer reefs
- Rip currents
- Jellyfish & man-o-war
- Effluent runoff after storms
- Other ocean users (spearfishing / freedivers, SUPers, surfers, windsurfers, big "fishies", etc)



Instructor Manual

6.2 Kanaha Plants

Many endemic and indigenous coastal plants thrive at Kanaha and some areas of the park are actively maintained by volunteers. Many of these plants are unique to the Hawai'i coastal environment and Maui in particular!

- Do not cut or disturb any existing plants at Kanaha
- Do not plant any new vegetation

Some native plants at Kanaha are shown below:



Illustration 6.3: Ma'o (Hawaiian cotton). Photo by Aaron Culliney



Illustration 6.4: 'Iliahi (coastal sandalwood). Photo by Aaron Culliney



Illustration 6.5: Naio. Photo by Aaron Culliney



Illustration 6.6: 'Aki'aki (seashore rush grass) Photo by Aaron Culliney



Instructor Manual



Illustration 6.7: 'Akulikuli Kai (pickle weed/salt wart).
Photo by Aaron Culliney



Illustration 6.8: Naupaka Kahakai (beach Naupaka).
Photo by Aaron Culliney



Illustration 6.9: Milo. Photo by Aaron Culliney



Illustration 6.10: A'ali'i. Photo by Aaron Culliney



Instructor Manual



Illustration 6.11: Pohuehue. Photo by Aaron Culliney



Illustration 6.12: Pohinahina. Photo by Aaron Culliney

More information on native Hawaiian plants is available:

- <http://www.marinelifephotography.com/marine/plants/plants.htm>
- http://books.google.com/books?id=1_kU9DjLykEC

Please do not harm any plants at Kanaha, nor introduce any new vegetation to the Kanaha environment!



Illustration 6.13: Moa Kahakai amongst the Kiawe trees at Kanaha. Photo by Aaron Photo; Aaron Culliney



Instructor Manual

6.3 Kanaha Wildlife

Many animals live in the Kanaha environment. Do not approach, harass, harm, or interfere in any way with the animals found here. If you find an injured animal, call the Maui Humane Society (808) 877-3680.

Some of the native animals that frequent Kanaha:



Illustration 6.14: **'Aeo** (Hawaiian Stilt) – wikipedia.org



Illustration 6.15: **'Alae ke'oke'o** (Hawaiian coot) – wikipedia.org



Illustration 6.16: **'Auku'u** (Black Crowned Night Heron – Wikipedia.org



Illustration 6.17: **Honu** (Hawaiian Green Sea Turtle – wikipedia.org



Instructor Manual



Illustration 6.18: 'Ilio-holo-i-ka-uau (Hawaiian Monk Seal) rare visitor from the Northwest Hawaiian Islands – wikipedia.org



Illustration 6.19: Kohola (Humpback whale) winter visitor - wikipedia.org

Please do not approach or disturb the animals at Kanaha or elsewhere around Maui and Hawai'i.

Hawaiian marine mammals in particular (the monk seal, dolphins, and whales) are protected under the United States Endangered Species Act. For their own good, please enjoy your sighting from a safe distance



7 Kitebeach Instructor Best Practices

7.1 Instructor desired traits

- Versatility. What do the conditions allow? Can you change your lesson quickly to account for changing environment? What type of learner is your student?
- Managing expectations. What are your students' goals? Can you help them achieve their goals while managing possibly inflated expectations?
- Be empathetic: Why is your student learning this sport? Do they really want to learn or is their significant other projecting onto them?
- Patience: some students will take longer to “get it”. You may need to be creative with your teaching methods.

7.2 Tips for teaching multiple students

- Only one student on the water at a time.
- Have the alternate student actively involved with the lesson (supervised helping to launch and catch kite, critiquing the performance of the pilot, etc).
- Encourage them to work as a team (launch assist, etc).
- Plan on these lessons going slower, manage your time effectively.
- You may be able to do add-on hours if the weather and scheduling permit (your students may not get tired as quickly).

7.3 Tips for helping beginning student launch solo

- While holding kite, make sure student has cleared all line twists, double check bridles are not tangled
- Have student keep kite balanced on the water with line tension alone (not holding bar) while walking toward the water
- After releasing their kite, move quickly to meet your student as they head to the water
- Double check their hook-ins
- Have them keep kite on water as they begin their drag, flying kite once they've cleared the beach
- If kite gets screwed up as they drag through inshore turbulent zone, have them keep lines tensioned, keep trying to get kite to roll to 3 o'clock, and keep swimming out to the wind line



Instructor Manual

7.4 Reasons for dragging tandem

- Very beneficial for unsure/frightened students to become more comfortable and confident
- Provide in-the-ear communication for specific maneuvers that the student is having difficulty with, like water-start/power-move
- Can be very useful practicing the stand up phase, but utility diminishes when they are at the riding stage
- Demonstrate a self-rescue

7.5 Reasons to ride the kite back upwind

- Test out the kite, if you are unsure of something after a run
- Demonstrate upwind riding to the student
- Demonstrate to a student that the kite power is sufficient (if it is). This usually works best if your student is lighter than you and you can ride it back upwind without pumping it too much. Be careful not to belittle their request for a bigger kite...
- If they lost the board and you need to go drag for it, it is a significantly faster turn around to just ride the board upwind once you get it

7.6 Reasons to walk back upwind with your student

- This may be faster than the time it takes for you to hook in and ride it back upwind.
- You can use the walk to discuss the run just completed and prepare them for the next run.
- As you're walking upwind, you can point out other students and situations on the water.

7.7 Tips for setting up the kite with your student

- Get them involved with the process
- If they have experience with setting up kites, have them start with the bar while you're pumping up the kite to speed up the setup time
- Double/triple-check their setup!
- Offer to show them how you set up the kite if their methods conflict with the general setup system at kitebeach (because we have cramped setup areas, this helps keep conflicts with other riders from developing)

7.8 Tips for tips

- Tips for tips
- Don't demand them, it reflects poorly on you
- Be gracious whether you receive one or not
- We are lucky to be alive on Maui pursuing and sharing our kiteboarding passion!



8 Kitebeach Scenarios

In this section we put forward situations you may encounter while teaching kiteboarding at Kanaha. The ITP examiner will have you read and discuss these scenarios aloud.

Obvious questions that arise may be: how do you conduct your lesson in the following scenarios? Do you conduct your lesson? What do you choose to tell or not tell your student?

Although there are no single correct answers, your ITP examiner will be taking notes on your contributions to the discussion.

- There are some shore-casting fishermen on the beach.
- You see some free-divers/spearfishing floats in the water.
- There are families with small kids playing on the beach.
- There are outrigger canoes in the practice area.
- You show up one day and the ocean water next to shore is very brown.
- You show up one day and there is severe erosion of the beach (very little beach width) and crashing shore break.
- The entire outer reef has huge waves, and you are teaching a beginner.
- The entire outer reef has huge waves, and you are teaching an advanced upwind rider.
- It is extreme low tide, are there hazardous areas your beginner or advanced rider should know about?
- The wind is very easterly and extremely gusty. How do you get your student safely launched and back to the beach?
- You see another instructor with a client. The client is not wearing a helmet.
- You are hooked in and flying a kite while demonstrating something to your student.
- Another instructor on the beach approaches you about their student, way out to sea.
- Your student just flew their kite into another students kite and the lines are tangled.
- Another student just flew their kite into your students kite and the lines are tangled.



Instructor Manual

- You are on the beach and your student is self-rescuing. The bar/lines gets snagged.
- Your student's kite just deflates. They are close to shore.
- Your student's kite just deflates. They are far from shore.
- Some rider is dragging in and wants you to catch their kite. Your student is hooked into their kite. Or maybe your student isn't hooked to their kite.
- Your student is riding upwind. But they wipe out and it appears they cannot drag back to their board.
- Your student is in an argument with someone else on the beach. You sense the situation is escalating.



9 Advanced Topics – ITP Presentation

Your ITP instructor may assign a homework assignment for you to research these advanced topics and present to your ITP class. You should be prepared to lecture, show visuals, draw diagrams, take comments, and conduct a discussion for your presentation.

For further research, you may want to follow the links provided for the topics below. You are encouraged to develop a basic understanding of these topics to become a better instructor.

9.1 Aerodynamics

Generally you will not need to conduct a lesson about aerodynamic principles. The most important aspect of aerodynamics for teaching and learning kiteboarding is the aerodynamic stall.

It is generally easy to stall a kite. In our experience, every single student will encounter stalling the kite during their learning.

Therefore it's advisable to demonstrate stalling the kite and teach how to avoid doing it, and also how to correct it.

For more information:

en.wikipedia.org/wiki/Aerodynamics

en.wikipedia.org/wiki/Airfoil

en.wikipedia.org/wiki/Aerodynamic_stall



Instructor Manual

9.2 Meteorology and Oceanography

Meteorology and oceanography are vast domains of knowledge and ongoing research. You do not need to have a PhD in meteorology to teach kiteboarding. However as a wind freak, you should cultivate a lifetime interest in the weather.

Wikipedia provides an excellent reference for learning the basics of the weather. Some of the questions you might attempt to answer in your research have been written down below and links have been provided in the sections below.

9.2.1 Wind

What are the causes of the wind? What are the different wind strength measurements and force scale? What minimum and maximum wind velocities are appropriate for teaching kiteboarding?

en.wikipedia.org/wiki/Wind

9.2.2 Seasons on planet Earth

What causes the seasons? During what season is planet Earth closest to the sun?

en.wikipedia.org/wiki/Seasons

9.2.3 High pressure system

What causes high pressure systems? What is the weather like in a high pressure system? Which ways do the winds blow around a HI in the northern hemisphere?

en.wikipedia.org/wiki/High_pressure_system

9.2.4 Low pressure system

What causes low pressure systems? What is the weather like in a low pressure system? Which ways do the winds blow around a LO in the southern hemisphere?

en.wikipedia.org/wiki/Low-pressure_system

9.2.5 Tides

What cause tidal phenomena on Earth? How high are the tides in Hawai'i?

en.wikipedia.org/wiki/Tide



Instructor Manual

9.2.6 Coriolis effect

What is the Coriolis effect? How does it affect winds?

en.wikipedia.org/wiki/Coriolis_effect

9.2.7 Clouds – Cumulus

What are cumulus clouds? How are they generally formed? Should you teach near or under these clouds?

en.wikipedia.org/wiki/Cumulus_cloud

9.2.8 Clouds - Cumulonimbus

What are cumulonimbus clouds? What pressure systems are they associated with? Should you teach near or under these clouds?

en.wikipedia.org/wiki/Cumulonimbus_cloud



10 Sustainable Kiteboarding Instruction

The US Kiteboarders is an organization of instructors and riders who care about the long-term viability of kiteboarding on Maui and in the Kanaha beach environment in particular.

Our instructors follow a code of conduct and keep up to date with the best practices of our organization, as published at USKiteboarders.com.

10.1 Instructor Code of Conduct

US Kiteboarders Instructors will conduct their lessons with a high degree of professionalism.

- No alcohol or drugs.
- No intolerant comments, jokes, or statements about ethnicity, culture, religion, sexual orientation, windsurfers, etc.
- Be tolerant and courteous of other beach-goers, do not interfere with other groups even if they are in your desired practice area.
- Leave the beach cleaner than when you found it: pack out all your rubbish, and then some.
- Explain to your student that we are guests in a fragile marine environment: do not stand or walk on the coral, do not harm plants and animals, do not modify the environment in any way.
- Do not disparage other instructors, students, businesses, or organizations. It merely reflects poorly on you!
- Teaching at the beach is often stressful! Do not let a confrontational situation get out of hand: avoid escalating confrontations between you, your client, other instructors, or anyone else.
- You may be in the right, but always be courteous, and seek to diffuse stressful situations.
- If your student is acting in a dangerous and irresponsible manner, ignoring your instruction, you are within your right to cancel the lesson. Be gracious but firm.

10.2 USKiteboarders Mandatory Safety Equipment & Procedures

- Instructors must be wearing a kiteboarding harness when teaching.
- All instructors must have a hook knife on their person when teaching.
- All instructors are current and certified with the American Red Cross or American Heart Association for CPR and First Aid.

10.3 USKiteboarders Safety Recommendations

- Cell phone accessible within 30 seconds.
- First aid kit accessible within 1 minute.
- Extra pumped kite on beach ready to be used to assist stranded intermediate to advanced riders.
- Emergency phone number: 911



Instructor Manual

11. Be Flexible!

The knowledge contained in this manual is the foundation for being a successful Kiteboarding instructor in the Kitebeach, Kanaha environment on Maui. However you will often need to be creative when dealing with varying conditions and student learning styles.

Watch other US Kiteboarders instructors and discuss best practices with them. We support and learn from each other! Attend our organizational meetings and beach clean-ups!

Remember to keep your student **SAFE!**



Illustration 11.1: Photo by Paul Franco



Instructor Manual

12 Appendix A: Instructor Training Program (ITP)

In order to become a US Kiteboarders affiliated instructor you must:

- Complete an officially sanctioned US Kiteboarders Instructor Training Program (ITP) and any assigned "lesson shadowing" hours - OR - Supply proof of current instructor membership in another kiteboarding organization (IKO or PASA)
- Submit proof to US Kiteboarders that you are current in First Aid and CPR.
- Submit proof to US Kiteboarders of having attended the County of Maui Commercial Ocean.
- Recreation Activity (CORA) course.
- Have one of the Maui kiteboarding schools vouch for you .

The ITP is a minimum two-day course that covers this manual and includes homework, verbal presentation, group discussion, and hands-on role-playing Instruction.

You should be taking notes during the ITP and your examiner will collect your notes at the end of the ITP for keeping with the US Kiteboarders organization.

The ITP is taught by an US Kiteboarders senior instructor (examiner) on an as-needed basis.

The examiner may charge a fee for the course. In addition you may be assigned several hours of "shadowing" real lessons. This is done to familiarize yourself with real lessons taught at Kanaha.



Successful completion of the ITP is contingent on:

- Payment of ITP course fee and yearly US Kiteboarders instructor membership fee
- Signing the US Kiteboarders Waiver
- Perfect attendance record
- Be an active participant in ITP discussions and activities
- Complete and submit written examination, notes, and mission statement



Instructor Manual

12.1 Suggested ITP Organization

Your instructor will have his or her own way of organizing the ITP and how much the course costs. You are expected to be on-time and attend all days of the ITP.

This is generally what you will expect:

Day 1:

- 8 am: Introduction, payment of course fee, receive hard copy US Kiteboarding Manuals, sign US Kiteboarding Waiver.
- 9 am: US Kiteboarding Instructor Manual lecture and discussion sessions.
- 12 pm: lunch break, expression session.
- 1 pm: Kiteboarding instruction scenarios discussion session.
- 4 pm: Homework research assignments, finished.

Day 2:

- 9 am: Homework presentations and discussion, receive written examination.
- 11 am: Break into pairs to role-play a beginner lesson using real equipment.
- 1 pm: Lunch break (complete exam, expression session, etc).
- 2 pm: Group discussion critiquing the role-playing lessons, discuss exam.
- 4 pm: Turn in your notes, final exams, and a mission statement.

Day 3:

- Completing assignments as needed.

Upon completion of the ITP it is expected that you will be assigned to some hours “shadowing” the lessons of existing US Kiteboarding Instructor(s). The school(s) you intend to teach for will help you decide which US Kiteboarding - certified instructors to assist.



13. Appendix B: Instructor Duties and Benefits

13.1 Instructor Levels

There are no formal rating levels for instructors, however instructors may be rated informally by the positive feedback they receive from their students.

The US Kiteboarders board of directors may occasionally appoint a long-time and capable instructor to the role of ITP Examiner for the purpose of holding an US Kiteboarders instructor.

Training Program (ITP) for instructor candidates.

13.2 Instructor Duties

As an US Kiteboarders Instructor, your yearly duties are:

- Pay your yearly instructor membership fee.
- You may need to sign an updated version of the standard US Kiteboarders Waiver.
- Verify/update your profile on the US Kiteboarders website (add new photos, update your contact information, update your bio information, update your mission statement, etc).
- Submit proof of current First Aid and CPR certification (upload document scan to US Kiteboarders website).
- Submit proof of county of Maui CORA course completion (upload document scan to US Kiteboarders website).
- Attend one of our annual beach cleanup and safety meetings.

In addition you are encouraged to perform the following duties:

- Encourage your students, especially local kiteboarders or annual visitors, to become US Kiteboarders members (and rated riders)
- Contribute at least one blog news story to the US Kiteboarders website. This could be either a story, or photos, or a video, or a combination of all these.



Instructor Manual

13.3 Instructor Benefits

We do not ask much of you as an instructor other than to follow the best safety practices as outlined in this manual and comply with the yearly duties. For this effort, you gain a number of benefits:

- We are all committed to safe instruction here on Maui to insure a future of sustainable kiteboarding on Maui.
- Rate your students as new US Kiteboarders members (riders) and you may receive extra benefits and discounts on US Kiteboarders membership fees and merchandise (promotions may vary each year).
- We are your peers, the people you see every day at the beach, so you get instant response to your queries.
- You gain the ability to use the US Kiteboarders logo with your own promotional materials.
- You get an awesome group of folks to hang out with during our annual beach cleanups and safety meetings.

Safety Meeting:

US Kiteboarders throws a party where all instructors and their significant others are invited to enjoy a dinner and talk safety. This meeting is generally held mid January each year to coincide with yearly changes in equipment and completing your yearly duties.

Enjoy good food and drink, and expect to hear the latest gear information from industry representatives (Naish, Cabrinha, et al) and hear best practices for teaching from your instructor peers!

Reinstating membership:

If you lapse in your yearly duties, you can easily rectify this situation. You merely need to complete those duties which lapsed, and have a local Maui kiteboarding school vouch for you.



14. Appendix C: Sample Beginner Lesson Plan

Approximately 3+ hours, onshore lesson at lower Kanaha, "Kitebeach", Maui

Pre-lesson

- Check the wind and weather forecast
- Check the condition of the beach. Tide levels? New wave erosion areas?
- Check for other beach-goers, and adjust your lesson location to accommodate them

Meet the student:

- **Student must sign the appropriate beach activity waivers (business, Maui County, etc).**
- Handle payment information, if necessary, away from the beach area.
- Get student geared up.
- Student should be wearing a helmet when attached to the kite. It is best to have them wear a comfortable helmet that does not obstruct their vision or hearing all the time.
- Instructor checklist: wearing your harness, got a hook knife, water bottles for student got appropriate kite/bar, got a kite leash, got a pump

Verbal introduction to Kitebeach (5-15 minutes):

- Welcome to Kanaha, Maui, also known as Kitebeach!
- You can walk and talk at the same time.
- We are all guests here and must share the beach with other users, not just other kiteboarding riders.
- Walk student and gear down to practice area(s) away from regular kiteboarding setup area(s).
- Explain current weather conditions.
- Discover student knowledge of wind (have they taken kiteboarding lessons before? Do they sail or windsurf? Tailor lesson as appropriate.
- Terminology, at a basic level student should know upwind and downwind.
- Discover other board-riding sports they do (snowboarding, surfing, skateboarding, wakeboarding, etc), goofy or regular?
- When was the last time they swam?
- Determine student goals for the lesson.
- Remind them these hours are for them to learn (they should ask questions if something is unclear, and they can help make decisions about lesson pacing).



Instructor Manual

Set up a small kiteboarding kite and short 10m or shorter lines (0.5 hours) :

- Introduction to the 4+ line kiteboarding kite, (terminology: leading edge, trailing edge, wingtips, struts).
- Basic bar and lines setup, terminology, and have student involved and helping.
- Basic kite setup, bridle check, and connect flying lines, with student involved and helping.
- Bar safety: order of bailing out of kite: 1: let go of bar, 2: fix bar, 3: bail out of loop, etc.

Beach drills with a small kiteboarding kite and short lines:

The complexity of the drills increases as student becomes more efficient. Instructor should manage the situation so student doesn't get yanked. Kite should be able to fly but not large enough to have a lot of power. Instructor can hook in to demonstrate drills. If time becomes an issue, it's best to skip some of the advanced beach drills in favor of water drags. Remember to take visual breaks if something interesting occurs on the water. Remember to take water breaks as needed. Primary goal of beach drills is efficient, relaxed, steady flying of the kite.

- Emphasis on single-handed flying (to get them ready for managing board)
 - Lofting the kite up in the air (from 3 o'clock) and letting go (demonstrating stability of the kite and lack of significant pull when letting go)
 - Kite airborne terminology: clock-face 9-3
 - Flying kite steady at 1 & 2 o'clock, check goofy stance, left handed flying.
 - Flying kite steady at 1 & 2 while glancing upwind (flying kite using peripheral vision).
 - Flying kite steady at 1 & 2 while walking to ankle-deep water.
 - First transition (OK to let go of kite), kite ends up on beach at 9 o'clock.
 - Explanation difference between "letting kite crash" versus "making the kite crash" and why slamming kite is a problem!
 - Lofting the kite from 9 o'clock and practicing letting go
 - Flying kite steady at 10 & 11, check regular stance, right handed flying, glancing upwind.
 - Transitions and discuss using kite as a guide to your heading, looking ahead of the kite when flying it.
-
- **Demonstrate "things not to do with kite"**
 - Airborne stall and how to correct
 - Stalling kite trying to launch it off the water
 - Fast transitions (potentially showing getting dragged/boosted)
 - Pulling lines is not ideal, but OK as long as they don't take wraps, and are prepared to let go



Instructor Manual

- **Demonstrate kites and bars that are not in a "ready state", and what to do and what not to do with the bar.**
 - Show a "clams-helled" or otherwise unopen kite and how to let it open on its own by keeping lines tensioned.
 - Show line twists and how to unspin them.
 - Show lines wrapping around bar and how that affects kite and how to carefully undo the problem.
 - Show grabbing the bar on the wrong side keeps the kite down.
 - Stall kite and show how to relaunch from a downwind location.

- **Flying kite while holding board, proper stance, single-handed.**
 - Transitions while holding board.
 - Unintentional transitions and correcting them while not letting go of board (switching control hand to opposite bar side).
 - Instructor demonstration of getting in the board.
 - Basic Plan: let go of kite, let it rest on water while putting board on feet (discuss issues with board getting potentially stuck in lines).
 - Advanced Plan: fly the kite steady around 1 o'clock while putting board on feet.
 - Instructor demonstration of power move, including butt-dragging and standing up.
 - Proficient students can practice getting into the board (Basic Plan).
 - Proficient students may practice gentle power moves (no feet in the board, Instructor holding on to student, no slamming kite).
 - Bailing down to just the kite leash while watching kite depower.
 - Demonstrating the max depower while still hooked in.

Pre-solo water-drag (without board):

- Quick demonstrate an upwind water-drag, and then a short downwind drag.
- Discuss hand signals including bail out signal.
- Discuss scenario: what to do if student loses sight of you (drag back to shore).



Instructor Manual

First water-drag:

- It is still a good idea to use smaller kites and shortish (up to 15m) lines.
- Verify helmet on!
- Repeat environmental briefing: do not tread on our fragile coral reef! (drag prone).
- Tandem: you may choose to take them on a tandem drag demonstrating techniques and then switch them over to the kite while you hold on.
 - Pros: can help an unsure/frightened student be more confident if you're there, doesn't require as much of a safety briefing.
 - Cons: may take time away from a competent and confident student.
 - You can start the drag but can switch them over to the kite/leash out in the water.
 - Usually timid students are ready for a solo drag after a confidence-building tandem drag where you switched them over to the kite pilot position out in the water.

Solo without board: you may choose to demonstrate a solo drag first, showing your student that you can drag upwind with the proper technique.

- Pros: quick turn-around, keep them advancing.
- Cons: not appropriate for apprehensive students.
- Discuss hand signals.
- In addition to hand signals, student should know what they are going to do (is it an out-and-back, or a few zig-zags before returning to beach).
- Discuss appropriate practice area (max 200yds out).
- Discuss bail-out sequence (let go of bar, release loop, release leash) and possible scenarios requiring them to swim back to shore either attached or detached from the kite.
- Discuss situation if they lose sight of you (turn around, come back to shore)
- Avoidance and clearance from other students! (don't send your student out immediately after another one!).
- Student should have an under.
- Final safety briefing: (verify hand signals, verify safety releases work).



Instructor Manual

Review their progress:

- It is important to review their progress out in the water, especially when they're going solo.
- Get their input (what did it feel like? what worked? What problems are they encountering?)
- Most likely you will have some of your own ideas of what they need to work on.
- Dragging without the board is arguably more difficult than with the board; a little more practice with this may save them long drags far from shore in the future.
- They may not be dragging upwind, but you should be offering tips and demonstrations to improve their style.

Basic self-rescue techniques (swim to shore):

- Discuss what to do if kite is unresponsive, and appropriate hand-signal for doing self-rescue.
- Discuss situations requiring complete bailing out of kite.
- if student needs to self-rescue, verify student's kite is depowered, then either wait for student to swim in (if close), or swim out to aid student (if far away).

Advanced self-rescue techniques:

- May not be appropriate to teach the first day due to time consuming nature and many confusing details.
- If they do it wrong, can change a manageable situation into a more dangerous situation (there are a few ways to do self-rescue correctly, there are many ways to do it wrong).
- High-level concepts: once started, never let go of kite, use the kite as a sail to bring you to a safe section of beach.
- **Beach simulation:**
 - Initial bail.
 - What to do with board, or don't worry about board.
 - Safely climb up to kite.
 - Safely turn kite around into a sail.
 - Controlling direction of travel.
 - Safely disentangling and
- Tandem drag and finish with guided self-rescue.



Instructor Manual

Ongoing water-drags:

- You may need to do more tandem drags with the student if you sense they might be hesitant about going solo, although the goal is to get them to start becoming independent.
- You may need to demonstrate the solo drag without board and solo drag with board while student watches, before they go out to do it.
- Student should be able to drag reasonably well without the board, (not rapidly losing ground downwind), with a one-handed style.
- Student should next be able to drag reasonably well with the board, not losing ground downwind too quickly.
- If student loses board, give them a few attempts to get it. Bring them to shore if they're not making progress and you go get the board. Discuss how to do it better next time for upwind and downwind board situations.

Water start:

- Once dragging with the board reasonably proficiently, you can allow them to attempt water start.
- May require medium to longer lines 15m+.
- Brief them on situational awareness: drag away from other students, don't attempt water start near the shore, or near other people.
- Brief them on how to properly slow down should they get up and riding (let go of bar while falling back to slow down).
- Acceptable practice area starts to expand as they get more proficient.

Riding:

- Rare if they get up and ride on the first day.
- You become more of a coach than a professor as it starts to "click" for them.
- However you can start introducing more advanced concepts and explanations because they have the background knowledge.
- Practice area expands, but make your student aware of new hazard areas (large waves on outer reef, "Boneyards" reef area, don't ride too close to shore, etc).
- Generally they should be aware to not ride too far upwind of you!

Remember, your student should be having fun too!

Keep them **SAFE!**

