



*National
Coaching
Certification
Program*



Lake Kayak Instructor 1

National Resource Manual





PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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1. Purpose of Document

This *Reference Material* is your source of information for the *Lake Kayak Instructor 1* Workshop. It provides the theoretical reference for the training process. Participating in the workshop is part of the certification process in order to become a Lake Kayak Instructor 1. This workshop will provide you with tools to continue improving your teaching skills. We therefore recommend that you save this Manual and consult it regularly to ensure continuous improvement in your teaching and leading skills as well as the courses you deliver.

NCCP Core Competencies

As you progress through the different modules, you will work on developing *five core competencies* that will help you become a more effective instructor and have a more meaningful impact on paddlers' experience. The competencies are problem-solving, valuing, critical thinking, leadership, and interaction. Below are the competencies developed in the Lake Kayak Instructor 1 sections of the workshop.

Learning Outcomes

After finishing this workshop, you will be able to take a critical look at your own teaching and leading skills. You will also learn how to use several assessment tools that will enable you to keep working on your own to improve your effectiveness as a teacher. Each section has specific learning outcomes defined.

LAKE KAYAK INSTRUCTOR 1 PROGRAM

Length:

2 Days Lake Instructor

2.5 Days Pool and Lake combined

The Lake Kayak Instructor 1 program is normally offered as a combined program with the Pool Kayak Instructor course.

Required Skills and/or Prerequisites for a Lake Kayak Instructor 1

The required skills and/or prerequisites for a Lake Kayak Instructor 1 are as follows:

- Able to perform all technical skills listed under "Teach the Following Skills" at a demonstration quality level.
- Ability to consistently perform a roll
- Are knowledgeable, skilled, comfortable and safe paddling on the lake
- Effective communication, listening, presenting skills
- Dynamic individual with good interpersonal skills
- Organized and punctual
- Plans, prepares, and follows up

- Must be 16 years of age

Evaluation

Upon completion of the Lake Kayak Instructor 1 course, participants that meet the requirements will be considered “trained”. To be “certified”, participants must attend an evaluation session. These sessions may occur at the end of the course, at an event or festival, or scheduled individually.

Evaluators for the program will be the LFs or MLFs. Ideally, the evaluation will be completed by an independent LF (not the one running the course or affiliated with the candidate’s organization). But in some regions this will not be possible.

Kayak Instructor - Pool

Instructors are responsible for teaching kayak participants in the pool. They must adhere to the CKC requirements outlined in the pool guide.

Certification remains valid for three paddling seasons and expires on Dec 31 of the third full season.

Lake Kayak Instructor 1

Instructors are responsible for teaching and leading kayak participants on flatwater (sheltered, unexposed to wind, close to shore, ponds). They must adhere to the CKC requirements outlined in this guide.

Certifications remain valid for three paddling seasons and expire on Dec 31 of the third full season.

Learning Facilitator (LF)

Learning Facilitators are responsible for delivering the certification program to instructor candidates. There is an LF for each level in the CKC Kayak Program.

To become an LF an Instructor must have been certified at that level for a minimum of two years and apply to their provincial body and national body. Additionally, they must attend an LF clinic where they assist on a Lake Kayak Instructor 1 course and be observed conducting an additional Lake Kayak Instructor 1 program and receive a recommendation by the LF or MLF running the program.

Master Learning Facilitator (MLF)

Master Learning Facilitators are responsible for the national program and for certifying the LFs. There will be two MLF’s for each region. The MLF is responsible for maintaining an appropriate number of LFs regionally to adequately offer the CKC program. The MLF is also responsible for keeping the LFs current and up to date on the program. MLFs will meet every two years to review and update the program.

To become a MLF, an LF would apply to both the Provincial Body and National Body. LFs are generally invited to become MLFs

Recertification

To maintain an Instructor, LF, or MLF certification, the instructor must remain active in the paddling community. Instructors must attend a recertification clinic once every three years to remain current, or upgrade to a higher level of certification. Recertification cycle is as follows:

- LFs must attend a regional LF symposium every three years

- MLFs and LF's must teach a minimum of two courses in three years
- MLFs must attend the national MLF symposium every two years

THE ROLE OF A KAYAKING INSTRUCTOR - LEADER

A kayaking instructor/leader is a highly-trained individual with a vast wealth of knowledge and experience in the sport of whitewater kayaking. They are able to effectively communicate difficult concepts and make learning in a whitewater environment fun while at the same time minimizing the risk to students.

An instructor/leader teaches and leads under a mantle of professionalism. The use of appropriate language and behavior is imperative at all times. To lose one's cool as an instructor/leader instantly loses the respect of students.

A kayak instructor/leader must accurately assess each student's mental and physical limitations and be able to vary the length of the instructional class/day or river run to avoid situations where the students become frightened, cold, over-heated, bored, embarrassed, tired, frustrated or, at worst, injured.

An instructor/leader needs to be articulate and able to express himself/herself in a clear concise and accurate manner. It is the unique challenge of an instructor/leader to present information in a way that is interesting and fun.

Kayak instructors/leaders are responsible for choosing suitable paddling sites that will enhance the student's learning curve, while at the same time minimizing the inherent risks of whitewater. It is an instructor/leader's duty to protect the safety of each student on the course or river run.

An instructor/leader is considered to be a representative of the affiliation, club, school and/or company where they are instructing or leading. The instructor is, in effect, an ambassador. The instructor/leader's ability to interact with students is a direct reflection upon the organization and is crucial to the success of an instructor/leader.

Ultimately, the job of a kayak instructor/leader is to provide a safe and enjoyable learning experience.

In short, NO FUN = NO LEARNING



CanoeKayak Canada NCCP **Whitewater Instructor Development Model**



COMMUNITY SPORT COACH

INSTRUCTION COACH

Community Initiation

Trained Pool Kayak Instructor
(PKI Course - 1 Day)

Instruction Beginner

Trained Lake Kayak Instructor
(LKI Course - 1 Day)

Instruction Intermediate

Trained River Leader 2
(RL2 Course - 1.5 Days)

Instruction Advanced

Trained Whitewater Leader 3
(WL3 Course - 1.5 Days)



Certified Novice Instructor
(LKI Evaluation - 1/2 Day)



Certified River Leader 2
(RL2 Evaluation - 1 Day)



Certified Whitewater Leader 3
(WL3 Evaluation - 1 Day)



Trained River Instructor 2
(RI2 Course - 1.5 Days)



Trained Whitewater Instructor 3
(WI3 Course - 1.5 Days)



Certified River Instructor 2
(RL2 Evaluation - 1 Day)



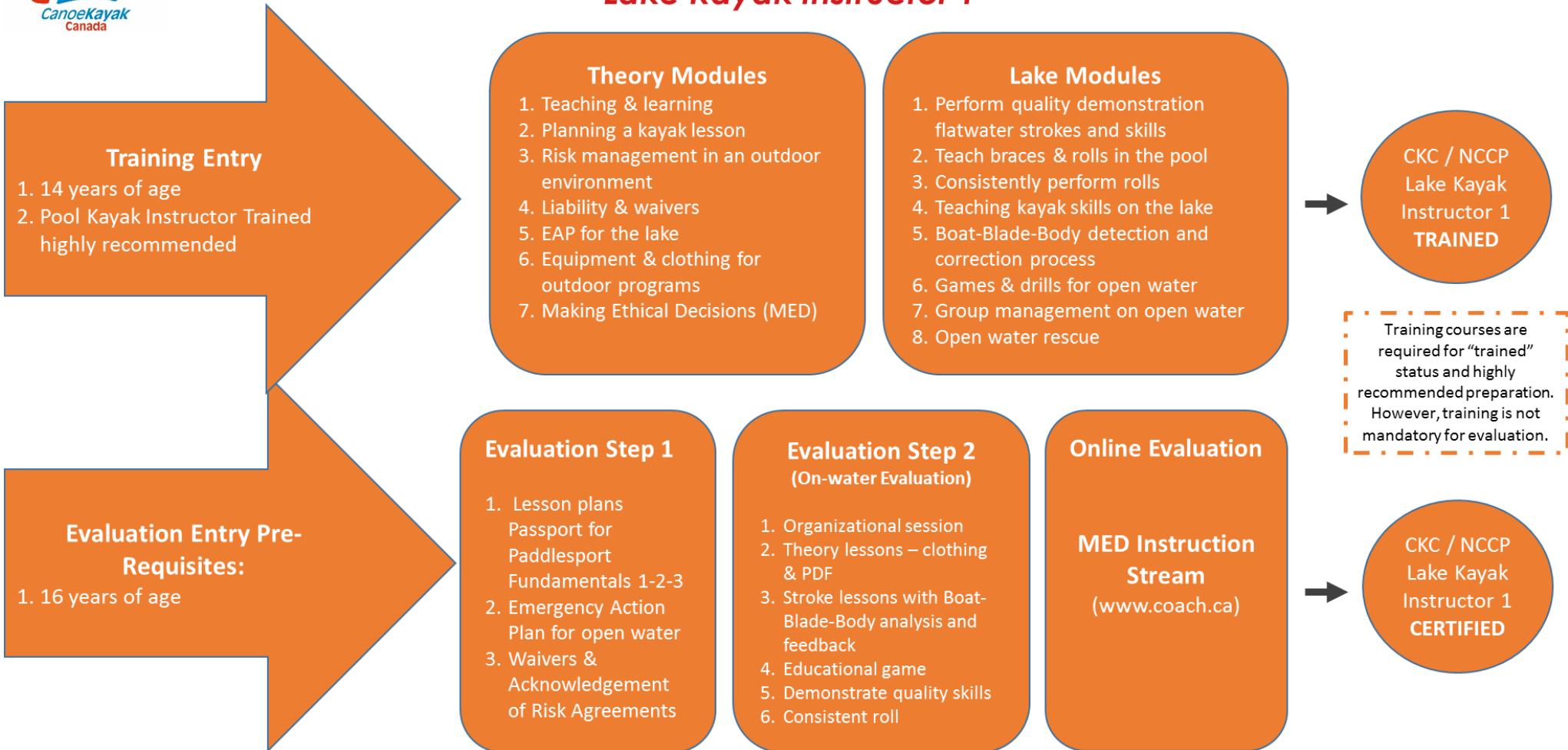
Certified Whitewater Instructor 3
(WI3 Evaluation - 1 Day)

A Canadian Sport for families, communities and champions | Un sport canadien pour les familles, les communautés et les champions



Training and Certification Pathway for Whitewater CanoeKayak Coaches, Instructors & Leaders

Lake Kayak Instructor 1



2. Lake Kayak Instructor 1

PURPOSE

The purpose of the Lake Kayak Instructor 1 level is to certify Instructors capable of organizing, leading and teaching paddlers on a suitable lake or pond, designated waterfront area: 80 meters from shore, with approximately 100 meters of shoreline.

Conditions

Calm waters, with little to no wind. Enclosed and sheltered with easy landing options immediately present.

Wind calm (< 8 knots) Sea state calm to rippled.

Ratio: 1:8 Instructor to Participant

With the support from another “trained” Lake Kayak Instructor 1, the instructor to participant ratio can be increased to 1:12.

NCCP CORE COMPETENCIES

As instructors progress through this module, they will work on developing *five core competencies* that will help them become a more effective instructor and have a more meaningful impact on paddlers’ experience. Here are just some of the ways these competencies come into play in the Lake Kayak Instructor 1 workshop

Problem-solving

- Analyze your environment and choose the appropriate equipment for the situation
- Develop an initial session plan and progressively modify it as new knowledge is acquired
- Determine an appropriate structure for a session
- Design activities that develop both technical skills and paddling abilities
- Analyze a simulated teaching situation and identify aspects that need improvement

Valuing

- Appreciate how a structured and organized session promotes learning
- Recognize and respect differences in learning styles
- Develop a teaching approach based on the paddler’s needs
- Provide constructive and positive feedback
- Appreciate how a structured and organized session promotes a safe learning environment
- Appreciate the need to consider potential risk factors when planning a session

Critical Thinking

- Reflect on the meaning of effective teaching and the factors that promote learning
- Reflect on preferred learning styles and think about how these may affect one's approach to teaching
- Assess whether and how feedback provided promotes learning
- Compare current knowledge, skills, and attitudes with the information provided in this manual

Leadership

- Ensure your paddling group is properly equipped for the activity at hand
- Appreciate the effect that good organization, clear explanations, effective demonstrations, interventions that target specific factors, and quality feedback have on others and on their learning
- Develop strategies to manage time and resources, given the need for safety on the water

Interaction:

- Brainstorm and work collaboratively with other instructors to complete specific tasks
- Work collaboratively with other instructors to design activities that develop both technical skills and paddling abilities

LEARNING OUTCOMES

After finishing this module, Instructors will be able to take a critical look at their own teaching and leading skills. They will be able to organize safe, fun water front sessions that meet their paddlers' needs and reflects whitewater kayak's Long-term Athlete Development Model. They will also learn how to use several self-assessment tools that will enable them to keep working on their own to improve their effectiveness as an instructor or leader. In particular, you will be able to:

- Choose the appropriate gear for the situation at hand
- Implement an appropriately structured and organized session
- Identify appropriate activities for each part of the session
- Provide support to paddlers during the session
- Make interventions that promote learning and a positive paddling experience
- Make Ethical Decisions

TRAINING OBJECTIVES

CanoeKayak Canada uses a Competency based training and education structure to deliver this program. This means that during the program you will be evaluated on your skills and be provided with accurate feedback on your abilities. You will be provided with resources and training in how to effectively teach skills while other modules outline essential background information; safety, liability and teaching a paddling group.

Participants must meet performance objectives in the following areas:

- Planning a session
- Provide support to paddlers
- Analyze paddler performance
- Risk Management
- Teaching and Learning
- Emergency Action Plan
- Make Ethical Decisions

EVALUATION

Upon completion of this course a Lake Kayak Instructor 1 will be considered “trained”. To be “certified”, a Lake Kayak Instructor 1 must be evaluated leading real life participants. This may happen at the end of the course, on a future course, or at a regional event. Each provincial MLF and association will ensure opportunities to complete the certification process exist.

Ideally the evaluation will be completed by an independent LF (not the one running the course or associated with the candidates’ organization). But in some regions this will not be possible.

PERFORMANCE OBJECTIVES: LAKE KAYAK INSTRUCTOR 1

The Lake Kayak Instructor 1 will be able to:

Participants must meet performance objectives in the following areas:

- Personal paddling skills that instill confidence in leading and teaching kayaking on flatwater. Paddling on flatwater with ease and demonstrating proficient skills including a solid roll.
- Plan a 1-2 hr session.
- Teach a session on flatwater in a safe manner.
 - The session must be with real life participants
 - The Candidate must spend a minimum of 20 min teaching
 - The Candidate will demonstrate knowledge of: 2 rescue procedures when dealing with swimmers, completing the session with a proper cool down and wrap up.
- Provide support to paddlers
- Analyze paddler performance
- Emergency Action Plan
- Make ethical decisions.

Teach the following skills / techniques / information

- All skills, safety, information and maneuvers from the Pool Kayak Instructor program
- Selection, use, and maintenance of boats and equipment.
- Entry and Exit of Kayak
- Paddle grip and use
- Forward and reverse sweep strokes
- Forward and reverse strokes
- Draw strokes
- Bow Draws
- Hip flick/edging
- Braces
- Rolls

The Instructor will know and be able to apply essential information relating to:

- Instructor roles and responsibilities
- Risk management and Safety issues
- Organizing and planning an on water session
- Kayak Kids Paddling Passport progression
- Requirements for continued or further levels of certification

Perform and Demonstrate Skills, Techniques, and Information

- Selection, use, and maintenance of boats and equipment.
- Entry and Exit of Kayak
- Paddle grip and use
- Forward and reverse sweep strokes
- Forward and reverse strokes
- Draw strokes
- Bow Draws
- Hip flick/edging
- Braces
- Rolls

Know and be Able to Apply Essential Information

- Instructor responsibilities.
- Risk management and safety issues.
- Session planning.
- Requirements for continued or further levels of certification.



Equipment

3. Equipment

NCCP CORE COMPETENCIES

As you progress through this module, you will work on developing the following competencies: problem solving, valuing, critical thinking, leadership, and interaction. Here are just some of the ways these competencies come into play in the Equipment section:

Problem-solving

Analyze your environment and choose the appropriate equipment for the situation.

Valuing

- Recognize and respect differences in paddling disciplines.
- Promote the development of all disciplines.

Critical Thinking

Compare current knowledge, skills, and attitudes with the information provided in the reference material.

Leadership

Ensure your paddling group is properly equipped for the activity at hand.

Interaction

Brainstorm and work collaboratively with other leaders to complete specific task.

LEARNING OUTCOMES

After finishing this module, you will be able to take a critical look at your own basic kayak knowledge. You will also learn how to use several assessment tools that will enable you to keep working on your own to improve your effectiveness as a leader. In particular, you will be able to:

- Choose the appropriate gear for the situation at hand.
- Identify the different paddling disciplines and related equipment.
- Make interventions that promote a positive paddling experience.

WORKBOOK TOPICS

There are two equipment and kayak topics in this workbook:

- Recognizing paddling equipment.
- Choosing appropriate gear.

THE SPORT OF WHITE WATER KAYAKING

Whitewater kayaking is a rapidly changing sport. It has expanded and branched into many different forms, to suit different interests. White water kayaking can be divided into two main categories; recreational and competitive kayaking.

Recreational kayaking is the broadest category of kayaking and can be further subdivided into

RIVER RUNNING is perhaps the most popular form of recreational whitewater paddling. Medium volume, general purpose kayaks are used to run rivers, paddlers scout and run rapids, hit every accessible eddy and play on fun waves.

EXPEDITION BOATING is a form of whitewater kayaking where the kayaker paddles rapids as part of a trip down a long or remote river. The kayaks used for expeditions are often larger and higher volume kayaks that enable the kayaker to carry gear for the trip. These trips can last anywhere from a day to several weeks or more.

CREEK BOATING is a form of whitewater kayaking where kayakers paddle narrow creeks with steep gradients. Sometimes creek boaters will run waterfalls after careful scouting. The kayaks used for creek boating are stable, medium to short length, high volume kayaks with blunt ends and lots of rocker.

PLAYBOATING OR FREESTYLE is a popular form of whitewater kayaking and canoeing where paddlers play in various features of a rapid: eddy lines, rocks, waves and holes become the focus for play moves. Playboaters perform tricks and interact freely with the dynamic forces of the water, initiating mid air spins, cartwheels, blunts, backstabs and many other evolving freeform /freestyle moves. New kayak designs greatly facilitate these maneuvers and change on an annual basis. Playboaters may run a river for the rapids or spend entire days at a single rapid playing in and on the various features. This form of kayaking has led to the competitive form of whitewater paddling known as freestyle.

SQUIRTBOATING is a sub-form of playboating. A squirt boat is a thin, low volume kayak, which is custom made for each kayaker. Squirt boats do not have a lot of buoyancy and can be easily submerged under the surface of the water. Three-dimensional moves, both on and under the surface of the water emerge from these kayak and current paradigms.

Competitive whitewater kayaking can also be sub-divided into disciplines:

- slalom racing
- downriver or wildwater racing
- freestyle
- boater cross
- canoe polo

Whitewater kayaking is performed in four classes of boats:

- K-1 (single person kayak)
- K-2 (double person kayak)
- C-1 (single person canoe)
- C-2 (double person canoe)

PADDLING EQUIPMENT

This section is designed to introduce the new instructor to the equipment used in whitewater kayaking. Kayaking is an equipment intensive sport. It is important that the instructor be familiar with the range of equipment available on the market to be able to select good equipment for their programs. Refer to the Pool Kayak Instructor 1 Manual for information on kayaks, paddles and sprayskirts.

Treat all paddling equipment with care and respect. Before and after a paddling course, the instructor should inspect all equipment to ensure that it is in safe and working order.

PERSONAL CLOTHING

At the lake, choice of clothing becomes an important topic. Many eastern lakes are warm and inviting in the summer and all that is required is a swim suit. Out west, most lakes remain cold even in late summer so more attention to layers is required.

Although water temperature is the main concern, cold air can give the paddler no relief from the cold. Evaporation from skin surfaces can lead to chilling which will reduce paddler comfort and shorten the time people can concentrate. Protection from the wind should also be considered.

Proper clothing delays the onset of hypothermia, however, it does not necessarily prevent it. New paddlers should be taught to layer their clothing during cold weather. Ensuring that participants wear clothing that will be comfortable and provide insulation when wet should be a top priority before getting in the boats.

There are basically three layers that a paddler would need to increase his/her functional survival time in cold water as follows:

1. base layer
2. insulating layer
3. shell layer

A **base layer** is the layer closest to the paddler's skin. Articles of clothing such as polypropylene or silk long underwear wick moisture from the surface of the skin and transport it to the outer layers.



Figure 1: Clockwise from left: Polypro base layer; stretchy neoprene with fleece inside; fleece insulating layer; wool insulating layer

An **insulating layer** provides insulation which helps keep paddlers warm. The insulation layer can be made up of several layers of clothing to provide an adjustable layering system. The insulating layer should be made of material which retains its insulation properties even when wet. Articles of clothing, which contain wool or synthetic fleece, make excellent insulating layers.

A wetsuit provides excellent insulation in cold conditions. A wetsuit, when dry, provides thickness to help insulate the kayaker. Once a wetsuit is wet, it works on a very effective principle: it traps a layer of water against the body of the paddler. This layer is warmed by the paddler's body heat, which in turn helps keep the paddler warm.



A neoprene "farmer john" style wetsuit and neoprene-insulating top

A **shell layer** is the outermost layer that reduces the amount of water contacting the paddler's body and provides a wind proof shell to reduce cooling from the wind. This shell layer can be a paddling jacket, drysuit or drytop

Paddling jackets are a nylon shell layer. Paddling jackets are designed to keep the paddler from getting wet when splashed. Most paddling tops and pants reduce the water getting under the shell by means of a Velcro and neoprene or elastic cuffs on both the wrists and the neck. Although not entirely water tight, paddling jackets are the most common shell layer worn by paddlers.



Short and long-sleeved paddling jackets

A **Drysuit** is a wind and waterproof shell, which encompasses the entire body. It is designed to seal the cold water out and your body heat in. Drysuits use latex or neoprene gaskets at the neck, wrists and in some suits the ankles.



These are "combo" drytops and sprayskirts commonly known as "techdecks"

A **Drytop** is a dry suit for the upper body. It is a pullover with latex gaskets at the neck and wrists. Drytops also seal around the paddler's waist and spray skirt to keep water out.



Footwear: A paddler must protect their feet while paddling, swimming and walking along the riverbank. They should also protect their feet from the cold. Proper footwear also gives the paddler a better grip on wet slippery rocks. Sandals, shoes and booties are the major types of footwear that paddlers wear.

From top left clockwise: Neoprene booties, 'Aqua slippers', sandals, and paddling shoes.

Gloves/Pogies: In cold weather and water, it is important for a paddler to keep their hands warm. Having cold hands makes it difficult to grip the paddle and reduces the enjoyment paddling. Neoprene gloves are extremely warm, however, they reduce the paddler's feel and grip on the paddle. A pair of pogies provides a shell, which fits over the paddler's hands and the paddle, thus providing warmth and a natural grip on the paddle at the same time. Pogies come in both neoprene and nylon shells. Some paddlers like thin Polypro or fleece gloves with a large pair of washing up gloves tucked under the sleeve gaskets of their drytops.



From top left clockwise: Neoprene gloves, fleece gloves, dishwashing gloves, and pogies.”

Helmet liner: A helmet liner (or skull cap) is a smooth cap, which is worn under the helmet to provide insulation for added warmth. Helmet liners are used in cold-water paddling. They are most commonly made of fleece or neoprene. When using a helmet liner it is important that the helmet fits properly over the liner to maintain protection of the paddler's head.



Left: Neoprene liner, Right: Lightweight fleece lined neoprene.

Personal Flotation Device (PFD): The Personal Flotation Devices (PFDs) worn by paddlers are not lifejackets. A lifejacket will fully support a person with his head above the water; a PFD merely helps the paddler to float. The Canadian Coast Guard requires PFD's to meet their standards for approval in Canada. There are many PFDs on the market that are not CCG approved. Check your PFD and your students if in doubt about quality or flotation.

In paddling, PFDs are preferable to lifejackets for a variety of reasons. PFDs allow the paddler unrestricted movement and protection for the paddler's torso

especially when they have capsized or are swimming. A PFD should fit snugly and not ride high when the paddler is swimming. PFDs designed for kayaking allow a large range of motion, have larger armholes, are cut shorter so as not to interfere with the function of the spray skirt and have less flotation than other models. Any PFD with less than 15.5 lbs flotation should be avoided for whitewater use.



Left: This PFD gives maximum room for arm and shoulder mobility. Right: PFD with front zip.



A side zip PFD with lots of room for mobility
Right: A PFD with an integral rescue belt and short towing attachment.

Selecting a PFD:

When selecting a PFD, ensure you check the following:

- **Fit:** The PFD should fit snugly to prevent it from sliding up over the kayaker's head.
- **Flotation:** The PFD should have a minimum of 15.5 lbs. flotation.
- **Attachment method:** The PFD should be secured to the kayaker in a method that will not accidentally come undone. Some methods include buckles, zippers or cinch straps to tighten around the body.
- **Design features:** The PFD should be short enough to avoid interfering with a spray deck and have limited interference with paddling motions. Look for pockets and attachment points for safety gear like knives or tow belts.

Important:

There are PFDs on the market that come with a built in quick release rescue belt. These rescue belts are valuable, should an emergency arise and you have been trained in their use and limitations. Improper use, however, of these jackets can be dangerous. Get appropriate swiftwater rescue training!

Helmets: A helmet is a protective covering for the head. Due to their important purpose of protecting the head from injury, helmets should be carefully chosen. To be functional, a helmet must be lightweight and allow the paddler an unrestricted field of vision. The helmet should provide quick drainage after a capsize and roll. A good helmet covers the temples, forehead and base of the skull. It is well padded or contains a good suspension system that will absorb the force of an impact. The helmet should maintain its shape when compressed. Note the forehead and temple coverage with the helmet on the right.



Plastic shell helmets with closed cell foam padding.

It is important that helmets are tensioned appropriately with the chinstrap; otherwise they can slide backwards or forwards off the head. A helmet needs to maintain its strength to protect the head. If a helmet has sustained a sizable impact, it should be replaced.



These helmets have a composite shell with closed cell foam padding.

HEAT AND HUMIDITY AS RISK FACTORS

The Challenge of Exercising in the Heat

During exercise, the muscles produce heat. This heat must be dissipated, or the body runs the risk of overheating. Overheating can result in serious, potentially life-threatening injuries.

Sweating is one of the heat-dissipating mechanisms of the body. When sweat evaporates, it cools off the body.

Most sport activities lead to heat production and sweating. Evaporation of sweat works best when the air is dry. In moist, damp air, sweat cannot evaporate easily, and cooling off is harder.

If the air temperature is high during vigorous activity, paddlers can lose a significant amount of water through sweating.

High temperatures and high relative humidity make it hard for the body to dissipate heat; heavy sweating occurs, but the water lost does not help cool off the body. Under these conditions, paddlers run the risk of overheating.

Water lost as a result of heavy sweating can lead to dehydration. Dehydration can reduce performance, decrease the body's ability to dissipate heat, and endanger health.

During exercise in the heat, adequate hydration is a must. Paddlers must drink water whenever the risk of dehydration is present.

Thirst is not a good indicator of a need for water. In fact, dehydration has already started if a paddler feels thirsty.

In most exercise conditions, the rate at which paddlers lose water exceeds the rate at which they can absorb it by drinking. Exercise in a hot environment accentuates this. Paddlers therefore need to drink fluids before they are thirsty.

Because their sweating mechanism is not fully developed, children run a higher risk of overheating when exercising in the heat. In addition, children tend to not drink enough during exercise, especially if the drink is not flavoured.

Steps to Take to Avoid Heat Injuries

- Give paddlers enough time to get used to the environment they will face. Insisting on heat acclimatization may mean adjusting duration and intensity of practice.
- To protect paddlers (especially young children) from the potentially harmful effects of ultraviolet (UV) rays, have them do the following:
 - Wear a hat or a cap with a visor
 - Wear UV protecting sunglasses
 - Wear clothes that cover the upper part of the body, the neck, the arms, and the legs
 - Use sun screen lotion (protection factor of 30 or more) on exposed skin, including the face and hands
 - Avoid exposing their body to the sun without effective protection when the UV index is high

- If possible, train in the shade
- Before exercise, paddlers should drink 400 to 600 ml of fluid.
- During exercise, paddlers should drink 150 to 250 ml of fluid every 15 minutes. Remind paddlers to drink, lead by example, and never restrict paddlers from drinking during a practice.
- After exercise, paddlers should rehydrate by drinking as much fluid as thirst dictates; paddlers may have to force themselves to drink.
- Beverages should be cool (8° to 10°C) and not too sweet; children prefer flavoured sport drinks, and using them encourages children to drink.
- Tell paddlers to bring a personal water bottle with cold fluids to each practice or river run; inform parents about the importance of hydration; make sure each bottle is clean and well identified.
- Tell paddlers to monitor their hydration level by checking their urine. If it is dark, if there is not much of it, and if it has a strong smell, paddlers are probably dehydrated and should force themselves to drink.

Note:

Pay particular attention to these steps during the first few hot days of spring or summer, when paddlers are not yet acclimated to hot and humid weather.

If the humidex is above 30°C, and especially if it exceeds 35°C:

- Tell paddlers to bring extra water or sport drinks, ensure there will be access to water during the practice, and bring a big jug of fluids.
- Tell paddlers to dress in loosely fitting, lightweight, light-coloured clothes.
- Plan for low-intensity activities.
- Plan for shorter sessions, with frequent and longer pauses.
- Schedule practices early in the morning or during the evening; avoid the hours between 10 a.m. and 6 p.m.
- Consider changing the location of the practice to a shaded area, or ask paddlers to bring umbrellas to create shade during breaks.
- Consider exercising indoors, in a facility with air conditioning.
- Consider alternatives to physical exercise.

COLD AS A RISK FACTOR

The Challenge of Exercising in the Cold

- The colder the environment, the faster the body temperature decreases.
- During exercise in a cold environment, the skin can become wet as a result of sweating or exposure to rain or snow. A wet skin surface cools the body faster than a dry surface.
- The temperature may drop considerably once the sun has set; this can quickly increase the risk associated with exercising in a cold environment.
- Wind magnifies the perception of cold and increases the rate at which the body loses heat. This effect can be further amplified if the skin is wet.
- In cold weather, high humidity makes a temperature feel colder than the air temperature indicates
- It is generally easier to tolerate the cold when the air is dry; however, cold, dry air makes it hard for some asthmatics to breathe.
- Skin can freeze when exposed to very cold temperatures, and circulation slows when this happens. Tissue can be damaged if frostbite is prolonged and extensive. Extremities (toes, fingers, nose, and ears) are particularly at risk in cold temperatures, because the body shunts blood flow to central organs and tissues to maintain the body's core temperature.
- In severe cold, brain function can slow down, and risk of further injury in prolonged exposure increases.
- Children get cold much faster than adults and their skin is more likely to freeze. People with less body fat usually have less tolerance for cold than those with more body fat.
- Muscles and other soft tissues that are cold are more susceptible to injuries such as pulls and tears, especially if movements are sudden and intense.
- In very dry, cold environments, loss of water vapor through breathing and the evaporation of sweat from exposed surfaces may lead to dehydration.
- Wearing appropriate clothing can be a challenge when exercising in the cold. Clothes must protect against the cold while not impairing the body's ability to get rid of heat produced during exercise. Heavy clothing can be cumbersome and may interfere with movement; it can also increase air resistance in some sports where speed is critical. On the other hand, the thin clothing used in many sports often offers little protection from cold and wind.
- Some fabrics can wick water from the body surface (e.g. synthetics such as polypropylene or Gore-Tex®), reducing the risk of heat loss. Other fabrics trap heat (e.g. cotton or nylon), increasing the risk of heat loss.

Steps to Take to Avoid Cold Injuries

- Ensure paddlers wear sufficient clothing for cold conditions, and layer clothing in the following order:
 - **Layer closest to skin:** polypropylene, close fitting (wicking effect)
 - **Second layer:** fleece or wool, slight room between first layer and second layer for “trapped air” effect
 - **Third layer:** wind-breaking, water repellent, breathable layer
- When it is very cold, ensure paddlers expose as little skin as possible to the cold air.

- Once the body has warmed up and if the temperature is not too cold, consider having paddlers remove the second layer of clothing during exercise to avoid excessive sweating. Add a layer or use blankets to keep warm during breaks or pauses.
- Recommend that paddlers apply antiperspirant to their feet before they exercise to lessen sweating of the feet (which is usually followed by cooling of the feet). Those who tend to sweat a lot in their gloves or mitts may find that applying antiperspirant to the palm of their hands makes their hands feel less cold.
- Make sure paddlers hydrate properly when exercising in the cold.
- Bring children inside when they say they are cold; it is not worth the risk to prolong exercise and have them suffer from frostbite. Once a person suffers serious frostbite, the risk of subsequent frostbite in the same area may be increased.
- Never send paddlers out into the cold alone or without a way of communicating with you or an emergency centre; avoid prolonged activities in which paddlers are in isolated areas and risk becoming exhausted.
- When the weather is very cold and paddlers must train outdoors, hold your practices between 11 a.m. and 2 p.m., as these tend to be the warmest hours of the day. Be aware that the temperature drops quickly when the sun sets.
- Tell paddlers and their parents to consider the combined effect of cold and wind, not simply the temperature, when deciding how to dress; the combination of cold and wind is called wind chill. Do the same when you make teaching decisions about what activities to do and when to do them.
- If possible, choose areas that are protected from the wind; avoid activities in open areas.
- Ensure that paddlers wear protective eyewear to prevent snow or water reflection from damaging eyes and to protect from the cold and the wind.
- Have paddlers or their parents bring a change of clothing, especially socks and underwear, to practices or river runs. Try to find a warm and protected spot to change.
- Inform paddlers and their parents that paddlers should always wear a hat when exercising in the cold; over 30% of body heat may escape through the head. Ensure that paddlers cover their ears to avoid frostbite.
- Allow additional time for warming up for training; it takes longer to get the body warmed up and ready for sport in cold weather than it does in warm weather.

Wind-Chill Factor

At certain temperatures, wind may greatly increase the perception of cold. The wind-chill factor is an index that combines air temperature and wind velocity. It measures the rate at which living creatures lose body heat to the environment. The wind chill is not a temperature in the strict sense, but a temperature-like number that quantifies the sensation of cold. It was created to help reduce the risk of frostbite and other cold related injuries. The wind-chill factor should be consulted before exercising in the cold, as it provides more useful information regarding the best way to dress than temperature alone.

The table below shows the equivalent temperature (°C) felt by the human body as a result of the combined effects of ambient temperature and wind velocity. At a temperature of -20°C, a 20 km/h wind will result in a cold sensation equivalent to -30°C.

		WIND VELOCITY (km/h)															
		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80
T E M P E R A T U R E (°C)	5	5	4	3	2	1	0	0	-1	-1	-1	-2	-2	-2	-2	-3	-3
	0	0	-2	-3	-4	-5	-6	-6	-7	-7	-8	-8	-8	-9	-9	-10	-10
	-5	-5	-7	-11	-12	-12	-13	-14	-14	-15	-15	-15	-16	-16	-16	-17	-17
	-10	-10	-13	-15	-17	-18	-19	-20	-20	-21	-21	-22	-22	-23	-23	-24	-24
	-15	-15	-19	-21	-23	-24	-25	-26	-27	-27	-28	-29	-30	-30	-30	-31	-31
	-20	-20	-24	-27	-29	-30	-32	-33	-33	-34	-35	-35	-36	-36	-37	-38	-38
	-25	-25	-30	-33	-35	-37	-38	-39	-40	-41	-42	-42	-43	-43	-44	-45	-45
	-30	-30	-36	-39	-41	-43	-44	-46	-47	-48	-48	-49	-50	-50	-51	-52	-52
	-35	-35	-41	-45	-48	-49	-51	-52	-53	-54	-55	-56	-57	-57	-58	-59	-60
	-40	-40	-47	-51	-56	-57	-59	-60	-61	-62	-63	-63	-64	-65	-65	-66	-67
	-45	-45	-53	-57	-60	-62	-64	-65	-66	-68	-69	-69	-70	-71	-72	-73	-74
-50	-50	-58	-63	-66	-68	-70	-72	-73	-74	-75	-76	-77	-78	-79	-80	-81	

The table below shows how quickly frostbite can occur in adults when skin is suddenly exposed to the cold. Frostbite occurs faster in children; it also occurs faster if the skin exposed to the cold is cooler than it normally is at room temperature.

Wind-Chill Factor (°C)	Number Of Minutes In Which Frostbite Can Occur
-25	45
-35	10
-60	2



Risk Management

4. Risk Management

In the pool, the management of risk and liability falls principally to the pool management. But when kayaking moves outside the confines of a supervised municipally operated facility, risk and liability transfers back to the organization and individuals that are running the program. This is an important distinction for everyone involved in kayaking.

LEADER LIABILITY

More than ever before, leaders have to be aware of the risks and responsibilities they assume when they lead a trip. These risks and responsibilities include those that are legal in nature. No matter what their certification, experience, employment or volunteer status, sport discipline, or location of residence, leaders at all times have a legal obligation to provide a safe environment for paddlers.

To understand this obligation more fully, leaders must understand some key legal principles, including negligence and liability. Leaders must also understand concepts and techniques related to risk management. With this knowledge, leaders can determine the applicable standard of care, can assess their own leading situation for risks, and can put in place appropriate measures to manage these risks.

NEGLIGENCE

Negligence is a term with precise legal meaning. The term relates to standards of behaviour that the law expects, and understanding the law of negligence is an essential first step in learning how to provide a safe environment for paddlers. In general terms, negligence refers to behaviour or action that falls below a “reasonable standard of care.” The law in Canada demands that we behave in a particular way so that others who might be affected by our actions are not exposed to an unreasonable risk of harm. The standard of behaviour instructors/leaders are expected to meet is termed an “objective” standard. As adults and as leaders, we are all credited with the same general intelligence and sensibility, and the law therefore expects each of us to behave in a reasonable fashion in similar situations.

The law does not expect leaders to be perfect in his or her behaviour; rather, the law expects leaders to be reasonable and act as other reasonable leaders would in the same circumstances.

It is widely accepted that there is a certain amount of risk in many sport activities and that such risk is knowable, foreseeable, acceptable, and depending on the sport, even desirable. What is unacceptable in paddling are behaviours that puts paddlers at unreasonable risk or in danger.

A leader’s conduct is negligent when all four of the following occur:

1. A duty of care exists (such as the one that exists between an leader and a paddler).
2. That duty imposes a standard of care that the leader does not meet.
3. A paddler or some other person experiences harm.
4. The failure to meet the standard of care can be shown to have caused or substantially contributed to the harm.

For the leader, the standard of care is the most important of the above elements. The standard of care is what the leader should do in a given situation. Standard of care is difficult to define precisely because it is influenced by the risk inherent in the surrounding circumstances. Thus, the duty to act responsibly remains constant, but the specific behaviour required to fulfill that duty changes with the circumstances.

Determining what the standard of care is in any given circumstance involves looking to four sources:

1. **Written standards** – these are government regulations, equipment standards, rules for a particular sport or facility, rules from a sport governing body, teaching/leading standards and codes of conduct, and other internal risk-management policies and procedures.
2. **Unwritten standards** – these are norms or conventions in a sport, an organization, or a facility that might not be written down, but are nonetheless known, accepted, and followed.
3. **Case law** – these are court decisions about similar situations. Where the circumstances are the same or similar, judges must apply legal principles in the same or similar ways. Earlier decisions of the court are a guide, or precedent, for future decisions where the facts are similar.
4. **Common sense** – this means simply doing what feels right, or avoiding doing what feels wrong. Common sense is the sum of a person's knowledge and experience. Trusting one's common sense is a good practice.

Note: The responsible and prudent leader is familiar with written policies that govern him or her, is aware of unwritten norms and practices, knows something of the case law as it applies to leaders, and has learned to trust his or her intuitive judgment and common sense.

LIABILITY

Where all four conditions of the legal definition of negligence have been met, negligence of the leader may be established. What follows then is the question of liability. While negligence refers to conduct, liability refers to responsibility for the consequences of negligent conduct. Responsibility may lie with the leader who was negligent or with another person or entity.

For example, an insurance policy transfers the financial liability for negligence to an insurance company. A valid waiver of liability agreement might eliminate liability entirely. An injured paddler may be partially responsible for his or her injuries and thus may share liability with the negligent instructor/leader. Also, a sport organization may be liable for the negligent actions of its leader, whether he or she is an employee or a volunteer.

Liability can also refer to responsibility for the consequences of conduct that fails to meet a predetermined legal standard other than the standard of care in a situation where negligence occurs. In addition to arising from negligence, liability can arise when a law is broken or a contract is breached. The prudent leader avoids these types of liability by obeying laws and complying with contractual agreements.

In sum, an understanding of the legal meaning of negligence answers the leader's question: How does the law expect me to behave? The follow-up question is: How can I be sure that my behaviour will meet this expectation? The answer to this question lies in risk management.

WHAT IS RISK MANAGEMENT?

Good risk management begins with awareness and in order to practice good risk management it is important to gain an understanding of what it is, as well as the elements of its process.

Risk usually refers to an uncertainty of outcome. Management of the 'uncertainty' involves planning, organization, directing and controlling resources to eliminate, reduce or accept the consequences of risk.

Accidents resulting in injury or property damage usually occur as the result of an unsafe act or unsafe condition. By concentrating on acts and conditions that lead to losses, strategies and procedures can be developed to reduce the number of losses and the consequences of those losses should they occur.

Risk management and safety planning must be integrated to obtain maximum results and a “reasonable standard of care.”

The formula for effective risk management is a simple one; determine risk factors, outline safety strategies, identify a reasonable standard of care, employ intelligent and creative techniques for meeting it and NEVER willingly let it be breached.

For us as leaders, the key to success lies in finding ways to facilitate effective river running trips, in a safe and enjoyable way.

All in all, risk management means exactly what it says, the management of risk. In whitewater kayaking, risk cannot be eliminated, but it can be controlled. From policy to practice the amount of risk and the amount of risk of liability can be brought down to acceptable levels for both our participants and us.

Risk management is about taking steps to *identify, measure, and control risks*. This involves spending time thinking about potentially risky situations, deciding which situations might pose serious risks, and determining what steps to take to minimize those risks. The common ingredient in all these tasks is common sense.

There are four strategies for controlling risks, all of which are important to leaders:

1. **Retain the risk** – the risk is minor and is inherent in the paddling activity, and the leader is willing to accept the consequences. The leader therefore does nothing about the risk. In paddling, this is often a legitimate risk-management strategy.
2. **Reduce the risk** – the risk is moderately significant and the leader takes measures to reduce the likelihood of the risk occurring or minimize its consequences if the risk occurs; the leader does this by planning carefully, supervising paddlers appropriately, and educating paddlers.
3. **Transfer the risk** – the risk is significant and it is transferred to others through contracts, including waivers and insurance or allowing them to make a decision to accept the risk.
4. **Avoid the risk** – the risk is severe and the leader decides to avoid anything that may cause the risk.

Note:

There is no template, formula, or checklist for managing risk. The law expects leaders to provide a safe environment for paddlers, but what that means for a leader’s conduct will vary with circumstances, including paddlers’ age and skill level and the environment where the teaching/leading activity occurs.

THE LEADER’S PERSONAL RISK MANAGEMENT PLAN

The informed and prudent leader protects himself or herself by implementing a personal risk-management plan. This plan helps the leader in two ways. First, it promotes a safe program and helps prevent injuries from occurring. Second, it helps protect the leader from liability claims when an injury cannot be prevented.

Leaders can, and should, practice their own personal risk management by following this ten-point plan:

1. Be familiar with and adhere to applicable standards, both written and unwritten, as well as internal policies and rules governing the facility, the sport, and your program.
2. Monitor your paddlers’ fitness and skill levels, and teach new skills in a progressive fashion suitable to their age and skills. Never leave young paddlers unsupervised.

3. If you do not have access to medical personnel, as a qualified leader, you are required to keep adequate first-aid supplies on hand and you must be trained in administering first aid.
4. Develop an Emergency Action Plan for the facility or site where you regularly hold sessions or river runs. Carry with you, at all times, emergency contact numbers and paddlers' medical profiles.
5. Inspect facilities and equipment before every session and river run. Take steps to ensure any deficiencies are corrected immediately, or adjust your activities accordingly to avoid the risk.
6. Work with your employer or sport organization to develop and use appropriately worded assumption-of-risk agreements in your programs. Where appropriate, develop and use agreements waiving liability; these are suitable only for adult paddlers (not to be used in Quebec).
7. You should be covered by the liability insurance policy of your employer if you are paid for your leading services or by the liability insurance policy of your organization if you are a volunteer leader. Find out whether you are covered. If you aren't, obtain your own insurance.
8. Don't be afraid to stop or withdraw from any activity that poses unreasonable risks. This could include revising or stopping paddlers from an activity.
9. Trust your common sense and intuition!
10. Actively pursue your own training, professional development, and leading certification.

THE GOALS OF RISK MANAGEMENT

There are four possible goals of risk management. The ultimate goal is protection from legal liability. The four ways of achieving such protection, in order of desirability, are;

1. By preventing the occurrence of any injuries.
2. By preventing the commencement of lawsuits for such injuries.
3. By preventing such lawsuits from being successful.
4. By minimizing the amount of damages that may be paid to the plaintiff.

The primary goal of risk management is the prevention of injuries. The reasons for this are many. Most important, the reasons are moral and ethical concerns. The prevention of injuries would be our first priority even if there were no legal issues involved.

In addition, ***preventing injuries just happens to be the best way to prevent liability.*** If no injury occurs, no possibility of liability arises in the first place. ***Again for us as leaders the message is clear: "Safety is our first priority."***

Legal Benchmarks When Assessing Standards of Care

1. External written standards and practices (e.g., CKC-Whitewater training).
2. Internal written standards and practices (your employer's policies and practices, plus your own Leaders log).
3. Unwritten standards of comparative community practice (e.g., what everyone else does.).
4. Common sense (e.g., Teaching basic ferries above Niagara Falls!).

Given a worst case scenario and you are the subject of a litigation action, your technical training, certification and degree of professional organization, including your Professional Log of leading history will provide a clear picture of your level of expertise. As a defendant you would attempt to portray yourself as a competent well trained professional who maintained meticulous records and had an established, verifiable history in leading safe paddling sessions and trips. In addition, you would want to show that your standard of care was at or above that of a “reasonable” standard.

To offset liability in this area, as Leaders we must ensure that we maintain a high level of attention to safety issues and that we are trained and capable of responding to;

1. common whitewater rescue scenarios and
2. dealing with first aid situations often in wilderness environments.

Crisis Management & Accident Response

Although we focus our efforts on the prevention of injuries and dangerous situations, things can and do go wrong. Very often the difference between an effective rescue and a near crisis is the knowledge, training and skills of the paddlers involved.

Effective response to incident (rescue or medical):

- Emergency Action Plan (EAP)
- Evacuation routes
- Nearest hospital
- Telephone numbers
- (See EAP assignment)

Incident/Accident report form:

Write down the details of the incident. Remember that this becomes a legal record of the incident:

- Who?
- Where?
- What happened?
- Who witnessed it?
- What actions were taken? Follow up.

Duty of Care to Minors

When leading minors, a leader must remember and take into consideration the following three principles.

1. The highest duty of care.
2. The prudent parent rule.
3. The principle of intervention.

Escaping the Liability Trap

The best way to avoid liability issues is to maintain an excellent standard of care in your operations and activities. We cannot avoid our legal responsibilities but we can ensure that we lead safe paddling programs.

1. Get trained!
2. Maintain a high standard of care.
3. Use Waivers or Assumption-of-Risk agreements (Quebec)
4. Determine your EAP for every location you teach at or river you lead on.
5. Carry and use Incident Report Forms (IRF)

WAIVER OF LIABILITY – AN OVERVIEW

Ordinarily if one person behaves negligently toward another, the injured person can sue the other. However, one person can agree to let another person behave negligently by signing a valid contract waiving the right to sue. Agreements of this sort are usually in writing and signed by the person who's right to sue is being done away with. The participant, in effect, is giving their permission for someone to be negligent to them.

For any waiver to be considered valid, the people signing it must understand what it involves, and there cannot be any discrepancy between what one person thinks it means and what the other person thinks it means

Over the years, courts have developed a very stringent set of guidelines for valid waiver of liability agreements and they become more stringent as new cases arise. These specific requirements have been identified by the courts as necessary to form a valid waiver of liability agreement.

1. A waiver of liability must be in writing and signed by the person whose right to sue you wish to limit.
2. The waiver must specifically refer to negligence; the word "negligence" must be used.
3. Because the parties to a contract must know exactly what it is they are agreeing to, a waiver of liability agreement must be clearly and unambiguously worded, in terms easily understood by a layperson.
4. If the clause that contains the waiver of liability agreement does not appear alone on a piece of paper signed by the participant, it must be brought to their attention.
5. It must be provided to the participant before the activity and they must be given an appropriate amount of time to read it.

We rarely see a waiver of liability on its own. It is usually in combination with one or more of the following components. Each component may require a signature.

- Acknowledgement and acceptance of risks associated with whitewater paddling.
- The waiver of liability, or giving up the right to sue even if negligence is proven.
- A clause stating that the participant has read and understood everything that they have signed.
- A medical questionnaire designed to screen for serious health concerns that may affect the participants own safety and potentially that of the group; such as Allergies, Asthma and other conditions.

Generally it is considered good practice for instructors to provide information pertaining to risk to participants before the signing of waivers and getting the paddling program underway.

The actions of the instructor are not the actions of an ordinary person. You will be judged according to other reasonable experts in similar circumstances.

The signing of waivers by children or their parents is problematic in Canada and some jurisdictions are now using “**Acknowledgement and Acceptance of Risks**” to provide legal protection for their programs. This approach is being recommended because minors and their parents cannot waive their rights to sue.

Note:

In Quebec waivers are illegal. Programs must use “Acknowledgement and Acceptance of Risks” forms

Sample Waiver 1

**RELEASE OF LIABILITY, WAIVER OF CLAIMS
ASSUMPTION OF RISKS AND INDEMNITY AGREEMENT**

By signing this document you will waive certain legal rights, including the right to sue.

PLEASE READ CAREFULLY

AWARENESS AND ASSUMPTION OF RISK

I am aware that _____ involves risk including risk of personal injury, death, property damage, expense and related loss, including loss of income. Included in these risks are negligence on the part of (Name of Association), its directors, officers, officials and volunteers, other participants and owners of the facilities where the activities occur (referred to in the rest of this agreement as “(_____ AND OTHERS”). I freely accept and fully assume all such risks and the possibility of personal injury, death, property damage, expense and related loss, including loss of income.

RELEASE OF LIABILITY, WAIVER OF CLAIMS AND INDEMNITY AGREEMENT

In consideration of (_____) accepting my application to participate in this activity, I agree:

1. To waive any and all claims that I may have in future against (_____) AND OTHERS.
2. To release the (_____) AND OTHERS from any and all liability for any personal injury, death, property damage, expense and related loss, including loss of income that I or my next of kin may suffer as a result of my participation in this activity, due to any cause whatsoever, including negligence, breach of contract or breach of any statutory duty of care.
3. To hold harmless and indemnify (_____) AND OTHERS from any and all liability for any damage to property of, or personal injury to, any third party, resulting from my participation in this activity.
4. That this agreement is binding on not only myself but also my next of kin, heirs, executors, administrators and assigns.

I HAVE READ THIS AGREEMENT AND UNDERSTAND IT. I AM AWARE THAT BY SIGNING THIS DOCUMENT I AM WAIVING CERTAIN RIGHTS WHICH I OR MY NEXT OF KIN, HEIRS, EXECUTORS, ADMINISTRATORS AND ASSIGNS MAY HAVE AGAINST (_____) AND OTHERS.

Signed this _____ day of _____, 20 _____

Witness

Signature of Applicant

Please print name clearly

Please print name clearly



ALBERTA WHITEWATER ASSOCIATION
WAIVER OF LIABILITY AGREEMENT
(FOR THOSE 18 YEARS OF AGE OR OLDER)

**WARNING - BY SIGNING THIS FORM YOU GIVE UP IMPORTANT LEGAL RIGHTS !
PLEASE READ CAREFULLY!**

Participant's Name: _____

DISCLAIMER CLAUSE

The Alberta Whitewater Association, their members, clubs, instructors/coaches, directors, agents, employees, volunteers and representatives (hereafter referred to as the "Associations") and Her Majesty the Queen in Rights of the Province of Alberta are not responsible for any injury, loss or damage of any kind sustained by any person while participating in the Association's programs and activities for whitewater kayaking and canoeing, including injury, loss or damage which might be caused by the negligence of the Associations.

DESCRIPTION OF RISKS

I acknowledge that I am aware of the possible RISKS, DANGERS AND HAZARDS associated with the water programs, outdoor adventures and activities for kayaking and canoeing either in a pool or outdoors in lakes, rivers or sea, and travel in vehicles, including **THE POSSIBLE RISK OF SEVERE OR FATAL INJURY TO MYSELF OR OTHERS**. These risks, dangers and hazards include, but are not limited to:

- ◆ The risk of DROWNING or near drowning including but not limited to: falling out of the kayak/canoe into the water, underwater entrapment by a water feature, equipment entanglement or being knocked unconscious in the water;
- ◆ Injuries resulting from your body hitting the canoe/kayak, paddle, water surface, pool surface, shoreline embankments, underwater features or being hit by another boat, paddle or paddler
- ◆ Extremes of cold and hot weather and temperature which may result in hypothermia, hyperthermia, sunstroke, sunburns or heat exhaustion
- ◆ Prolonged or sudden exposure to cold water which may result in hypothermia or cardiac arrest
- ◆ Hazards related to windstorms, thunderstorms, lightning, hailstorms, or snowfall
- ◆ Hazards related to travel in and on lakes, rivers or seas
- ◆ Hazards related to poles, wires, strings, gates and/or crossbars used to hang slalom courses or mark downriver courses that may entangle or snare a person on the water
- ◆ Remote locations in mountain terrain, river valleys and canyons with poor communications and inability to get rescue or medical assistance quickly or easily
- ◆ Unfamiliar country and wilderness areas where the participant may be separated from the rest of the party, become lost, get off course or become stranded.
- ◆ Medical problems arising before, during or after the trip
- ◆ Terrain where a slip, trip or fall may cause injury or death
- ◆ Other injuries (e.g. blisters, bruises, burns, cuts, sprains, strains, dislocations, fractures, concussions, acute or overuse injuries)
- ◆ Additional risks associated with travel to and from locations including transport by public or private motor vehicle, helicopter and fixed wing aircraft that may result in a vehicle accident
- ◆ Failure to follow directions from instructors or those in charge of outdoor trips, including those specifying
 - a) staying with the group at all times unless those in charge are consulted and provide consent;
 - b) wearing an approved personal flotation device (PFD) and helmet when on and around water;
 - c) safe use of tools and other equipment where required
- ◆ Illness related to poor personal hygiene
- ◆ Illness related to ingesting impure water or food
- ◆ Allergic reactions to natural substances in the environment (e.g. poison plants, bee stings, bugbites, poison venom)
- ◆ Allergic reactions to substances in food items
- ◆ Injuries related to encounters with animals and plants in the environment;
- ◆ Injuries related to equipment (poor fit, improper adjustment, malfunction, or becoming tangled)

- ◆ Injuries related to lifting, carrying, walking with, or putting down the craft and/or packs;
- ◆ Other risks normally associated with participation in the activity and environment.
- ◆ Loss of or damage to my boat, paddle, gear and other equipment before, during or after the activity

CONSENT AND ACKNOWLEDGEMENT OF RISK

1. I acknowledge it is my duty and my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the Associations.
2. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that I may suffer personal and potentially serious injury arising from my participation.
3. I acknowledge that the Associations have the right to refuse to allow me to participate in any activity if, in the Associations' opinion, I am not adequately fit, not properly equipped, insufficiently skilled or otherwise not ready to participate safely.
4. I agree to abide by the rules and regulations, including directions and instructions from the Associations and/or service providers, administrators, instructors/coaches and supervisors over all phases of the program/activity.
5. I have read and agree to abide by the Code of Conduct and rules.
6. In the event that I fail to abide by the rules and regulations or Code of Conduct or rules, disciplinary action may require my exclusion from further participation and I will be responsible for any related costs associated.
7. I acknowledge that it is my duty to advise the Associations of any medical/health concerns (e.g., medical, physical, emotional, learning, and/or behavioural conditions) that may affect my participation.
8. I acknowledge that the Associations may cancel the activity if conditions are deemed unsafe (e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation.
9. I acknowledge that the Associations may secure transport to emergency medical services as they deem necessary for my immediate health and safety, and that I shall be financially responsible for such services
10. Based on my understanding, acknowledgement, and consents as described herein, I agree to participate under these conditions **throughout this calendar year.**

INDEMNIFICATION AND RELEASE OF LIABILITY

In return for the Associations allowing me to voluntarily participate in its programs and activities, I agree:

1. TO ASSUME AND ACCEPT ALL RISKS arising out of, associated with or related to my participation in the Associations' programs and activities, even though such risks may have been caused by the NEGLIGENCE of the Associations;
2. TO BE SOLELY RESPONSIBLE FOR ANY INJURY, LOSS OR DAMAGE which I may sustain while participating in the Associations' programs and activities for kayaking and canoeing, even though such injury, loss or damage may have been caused by the NEGLIGENCE of the Associations;
3. TO IDEMNIFY AND HOLD HARMLESS the Associations, its officers, directors, agents, volunteers, employees and representatives from any and all claims, demands, actions and costs which might arise out of my participation in the Associations' water programs and activities for kayaking and canoeing, even though such claims, demands, actions and costs may have been caused by the NEGLIGENCE of the Associations.

ACKNOWLEDGEMENT

I UNDERSTAND THAT THIS IS A LEGAL AGREEMENT. It is binding upon myself as well as upon my heirs, next of kin, executors, administrators, assigns and representatives, in the event of my death or incapacity. I HAVE READ AND UNDERSTOOD ALL THE TERMS OF THIS AGREEMENT, and by signing this agreement voluntarily I am agreeing to abide by these terms.

Name of Participant _____ Date of Birth _____

Address _____ Town _____ Postal Code _____

Phone # _____ Email _____

Signature: _____ Signed this _____ day of _____
20_____

Name of Witness _____ Signature of Witness _____



ACKNOWLEDGEMENT OF RISK AND CONSENT OF PARENT/GUARDIAN
(FOR THOSE 17 YEARS OF AGE AND YOUNGER)

WARNING! BY SIGNING THIS AGREEMENT YOU WILL WAIVE CERTAIN LEGAL RIGHTS!

PLEASE READ CAREFULLY!

Participant's Name: _____ Date: _____

1. This is a binding legal agreement; therefore clarify any questions or concerns BEFORE signing. The Alberta Whitewater Association make available paddling programs for the benefit of the Participant. As a Participant in the programs, activities and events of the Alberta Whitewater Association, the undersigned, being the Participant and/or Parent/Guardian of the Participant (collectively the "Parties") acknowledges and agrees to the following terms:

DISCLAIMER CLAUSE

2. The Alberta Whitewater Association, their respective members, instructors, coaches, directors, officers, committee members, agents, employees, volunteers and representatives (hereafter referred to as the "Associations") and Her Majesty the Queen in Rights of the Province of Alberta are not responsible for any injury, personal injury, loss, damage, property damage, expense, loss of income or loss of any kind suffered by a Participant or any person, during, or as a result of the **RISKS, DANGERS AND HAZARDS** associated with the sport of whitewater kayaking/canoeing or while participating in the Associations' programs, activities and events.

DESCRIPTION OF RISKS

3. The Participant is participating voluntarily in the programs, activities and events of the Associations and in the sport of whitewater kayaking and canoeing. In consideration for participation in the Associations' programs, activities and events, the Parties acknowledge that they are aware of the **RISKS, DANGERS AND HAZARDS** associated with the Associations programs, activities and events which include, but are not limited to, water programs, outdoor adventures and activities relating to kayaking and canoeing in either a pool or outdoor lakes, rivers or sea, and travel in vehicles and there is **POSSIBLE RISK OF SEVERE OR FATAL INJURY TO THE PARTICIPANT OR OTHERS**. These risks, dangers and hazards include, but are not limited to:
 - a) **DROWNING** or near drowning, for reasons including, but not limited to: falling out of the kayak/canoe into the water, underwater entrapment by a water feature, equipment entanglement or being knocked unconscious in the water;
 - b) Injuries resulting from physically hitting the canoe/kayak, paddle, water surface, pool surface, shoreline embankments, underwater features or being hit by another boat, paddle or paddler;
 - c) Extremes of cold and hot weather and temperature which may result in hypothermia, hyperthermia, sunstroke, sunburns or heat exhaustion;
 - d) Prolonged or sudden exposure to cold water which may result in hypothermia or cardiac arrest;
 - e) Hazards related to windstorms, rainstorms, lightning, hailstorms, or snowfall or travel in and on lakes, rivers or seas;
 - f) Hazards related to poles, wires, strings, gates and/or crossbars used to hang slalom courses or mark downriver courses that may entangle or snare a person on, in or under the water;
 - g) Remote locations in mountain terrain, river valleys and canyons with poor communications and inability to get rescue or medical assistance quickly or easily;
 - h) Unfamiliar country and wilderness areas where the Participant may be separated from the Associations become lost, get off course or become stranded;
 - i) Medical problems arising before, during or after an Associations program, activity or event.
 - j) Terrain which causes a slip, trip or fall;
 - k) Other injuries (e.g., blisters, sprains, strains, dislocations, acute or overuse injuries);
 - l) Additional risks associated with travel to and from locations including transport by public or private motor vehicle, helicopter and fixed wing aircraft that may result in a vehicle accident;
 - m) Failure to follow directions from instructors or those in charge of outdoor trips, including those specifying:
 - i. Staying with the group at all times unless those in charge are consulted and provide consent;
 - ii. Wearing an approved personal flotation device (PFD) and helmet when on and/or around water;
 - iii. Safe use of tools and other equipment where required.

- n) Illness related to poor personal hygiene or ingesting impure water or food;
- o) Allergic reactions to food or natural substances in the environment (e.g. poison plants, bee stings, bug bites, poison venom);
- p) Injuries related to encounters with animals and plants in the environment;
- q) Injuries related to equipment (poor fit, improper adjustment, malfunction, or becoming tangled);
- r) Injuries related to lifting, carrying, walking with, or putting down the craft and/or packs;
- s) Other risks normally associated with participation in the activity and environment; or
- t) Loss of or damage to personal boat, paddle, gear and other equipment before, during or after the activity.

CONSENT AND ACKNOWLEDGEMENT OF RISK

4. The Parties consent and acknowledge:
 - a) It is their duty and a right granted by the Associations to obtain as much information as required about the programs, activities and events of the Associations and any and all associated risks and hazards, including information beyond what has been provided to the Parties by the Associations.
 - b) That the Parties freely and voluntarily assume the risks/hazards inherent in the programs, activities and events of the Associations and understand and acknowledge that the Participant may suffer personal and potentially serious injury arising from participation.
 - c) That the Associations have the right to refuse to allow the Participant to participate in any program, activity or event if, in the Associations' opinion, the Participant is not adequately fit, not properly equipped, insufficiently skilled or otherwise not ready to participate safely.
 - d) To abide by the rules and regulations, including directions and instructions from the Associations and/or service providers, administrators, instructors/coaches and supervisors over all phases of the program, activity or event.
 - e) The Parties have read and agree to abide by the Associations' Code of Conduct and rules.
 - f) In the event that the Participant fails to abide by the rules and regulations or Code of Conduct or rules of the Associations, disciplinary action may require exclusion from further participation and the Parties will be responsible for any related costs associated.
 - g) That it is the Parties duties to advise the Associations of any medical/health concerns (e.g., medical, physical, emotional, learning, and/or behavioral conditions) that may affect participation.
 - h) That the Associations may cancel the activity if conditions are deemed unsafe (e.g., weather, health advisory). The Parties accept that the Associations will not be liable for any costs associated with such a cancellation.
 - i) That the Associations may secure transport to emergency medical services as they deem necessary for the Participants immediate health and safety, and that the Parties shall be financially responsible for such services.
 - j) Based on the Parties understanding, acknowledgement, and consents as described herein, the Participant agree to participate under these conditions **throughout this calendar year**.

INDEMNIFICATION AND RELEASE OF LIABILITY

5. In consideration for the Associations allowing the Participant to voluntarily participate in its programs, activities and events, the Parties agree:
 - a) **TO ASSUME AND ACCEPT ALL RISKS** arising out of, associated with or related to the Participants participation in the Associations' programs, activities and events, caused by the **RISKS, DANGERS and HAZARDS** described herein;
 - b) **TO WAIVE ANY AND ALL CLAIMS** that the Parties may have now or in the future against the Associations with respect to the **RISKS, DANGERS and HAZARDS** described herein;
 - c) **TO ACCEPT FREELY AND BE SOLELY RESPONSIBLE FOR ANY INJURY, DEATH, LOSS OR DAMAGE** which the Participant may sustain while participating in the Associations' programs, activities and events and in the sport of kayaking and canoeing caused by the **RISKS, DANGERS and HAZARDS** described herein;
 - d) **TO FOREVER RELEASE, INDEMNIFY AND HOLD HARMLESS** the Associations, and their respective members, instructors, coaches, directors, officers, committee members, agents, employees, volunteers and representatives from any and all claims, demands, actions and costs which might arise out of the Participant's participation in the Associations' programs, activities and events and in the sport of kayaking and canoeing, due to **RISKS, DANGERS and HAZARDS** described herein.

ACKNOWLEDGEMENT

6. THE PARTIES UNDERSTAND THAT THIS IS A LEGAL AGREEMENT. It is binding upon the Parties as well as upon their heirs, next of kin, executors, administrators, assigns and representatives. THE PARTIES HAVE READ AND UNDERSTOOD ALL THE TERMS OF THIS AGREEMENT, and by signing this agreement voluntarily the Parties agreeing to abide by these terms.

Signed this _____ day of _____ 20_____ Date of Birth _____

Name of Participant _____ Signature of Participant _____

Parent/Guardian Name _____ Signature of Parent/Guardian _____

Name of Witness _____ Signature of Witness _____

FORMULAIRE DE RECONNAISSANCE ET D'ACCEPTATION DES RISQUES

	CONVENTION DE PARTICIPATION
--	------------------------------------

Entre: **Fédération québécoise de canoë-kayak d'eau vive (FQCKEV)** et le participant.

Kayak Canot Rafting Compétitif Canot sur glace

Nom _____ (Tuteur) _____

Adresse _____ Appt. _____

Ville _____ Prov. _____ Code Postal _____

Tél.: (____) _____ Courriel _____

Assurance maladie: _____

VEUILLEZ LIRE ATTENTIVEMENT ET INITIALER CHAQUE PARAGRAPHE: ATTENDU QUE le participant demande de prendre part à l'une de ces activités: kayak d'eau vive, canotage en eau vive, rafting compétitif en eau vive, canot sur glace.

LE PARTICIPANT SOUSSIGNÉ DÉCLARE CE QUI SUIT:

1. **Le pourvoyeur m'a expliqué, démontré, et ce à ma satisfaction, la nature, les risques et les dangers du et, j'accepte ces risques.**_____
2. **Je suis conscient(e) que l'activité que j'entends pratiquer est dangereuse et qu'elle peut être la cause de bris ou de pertes de matériel, blessures, hypothermie, traumatismes ou décès.**_____
3. **Je suis conscient(e) également des risques encourus lors des portages, mise à l'eau et sorties de l'eau (bris ou de pertes de matériel, chutes dans l'eau, blessures, hypothermie, traumatismes ou décès).**_____
4. **Je suis particulièrement conscient(e) qu'au cours d'une descente de rapides je peux chavirer et nager en tout endroit sur le cours d'eau.**_____
5. **Je déclare que j'entends participer aux activités à mes propres risques, et que je dégage spécifiquement la FQCKEV, ses administrateurs ainsi que ses employés, de toutes responsabilités eu égard aux pertes et dommages matériels qui peuvent en résulter.**_____
6. **Je m'engage à suivre toutes les directives et instructions données par l'école, ses moniteurs, guides ou autres préposés et ce en tout temps.**_____

JE DÉCLARE AVOIR BIEN COMPRIS CHACUNE DES CLAUSES DE CETTE ENTENTE.

Signé à _____ ce _____ e jour de _____ , 20 _____

Participant (signature) _____ Pourvoyeur (signature) _____

Parent ou tuteur _____ (Nécessaire si le participant a moins de 18 ans.)

LEGAL QUESTIONS AND ANSWERS

The following are frequently asked legal questions about teaching/leading. Answers to these questions have been provided by the Centre for Sport and Law.

Q: What are the major differences between provinces/territories regarding the law and how does this impact me as an instructor/leader?

Laws in Canada can be divided into public laws (those laws that govern relations between the state and individuals) and private laws (those laws that govern relations between and among individuals and private entities – this area of law is also referred to as civil law). In Canada, public laws are generally in federal jurisdiction while private laws are generally in provincial jurisdiction.

The most well-known body of public law in Canada is the Criminal Code: this applies to everyone, regardless of province/territory of residence. Civil law varies from province/territory to province/territory, but not greatly. Examples of civil law relevant to instructors/leaders and varying slightly from one province/territory to another include human rights law, occupier's liability and the law of defamation.

An important distinction between criminal law and civil law is that there is a different 'standard' of proof, where the standard of proof refers to the certainty with which something must be proven. In criminal matters, guilt must be proven 'beyond a reasonable doubt' (a fairly high standard), while in civil matters, fault must be proven 'on a balance of probabilities' which means with a certainty that is greater than 50 percent. This is a lower standard of proof than the criminal standard. Thus, a person charged with a criminal offence could be found not guilty, while the same allegation made under civil law might be upheld.

In criminal law penalties are imposed and may include fines, restrictions on activities, restitution (paying back the person harmed), or imprisonment. In civil law, the penalties take the form of monetary compensation. The amount of compensation will depend on the cost to reimburse the harmed person for their expenses and lost income, and will also attempt to place a monetary value on any injury that the person sustains. The courts can also require a person to perform a certain service (such as following through with a contractual promise) or to refrain from doing something in the future.

Q: Are paid/contracted leaders subject to a different standard than are volunteer leaders?

Yes and no. Paid and volunteer leaders of equivalent knowledge, skill and certification, performing equivalent duties within a sport setting, will likely be held to the same legal standard of care. They will, however, have different entitlements and privileges in other areas of the law – for example, a volunteer does not have the rights an employee has under employment standards legislation.

Depending upon the circumstances of a leading activity, paid and volunteer leaders could be held to the same or similar standard. However, instructors/leaders who are paid and leaders who are not paid will usually have different duties, obligations, and scope of authority. This will influence the standard of care to which they will be held. This standard is not dictated by whether or not they receive payment for their services, but rather is dictated by the scope of the leader's responsibility and the nature of the relationship between the leader and the paddler. The standard of care is constant in that it is always a reasonable standard; however, what is reasonable will vary according to the circumstances in which the paid leader and the volunteer leader find themselves.

Q: Are leaders who are also physical educators held to a different standard?

Yes and no. Children are required by law to go to school and when in school they are under the authority and care of school officials, including teachers. Thus, a teacher has a statutory duty to stand in loco parentis, a legal term meaning that he or she stands in the place of a parent with respect to his or her students. As such, teachers have duties and responsibilities equivalent to that of a 'prudent parent', and

must behave as a parent would behave in caring for their child. Instructors/leaders that are not in a school setting do not stand “in loco parentis” in the same way that teachers do, and are not required to meet this statutory duty.

However, both leaders and teachers have specialized skills and knowledge and have a responsibility to provide a reasonable standard of care. The standard of care for anyone is determined by written standards, unwritten standards, case law, and common sense. The leader who is also a teacher will be held to written and unwritten standards that govern teaching/leading (such as leading manuals, rules of the sport, leading code of conduct) as well as written and unwritten standards that apply to teachers (such as teacher manuals, school board policies, and duties imposed by statute upon teachers). The leader in the school setting must fulfill both roles and must adhere to standards that apply to both leading and teaching activities.

Q: How would a judge describe a “reasonable and prudent person” when referring to a leader?

A leader will be held to an objective standard of behaviour that is what an average and reasonable leader would do, or not do, in the same circumstances. Black’s Law Dictionary defines “reasonable care” as that degree of care which a person of ordinary prudence would exercise in the same or similar circumstance. A leader has special skills and knowledge and is not the same as a “person of ordinary prudence”, thus the reasonable standard for the leader will be that standard expected of a reasonably prudent leader having similar knowledge and skill and finding themselves in similar circumstances.

Keep in mind that the standard is objective, meaning that it is determined not by what a leader did or did not do in a situation, but by what a leader ought to have done, or ought not to have done. It might be tempting to believe that if a leader obtains less training and gains less knowledge, he or she will be held to a lesser standard. This is not the case, as the circumstances may well require a leader of greater knowledge and skill, and that will form the benchmark against which the instructor/leader’s conduct will be measured.

Q: Are there differences in liability if you are a head leader or an assistant instructor/leader?

Yes. The head leader and assistant leader have different degrees of responsibility and authority. The behaviour required to meet the standard of care is influenced by this.

Q: What is jurisprudence?

Technically, jurisprudence is defined as the “philosophy of law” or the “science of law”. For everyday purposes, jurisprudence refers to legal principles and how they have evolved over time. The law is not static; it continually evolves to reflect changing community standards. Jurisprudence refers to the principles that are reflected in our laws, both in legislation and in common law (also referred to as “judge-made” or the accumulated body of court decisions).

Q: If I am required to sign multiple codes of ethics or conduct, to which will I be held, or will I be held to all?

You will be held to all of the codes you execute, within the specific jurisdiction in which they have been signed. In other words, if you sign a code with your provincial sport body it may hold you to it for the activities you undertake for it or within its jurisdiction. If you sign a code for a local sport club, it may hold you to it for activities you undertake with and for the club.

There may also be situations where your activity is subject to two or more codes at the same time, such as if you are coaching at the Canada Games. Unless the codes specify clearly which one might take precedence, or “trump” the others, then all may apply simultaneously. This can create difficulties if any of the terms in different codes are contradictory.

Q: Is special liability insurance a requirement for leaders?

Special liability insurance is not a requirement for leaders, but is highly recommended as a risk management measure. Ideally, organizations that employ or engage instructors/leaders should include the instructor/leader as an insured party under their general liability insurance policy. Leaders should confirm this is the case and if it is not, the leader should insist that the policy be revised accordingly. As a last resort, an individual leader can purchase his or her own insurance, but this may be difficult to obtain and expensive.

Q: What happens if I am uninsured? Are my personal assets at risk?

The purpose of liability insurance is to cover the costs that an individual might have to pay in the event they are sued, or are required to compensate another person for loss or damage. Insurance may also cover the costs to defend oneself or to otherwise respond to an allegation of wrongdoing, even where such an allegation may prove to be untrue.

The vast majority of leaders never find themselves in situations where they need insurance. However, if they do and they are not covered by an insurance policy, then they will be personally responsible for paying these costs. This could mean tapping into savings and other personal assets.

It is also important to note that insurance policies and coverage vary widely and a given insurance policy may not cover all of the leader's circumstances or all financial obligations.

Q: What are my responsibilities if an accident occurs? Must I accompany a paddler to the hospital?

The leader's responsibilities begin long before an accident occurs. The leader should have an Emergency Action Plan that identifies who does what in the event of an accident, and should have on hand all the necessary information to contact emergency and medical authorities as well as parents/guardians, and to inform medical professionals of the medical history of the injured person.

A leader does not necessarily have an obligation to accompany a paddler to the hospital; it will depend on the nature and severity of the injury, whether or not there is another responsible person available to accompany the paddler, and whether the remaining paddlers can be properly supervised should the leader be required to leave. The leader will have to make informed decisions about these matters depending on the circumstances; the Emergency Action Plan provides guidance for this decision-making, which is why it is so important to have prepared in advance.


Q: What are the most commonly occurring cases where leaders require legal assistance?

Leaders most frequently need legal assistance to deal with employment matters such as employment contracts and termination. They also seek assistance to deal with allegations of harassment and misconduct matters. On occasion, leaders require legal assistance when implicated in a lawsuit from a person who has been injured and is seeking compensation.

Q: What are the key preventative measures a leader can take to protect himself/herself?

The competent, informed and prudent instructor/leader practices his or her own personal risk management as described in the NCCP materials. A ten-point plan is presented there that lays out an array of risk management techniques accessible to all leaders. A leader protects himself or herself through gaining knowledge about negligence and liability, and applying techniques to identify and control risks in the teaching/leading environment.

Actions to Take While Leading Checklist

<p>Planning</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Waivers and medical forms – Are they filled out? Did you read them? <input type="checkbox"/> Weather – What are the predictions (temperature, precipitation, wind)? <input type="checkbox"/> Paddlers – How many are paddling. <input type="checkbox"/> Ensure that activities are appropriate for paddlers' age, fitness, and ability level. <input type="checkbox"/> Ensure that the session starts with a warm-up and that the activities include a reasonable progression and challenge for the paddlers. <input type="checkbox"/> Common sense – Use it!
<p>Emergency Action Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is your EAP prepared and accessible? Does your group know where to find it?
<p>Inspecting Equipment and Facilities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Kayak, paddle, PFD, helmet, appropriate clothing, first aid kit, rope with river knife, rescue gear, phone (if possible). Take an inventory of collective and individual equipment. <input type="checkbox"/> Assess the level and safety of the lake (wind, weather) <input type="checkbox"/> Identify environmental, equipment and facilities, framework and human risk factors. <input type="checkbox"/> Ensure that paddlers wear their protective equipment and that it is properly adjusted and in good condition.
<p>Informing Paddlers and Parents</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Inform paddlers (and parents when dealing with minors) of the inherent risks. <input type="checkbox"/> Safety talk – Did you cover all the points (see Talk for more information)?
<p>Supervising Activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the paddlers/leader ratio is within CKC safety standards. <input type="checkbox"/> Keep in mind that paddlers need constant supervision. Stop all activities when you have to leave your kayak or delegate responsibility for the group to a competent person. <input type="checkbox"/> Look for signs of hypothermia, fatigue and aggression in paddlers; if necessary, stop the trip or lesson.



Teaching and Learning

5. Teaching and Learning

NCCP CORE COMPETENCIES

As you progress through this module, you will work on developing the following competencies: problem solving, valuing, critical thinking, leadership, and interaction. Here are just some of the ways these competencies come into play in the Teaching and Learning section:

Problem-solving - Develop an appropriate lesson plan for the group and location.

Valuing - Recognize and respect differences in learning styles

Critical Thinking - Reflect on the meaning of effective teaching and factors that promote learning.

Leadership - Ensure your paddling group is properly equipped for the activity at hand.

Interaction - Work with other instructors to design activities that develop both technical skills and paddling abilities.

LEARNING OUTCOMES

After finishing this module, instructors will be able to take a critical look at their own teaching and learning skills.

- Implement an appropriately structured and organized session.
- Make interventions that promote a positive paddling experience.

WORKBOOK TOPICS

There are six teaching and learning topics in this workbook:

- Understanding your own leaning style
- Defining Learning
- Planning for safety.
- Creating conditions favourable for learning
- Analyzing a teaching situation
- Creating fun and safe activities

6. Teaching Methodology

INTRODUCTION

This Reference Material has been developed to deepen your knowledge of teaching and learning. This section covers four key topics on teaching and learning:

1. Learning
2. Teaching
3. Method of instruction
4. Planning a session

Self-Monitoring

Although it is not realistic to expect anyone to systematically improve his or her teaching abilities significantly in six hours of training, one of our goals is to provide you with some concrete means to continue developing your teaching skills on your own. This will be done through the self-monitoring process shown below.

This module will enable you to get involved in each step of this process by: (1) showing you how to use

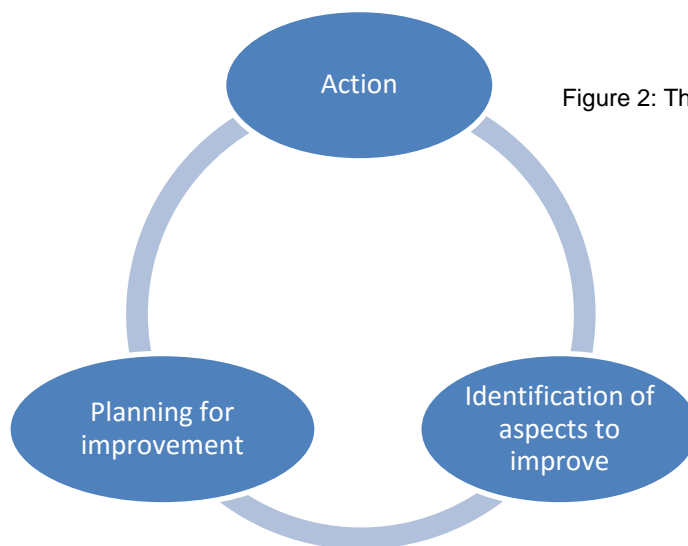


Figure 2: The self-monitoring process

some tools designed to assess teaching effectiveness; (2) providing you with the opportunity to use some of these tools; (3) showing you how to analyze data to identify specific aspects of your teaching you may wish to work on to be more effective.

Learning

“Learning” is the process through which we acquire skills and knowledge. The task of a kayak instructor is to impart the knowledge necessary to successfully perform the skills integral to whitewater kayaking.

To be an effective and successful teacher, it is necessary to understand how we learn, the factors, which affect our ability to learn, and our individual differences in learning.

How We Learn

Modern learning theories suggest that people learn best by combining the coordinated use of many senses - seeing, hearing, reading and doing. It is also generally recognized that the most effective way to acquire a new skill and/or knowledge is by doing.

In general, people remember:

- 10% of what they READ
- 20% of what they HEAR
- 30% of what they SEE
- 50% of what they HEAR and SEE
- 70% of what they SAY or WRITE
- 90% of what they DO

Frequent repetition of a physical skill develops “kinesthetic awareness”. This is a fancy way of stating that the student is developing “a feel” for the new skill. For the student’s muscles to begin acquiring this kinesthetic sense, they must experience the movement.

In experiencing the movement, the student gains valuable information, which spurs them to seek further knowledge/experiences. An important point to note is that this method of “learning by doing” actively involves the student in the learning process.

The traditional approach to instruction of using long winded explanations and lectures (despite containing valuable information) will inhibit a student’s ability to learn physical skills. Although the use of lectures has its appropriate time and place, learning to kayak is a physical sport and as such, the method of teaching should concentrate on “the doing” rather than “the hearing”. Where lectures are necessary, keep the information to a minimum and to the point.

Performance versus Learning¹

One of the principal preoccupations of instructors is how to maximize learning, even when only limited time is available. To achieve this goal, it is important to be familiar with some basic concepts related to how people learn skills and how effective instructors teach sport activities:

- Motor performance is the observable behavior of the paddler when he or she is executing a task; it can be assessed using very precise criteria, e.g. the number of times the paddler succeeds to ferry across the river at a specific site.
- Learning refers to the permanent change in motor performance or in the ability to carry out certain tasks or movements that occurs as a result of practice.
- Performance observed during a practice session is not necessarily a good indication of learning by the paddler. Establishing whether learning has taken place requires reassessing performance at a future date. Additional assessments make it possible to verify skill retention, i.e. whether the skill can be executed repeatedly and consistently.
- If the instructor does not appreciate the distinction between performance and learning, there is a risk of incorrectly interpreting the extent of the paddler’s progress as well as their ability to execute a particular task consistently and independently.

¹ The definitions presented here are a synthesis of views expressed by several experts in motor learning and sport teaching, notably Lee, Target, Cathelineau, Siedentop and Rink.

- When performance assessments are done, it is important to establish a distinction between performance in practice and performance when it is most important — in a 'must make' move (i.e. Ferry above that ledge).

Factors Affecting Learning

There are many factors that can affect a student's ability to learn. Because people vary in how they learn best, it is important to know these factors to ensure effective teaching.

The background factors that affect learning are as follows:

Age

Children have a tendency to have well-developed kinaesthetic awareness which enables them to learn a physical skill more easily than an adult. Children have limited attention spans, less fear and willingness to make mistakes. The "learning by doing" approach works extremely well with children.

Adults, however, have a tendency to be concerned with their image and can be easily embarrassed. Often they have less kinesthetic awareness. Often they have inherent fears to overcome, a good attention span (slightly better than children!), a strong desire to learn with an equally strong fear of making a mistake. The "learning by doing" approach still works best, however, a concise cognitive explanation can overcome and appease the fear of making a mistake.

Physical Characteristics

A student's size, strength and conditioning will affect his/her ability to learn. Skills taught during a class, as well as the actual duration of a class must be varied to meet the skill development and fitness level of each student.

Attitudes

Often times students have a preconceived idea as to how a new skill should be taught. They may have strong preferences for certain teaching uncomfortable with games-oriented learning, while others may feel nervous with traditional planned lessons. A variety of teaching methods and a selection of 'hot tips' are terrific assets for any kayak instructor.

Personality

Attitudes, motivation and self-confidence can affect a student's ability to learn. Motivation is a key factor in how well a student will do in their kayak course. Instructors need to determine this "why" to better tailor the instruction to the student. Self confidence gives the student the ability to try new experiences and accept initial failures in their pursuit of success. Being aware of an individual's level of self confidence and goals gives the instructor the ability to adapt the degree and nature of feedback and structure in their lesson.

Special Needs

Physically challenged individuals may require additional assistance and cooperative and creative process between the student and the Instructor which often proves to be very rewarding for both.

Immediate factors that affect learning are listed below

Fear/Confidence:

Definitely a barrier to learning. Fearful people are generally rigid and stiff in their boats, thus being more likely to capsize. Ensure that participant's ability level is appropriate for the teaching site. Common causes of fear in beginners is getting into too big and too fast water too quickly.

The opposite of fear. We feel much more confident in practicing our skills particularly when the outcomes of our efforts are positive, successful and rewarding. This is largely the result of an appropriate level of organization on behalf of the instructor.

Peer Pressure:

When paddling and learning in a group environment, the pressure our peers exert upon us may vary the success rate and enjoyment of the activity. Where positive encouragement may help a fellow

paddler to overcome fear of trying a new technique, inappropriate pressure may cause the paddler to lose interest in the activity or even put themselves in a dangerous situation in a whitewater environment. This is not limited to beginner paddlers. We are all subject to this pressure. Common situations to take heed of are parents/child and couples taking courses.

Environment:

If we are cold we don't perform well at all. Inappropriate clothing, too many swims, or prolonged periods of inactivity all contribute to getting cold. Uncontrollable shivering is a clear sign of early hypothermia. Some kind of intervention is required. Keep in mind, spring paddling in Canada means cold-water paddling. In Canada's mountainous provinces, cold water paddling is a reality all of the time. Heat and wind may also play on our ability to paddle and remain alert. Heat exhaustion and dehydration are common during intensive paddling sessions or a hot weather paddling. Remain attentive to the level of alertness of your paddlers and keep an eye out for the tell tale signs and symptoms of these common conditions.

Individual Differences in Learning

It is important to note that not all students are comfortable to learn simply by "doing". Many people have a preferred learning style. Some learn more readily by listening to an explanation, some by watching a demonstration and others are more capable of learning by "doing". The instructor should be aware of these preferences in learning style and be prepared to alter his/her method of instruction to suit the student's individual needs.

Individual differences in learning styles can be characterized by the following:

- **The Thinker** uses an analytical approach to learning. Often times, this type of student will read about the sport before doing it and requires detailed technical explanations before beginning to acquire a new skill. This type of student initially values the mental process more than the physical. A Talker is a variation of the Thinker. A Talker finds it necessary to repeat information to increase his/her understanding of the activity.
- **The Doer**, also known as the Natural Mimic, values the physical experience of "doing" rather than the mental process. A short visual demonstration is all that the Doer needs before attempting to practice the skill. A Fidgeter is a variation of a Doer. A fidgeter has a short attention span and needs to be active to learn.
- **The Watcher** prefers to see the "whole picture" before attempting a new skill. The Watcher needs to reflect upon the explanations and demonstrations of the new skill and is usually the last student to attempt "doing" it. An Analyzer is a variation of a Watcher. The Analyzer takes watching to the extreme. This type of student is overly analytical and becomes obsessed with reviewing other student's performances as well as his/her own.
- **The Feeler** is highly aware of his/her physical movements. The student's kinesthetic awareness enables him/her to judge whether a motion is efficient or inefficient, similar or dissimilar to the demonstrated skill.

An effective instructor must take into consideration these preferred learning styles as well as adapt their teaching styles to the task at hand. The main traits of the different learning styles may be grouped into three different categories: Visual, Auditory and Kinesthetic. In the following pages will be described the main differences in the three types of learners as well as what actions may be taken to facilitate learning in each case.

As an instructor, it is important to be able to address all learning styles by answering their different needs.

Recommended Teaching Methods

Visual Learners

General Observations

- They often do better when you show them rather than tell them. They may have difficulty understanding oral directions.
- They may have difficulty with oral directions or appear confused with a great deal of auditory stimuli.
- They have a tendency to watch your face when they are read or spoken to.
- They like to look at books and pictures.
- They like things orderly and neat. They often dress in an attractive manner.
- They can generally find things that are lost and seldom misplace their own things.
- They can often recall where they saw something some time ago.
- They notice details. They are good proofreaders, see typing errors, and notice if your clothing has a flaw.
- They can find pages or places in a book quite easily.
- They often draw reasonably well — at least with good balance and symmetry.
- They may use few words when responding to questions; they may rarely talk in class.

Recommended Teaching Methods

- Give visual directions and demonstrations as often as possible.
- Use visual aids such as film, videos, images, overheads, books, magazines, slides, panel boards, etc.
- Use colour-coding systems and visual aids.

You are Primarily a Visual Learner

Your General Profile

This means you are particularly sensitive to the visual aspects of your environment, that you live in the present, that you are aware of what is going on around you, and that you very quickly bring up images of the past to make sense of what is happening to you. You are affected by art and beauty, order and disorder. You have a very fine sense of nuances of colour and form. You pick up details: you identify your athletes' handwriting. You recognize people easily. Their appearance, some aspect of how they look or their location in a particular setting are points of reference that you capture in a flash. You get athletes to stay in the same place, so that you will have time to identify them by their place in the room. So much so that when people forget and change places in the room, you may well call them by the wrong name.

You have a good sense of orientation, so you are able to locate where you are on a plan or map, and you don't have to ask the way. You don't always understand why athletes ask you to repeat some instruction for a drill or comment on a practice. "Just open your eyes", you tell them. You believe that a clear explanation or document requires illustrations, diagrams. When there are no visual pieces, you immediately draw something on the board: you believe it is easier, clearer than any verbal explanation.

You are creative. There are always ideas bouncing around in your head. Athletes sometimes say you speak a little too quickly. It is not always easy to follow your explanations, which are often full of picturesque details. Sometimes you forget to define exactly where you want to go with it. However, you have a sound sense of how to synthesize information, and you are as able as anyone to describe the main points. You just allow yourself to get carried away by your rich imagination.

Aspects You Should Pay Particular Attention To

You have to learn how to enter the world of auditory people. If you understand them better, you will find their long explanations less tiring. Provide just the right word, and they will be satisfied; your explanation will make more sense for them. Even easier: get them to give a name to your activities or exercises or to summarize the main points of your message. That way you will satisfy their need for words, and you will frame how long they can talk; they will appreciate your activities better, and you will provide them with a meaningful opportunity to contribute to the group's dynamics.

Kinesthetic people often seem to you to be too "slow". Use your creativity to create imaginary journeys for them: they will revel in your images. They will experience multiple sensations that they will find overwhelming. Begin your explanations by saying: "Imagine yourself walking..., visiting..., touching..." Any action verb will do, provided you cause them to be mentally active in the course of their reflection. Ask them what they feel when they create these images. If you are able to keep them in contact with their own feelings, they will become more creative and be more interested in your activities. They remind everyone (and yourself) that you are also a body capable of experiencing sensations, feelings, and needs. They will add some human depth and breadth to your sometimes overly detached view of the world.

Teach others to use their eyes more, especially to remember movement patterns or diagrams outlining certain tactics. You excel in this area because you perceive any visually based strategy as being more effective.

Vocabulary Tables for Visual Learners

The following table contains a list of words preferred by people with different learning styles. You can use the information in these lists to find suggestions for the most appropriate words or phrases to use with each type of learner.

Verbs			
notice	look at	look at	show
shine	clarify	distinguish	visualize
light up	lighten	hide	catch sight of
imagine	discern	illustrate	mark out
paint	depict	observe	appear
seem	discover	expose	scan
inspect	fix	glow	sparkle
blaze	illuminate	dazzle	
Adjectives			
remarkable	dark	luminous	somber
brilliant	light	blurred	vague
clear	lucid	imaginative	clairvoyant
picturesque	cloudy	spectacular	coloured
deep	far-sighted	hazy	outlined
loud	obscure	obvious	distinct
expressive	limpid		
Adverbs			
brilliantly	expressively	distinctly	vaguely
clearly	lucidly		
Nouns			
remark	perspective	look	objective
burst	clarity	graph	illusion
snapshot	sharpness	point of view	imagination
clairvoyance	screen	cloud	spectacle
painting	observation	forecast	image
aspect	view	panorama	discovery

Expressions

see life through rose-coloured glasses

take stock of

open your eyes wide

look furtively

see someone in their true colours

take a close look

only have eyes for

take your bearings

before your very eyes

scattered to the four winds

face-to-face

without a shadow of a doubt

to the naked eye

be blindingly obvious

Auditory Learners

General Observations

- They are often referred to as talkers and are seldom quiet. They tell jokes and tall tales and are full of excuses for why something isn't done.
- They follow oral instructions easily.
- They may have difficulty with written work and copying. They often have rather poor handwriting and may draw badly. They have trouble reproducing figures and letters they have seen, and they generally have poor visual memory.
- They remember spoken words or ideas quite well. They may answer better when questions are explained to them verbally compared to when they must read them.
- They like musical and rhythmic activities.
- They tend to memorize easily, and they often know all the words to songs.
- They may appear physically awkward. They often have a poor perception of space and may get lost in unfamiliar surroundings.
- They often have poor perception of time and space and often do not keep track of time easily.
- They often have mixed laterality (left hand – right footed).

Recommended Teaching Methods

- Teach them to talk through the steps in a task or activity.
- Encourage them to think out loud and listen to what they are saying.
- Use tape-recorded instructions.
- Use lots of audio equipment in the learning process.
- Pair the individual with a visual learner.

You Are Primarily an Auditory Person

Your General Profile

This means that you are particularly receptive to the auditory aspect of your environment and that you readily call up sounds and words heard in the past to help you make sense of what is happening to you.

You are sensitive to the harmony of sounds, the meaning of words, and the rhythm of things. You have a fine sense of the various ranges of tonality: the bass and treble are very familiar to you. You recognize people primarily by the tone of their voice. You remember the names of your athletes. You have clever methods to help you do that. You like to choose just the right word. You like to talk, to tell stories. You like to sing or, at the very least, you appreciate the musicality of what you say or hear.

You like to listen to people, discuss, or play with ideas. Your athletes like your careful elocution: you take pleasure in talking. Your voice is melodious, well ordered. You usually breathe through the middle of the thorax by filling your lungs well, which enables you to maintain a regular rhythm.

Aspects You Should Pay Particular Attention To

The previous aspects can sometimes work against you as well: you take such pleasure explaining that you may occasionally forget that some of your athletes soon “turn off” and are unable to keep paying attention to purely auditory sources of information. From time to time, be sure to provide some visual support to revive their interest and regain their attention. It will also make their task easier when you supplement your explanations with concrete examples that will enable them to create their own internal images. Abstract terms tend to be too much in the realm of sounds alone.

So what about kinesthetic people? Words alone will always be an empty vessel for them, unless you can also appeal to their senses, their need for physical sensation. Choose the words that complement their preferred sense.

Vocabulary for the Auditory Person

Verbs

hear	express	speak	harmonize	say	question	listen	shout
relate	amplify	moan	mention	sound	recount	put into dialogue	ask about
yell	alarm	ask	inform	cry out	discuss	burst out	articulate
announce		declare	announce	compose	narrate		

Adjectives

harmonious	solemn	melodious	orchestrated	talkative	deaf	shrill	musical	discordant
		oral	high-pitched	dissonant	strident	muffled	loud	calm
							vocal	audible
							deafening	amplified
							piercing	nasal
							hollow	

Adverbs

harmoniously	solemnly	noisily	orally	of course	loudly	in harmony	deafeningly
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Nouns

harmony	click	listening	roar	tone	declaration	dialog	question	sound	din	discussion	tonality	(in) tune	cry	request	word	voice	amplification	(out of) tune	groan	shout	speech	announcement	burst
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Expressions

play a wrong note

whispering

hear voices

ring true

turn a deaf ear

echo

sharp cry

get through to

have an earful of

out loud

burst your eardrums

lend an ear

have somebody's ear

be in tune

sound false

experience the whole gamut

different version

put the accent

be all ears

bawl out

talk through your hat

overhear

Kinesthetic Learners

General Observations

- They move around a lot and are considered hyperactive.
- They seem to want to feel and touch everything.
- They are usually quite well coordinated.
- They enjoy working with their hands. They like to take things apart and to put things together.
- They may truly enjoy writing things down.
- They use concrete objects as learning aids, especially ones that can be manipulated easily.
- They learn best by doing and exploring the environment.

Recommended Teaching Methods

- Use movement exploration.
- Have them tap tempos.
- Use all the concrete, manipulative devices possible in the teaching/learning mode.
- Employ role playing where possible.
- Let them help you create learning aids.

You Are Primarily a Kinesthetic Person

Your General Profile

This means that among the many perceptions that you form at any given moment, you are particularly sensitive to those that you feel. From time to time, you pause to check your feelings, and this is your way of being in contact with what is going on around you.

You are aware of the ambiance, the relationships between people. You have a keen sense of the state of mind of those you are speaking with. You are passionate: your athletes appreciate the way you “rev them up”. You are warm and spontaneous. Sometimes, you let yourself get carried away by your emotions: your athletes are afraid of your anger. You are very emotional, and you do not like delicate situations when you have to control yourself. You know how to grab the attention of your athletes because you express yourself in concrete terms, with a fairly slow delivery. You often call on your emotions and theirs.

As you follow your inspiration of the moment, you have a tendency to improvise. The outcome is often positive. You are always available to answer your athletes’ questions: you adapt to the needs of the moment. You are able to remain attentive to them and not feel too restricted by rigid plans.

Aspects You Should Pay Particular Attention To

You would be even more effective if you took more frequent pauses to reframe what is being said: a plan, key ideas on the blackboard, to summarize the essential elements of what is to be learned. Otherwise, your athletes may get the impression that you are changing the subject abruptly. They need to be able to be involved in the process to acquire a more global vision of the course if they are to understand the general meaning of the program.

For primarily visual learners, your many expressions and gestures are a valuable source of information. Anecdotes, a concrete and dynamic approach help them create vivid mental images. You can have them synthesize what has already been said or done or describe how this fits into the larger picture: they will be very good at this exercise. The rhythm of your presentation may seem too slow to them: mental pictures are created very quickly in their minds, so much so that you may not be capable of keeping pace with the way they interpret information. Have them speak from time to time, so that the rest of the class can benefit from their brightly coloured examples and images.

Athletes who are primarily auditory may become frustrated: they like structured practices, and activities that are planned, described in precise, well-thought-out terms. Have them comment on a technique or summarize an important explanation, because they often link things in a subtle way. Don’t hesitate to recognize your differences in your conception of knowledge, so learn to rely on their strong points: “What word would you use to describe this?”, “How would you classify the various ideas we’ve heard today?” Thanks to your primarily kinesthetic sense, you practice your profession with great sensitivity. This is one of your great attributes: to teach in a lively, unexpected and sometimes unusual way. You epitomize this picturesque Chinese proverb: “Teaching that only enters the eyes and the ears is like an imaginary meal”.

Translated from an adaptation of: *La programmation neuro-linguistique*, by Reine Lépineux, Nicole Soloeilhac, and Andrée Zerah, Nathan, 1984.

Vocabulary for the Kinesthetic Person

Verbs

soften	sensitize	touch	firm up
soothe	warm up	move	solidify
feel	cool down	shock	weigh down
relax	contact	shake	hit
break	irritate	press	carry
seize	grab	flatter	boost

Adjectives

soft	relaxed	concrete	firm
sensitive	insensitive	tender	solid
gentle	warm	cold	heavy
light	tepid	shocking	touching
trying	ticklish	agitated	striking
brittle	irritable	pressing	moving

Adverbs

softly	in contact with	concretely	firmly
sensitively	insensitively	tenderly	solidly
gently	warmly	coldly	heavily

Nouns

softness	feeling	contact	firmness
sensitivity	insensitivity	tenderness	solidity
gentleness	warmth	coldness	heaviness
lightness	mildness	shock	test
contact	agitation	blow	breakage
irritation	pressure	movement	emotion

Expressions

have good sense

be open-handed

pretty as a picture

put your finger on

come to blows

get on your nerves

get stuck into

be a stickler for principles

come out of your shell

be as meek as a lamb

look as if butter wouldn't melt in your mouth

have your feet on the ground

take to heart

have a good nose

make an impression

be fed up

fuel your arguments

cry your eyes out

get on your high horse

stand on your own two feet

have your feet on the ground

take to heart

LEARNING

Instructor-Candidate Exercises.

Answer the following questions and discuss your answers with the group.

Questions:
1. As an instructor, how do you know your paddlers are learning?
2. What is learning?
3. What is the difference between learning and performance?
4. What factors affect learning?

Understanding Your Own Learning Style

Individual Reflection: How I Learn Best

What sources of information, situations, and experiences are most effective in promoting your own learning? In other words, how do you learn best, and what helps you most to learn new things?

My Preferred Learning Style - Questionnaire

The following questionnaire is designed to help you discover your preferred learning style. To a large extent, your preferred learning style is linked to the sensory channel (hearing, seeing, feeling) you use the most to learn. In the 21 situations described in the following pages, circle the option (A, B, or C) that best describes your personal experience.

When you've answered all the questions, read the analysis and interpretation of your answers.

What happens when:

1. **You're preparing a technical learning sequence for this course:**
 - a) You make lots of gestures with your hands while you think.
 - b) You draw up a diagram to help you clarify a few key ideas.
 - c) You prepare a detailed plan of the content of the teaching sessions.
2. **You're getting ready for this course:**
 - a) You were taken aback by the pile of paper.
 - b) You feel tired even before you begin.
 - c) You regret waiting until now to get to work.
3. **You're off to practice:**
 - a) You are delighted to see that the sky is clear.
 - b) You hear birds singing and it is really delightful.
 - c) You yawn and wish you could stay in bed.
4. **You go into the coffee shop and the first thing you notice is:**
 - a) The sounds of conversations.
 - b) Your colleague's beautiful smile.
 - c) The smell of coffee.
5. **You go to get some colleagues who are supposed to be in a meeting:**
 - a) You see that they're chatting and don't hear the meeting is about to start.
 - b) You hurry them along so that they get into the room as quickly as possible.
 - c) You see that they are not ready to go into the meeting.
6. **You walk into a room to begin a presentation:**
 - a) The whispering is intriguing.
 - b) You notice the walls are painted an ugly colour.
 - c) You're upset by the paddlers who continue chatting.
7. **You walk into a room to start a presentation:**
 - a) You hope the heating will be switched on soon; it's cold in the room.
 - b) You notice that two difficult paddlers are sitting next to each other.
 - c) You're not sure where to be: sitting down or walking up and down.
8. **A paddler comes to see you to ask you a question:**
 - a) The fact that he/she is looking anxious is not a surprise.
 - b) You wonder what's behind his/her approach.
 - c) You're amused that he/she is coming to see you.
9. **You're writing an important article for your paddlers:**
 - a) Your hand will go to sleep if you go on any longer.
 - b) You try to figure if your handwriting is legible.
 - c) You really like these rolling ball pens.

10. **Your paddlers don't understand an explanation:**
 - a) You immediately think about how to explain it another way.
 - b) You're surprised at the number of puzzled faces in front of you.
 - c) You're not pleased; you don't like this kind of situation.
11. **Two paddlers challenge the instructor/leader, and you notice:**
 - a) That it makes everyone uncomfortable.
 - b) That they speak without asking permission.
 - c) That they look very angry.
12. **Some paddlers ask to discuss a problem that everyone in the organization is talking about:**
 - a) You think their request is out of line.
 - b) You're touched by their request.
 - c) You note that the other people present agree with the request.
13. **The paddlers are surprised when you announce the next special activity:**
 - a) Even though it's been in the schedule for a long time.
 - b) Even though they know what to do anyway.
 - c) Even though you have repeated it several times.
14. **You're off to a competition:**
 - a) You notice your new shoes are very comfortable.
 - b) You're delighted to see the smiling faces of the people who are hosting you.
 - c) You check the numbers several times to be sure everyone's there.
15. **You're summoned to your boss's office:**
 - a) You've decided to stand firm on this issue.
 - b) You wonder whether this is a good omen.
 - c) You re-read the secretary's note to see if you can find an explanation.
16. **A meeting is just about to start:**
 - a) You notice person "X" isn't there.
 - b) You work out how long the meeting will last by figuring on ten minutes per agenda item.
 - c) You notice you've chosen a more comfortable seat than last time.
17. **You approach the parents of some paddlers with whom you've arranged a meeting:**
 - a) You notice they have a slight regional accent.
 - b) You extend your hand to them spontaneously.
 - c) Just a moment! You thought they were older than this.
18. **A supervisor walks into your work area:**
 - a) You find he/she has a pleasant voice.
 - b) You find him/her pleasant.
 - c) You have a dry throat.
19. **In the cafeteria, you're swallowing the last few mouthfuls of your meal:**
 - a) You've enjoyed the meal.
 - b) The conversation around you isn't loud: so much the better!
 - c) You find the colour of the dishes brighter than usual.
20. **Some paddlers come and go during your presentation:**
 - a) You look at your notes several times to find where you were because they distracted you.
 - b) You're put off by the coming and going.
 - c) You're inwardly furious.
21. **Once the day is over, you go home and you:**
 - a) Congratulate yourself for the successful moments of the day.
 - b) Think back over the good moments of the day.
 - c) Enjoy sitting down after a day on your feet.

Interpretation Table

The table below shows what kind of learning each answer in the questionnaire represents. For example, choosing the answer B for the first question indicates a visual learning style.

For each situation in the questionnaire, circle the letter that corresponds to your answer for the situation. Now find the total for each of the three columns in the table. To do this, assign A answers the value 1, B answers the value 2, and C answers the value 3, and add the values for each column. The column with the highest total represents your primary learning style.

Situation	Visual	Auditory	Kinesthetic
1.	B	C	A
2.	A	C	B
3.	A	B	C
4.	B	A	C
5.	C	A	B
6.	B	C	A
7.	B	A	C
8.	A	B	C
9.	B	C	A
10.	B	A	C
11.	C	B	A
12.	C	A	B
13.	A	C	B
14.	B	C	A
15.	C	B	A
16.	A	B	C
17.	C	A	B
18.	B	A	C
19.	C	B	A
20.	A	C	B
21.	B	A	C
Total			

TEACHING

Effective teaching requires that an instructor understands how people learn skills. This is the foundation to teaching and learning. Showing clear demonstrations of skills, providing effective feedback and giving students safe attainable session goals are all ways to improve their skills. Teaching and developing skills, maneuvers and confidence in new paddlers are broad teaching objectives for instructors.

It is imperative that an instructor acts in a professional and responsible manner. To be professional means to assume responsibilities in a serious and organized manner. The needs of the students are placed in front of the needs of the instructor.

Generating a welcoming, positive environment is essential to an instructor's success with students. Generating a positive personal relationship with the students can help promote a positive learning environment. In general, the instructor who cares is more effective.

Kayaking is a unique sport in its critical balance between the mental and the physical challenge both for beginners and experts. Without the proper mental preparation and attitude it is almost impossible to physically complete even simple tasks. It is critical for instructors to understand his balance so that they can position the student for success.

Teaching Styles

Good instructors are able to vary their teaching styles to suit individual differences and needs. The effectiveness of the different teaching styles will differ from one student to another, from one course to another, from one ability level to another and from one age group to another. It is important that instructors are able to draw upon activities from all teaching styles. There are five commonly used styles of teaching:

Didactic

This is an authoritative style of teaching. The didactic style allows the instructor to determine the subject matter, exercises and games to be included in the lesson.

Task

Similar to Didactic, Task gives the instructor full authority on determining the subject matter, exercises and games to be included in the lesson. However, Task allows the students some participation in determining the intensity and duration of the session. Usually the instructor explains the task, demonstrates it and then asks the students to perform it.

Reciprocal

Working in partnership, the students evaluate each other's performance of a task. The Reciprocal style involves two of the student's senses: seeing and feeling.

Guided Discovery

The instructor challenges the students to experiment and discover a certain skill. The instructor uses questions and exercises, which lead the student to "discover" a desired result. The Guided Discovery method gives students the opportunity to experiment, make decisions and reach conclusions on their own.

Problem Solving

Similar to the Guided Discovery method, the Problem Solving method allows the instructor to introduce a problem and challenge the students to explore a variety of solutions. Based on their experiences, the students can determine the best solution.

Profile of an Effective Instructor

The following is an outline of characteristics and qualifications of a successful and effective instructor.

Knowledge of the Sport

A high level of expertise and knowledge is essential for an effective instructor. Whitewater paddle sports are continually evolving and it is imperative that an instructor is aware of current trends and changes in the sport. Instructors should participate in “continuing education” by attending update clinics, paddling with others, reading publications and remaining in contact with the governing body for the sport.

Program Organization

An instructor is responsible for the efficient organization of each lesson as well as the overall course. This includes lesson plans, equipment logistics, transportation logistics, class organization and meals.

Ability to Model Effective Technique

The ability to correctly demonstrate each paddle stroke and maneuver is a necessity. A clear, concise introduction and conclusion should support the demonstration to explain the underlying techniques and/or skills. The instructor should be aware that students will model themselves after their instructor. Therefore, it is imperative that the instructor paddle with demonstration quality form and proper technique at all times. The instructor is presenting the visual model for students to copy.

Leadership and Judgement

The instructor should thoughtfully plan all paddling courses of instruction. The courses should all be taught responsibly with the safety and care of the students always at the forefront of any decision made on the water. Due to the inherent risks of whitewater, it is the responsibility of the instructor to minimize these risks to the students, while at the same time making students aware that these risks exist. At times, it is necessary for the instructor to make quick, confident and accurate decisions to adjust to the varying nature of the environment in which they are teaching. Therefore, it is important that the instructor have a sound knowledge of the river, where they are teaching, river safety, all river access points along the river, advanced first aid skills and a wealth of experience to draw on. An instructor should lead by example (i.e. Choose an appropriate kayak for what is being taught or choose best rescue position).

Teaching Sites

A successful instructor will choose a teaching site, which will enhance the student’s ability to learn. During the early stages of skill development, sheltered flatwater teaching sites on rivers and lakes can reduce frustration and increase student’s success at learning new skills. Gradually increasing the speed and volume of moving current will provide a smooth transition for the student from flat to moving water and will not overwhelm them. The instructor is aware of the limitations and hazards of each site and will choose a teaching site with minimum risk.

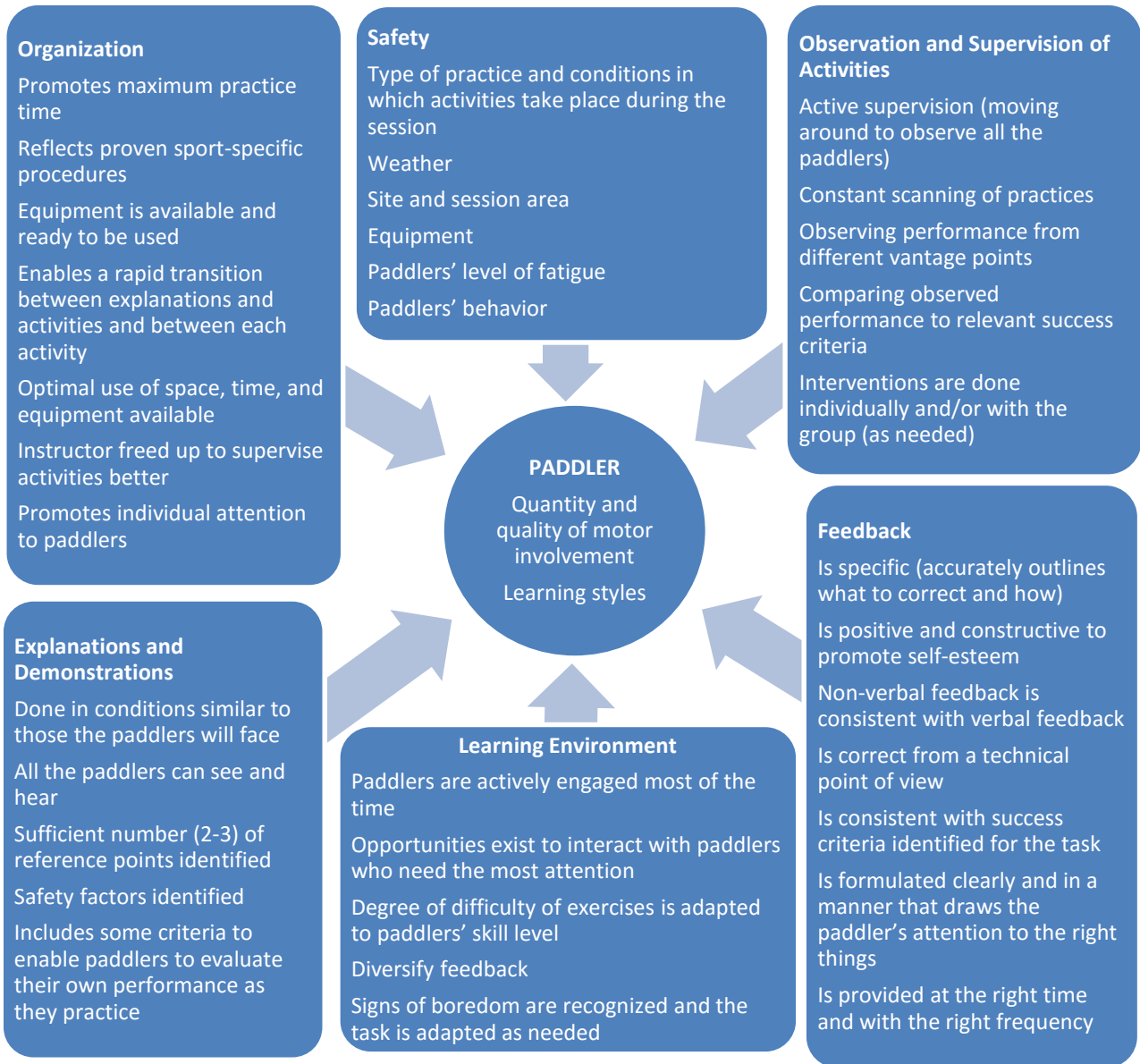
Equipment

All paddling equipment should be organized prior to the start of the course. Each piece of equipment should be inspected for any damage and all equipment used in the course should be in good condition. The quality of the equipment is a reflection on the instructor and the organization they are teaching for. An instructor should equally dress for rescue (ex: wear boating shoes, keep PFD and helmet on, throw rope and knife).

Facilities and Meeting Sites

If the instructor is teaching contract courses and not out of an established school or company, it will be necessary to arrange the use of facilities and meeting places. It may even be necessary to contact private landowners to gain access to the water. If teaching for a “host” company or organization, the instructor should contact them well in advance of the course to confirm arrangements for the program. The instructor should familiarize himself or herself with the site prior to commencement of the course.

Key Factors to Consider in Assessing the Effectiveness of



Teaching

Basic Method of Instruction

In directly teaching physical skills, the instructor should follow the five basic steps below. The following section briefly describes these steps as well as questions an instructor may ask themselves after each intervention. This tool will help instructors improve themselves throughout their teaching career.

1. Introduction
2. Explanation-Demonstration
3. Practice
4. Feedback
5. Wrap-Up

Introduction

Briefly tell the students what they are going to learn.

Ask Yourself These Questions Before and After the Session

Did I set up the session or the activity in a way that:

- a) Enabled each of the paddlers to be actively engaged for at least 50% of the time?
- b) Allowed me to spend more than half my time with individual paddlers?
- c) Enabled each paddler to progress at his or her own pace, respecting the paddler's starting point?
- d) Gave me sufficient time to observe the paddlers?

Explanation-Demonstration

Demonstrate the skill in its whole, give a simple and brief explanation of the key elements of the skill (magic number of 3 or less elements), and demonstrate the skill in its whole one more time. An accurate demonstration will give the students a clear visual model to imitate. Be careful not to overload the students with information. Too much information will hinder the student's ability to learn. Follow the K.I.S.S. approach, "Keep It Simple and Safe"

Ask Yourself These Questions During and After the Session

Did my explanations and demonstrations enable me to:

- e) Create a clear picture of what I wanted to see happen and how?
- f) Describe the logistical and organizational aspects of the drill/activity?
- g) Emphasize the most important aspects (reference points, external focus)?
- h) Pass on information on the "why" of things (e.g., the reasons why a movement should be done in a particular way)?
- i) Respect the paddlers' individual learning styles?
- j) Check for understanding?

Practice

Provide the students with an opportunity to practice the demonstrated skill. During the first session it is important that the instructor observes whether or not the explanation-demonstration has been understood. Practice provides the students with the ability to co-ordinate the muscle movements associated with a skill, to refine the skill and to develop a kinesthetic awareness of the skill enabling it to become more natural.

There are three practice approaches:

1. **Whole Approach:** The Whole Approach works well with simple skills. The instructor designs the session to work on the whole technique at one time. Although this approach works well with simple skills and students can progress quickly, as the skills become more complex students
2. **Progressive Approach:** The Progressive-Part Approach breaks each skill and/or maneuver into its essential parts. The session is designed to start with the most basic part of the skill and progresses to the next part as the previous one is mastered. As each new part is introduced, the student learns, masters and practices it in relation to the previous part. The progressive-part approach is an effective way to organize practice for complex skills; however, it requires a much longer time commitment.
3. **Whole-Part-Whole Approach:** The Whole-Part-Whole Approach demonstrates the complete skill or technique to be learned then breaks it into its essential parts. The parts can then be practiced separately and then the whole skill put back together. This approach is highly recommended by the Coaching Association of Canada for teaching new skills.

The choice of which practice approach should be used is highly dependent on the skill and/or maneuvers being taught as well as each student's individual needs. The art of teaching requires that an instructor be flexible and willing to alter their planned approach if a student is encountering difficulty with a skill. Also, varying the approaches to practice sessions will avoid boredom and keep the sessions interesting.

Ask Yourself These Questions During and After the Practice

Did my observation enable me to:

- k) Keep paddlers actively engaged in the activity?
- l) See all paddlers as a group and individually?
- m) Observe key reference points and success criteria from different vantage points?
- n) Be sure everyone is safe?
- o) Evaluate paddlers' degree of success in the execution of the activity or drill?
(See The Challenge Zone on the next page.)

Feedback

Feedback is the essential information that a student receives from the instructor regarding their performance of a skill or maneuver. It is the most important factor in learning. Sometimes called "Detection and Correction" the goal of feedback is to provide positive reinforcement of correct performance of a skill and to correct any problems associated with the performance of that skill. In making corrections it is essential to identify the specific action (the cause not the resulting action) and provide a solution to correct it.

Positive feedback promotes success. Knowing what he/she is doing correct allows the student to concentrate on the parts of the skill, which need improvement. A good rule of thumb is to wrap all corrective feedback in something positive.

Feedback is most effective when:

- a. It is specific rather than general
- b. Directed at the activity rather than the individual.
- c. Sooner rather than later.

Peer feedback can also be a valuable source of information to the student. However, the students need to be given criteria from which to evaluate their partner's performance. A good example is during "Hip snap" practice the instructor may say, "As your partner is using their hips to snap the boat into an upright position, watch the bow of your supporting boat. If your partner is pushing the nose of your boat under the surface of the water during the hip snap tell your partner to relax and not to use his/her arms to rotate the boat upright."

Ask Yourself These Questions During and After the Session

Was my feedback:

- p) Specific, not general, for example: "You did _____ perfectly!" instead of "That's fine!"?
- q) Positive and constructive, not negative and humiliating?
- r) Directly linked to the skill or behavior to be improved?
- s) Informative and relevant to the most important performance factors?
- t) Balanced? Did it contain information on what the paddler did well and on what still needs to improve? For example: "Your _____ (movement) is better than last time. The next thing would be to _____ (add another level of complexity to the movement, or a particular piece to refine)
- u) Clear, precise, and easy to understand (e.g., did I use simple words?).

Wrap-up

This part is short and is used to lead paddlers' progression. In each segment taught, the student must be aware of what they are learning and why they are learning it. This is usually in relation to a set paddler progression. With the wrap-up they become aware of what they have achieved, before moving on to the next exercise, technique or drill.

INTERVENTION AND FEEDBACK

In this section, we will present several steps to enable the instructor to give appropriate feedback.

First Step: Success or Failure?

Before providing any feedback, you must first determine whether the paddler is succeeding in the activity.

Second Step: Types of Intervention

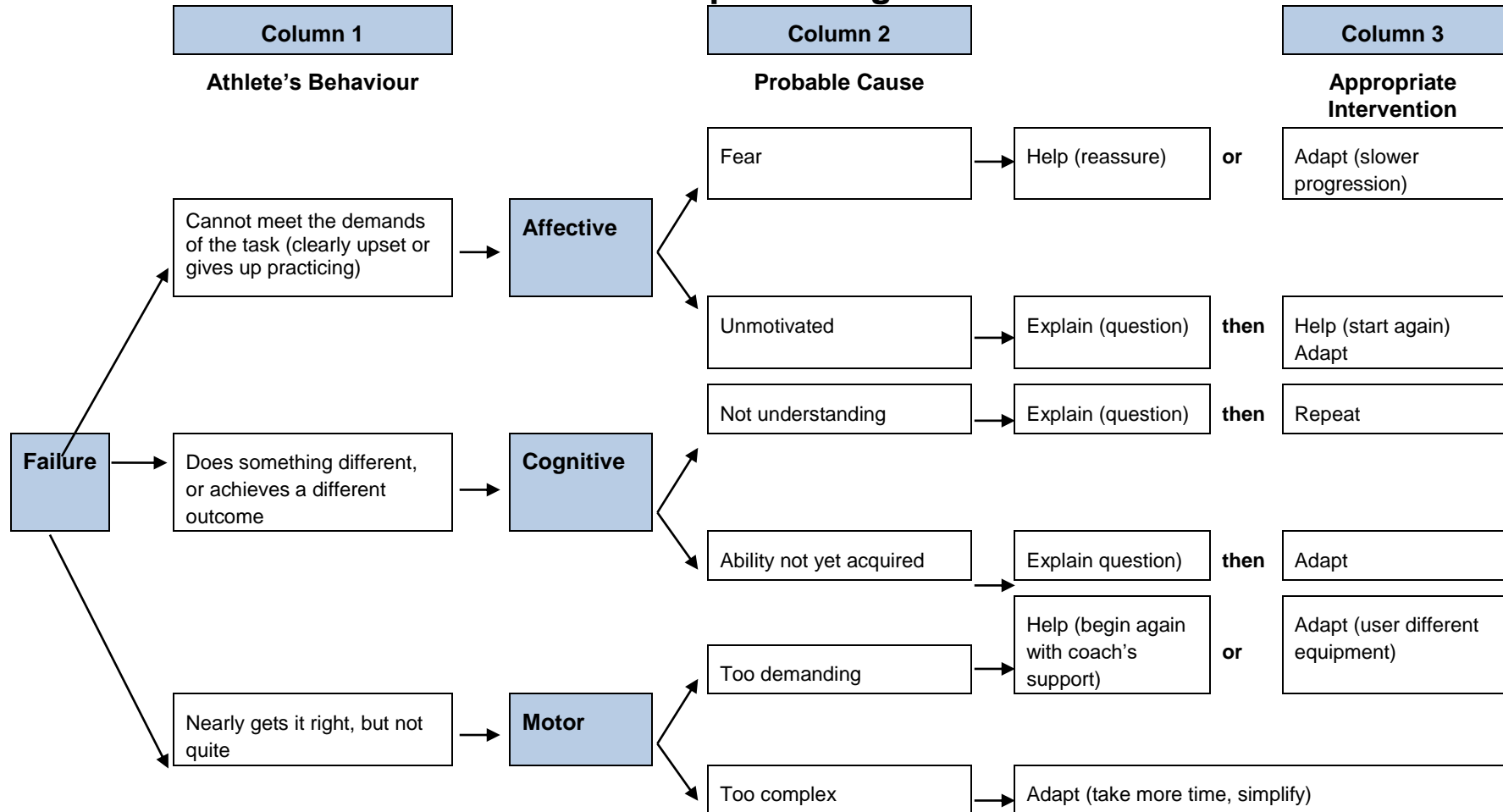
Once you've determined whether the paddler is experiencing success, you need to choose an appropriate type of intervention. Various types of intervention are listed in the table below. The first type (inhibiting) is obviously not appropriate and therefore should not be used. Among the other options, some are more effective when the paddler cannot perform the task successfully, and others are more appropriate when they can. These particular aspects are dealt with in the following pages.

Five Types of Intervention²

Type of Intervention	Behaviours or Actions by the Instructor
Inhibiting	Do nothing Shout, rebuke
Repeating	Repeat instructions Demonstrate or repeat previous demonstration
Explaining	Explain how to do it right (verbal or reference point) Question the paddler
Helping	Reassure, encourage. Have the paddler start again.
Adapting	Use different equipment or practice areas Reduce difficulty level or give more time

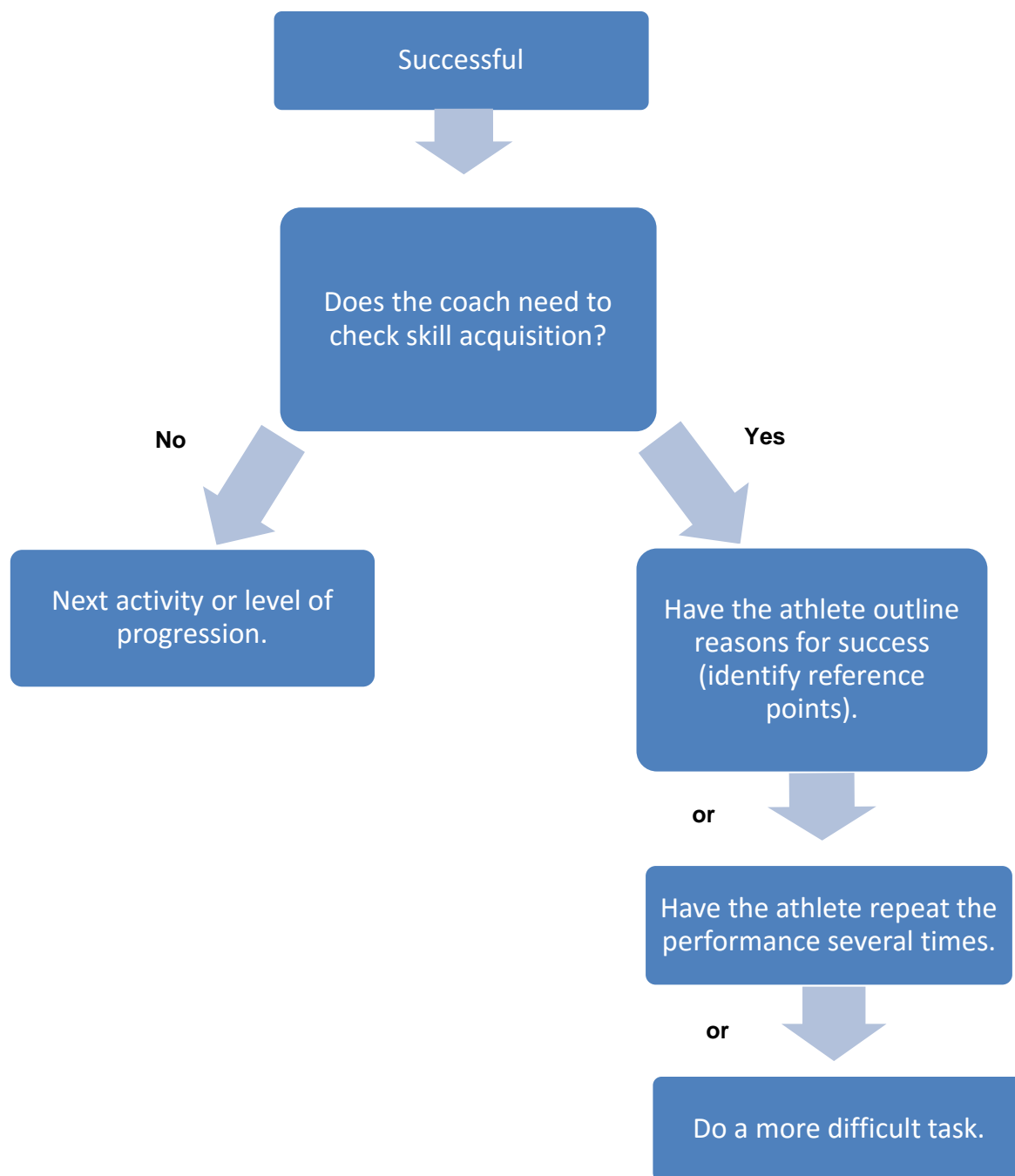
² Adapted from Target, C. and Cathelineau, J. (1990). Pédagogie sportive. Vigot. Collection Sport et enseignement

Intervention When the Paddler is Not Experiencing Success³



³ Adapted from Target, C. and Cathelineau, J. (1990). Pédagogie sportive. Vigot. Collection Sport et enseignement.

Intervention When the Paddler is Succeeding⁴



⁴ Adapted from Target, C. and Cathelineau, J. (1990). Pédagogie sportive. Vigot. Collection Sport et enseignement.

General Comments about Feedback

Timing is everything when giving feedback: the paddler needs to be open to hearing it and near enough to hear you. The following list provides some other useful tips about providing feedback:

- a) Draw the paddler's attention to the boat or blade, external to his or her body or to the anticipated effect of the movement on the boat or blade, rather than to the way the movement is being done.
- b) Let paddlers practice without always interrupting them. The more you talk, the less they can practice!
- c) Repeating the same general comments (e.g., "That's great!", "Keep going!") is not enough. It's not that it's bad, but effective feedback is more than general encouragement.
- d) To promote acquisition and development of skills, you must provide specific information (e.g., "You did _____ perfectly", instead of "That's great!").
- e) To be useful, feedback must also be accurate. To be accurate, you must: really know the skills the paddler is working on, have a clear reference point as far as correct execution is concerned, and be in the right place to observe the paddler's performance.
- f) In the case of motor skills, a demonstration (e.g., non-verbal feedback or the execution of a very precise movement) is often useful feedback to give to the paddler.
- g) Feedback given to the whole group is often effective if the group is having difficulties with the same task.
- h) Although feedback is important and contributes to learning, avoid giving feedback too often or giving too much at once.
- i) Remember that it is always the quality and not the quantity of feedback that determines its effectiveness.

When providing feedback to athletes, aim to do the following:

- j) Offer positive feedback more often than negative feedback.
- k) Offer specific feedback more often than general feedback.
- l) Strike a good balance between descriptive and prescriptive feedback. Descriptive feedback that is both specific and positive may influence the athlete's self-esteem in a positive way.

Third Step: How to Phrase Feedback

How to Phrase Different Types of Feedback

Type	Definition	Examples
Evaluative	The instructor assesses the quality of the performance; he or she makes some kind of assessment or judgment	That's fine! Good job! No, not like that! Not good enough!
Prescriptive	The instructor tells the paddler how to execute the skill next time (e.g. Sweep)	Reach further! (general) keep your lower arm extended and make a full ½ circle with blade! (specific)
Descriptive	The instructor describes to the paddler what he or she has just done (e.g. Sweep)	The boat did not turn much (general) The blade remained beside the boat through the stroke (specific)

Key Points on Giving Feedback

Until recently, the vast majority of teaching publications recommended providing feedback:

- m) As often as possible
- n) As soon as possible after the execution of the movement or task
- o) In the most precise manner possible

During recent years, however, researchers have re-examined some of these recommendations on the grounds that they were based on studies of short-term improvement in performance, not longer term learning. Longer term learning is the ultimate aim of teaching

While the recommendation regarding providing precise feedback remains unchanged, the most recent research on feedback indicates that:

- p) **Feedback must require some reflection or cognitive effort on the part of the learner.** Feedback must be seen as supporting information that the learner is expected to interpret and use in an active way; it should therefore require some analysis and decision making by the learner. Feedback must encourage the paddler to be an independent and autonomous learner and to look for solutions to the particular challenges posed by the practice. The longer term objective is for the paddler to be able to maintain and modify performance without the instructor's intervention.
- q) **Very frequent feedback does not promote learning.** A comparison between intermittent feedback (after every two or three repetitions or even less frequently) and frequent feedback (after every repetition or attempt) shows that very frequent feedback does not promote learning. In other words, more is not necessarily better.
- r) **Feedback given during the execution of the task may lead to short-term performance improvement but is not optimal for promoting learning.** Feedback provided while an individual performs a task appears to boost performance in the short term but actually degrades learning compared to feedback provided after the execution of the task. (In this case, it is particularly important to understand the difference between performance and learning to get things in perspective.) The least effective approach: frequent feedback during execution. The negative effect of the phenomenon described in the preceding paragraph is even more evident when feedback is given very often while the learner is practicing. This may lead to short-term improvement, but it also tends to create dependency on this kind of feedback, which can impair longer term learning.
- s) **In the short term, summary feedback is not as effective as instantaneous feedback, but it does lead to superior learning and retention of skills.** Summary feedback involves giving feedback after several attempts at or repetitions of a task in a way that gives an objective view of tendencies observed during execution of a movement or information about the average performance achieved after several repetitions. Compared with instantaneous feedback (that is, feedback given after every repetition), summary feedback does not lead to rapid, short-term acquisition of new motor skills; however, it leads to superior long-term learning and better retention of skills.
- t) **To promote learning, feedback should be given only when the difference between the paddler's performance and the desired result requires it.** Bandwidth feedback refers to the practice of providing feedback only when performance is outside an acceptable range of correctness, for instance if performance is more than 25% worse than the acceptable target result. The target result can be either the form of the movement or the precision of the execution. Motor learning research indicates that using a relatively large bandwidth is beneficial for learning. This tends to reduce the frequency with which feedback is provided; promote summary feedback, which may encourage the paddler to compare less successful attempts with those that fell within the acceptable range of performance; and develop a degree of autonomy in the paddler, as well as the ability to analyze his or her performance. In this last case, the instructor may ask the paddler to compare his or her self-analysis with the instructor's information about correct or incorrect execution of the task.

- u) **River kayaking may require direct and immediate feedback when the skill being performed may result in a capsizing or place the participant in an unsafe position.** Directing the student to “Tilt, Tilt, Tilt!” or “Angle, Angle, Angle!” may correct an immediate problem. If the problem persists it may be appropriate to modify the activity.

Another aspect of feedback that has been studied recently is the nature of feedback. Among other things, researchers have sought to determine what paddlers should be told to focus on during the execution of a motor activity: on the way the movement is performed (internal focus) or on the anticipated effects of the action (external focus). Major research findings in this area may be summarized as follows:

- v) **To promote greater learning, feedback should direct the attention of the learner to some external focus of attention or to the expected effects of the movement, rather than to the way the movement is performed.** When a movement is being performed, focusing too much attention on the way it is being executed (for example, thinking about the exact position of the elbow and the flick of the wrist at the end of the movement) may delay motor learning. During the execution of the movement, it seems to be more effective to draw the paddler’s attention to some external element (e.g., boat wobble) or to the expected outcome of the movement (like the particular trajectory of the boat) rather than to internal elements (e.g., feeling each phase of the movement during its execution). This topic is known as “focus of attention”. There is good evidence to suggest that feedback directed toward an external focus of attention has a positive impact on both short-term performance (during the session) and longer term performance, so it promotes both learning and retention of skills. Furthermore, feedback directed toward an external focus of attention appears to be effective for most sport skills, whatever the level of the paddler. Finally, the effectiveness of this type of feedback does not appear to have any negative effect on the movements themselves; in other words, the quality of execution does not seem to be negatively affected.
- w) **If possible, external focus should be directed toward an element or an anticipated effect that is far away from the performer.** Current research suggests that the most effective approach requires the learner to focus on an expected outcome situated as far as possible from the paddler’s body but that can still be directly linked to the movement itself.

Examples Of Situations That Refer To An External Focus Of Attention

Concentrating on ...

- a) the force exerted on an object or implement during movements
- c) keeping a specific object or implement in a certain position during movement
- e) paying attention to the vertical position of the paddle during a draw stroke
- g) focusing on the trajectory of the blade and its starting point, midpoint and end point during a sweep stroke

Examples Of Situations That Refer To An Internal Focus Of Attention

Concentrating on ...

- b) the force exerted by a certain body part during movements
- d) keeping a specific part of the body in a certain position during movement
- f) paying attention to the arm’s position during a draw stroke
- h) focusing on feeling the torso rotation during a sweep stroke

Simple Teaching Structures: Edict vs Ideas

As previously seen in the basic method of instruction, there are five basic steps that should be covered while teaching. These steps may vary in order all depending on the technique taught, the environment in which the instructor is teaching or even the skill being taught. The acronyms IDEAS and EDICT have traditionally been placed in opposition with each other, both claiming to be the 'better' teaching technique. Both have their specific advantages, but it is in the structure provided to the paddlers in your group that they both present a clear outline for learning. Here is the explanation of the acronyms, in both scenarios. It is to be noted that an instructor must choose site location prior to teaching skills, or using either acronym.

IDEAS

Follow the simple mnemonic for an effective lesson plan.

I - Introduction (create a need to learn skill)

D - Demonstration of skill [whole slow] , important points of the skill [max 3 parts]. Another demonstration of skill [whole real speed]

E - Explanation of skill or maneuver about to be taught.

A - Action and Improvement. Practice time is provided to the students and effective feedback is given to them.

S - Synthesize the experience by bringing up important points.

In the case of IDEAS the instructor addresses visual learners' shorter attention span by engaging them in watching the demo. This provides a visual example to refer to while the instructor explains to the group. It also captures the attention of the group by quickly showing them what they are going to do.

EDICT

Follow the simple mnemonic for an effective lesson plan.

E - Explanation of skill or maneuver about to be taught.

D - Demonstration of skill [whole] , important points of the skill [max 3 parts]. Another demonstration of skill [whole]

I - Imitation of your model by students. Their first practice.

C - Correction and shaping of students attempts through positive, clear constructive and immediate feedback.

T - Testing or development of skills through games, drills and other practices.

EDICT is favoured principally when the instructor is required to move away from the group for an activity and is either unable to return, or for safety reasons it is better for them to remain away for the exercise. In this case the instructor explains the activity to the group, then proceeds with demo and calls down paddlers (1 by 1 or at a safe boat distance) to attempt the skill or maneuver. It is important here that the instructor gives clear directives before leaving for demo.

These acronyms offer a clear set of steps for an instructor of follow while teaching an activity. Maintaining a clear order for the paddlers in your group is key when learning. These structures are a piece of a larger whole when teaching. In both cases, the following key points must be seen during an activity:

- a) Location
- b) Introduction
- c) Demonstration

- d) Key Points
- e) Execution
- f) Detection
- g) Correction
- h) Practice
- i) Competency
- j) Synthesize
- k) Variation (difficulty or location)

To this, the instructor must choose a formation for explanations and demonstrations as well as positioning during the exercise. Games are always a great way to learn while having fun and drills allow the instructor to create strong motor skills as well as correct paddlers while giving immediate feedback.

Instructor Positioning During Activity

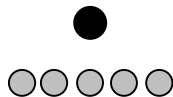
Where you position yourself in relation to your students, particularly in moving water, is very important for both safety and learning. When beginner paddlers practice, capsizing is common. Being on hand to provide a bow rescue or simply to roll paddlers up prevents lots of swims and saves lots of time emptying and re-entering the boat.

Remember to provide regular demonstrations emphasizing the important aspects of the technique. People learn from watching, as well as doing.

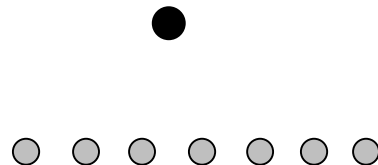
Choosing a Formation for Explanations or Demonstrations

It is important to choose a formation that allows paddlers' to see and hear you. The choice of formation depends on the space available, the kind of message (information, explanation, demonstration), and the number of paddlers. The diagrams below show common formations.

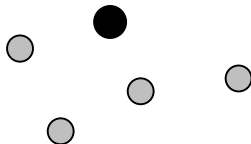
Rafted up



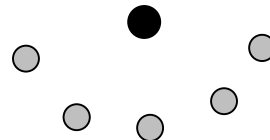
Beached



Random



Horse shoe



Games as a Method of Teaching and Supporting Learning

The use of games as a method to support effective teaching is well documented and highly effective. A common goal of all students is to have fun while at the same time learning a new sport. Both young and old alike appreciate the use of games as an effective means to satisfy both these desires.

Paddling games can encourage relaxed, efficient skill development by drawing the student's attention away from the new skill or maneuver and allowing the skill to become more automatic.

In selecting a game to use during a lesson, the instructor needs to consider the age group of students and the purpose to which the game may serve. Use games that are within the ability level and interests of the students.

Drills and Practices

Drills are based on the repetition of a particular skill or maneuver. Through focused repetition of a movement or sequence we can accelerate our kinesthetic awareness of that movement and improve our performance in effectively replicating it.

Practices constitute a series of skills or maneuvers where the focus may be in developing fluidity and confidence in movement, aerobic fitness or simply the feel of the boat.

Drills and practices obviously have their uses in the development of skills in paddlers. If overused they quickly become boring and tedious.

Keep a strict eye on time and attitude of students. Stop the drill or change to another activity while enthusiasm is nearing its peak. This strategy carries positive momentum into the next activity.

This covers how to plan an activity for acquiring skills and maneuvers. These are essentially pieces of a session that also must be planned.

TEACHING

Instructor-Candidate Exercises.

Answer the following questions and discuss your answers with the group.

Questions
1. What are the qualities required by an instructor to teach effectively?
2. Give three examples of positive and specific feedback.
3. What is the importance of planning when teaching?



Making Ethical Decisions

7. Make Ethical Decisions:

MED is a required element for certification at the Lake Instructor level. MED may be offered within the context of the Lake Instructor program or taken at a multi sport clinic.

MED has an online evaluation that must be completed to be certified.

Candidates that have not completed the MED section must do so prior to receiving certification at the Lake Instructor level.

Courses may be found at www.coach.ca



*National
Coaching
Certification
Program*



Emergency Action Plan

8. Emergency Action Plan (EAP)

WHAT IS AN EMERGENCY ACTION PLAN?

An Emergency Action Plan (EAP) is a plan leaders design to help them respond to emergency situations. Preparing such a plan in advance will help you respond in a responsible and clear-headed way if an emergency occurs. An EAP is simply a pre-formulated idea of what you need to know if things were to go wrong while on the water.

Transport Canada requires an EAP to be prepared for the river, facility or site where you normally hold practices and for any river, facility or site where you host your instruction or river runs.


An EAP can be simple or elaborate. It should cover the following:

- 1) Designate in advance who is in charge if an emergency occurs (this may be you).
- 2) Have a cellular phone or VHF radio with you and make sure the battery is fully charged. If this is not possible, find out the exact location of a telephone you can use at all times. Have spare change in case you need to use a pay phone.
- 3) Have emergency telephone numbers with you (facility manager, superintendent, fire, police, ambulance), as well as paddlers' contact numbers (parents/guardians, next of kin, family doctor).
- 4) Have on hand a medical profile for each paddler so that this information can be provided to emergency medical personnel. Include in this profile signed consent from the parent/guardian to authorize medical treatment in an emergency.
- 5) Prepare directions for Emergency Medical Services (EMS) to follow to reach the site as quickly as possible. You must include information such as the closest major intersection; trail heads, or major landmarks.
- 6) Have a first-aid kit accessible and properly stocked at all times (all leaders are required to pursue appropriate first-aid training).
- 7) Designate in advance a call person: the person who makes contact with medical authorities and otherwise assists the person in charge. Be sure that your call person can give emergency vehicles precise directions to your location on the river, the facility or practice site.

When an injury occurs, the EAP should be activated immediately if the injured person:

- a) Is not breathing
- b) Does not have a pulse
- c) Is bleeding profusely
- d) Has impaired consciousness
- e) Has injured the back, neck, or head
- f) Has a visible major trauma to a limb

Emergency Action Plan Checklist

<p>Access to telephones</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Phone, battery well charged <input type="checkbox"/> Practice venues <input type="checkbox"/> Race venues <input type="checkbox"/> River runs <input type="checkbox"/> List of emergency phone numbers <input type="checkbox"/> Change available to make phone calls from a pay phone
<p>Directions to access the site and the water (throughout session)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Accurate directions to water and site (practice) <input type="checkbox"/> Accurate directions to emergency access points <input type="checkbox"/> Accurate directions to key or major sites
<p>Paddler information</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Personal profile forms <input type="checkbox"/> Emergency contacts <input type="checkbox"/> Medical profiles
<p>Personnel information</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The person in charge is identified <input type="checkbox"/> The call person is identified <input type="checkbox"/> Assistants (charge and call persons) are identified
<p>Note: The medical profile of each paddler should be up-to-date and be in the first-aid kit. Your first-aid kit must be accessible at all times and must be checked regularly.</p>	

Sample Emergency Action Plan

Included is the suggested EAP you should carry with you while on the water, be it on your local practice site or during outings. This EAP form is used as a quick visual reminder of the steps needed to follow during an emergency situation. All leaders should have established a detailed EAP for the venues they paddle on. When developing an EAP for your local venues, it is highly recommended to practice emergency situation simulations in order to develop better knowledge of the environment and hazards you will be exposed to as well as to familiarize leaders and paddlers with the steps below.

An emergency action plan is not a substitute for prudent planning or proper risk management while on or off the water.

Steps to Follow When an Injury Occurs

Note: Not all injuries require activation of EAP. It is important that leaders properly assess the situation to ensure the safety of all paddlers involved.

Step 1: Control the environment so that no further harm occurs

- a) Ensure you are in a safe area
- b) Stop all other paddlers in a safe area (ideally on shore with access to an evacuation route)
- c) Extraction of dangerously pinned, entrapped or submerged paddlers automatically activates EAP
- d) Extraction of injured paddler may be required. If so, do an initial assessment before activating EAP.

Step 2: Do an initial assessment of the situation

- e) If the paddler:
 - f) Is not breathing
 - g) Does not have a pulse
 - h) Is bleeding profusely
 - i) Has impaired consciousness
 - j) Has injured the back, neck, or head
 - k) Has a visible major trauma to a limb
 - l) Cannot move his or her arms or legs or has lost feeling in them

If the paddler does not show the signs above, proceed to Step 3

Step 3: Do a second assessment of the situation

- m) Gather the facts by talking to the injured paddler as well as anyone who witnessed the incident
- n) Stay with the injured paddler and try to calm him or her; your tone of voice and body language are

Step 4: Assess the injury

- o) Have someone with first-aid training complete an assessment of the injury and decide how to proceed.
- p) If the person trained in first aid is not sure of the severity of the injury or no one present has first-aid training, activate EAP.

If the assessor is sure the injury is minor, proceed to Step 5.

Step 5: Control the return to activity

Allow paddler to return to activity after a minor injury only if there is no:

- q) Swelling
- r) Deformity
- s) Continued bleeding
- t) Reduced range of motion
- u) Pain when using injured part

Step 6: Record the injury on an accident report form and inform the parents/guardians if the paddler is less than 18.

River Maps for Emergency Action Plan

All river instructor/leaders and leaders must have a basic knowledge of the rivers they are paddling. Here is a list of symbols and details that should be found on the EAP river maps.

River Access Points

◆	Put-in and take out: place this symbol where you can put in and take out on the river
] [Bridge: indicate any road crossings
]d	Dam
—	Paved road: indicate nearby roads including name or number
-	Dirt road: indicate nearby roads including name or number
...	Trail: Indicate trail details including name or number.
-+	Railway tracks: Indicate railway tracks nearby.

Special Hazards:

]w	Waterfall: Indicate height of waterfall (ex. [W→10m)
...p	Portage: Indicate portage trail on the side of the river and include the distance of the portage (ex. P 100m)
<///	Difficult rescue area(s): Indicate difficult rescue area(s) on the river. For example any canyons or cliffs make evacuation difficult if no trails reach the riverside. To indicate these areas, use the < to delineate the zone on the side of the river and place stripes on the inside of the delineation. Others may be indicated by a small caption or footnote. (i.e. glass on trail during portage)

River Classification:

=>R	Rapid: To indicate these areas, use the = across the section of the river that has rapids. Then use the ∟ to delineate the zone on the side of the river and RI to RVI on the outside corner of the delineation to indicate the difficulty.
>S Sil	Then use the ∟ to delineate the zone on the side of the river and SI to SVI on the outside corner of the delineation to indicate the difficulty.
→	Direction of water flow is indicated by the arrow pointing downstream.

Other Important Details:

→H	Direction to hospital: Use the→ and H to indicate the route to follow.
→PH	Pay phone: Place either PH on the site where a phone may be found or →PH if it is found following a certain direction.
♥	Evacuation options: Include a brief description of conditions when not already specified by the map (e.g., steep incline leads to ...)

As mentioned above, an emergency action plan is not a substitute for prudent planning or proper risk management while on or off the river. As an instructor/leader or leader you are responsible for the safety of your group. You also have the responsibility to indicate to your group where they can access your EAP form while on or off the river. This information will be useful in any emergency situation you are dealing with or if you are the victim in an emergency situation.



Canoe Kayak Canada Whitewater Emergency Action Plan Form

Location: _____ Date: _____

Time in: _____ Time out: _____

Trip leader: _____ Assist. leader: _____

First aid leader: 1. _____ 2. _____

Comm. leader: 1. _____ 2. _____

Map of River and Surroundings

River Access Points	Special Hazards	River Classification & Other
◆ Put-in and take out	[w Waterfall	=>R Rapid (e.g., RI to RVI)
] [Bridge	...p Portage	>S Sil Include SI to SVI
]d Dam	</// Difficult rescue area(s)	→ Direction of water flow
— Paved road	Others (e.g., glass on trail)	
- Dirt road		→H Direction to hospital
... Trail		→PH Pay phone
-+ Railway tracks		♥ Evacuation (include description)

Place image of map here.

Participants:

Name	Medical Issues	ECP & Contact Numbers

Vehicles:

Make/Model	License Plate Number	Location of Keys

In case of emergency, follow these steps:

1. Ensure you are safe	
2. Ensure no others are in danger	
4. All paddlers stop and gather	<ul style="list-style-type: none"> • Extract victim
6. Stabilize victim (use soap notes)	<ul style="list-style-type: none"> • Check level of consciousness • Check ABCs • Open airway • Check breathing • Check circulation (pulse) • Stabilize c-spine • DISABILITY (NEUROLOGICAL) • Check for trauma and exposure to extremities
7. Treat victim as required (first aid kits)	
8. Emergency contact - 911 (or other name, number, address)	<ul style="list-style-type: none"> • Hospital • Paddling Organization • Parks • Forestry
9. Location of CELL/SAT phones (number, owner, location)	
10. Evacuation - preparation of	<ul style="list-style-type: none"> • Paddler in need of care • Required gear
11. Group maintenance	



Canoe Kayak Canada - Whitewater Plan a Session Template

Location: _____ Date: _____
Time in: _____ Time out: _____
Trip leader: _____ Assist. leader: _____

Actions to Take While Leading - Checklist

Step 1 - Planning

- Waivers and Medical Forms – Are they filled out? Did you read them?
- Weather – What are the predictions – Temperature, precipitation and wind.
- Paddlers – How many are paddling.
- Ensure that activities are appropriate for paddlers' age, fitness, and ability level.
- Ensure that the session starts with a warm-up and that the activities include a reasonable progression and challenge for the paddlers.
- Common sense – Use it!

Step 2: Emergency action plan

- Is your EAP prepared and accessible. Does your group know where to find it?

Step 3: Inspecting equipment and facilities

- Kayak, paddle, PFD, helmet, first aid kit, rope with river knife, rescue gear, phone (if possible).
- Take an inventory of collective and individual equipment.
- Assess the level and safety of the water. (Refer to river guides and water levels.)
- Identify environmental, equipment and facilities, framework and human risk factors.
- Ensure that paddlers wear their protective equipment and that it is properly adjusted and in good condition.

Step 4: Informing paddlers and parents

- Inform paddlers (and parents when dealing with minors) of the risks inherent in the run.
- River Safety Talk – Did you cover all the points (see _____ for more information)?
- When explaining a section during a river run highlight potential risks.

Example: There is a class 3 ledge around the bend, we shall get out and scout at a specific eddy on river left.

Step 5: Supervising activities

- Ensure that the paddlers/leader ratio is within provincial safety standards.
- Keep in mind that paddlers need constant supervision. Stop all activities when you have to leave your kayak or delegate responsibility for the group to a competent person.
- Look for signs of fatigue and aggression in paddlers; if necessary, stop the session



Skills and Maneuvers

9. Kayak Paddling Skills and Maneuvers

In order to become an efficient paddler and eventually enjoy kayaking, paddlers must learn a broad range of skills and maneuvers. Many of these skills and maneuvers must first be learned in a flatwater environment. An analysis of kayaking technique has determined that there are five major skills or fundamentals, from which the sport of kayaking has evolved. If the fundamental skills are controlled first, then learning the maneuvers becomes much easier. Mastering these skills and maneuvers requires many hours of practice both on and off the water. Therefore, it is important to regularly come back to these fundamentals in order to progress as a paddler.

FUNDAMENTAL SKILLS

Balance: - Good balance relies on posture, being centered and remaining relaxed.

Posture: - Balls of feet are firmly planted on the foot braces of the kayak, thighs in thigh braces under the deck on either side of the cockpit.

- Straight back with slight forward lean originating from the hips and pelvis, not from the lower back. This position opens up the torso for an increased range of motion and increases the range of vision. It allows the use of the larger muscle groups, thereby reducing muscle fatigue and increasing endurance. This position also prevents compression of the abdomen, allowing better oxygen exchange.

Being Centered: - Keeping the paddlers weight centered over the kayak keeps the center of gravity over the kayaker's base of support.

Being Relaxed: - Independent movement of the upper and lower body is vital for maintaining balance.

- The lower body, from the waist down, maintains contact with the kayak and moves with the boat as it pitches and rolls.
- The upper body remains loose and is constantly adjusting to maintain a centered position over its base of support, the kayak.

Edge Control: - Edge control is the ability to detect, alter and maintain the side tilt of the kayak's hull.

- This skill is essential for moving off flatwater to the river and practice in the pool is a great place to start. Controlling the edging of a kayak requires the kayaker to be balanced and comfortable. To edge a kayak, the paddler uses weight transfer through knee and foot pressure. This will put the kayak on a tilt. The more the paddler puts the kayak on edge, the more they will need to adjust their body to remain balanced over the kayak.
- The degree of edging required depends on the speed the kayak is moving at and the differential between this speed and its target location. In flat water, the kayak does not need to be edged until it is turned. When the direction of travel is going to be changed, the kayak should be edged. In general, the kayak should be edged (or tilted) into the turn similar to a bike or a ski. When turning, the inside edge of the kayak should be edged or tilted down in respect to the turn that the kayak is entering.

Paddling Strokes: - Paddling strokes are used for power, altering momentum, turning and bracing. The types of strokes are discussed in further detail under "Technique".

Coordination and Fluidity: - Coordination and fluidity refers to the smoothness in technique whereby the body, paddle and kayak function as one unit.

Timing: - Timing is the ability to coordinate the individual techniques in the proper sequence in time and place to successfully complete a maneuver. This skill develops with practice and good technical feedback.

Paddler progression maintains a logical order and continuously refers back to the five fundamental skills. These skills are integrated within basic paddling maneuvers. These maneuvers require learning different strokes, techniques, as well as acquiring knowledge of the river environment.

MANEUVERS

In order to become a whitewater paddler it is best to learn basic maneuvers in a flatwater environment. By learning skills and maneuvers in flatwater first, paddlers reduce the number of variables that may inhibit progress. Paddlers' basic maneuvers in flatwater kayaking generally refer to:

Paddling in a straight line: Combining forward strokes or backstrokes to paddle the kayak forwards or reverse in a straight line.

Spins: combining sweep and/or draw strokes to turn the boat 360 degrees.

Edging the kayak using the hips and legs to hold the kayak on edge.

Bracing: using the hipflick to right the boat.

Boat, Blade, and Body

In the following pages, each skill, stroke and maneuver are described in relation to the Boat, Blade, and Body. When using this tool, the instructor should focus first on teaching gross motor skills and then progress towards more specific motor skills. This follows the principal that acquiring a gross motor skill is easier and leads to success quicker than attempting to teach specific skills when the student has not yet acquired the basics.

Note:

When teaching, the instructor should refer to the Boat, Blade, and Body.

Boat

When referring to the boat, the instructor refers to the propulsion, angle, tilt, and attitude of the kayak during the execution of different skills, strokes, or maneuvers.

- 1) **Propulsion:** Refers to the movement the kayak will make when executing a skill, stroke or maneuver. For example, in a forward stroke, the kayak moves forward.
- 2) **Angle:** Refers to the varying degree the kayak will have compared to the current. In flat water, the angle usually remains neutral to the trajectory the kayak is heading in. In moving water, the angle becomes important for proper execution of a maneuver.
- 3) **Tilt:** Refers to the edging the kayak requires to perform certain skills, strokes or maneuvers. Again, the tilt becomes increasingly important as the paddler progresses to a moving water environment.
- 4) **Attitude:** Refers to the bow/stern movement the kayak requires to perform certain skills, strokes, or maneuvers. For beginner paddlers, the attitude of the kayak is invariably flat. When progressing to more advanced technical skills and most freestyle moves, the attitude of the kayak will play an important part in the successful execution of the technique or move.

Blade

When referring to the blade, the instructor refers to the entry/exit, the trajectory, the recovery, the blade, and the shaft of the paddle.

- 5) **Entry:** Refers to the entry and exit point of the paddle blade during each skill, stroke, or maneuver. The entry may also refer to the set up position for a brace or roll.
- 6) **Trajectory:** Refers to the path the paddle traces as it moves through, above or in the water during each skill, stroke, or maneuver. It is a good indicator of the efficiency of certain strokes.
- 7) **Recovery:** Refers to the method employed at the end of the skill, stroke or maneuver to free the paddle and be ready for the following technique required. When acquiring a skill, it is important to isolate different techniques from one another in order to increase paddler's proficiency in executing each individual technique. As the paddler progresses the recovery becomes less a means to separate techniques and more of a means to link them.
- 8) **Blade:** Refers to the actual position, angle and face of the paddle's blade employed during each skill, stroke, or maneuver.
- 9) **Shaft:** Refers to the actual position and angle of the paddle shaft during each skill, stroke, or maneuver.

Body

The body is the most important part of teaching whitewater kayaking. Even if the kayak and paddle are the means an individual uses to achieve certain skills, strokes or manoeuvres, the body controls both these pieces of equipment. In other words, a kayak doesn't tilt by itself and a paddle doesn't move through the water of its own volition. Therefore, when referring to the body, the instructor refers to the torso, upper limbs and lower limbs of the paddler executing each skill, stroke or maneuver.

Furthermore, each section holds a subsection. The torso will cover the rotation, posture and head position. The upper limbs covers power transfer and protection. The lower limbs covers power transfer, stability and protection. When teaching individual skills, strokes or maneuvers the kayak and the paddle become easy indicators of the proper or improper body position the student is demonstrating.

- 10) **Torso:** Refers to the use of the trunk of the body during execution of each skill, stroke, or maneuver. The torso, more specifically the strong core of muscles found within the human trunk, is the strength and stability behind most whitewater techniques.
- 11) **Rotation:** Refers to the twist of the torso during set up, execution, and recovery. For example, when executing a forward stroke, the upper body (torso) initiates the forward rotation (open body position) in order to set up the paddle. As the torso pulls on one side, it is pushing on the other, twisting throughout the forward stroke.
- 12) **Posture:** Refers to the lean of the torso during set up, execution and recovery. Most beginner skills, strokes, and maneuvers require a slight forward lean or a neutral body position during execution. For most freestyle moves, this lean will vary and increases in importance as the paddler progresses.
- 13) **Head position:** Refers to the direction the paddler is facing and the position compared to the torso of the paddler. Generally speaking, the head should be facing the direction the paddler is heading, and the position is balanced above the kayak. When learning how to brace and more importantly roll, the head position becomes a significant factor for success and varies in position.
- 14) **Upper limbs:** Refers to the use of the arms in relation to what the torso and paddle are doing. The upper limbs rarely move independently from the torso, mainly in order to remain within a safe range of motion. This also refers to the position they are generally in during the execution of a skill, stroke or maneuver.

- 15) **Power transfer:** Refers to the motion used to transfer the added strength of the arms to the paddle. For example, during the forward stroke, the initial “pull” begins with torso rotation but it is immediately followed by simultaneous pulling/pushing of both arms.
- 16) **Protection:** Refers to the safe paddling practices necessary to maintain the upper limbs within a safe range of motion. When paddling in whitewater, the current can exert a great deal of pressure upon the different articulations, and more particularly the shoulders. Instructors should teach safe paddling techniques from the onset of learning new skills, stroke, and manoeuvres.
- 17) **Lower limbs:** Refers to the use of the legs in relation to what the torso and kayak are doing. The lower legs are an important part of a paddler’s edge control both in lake and more importantly moving water environments.
- 18) **Power transfer:** Refers to the motion used to move the kayak. For example, during a forward stroke, legs pump alternately as arms and torso maintain cyclical forward stroke motion.
- 19) **Stability:** Refers to the motion executed to add stability to the kayak. Generally speaking, this means using both legs to execute a motion or simply maintaining contact with both legs on the kayak.
- 20) **Protection:** Refers to the safe paddling practices to adopt in order to maintain the lower limbs within a safe range of motion. In order to maintain control of the kayak, inherently protecting the lower back and lower limbs, the instructor should teach students to maintain contact with both legs while paddling as well as using both abdominal and pelvic muscles to stabilize their body. This becomes particularly important when the kayak is in a tilted position or when executing a brace or a roll.
- 21) **Kinetic sequence:** Refers to the actual order of execution for a single repetition of a skill, stroke, or maneuver. For example, the forward stroke requires pressure on the same foot as the pulling arm, the hips to move forward, the torso to twist initiating an open body position and rotates while opposite arms push and pull. Only then is the paddle recovered out of the water. In short, the order is as follows: foot, hip, torso, arm push/pull, and recovery. The kinetic sequence will help the student to understand the sequence of a skill, stroke, or maneuver and correct themselves when paddling on their own.

Note:

in order to teach certain skills, strokes and maneuvers, the instructor will have to break it up into pieces for the students. This will allow the students to focus on one part at a time before putting the sequence back together again.

Paddler Progression

In order to progress and learn the fundamental skills, strokes and maneuvers, a basic paddler progression has been established. This paddler progression may differ from one paddling school to another and each province has different paddling programs. It is the instructor's responsibility to understand the different programs when teaching in the different provinces or schools.

GAP Tool

With each technique template comes a GAP tool. This GAP tool highlights three main behaviors observed by the instructor while teaching beginner and intermediate paddlers. The three main behaviors observed are:

1. Paddler does not engage in task
2. Paddler engages in the task but the outcome is not achieved
3. Paddler engages in the task and achieves the outcome or demonstrates form (even though the outcome is achieved there may be deficiencies in the performance which can be illustrated on the continuum of effectiveness).

For each behavior there is a cause. The Analyze Performance Referent Model – Framework chart (figure 1) links each cause to the behavior observed. This tool helps the instructor determine why a paddler is not achieving a certain level of efficiency in their skills, strokes or maneuvers. In order to reduce the size of the tool, each cause is described here, but will only be named in the individual technique GAP tool.

Each stroke is analyzed within the following seven causes:

1. **Equipment:** Examines paddling specific equipment that could be a limiting factor on the performance (e.g., oversized PFD, poor fit of kayak).
2. **Environment:** Examines any environmental factors that could lead to performance deficiencies (e.g., choice of water, weather or lighting).
3. **Affective:** Examines internal factors that could be related to the paddler's perception of the task, performance or activity (e.g., fear, motivation, interest).
4. **Cognitive/mental:** Examines factors that relates to the paddlers thoughts or thought processes that are used to execute a given task or action ((e.g., lack of understanding, confusion, concentration, difficulty reading cues).
5. **Physical/Motor:** Examines the physical abilities that could have limiting affects on the performance, task or activity (e.g., strength, stamina, flexibility).
6. **Tactical:** Examines the intent of the skill execution within the overall strategies that enable successful performance. Asks whether the tactic may be too demanding for the technical skills that are required to achieve the outcome.
7. **Technical:** Examines the execution and or biomechanics of skill, stroke or maneuver execution and identifies specific performance factors/goals that are required to achieve a given outcome. The use of Boat, Blade, and Body is used as a reference to find the gaps between the paddler and the desired outcome.

Each cause is then rated as either a high, medium or low priority (H/M/L). This indicates which cause is more likely to influence the students while learning. A high priority is usually placed on the technical cause, but as an instructor, it is important to verify all causes if there is failure to demonstrate the desired skill, stroke or maneuver. For example, you will notice that equipment remains a low priority for most flatwater strokes. This does not mean that the influence of the fit of the kayak is not important, it simply indicates that it is not usually the cause for your students' failure to acquire certain skills, strokes or manoeuvres.

This being said, we've all paddled kayaks that were not well fitted or paddles that are too long or heavy. While we can perform beginner skills, strokes or maneuvers, we will feel the difference between "less than ideal" equipment and our own fitted gear. This effect is aggravated when teaching kids, where the use of improper or oversized equipment becomes an important cause for unsuccessful execution of certain skills, strokes or maneuvers. This will influence the success of your students in the long run, as well as their desire to paddle.

A good instructor must use his or her judgment when teaching and develop the ability to detect and correct students within all seven causes.

Each cause has their own key indicators for intervention (GAP). When the students demonstrate to the instructor any of the indicators, the following column will give the instructors the tools or common corrective measures to remedy the situation. For example, if the equipment is the cause for failure, the instructor should ensure equipment is appropriate for each individual candidate before starting the session or make adjustments (like adding or removing padding, changing paddles) when needed.

This section becomes particularly important for the technical cause. Each skill, stroke or maneuver has their own indicators for intervention and the means to correct them. Again the use of Boat, Blade, and Body becomes important for proper detection and correction. When observing the students, the instructor should start with what the Boat indicates simply because it is the biggest and easiest tell tale sign of success in many cases. For example starting with Boat, if you are teaching a forward stroke and the kayak yaws from side to side, check stroke length, stroke rate, duration of stroke recovery or even the size of the blade and ask paddler to correct the specific element you have indicated to them. (Please note that the common corrective measure may be a change in the Blade or Body position in order to correct a Boat GAP or vice versa.) Once this has been covered the instructor should progress through Blade which is the next easiest indicator to detect, and then finish with the Body.

The common corrective measures in the technical cause should generally follow these guidelines:

- 1) Provide specific feedback based on a key technical factor that indicates how to correct performance.
- 2) Perform a demonstration or modify the drill or activity.
- 3) Use questions to assist paddlers to identify area for technical correction.

When students are learning a skill or maneuver, correct one key indicator at a time. This allows the students to learn without feeling overwhelmed with too much technical feedback. When reviewing or practicing drills, instructors may then remind students of more than one indicator at a time (e.g., remember to keep your kayak flat and use your torso when paddling forward).

The GAP tool should become an important reference tool for instructors and be used regularly when teaching beginner and intermediate paddlers. All instructors must remember that the key to learning is not excessive corrections, but maintaining a FUN and POSITIVE learning environment.

Technical Overview

SKILL (Technical)		OUTCOME Paddler is able to...	KEY PERFORMANCE INDICATORS			
1	Forward sweep	adjust trajectory of kayak moving forward	BOAT	Propulsion		
2	Reverse sweep	adjust trajectory of kayak moving backward		Angle		
3	Forward stroke	move forward		Tilt		
4	Reverse stroke	move backward		Attitude		
5	Draws	move laterally or change trajectory on flat water and in whitewater	BLADE	Entry/Exit		
6	Draw stroke			Trajectory		
7	Sculling draw			Recovery		
8	Bow draw	control balance on flat water and in whitewater		Blade		
9	Hip flick/edging	stabilize boat after losing balance or maintain balance (flat water & whitewater)	BODY	Shaft		
10	Bracing			Low brace	Torso	Rotation
11	High brace			Sweeping brace		Posture
12	Roll	right boat after capsizing			Head Position	
				Upper Limbs	Power Transfer	
					Stability	
					Protection	
			KINETIC SEQUENCE			

KAYAKING		INSTRUCTION BEGINNER	
Skill #	Skill		Outcome
KEY PERFORMANCE INDICATORS/FACTORS			
BOAT	Propulsion		
	Angle		
	Tilt		
	Attitude		
BLADE	Entry/Exit		
	Trajectory		
	Recovery		
	Blade		
	Shaft		
BODY	Torso	Rotation	
		Posture	
		Head Position	
	Upper Limbs	Power Transfer	
		Protection	
	Lower Limbs	Power Transfer	
		Stability	
		Protection	
	KINETIC SEQUENCE		

KAYAKING		INSTRUCTION BEGINNER		
Skill #	Skill	Outcome		
KEY PERFORMANCE INDICATORS/FACTORS				
Analysis of Causes	Description	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
		H/M/L		
Equipment	Examines sport specific equipment that could be a limiting factor on the performance (e.g., poor fit, inadequate protection, etc).			
Environment	Examines any environmental factors that could lead to performance deficiencies (e.g., surface, weather or lighting)?			
Affective	Examines internal factors that could be related to the performer's perception of the task, performance or activity (e.g., fear, motivation, interest).			
Cognitive/ Mental	Examines factors that relates to the performers thoughts or thought processes that are used to execute a given task or action (e.g., lack of understanding, confusion, choice of decision, concentration).			
Physical/ Motor	Examines the physical abilities that could have limiting affects on the performance, task or activity (e.g., strength, stamina, flexibility).			
Tactical	Examines the intent of the skill execution within the overall strategies that enable successful performance. Asks whether the tactic may be too demanding for the technical skills that are required to achieve the outcome.			
Technical	Examines the execution and or biomechanics of skill execution and identifies specific performance factors/goals that are required to achieve a given outcome.			

Note:

in order to teach certain skills, strokes and maneuvers, the instructor will have to break it up into pieces for the students. This will allow the students to focus on one part at a time before putting the sequence back together again.

KAYAKING		INSTRUCTION BEGINNER	
1	Skill: Forward Sweep Stroke	Outcome: <i>Paddler is able to adjust direction of kayak</i>	
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Spins or moves in an arc away from the paddle side.
	Angle		Increases as stroke progresses.
	Tilt		No edging throughout initial practice of skill. (Practice on different tilt angles will help paddler in white water)
	Attitude		Kayak remains flat throughout stroke.
Blade	Entry/Exit		Blade of paddle enters water at toes and exits behind the paddler.
	Trajectory		Wide sweeping arc away from boat.
	Recovery		Raise lower forearm to lift blade from water.
	Blade		Perpendicular to water, tip facing out.
	Shaft		Near horizontal position.
Body	Torso	Rotation	Upper body (torso) initiates forward sweep stroke and starts facing the same side as the stroke. As torso pulls on one side, it is pushing on other, twisting throughout forward
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
		Head Position	Facing direction paddler is heading.
	Upper Limbs	Power Transfer	Initial 'pull' begins with torso rotation, followed by simultaneous pulling/pushing of both arms. Pulling arm - Remains extended but not locked at elbow. Pushing arm - Starts from behind the body, bent slightly less than ninety degrees. Moves low across the front deck with hand at chest level.
		Protection	Lower and upper arms do not lock at elbow maintaining a strong position.
	Lower Limbs	Power Transfer	Foot or knee nearest to the blade kicks or pushes away from the bow.
		Stability	Keep legs in contact with kayak.
		Protection	n/a
	KINETIC SEQUENCE		

KAYAKING

INSTRUCTION BEGINNER

1 **Skill:** Forward Sweep Stroke **Outcome:** Paddler is able to adjust direction of kayak

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	L	Paddle is too long	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide	
		PFD, helmet or spray skirt limits movements of paddler	
Environment	M	Strong current where practicing	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Postpone activity until conditions are safe.
		Practice area too small for group size	
		Practice area too busy (noise, traffic, distracting)	
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	
Affective	L	Paddler is afraid to place blade deep enough in water.	Modify drill or activity i.e. ask paddler to move slowly bringing paddle gradually deeper into water. Remain close and provide encouragement and reassurance.
Cognitive/Mental	L	Paddler unable to effect directional change	Have the paddler use slow, light strokes in order to change direction of kayak.
Physical/Motor	M	Paddler does not use torso rotation throughout stroke.	Exaggerate the stroke by locking the elbows at ninety degrees throughout the stroke forcing the torso rotation. (Winding and unwinding).
		Paddler does not turn efficiently.	Emphasize the reaching arc (to the side) keeping shaft close to horizontal.
		Paddler looks lethargic and has low energy.	Give participants a break between practice.
Tactical	L	Paddler moves forward rather than in a circle or arc.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	H	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - Kayak does not turn enough. B - Water pearls over bow or stern and catches kayak ends or kayak bobs from end to end. C - Kayak is tilted during stroke.	A - Emphasize stroke is most effective in first and last third of sweep. B - Paddler keeps blade perpendicular to water to avoid lifting water as his/her blade exits the water, and do not shift his/her weight back and forth. C - Use both legs to hold kayak flat.
		BLADE D - Blade entry or exit not far enough forward or far enough behind the paddler to effect directional change. E - Sweep not far enough from the kayak. F - Blade is not perpendicular to water	D - Rotate torso to extend reaching forward as far as possible by rotating torso. E - Keep paddle shaft horizontal. Extend lower arm away from kayak. F - Have paddler watch the blade to ensure that it remains perpendicular

		<p>BODY</p> <p>G - Torso is not rotating enough.</p> <p>H - Paddler is slouching or hunching.</p> <p>I - Paddler watches blade throughout stroke.</p>	<p>G - Paddler initiates stroke by rotating torso in desired direction.</p> <p>H - Paddler sits up straight and initiates lean from pelvis.</p> <p>I - Paddler looks in direction of travel.</p>
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KAYAKING		INSTRUCTION BEGINNER	
2	Skill: Reverse Sweep Stroke	Outcome: <i>Paddler is able to adjust direction of kayak</i>	
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Spins or moves in an arc away from the paddle side.
	Angle		Increases as stroke progresses.
	Tilt		No edging throughout initial practice of skill. (Practice on different tilt angles will help paddler in white water)
	Attitude		Kayak remains flat throughout stroke.
Blade	Entry/Exit		Blade of paddle enters water at toes and exits behind paddler
	Trajectory		Wide sweeping arc away from boat.
	Recovery		Raise lower forearm to lift blade from water.
	Blade		Perpendicular to water, tip facing out.
	Shaft		Near horizontal position.
Body	Torso	Rotation	Upper body (torso) initiates reverse sweep stroke and starts facing the same side as the stroke. As torso pushes on one side, it is pulling on the other, twisting throughout reverse sweep stroke.
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
		Head Position	Facing direction paddler is heading.
	Upper Limbs	Power Transfer	Initial 'push' begins with torso rotation, followed by simultaneous pushing/pulling of both arms. Lower arm - Remains extended but not locked at elbow. Upper arm - Starts in front of body, bent slightly less than ninety degrees. Moves low across the front deck with hand below chest level.
		Protection	Elbows do not lock at elbow maintaining a strong position.
	Lower Limbs	Power Transfer	Foot or knee nearest to the blade kicks or pushes away from the bow.
		Stability	Keep legs in contact with kayak.
		Protection	n/a
	KINETIC SEQUENCE		

KAYAKING

INSTRUCTION BEGINNER

2

Skill: Reverse Sweep Stroke

Outcome: Paddler is able to adjust trajectory of kayak

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	L	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Postpone activity until conditions are safe.
		Practice area too small for group size	
		Practice area too busy (noise traffic and distractions)	
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	
Affective	L	Paddler is afraid to place blade deep enough in water	Modify drill or activity i.e. ask paddler to move slowly bringing paddle gradually deeper into water. Remain close and provide encouragement and reassurance.
Cognitive/Mental	L	Paddler unable to effect directional change.	Have the paddler use slow, light strokes in order to change direction of kayak.
Physical/Motor	M	Paddler does not use torso rotation throughout stroke.	Exaggerate the stroke by locking the elbows at ninety degrees throughout the stroke forcing the torso rotation. (Winding and unwinding).
		Paddler does not turn efficiently.	Emphasize the reaching arc (to the side) keeping shaft close to horizontal.
		Paddler looks lethargic and has low energy.	Give participants a break between practice.
Tactical	L	Paddler moves backward rather than in a circle or arc.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	H	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - Kayak does not turn enough. B - Water pearls over bow or stern and catches kayak ends or kayak bobs from end to end. C - Kayak is tilted during stroke.	A - Emphasize stroke is most effective in first and last third of sweep. B - Paddler keeps blade perpendicular to water to avoid lifting water as his/her blade exits the water, and do not shift his/her weight back and forth. C - Use both legs to hold kayak flat.
		BLADE D - Blade entry or exit not far enough back to start or far enough ahead at finish to effect directional change. E - Sweep not far enough from the kayak. F - Blade is not perpendicular to water	D - Rotate torso to extend reaching backward as far as possible. E - Keep paddle shaft horizontal. Extend lower arm away from kayak. F - Have paddler watch the blade to ensure that it remains perpendicular

		<p>BODY</p> <p>G - Torso is not rotating enough.</p> <p>H - Paddler is slouching or hunching.</p> <p>I - Paddler watches blade throughout stroke.</p>	<p>G - Paddler initiates stroke by rotating torso in desired direction.</p> <p>H - Paddler sits up straight and initiates lean from pelvis.</p> <p>I - Paddler looks in direction of travel.</p>
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KAYAKING		INSTRUCTION BEGINNER		
3	Skill: Forward Stroke	Outcome: <i>Paddler is able to move forward in a straight line</i>		
KEY PERFORMANCE INDICATORS/FACTORS				
Boat	Propulsion		Moves forward.	
	Angle		Faces forward throughout skill.	
	Tilt		No edging throughout skill.	
	Attitude		Kayak remains flat throughout stroke.	
Blade	Entry/Exit		Blade of paddle enters water just past knees (towards toes) and exits at hips.	
	Trajectory		Parallel to side of kayak.	
	Recovery		Achieved by bending elbow, then lifting forearm until hand is at shoulder height.	
	Blade		Perpendicular to water, tip facing down.	
	Shaft		Near vertical position.	
Body	Torso	Rotation	Upper body (torso) initiates forward stroke (open body position). As torso pulls on one side, it is pushing on other, twisting throughout forward stroke.	
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.	
		Head Position	Facing direction paddler is heading.	
	Upper Limbs	Power Transfer	Initial 'pull' begins with torso rotation, followed by simultaneous pulling/pushing of both arms.	
			Pulling arm - Remains close to straight, bending at elbow near end to begin recovery.	
			Pushing arm - Starts close to shoulder, pushes forward at eye level to full extension. Should not cross over center	
		Protection	Elbow of top hand remains lower than both wrist and shoulder. Do not lock elbows.	
	Lower Limbs	Power Transfer	Legs pump alternately as arms and torso maintain cyclical forward stroke.	
		Stability	Keep legs in contact with kayak.	
		Protection	n/a	
KINETIC SEQUENCE			FOOT - HIP - TORSO - ARM PUSH/PULL - RECOVERY	

KAYAKING

INSTRUCTION BEGINNER

3

Skill: Forward Stroke

Outcome: Paddler is able to move forward in a straight line

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	L	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Postpone activity until conditions are safe.
		Practice area too small for group size.	
		Practice area too busy (noise, traffic and distractions).	
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	
Affective	L	Paddler is afraid to place blade deep enough in water or to reach far enough forward.	Modify drill or activity i.e. ask paddler to move slowly forward bringing paddle gradually deeper into water. Remain close and provide encouragement and reassurance
		Paddler gets discouraged or frustrated in losing directional control.	Encouragement and distance (practice).
Cognitive/Mental	H	Paddler moves around in circles. Loss of directional control.	Have the paddler use short, light strokes and catch the boat's wandering early, then correct accordingly Have the paddler focus on destination or target
Physical/Motor	M	Paddler does not use torso rotation throughout stroke	Exaggerate the stroke by sliding hands wider on paddle shaft throughout the stroke forcing the torso rotation
		Paddler is unable to move kayak forward.	Modify the drill to maximise forward movement and verify that they are not paddling facing the current or wind.
		Paddler looks lethargic and has low energy.	Give participants a break between practice.
Tactical	L	Paddler moves in a zig zag rather than straight forward	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	H	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - The kayak bobs from end to end. B - The kayak yaws from side to side. C - The kayak tilts from side to side.	A - The paddler could be lifting water as his/her blade exits the water, or the paddler could be shifting his/her weight back and forth. B - Check stroke length, stroke rate, duration of stroke recovery, size of blade and adjust. C - Paddlers torso leans onto stroke, and paddler does not maintain leg or knee contact with kayak.

		<p>BLADE</p> <p>D - Exit is too far behind the hip</p> <p>E - Top hand crosses over center line.</p>	<p>D - Check to see if paddler is sweeping with each stroke. If so have paddler bring paddle towards vertical position and use short strokes exiting at hips</p> <p>E – as above</p>
		<p>BODY</p> <p>E - Inadequate torso rotation.</p> <p>F - Posture: Paddler does not maintain correct hip angle (hip angle too closed or too open).</p> <p>G - Paddler's elbows bent throughout stroke.</p> <p>I - Paddlers wrists too bent</p>	<p>E - Paddler initiates stroke by rotating torso in desired direction.</p> <p>F - Paddler sits up straight and initiates lean from pelvis.</p> <p>G - Paddler straightens elbows to maximize reach to initiate stroke and finish with top arm punch</p> <p>H - Have paddlers hold shaft with only two fingers and thumb.</p>

KAYAKING		INSTRUCTION BEGINNER	
4	Skill: Reverse Stroke	Outcome: <i>Paddler is able to move backward in a straight line</i>	
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Moves backward.
	Angle		Faces forward throughout skill.
	Tilt		No edging throughout skill.
	Attitude		Kayak remains flat throughout stroke.
Blade	Entry/Exit		Blade of paddle enters water just behind hips and exits at knees.
	Trajectory		Parallel to side of kayak.
	Recovery		Achieved by lifting lower forearm and initiating new stroke.
	Blade		Perpendicular to water, tip facing down.
	Shaft		Initial strokes will be at 45 degrees, subsequent strokes will be near vertical position.
Body	Torso	Rotation	Upper body (torso) initiates reverse stroke (open body position). As torso pushes on one side, it is pulling on other, twisting throughout reverse stroke.
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
		Head Position	Facing away from the direction paddler is heading, but looking over shoulder frequently to gauge position.
	Upper Limbs	Power Transfer	Initial 'push' begins with torso rotation, followed by simultaneous pulling/pushing of both arms.
			Lower arm – begins bent and then straightens.
			Upper arm - Remains close to chest.
		Protection	Elbow of top hand remains lower than both wrist and shoulder. Do not lock elbows.
	Lower Limbs	Power Transfer	Legs pump alternately as arms and torso maintain cyclical reverse stroke.
		Stability	Keep legs in contact with kayak.
		Protection	n/a
KINETIC SEQUENCE			FOOT* - HIP - TORSO - ARM PUSH/PULL - RECOVERY

KAYAKING

INSTRUCTION BEGINNER

4

Skill: Reverse Stroke

Outcome: Paddler is able to move backward in a straight line

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	L	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Postpone activity until conditions are safe.
		Practice area too small for group size	
		Practice area too busy (noisy and distracting).	
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	
Affective	L	Paddler is afraid to place blade deep enough in water or to reach far enough forward.	Modify drill or activity i.e. ask paddler to move slowly forward bringing paddle gradually deeper into water. Remain close and provide encouragement and reassurance
		Paddler gets discouraged or frustrated in losing directional control.	Encouragement and distance (practice).
Cognitive/Mental	H	Paddler moves around in circles. Loss of directional control.	Have the paddler use short, light strokes and catch the boat's wandering early, then correct accordingly Have the paddler focus on destination or target
Physical/Motor	M	Paddler does not use torso rotation throughout stroke	Exaggerate the stroke by sliding hands wider on paddle shaft throughout the stroke forcing the torso rotation
		Paddler is unable to move kayak backward.	Modify the drill to maximise backward movement and verify that they are not paddling facing the current or wind.
		Paddler looks lethargic and has low energy.	Give participants a break between practice.
Tactical	L	Paddler moves in a zig zag rather than straight forward	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	H	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - The kayak bobs from end to end. B - The kayak yaws from side to side. C - The kayak tilts from side to side.	A - The paddler could be lifting water as his/her blade exits the water, or the paddler could be shifting his/her weight back and forth. B - Check stroke length, stroke rate, duration of stroke recovery, size of blade and adjust. C - Paddlers torso leans onto stroke, and paddler does not maintain leg or knee contact with kayak.

	<p>BLADE</p> <p>D - Exit is too far in front of knees</p> <p>E - Paddle trajectory makes a wide arc</p>	<p>D - Check to see if paddler is sweeping with each stroke. If so have paddler bring paddle towards vertical position and use short strokes exiting at knees</p> <p>E – as above</p>
	<p>BODY</p> <p>F - Inadequate torso rotation.</p> <p>G - Posture: Paddler does not maintain correct hip angle (hip angle too closed or too open).</p> <p>H - Paddler's elbows bent throughout stroke.</p> <p>I - Paddlers wrists too bent</p> <p>J - Paddler looks behind with every stroke.</p>	<p>F - Have paddlers initiate stroke with torso rotation and lead with body.</p> <p>G - Posture: Have paddler establish straight back with slight forward lean then add stroke movement.</p> <p>H - Emphasize back reach during start and throughout push phase and torso rotation.</p> <p>I - Have paddlers hold shaft with only two fingers and thumb.</p> <p>J - Have paddler look over one shoulder only.</p>

KAYAKING		INSTRUCTION BEGINNER		
5	Skill: Draw Stroke	Outcome: <i>Paddler is able to move sideways</i>		
KEY PERFORMANCE INDICATORS/FACTORS				
Boat	Propulsion		Kayak moves sideways towards blade	
	Angle		Kayak remains facing same direction throughout skill.	
	Tilt		No edging throughout skill.	
	Attitude		Kayak remains flat throughout stroke.	
Blade	Entry/Exit		Blade of paddle enters water ninety degrees off to the side of kayak and exits close to kayak.	
	Trajectory		Perpendicular from hip towards side of kayak.	
	Recovery		Over water: Blade slices out behind cockpit.	
			Under water: Blade slices back out at ninety degrees to the kayak.	
	Blade		Perpendicular to water, tip facing down, power face facing side of kayak.	
Shaft		Near vertical position (except during over water recovery).		
Body	Torso	Rotation	Facing direction paddler is heading.	
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.	
		Head Position	Facing direction paddler is heading.	
	Upper Limbs	Power Transfer	Initial 'pull' begins with torso rotation, followed by simultaneous pulling of both arms.	
			Lower arm - Starts extended straight out at ninety degrees to the body, then pulls towards kayak	
			Upper arm - Starts extended straight out at ninety degrees to the body, then pulls towards kayak. For out of water recovery, top hand drops to deck allowing paddle to slice out of water, then returns to initial position	
		Protection	Elbow of top hand remains lower than wrist. Forearm remains in front of face.	
	Lower Limbs	Power Transfer	Legs hold kayak stable throughout stroke.	
		Stability	Keep legs in contact with kayak.	
		Protection	n/a	
KINETIC SEQUENCE			FOOT - HIP - TORSO - ARM PUSH/PULL - RECOVERY	

KAYAKING

INSTRUCTION BEGINNER

5

Skill: Draw Stroke

Outcome: *Paddler is able to move sideways*

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priorit	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	L	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Postpone activity until conditions are safe.
		Practice area too small for group size.	
		Practice area too busy (noise, traffic and distractions).	
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	
Affective	M	Paddler is afraid to place blade deep enough in water or to reach far enough away from boat	Modify drill or activity i.e. ask paddler to move slowly bringing paddle gradually deeper into water. Remain close and provide encouragement and reassurance
		Paddler pulls too hard and blade hits side of kayak, resulting in loss of stability.	Modify activity to have paddler recover the blade farther away from kayak. Remain close and provide positive feedback
Cognitive/Mental	H	Kayak does not move sideways in desired direction	Paddler may not be pulling at 90 degrees to kayak. Have paddler adjust trajectory of blade.
Physical/Motor	M	Paddler does not turn torso at beginning of stroke (lack of flexibility).	Exaggerate the stroke by sliding hands wider on paddle shaft throughout the stroke forcing the torso rotation
		Paddler looks lethargic and has low energy	Give participants a break between practice runs.
Tactical	L	Paddler moves in a zig zag rather than straight forward	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	H	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction
		BOAT A - Kayak turns and does not travel laterally. B - Kayak is tilted during stroke. C - Water catches kayak side edge slowing movement and may result in flipping.	A - Stroke direction must be perpendicular to hip. B - Paddler must keep kayak flat using legs and keep body upright. C - Paddler must keep kayak flat using legs and keep body upright.
		BLADE D - Blade entry not far enough away from paddler. E - Blade hits side of kayak F - Shaft is not perpendicular to water.	D - Paddler must reach with both arms. E - Stroke recovery must be initiated before blade reaches side of kayak. F - Paddler must rotate torso towards stroke side and top arm must extend further across the kayak.

		<p>BODY</p> <p>G - Torso is not rotated enough</p> <p>H - Paddler is slouching or hunching.</p> <p>I - Both arms are not extended</p> <p>J - Lower wrist is not rolled or cocked to effect recovery</p>	<p>G - Paddler initiates stroke by rotating torso towards direction of travel.</p> <p>H - Paddler sits up straight and initiates lean from pelvis.</p> <p>I - Paddler must reach with both arms.</p> <p>J - Wrist must initiate recovery</p>
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KAYAKING		INSTRUCTION BEGINNER	
6	Skill: Sculling Draw Stroke	Outcome: <i>Paddler is able to move laterally while keeping blade in constant contact with water</i>	
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Kayak moves sideways towards blade
	Angle		Kayak remains facing same direction throughout skill.
	Tilt		No edging throughout skill.
	Attitude		Kayak remains flat throughout stroke.
Blade	Entry/Exit		Blade of paddle enters water ninety degrees off to the side of kayak.
	Trajectory		Parallel to side of kayak (in line with center of gravity).
	Recovery		Constant movement of blade with no recovery
	Blade		Perpendicular to water, tip facing down, power face facing side of kayak. During forward motion of scull, power face is facing towards bow; during reverse motion of scull, power face is facing towards the stern. Not perpendicular, just opened towards bow or stern.
	Shaft		Near vertical position.
Body	Torso	Rotation	Facing direction paddler is heading and follows action of blade.
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
		Head Position	Facing direction paddler is heading.
	Upper Limbs	Power Transfer	Initial 'pull' begins with torso rotation.
			Lower arm - Starts extended out at ninety degrees to the body, then moves back and forth in a figure eight pattern (movement starts from shoulder).
			Upper arm - Remains in front of paddlers head (i.e. back wrist to forehead position). Serves as pivot point
		Protection	Elbow of top hand remains lower than wrist
	Lower Limbs	Power Transfer	Legs hold kayak stable throughout stroke.
		Stability	Keep legs in contact with kayak.
Protection		n/a	
KINETIC SEQUENCE			TORSO - ARM SET UP - SCULL - RECOVERY

KAYAKING

INSTRUCTION BEGINNER

6

Skill: Sculling Draw Stroke

Outcome: *Paddler is able to move laterally while keeping blade in constant contact with water*

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	L	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Postpone activity until conditions are safe.
		Practice area too small for group size.	
		Practice area too busy (noise, traffic and distractions).	
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	
Affective	M	Paddler is afraid to place blade deep enough in water or to reach far enough away from boat.	Modify drill or activity i.e. ask paddler to move slowly bringing paddle gradually deeper into water. Remain close and provide encouragement and reassurance
		Paddler tries too hard and loses control of kayak.	Modify drill or activity i.e. ask paddler to move slowly gradually adding strength to stroke. Remain close and provide positive feedback
Cognitive/Mental	H	Paddler moves around in circles or one side leads other. Loss of directional control.	Have the paddler practice in the air first to gain kinesthetic awareness of the figure eight pattern. (Paddler may be sculling stronger on either the forward or backward portion of the stroke). Gradually bring paddle deeper into water.
Physical/Motor	M	Paddler does not turn torso at beginning of stroke (lack of flexibility).	Start set up with torso rotation (within comfort range).
		Paddler looks lethargic and has low energy	Give participants a break between practice runs.
Tactical	L	Paddler moves in a zig zag rather than straight forward	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	H	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction .
		BOAT A - Kayak turns and does not travel laterally. B - Kayak is tilted during stroke. C - Water catches kayak side edge slowing movement and may result in flipping.	A - Paddler must balance stroke weight on both forward and backward motion. B - Paddler must keep kayak flat using legs and keep body upright. C - Paddler must keep kayak flat using legs and keep body upright.

	<p>BLADE</p> <p>D - Blade entry not far enough away from paddler.</p> <p>E - Blade hits side of kayak</p> <p>F - Shaft is not perpendicular to water.</p>	<p>D - Paddler must reach with both arms.</p> <p>E - Stroke is maintained away from boat with constant pull of blade.</p> <p>F - Paddler must rotate torso towards stroke side and top arm must extend further across the kayak.</p>
	<p>BODY</p> <p>G - Torso is not rotated enough</p> <p>H - Paddler is slouching or hunching.</p> <p>I - Both arms are not extended</p> <p>J - Paddler over bending wrists (pattern more like forward/backward stroke).</p>	<p>G - Paddler initiates stroke by rotating torso in desired direction.</p> <p>H - Paddler sits up straight and initiates lean from pelvis.</p> <p>I - Paddler must reach with both arms.</p> <p>J - Ask permission to hold lower hand of paddler. Physically manipulate his/her wrist and paddle through the figure 8 pattern in the air. Gradually bring paddle blade deeper into water.</p>

KAYAKING		INSTRUCTION BEGINNER		
7	Skill: BOW DRAW		Outcome: <i>Paddler is able to dynamically change trajectory as kayak moves forward</i>	
KEY PERFORMANCE INDICATORS/FACTORS				
Boat	Propulsion		Forward motion using forward stroke.	
	Angle		Faces forward at beginning of stroke and turns towards in water blade throughout stroke.	
	Tilt		Kayak is tilted towards the same side as in-water blade (for carving turns).	
	Attitude		Kayak remains flat.	
Blade	Entry/Exit		Blade of paddle enters water between fifteen and forty-five degrees off the bow of the kayak. Blade exits following forward stroke	
	Trajectory		Toward bow of kayak and follows through with forward stroke.	
	Recovery		Same as forward stroke	
	Blade		Perpendicular to water, tip facing down, power face open to current. Pitch of power face will vary: Sharp turn more open; Wide turn less open.	
	Shaft		Near vertical position.	
Body	Torso	Rotation	Upper body (torso) initiates forward bow draw (open body position). Throughout stroke torso unwinds pulling in water blade towards bow of kayak	
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.	
		Head Position	Facing direction paddler is heading.	
	Upper Limbs	Power Transfer	Initial 'pull' begins with torso rotation.	
			Lower arm - Starts extended out elbow slightly bent (movement starts from shoulder).	
			Upper arm - Remains in front of paddlers head (i.e. back wrist to forehead position).	
	Lower Limbs	Protection	Elbow of top hand remains lower than wrist. Forearm remains in front of face.	
		Power Transfer	Legs hold kayak stable throughout stroke (tilting towards inside of turn).	
		Stability	Keep legs in contact with kayak.	
Protection		Use both legs to stabilise lower body.		
KINETIC SEQUENCE			ARM SET UP - KNEE PULL - HIPS - TORSO PULL	

KAYAKING

INSTRUCTION BEGINNER

7	Skill: BOW DRAW (RUNNING DRAW / DUFFEK)	Outcome: Paddler is able to dynamically change trajectory as kayak moves forward
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KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	L	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Postpone activity until conditions are safe.
		Practice area too small for group size.	
		Practice area too busy (noise, traffic and distractions)	
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	
Affective	M	Paddler is afraid to place blade deep enough in water or to reach far enough forward.	Modify drill or activity i.e. ask paddler to move slowly bringing paddle gradually deeper into water. Remain close and provide encouragement and reassurance
		Paddler does not understand utility of stroke.	Explain to paddler how stroke is utilised for eddy turns.
Cognitive/Mental	L	Paddler moves around small circles without forward momentum. Loss of directional control.	Have the paddler practice without moving then add forward momentum on flat water.
		Paddler does not understand use of the power face of blade.	Show paddler the use of the power phase, practice on flat water then add forward momentum
Physical/Motor	M	Paddler does not rotate torso at beginning of stroke (lack of flexibility).	Start set up with torso rotation (within comfort range).
		Paddler looks lethargic and has low energy	Give participants a break between practice runs.
Tactical	L	Kayak does not turn. Kayak turns too slowly. Kayak turn too quickly.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	H	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - Kayak does not turn. B - Kayak turns too slowly. C - Kayak turns too quickly. D - Kayak is not tilted properly.	A - Kayak must be travelling in a straight line before initiating stroke. B - Paddler must open angle of blade. C - Paddler must close angle of the blade. D - Paddler must initiate and maintain tilt of kayak throughout the turning phase.

	<p>BLADE</p> <p>E - Blade entry not far enough away from paddler.</p> <p>F - Blade hits side of kayak</p> <p>G - Shaft is not perpendicular to water</p> <p>H - Non power face is used to catch the water</p>	<p>E - Paddler must reach with both arms.</p> <p>F - Forward stroke must be initiated before blade reaches side of kayak</p> <p>G - Paddler must rotate torso towards stroke side and top arm must extend further across the kayak.</p> <p>H - Paddler must cock wrist back to open power face.</p>
	<p>BODY</p> <p>I - Torso is not rotated enough</p> <p>J - Paddler is slouching or hunching.</p> <p>K - Both arms are not extended</p> <p>L - Lower wrist is rolled during catch phase.</p> <p>M - Paddler throws weight back to the back of the kayak.</p> <p>N - Top arm is positioned over the top or behind paddlers head.</p> <p>O - Lower arm is fully extended.</p>	<p>I - Paddler initiates stroke by rotating torso in desired direction.</p> <p>J - Paddler sits up straight and initiates lean from pelvis.</p> <p>K - Paddler must reach with both arms.</p> <p>L - Paddler must cock wrist back to open power face.</p> <p>M - Paddler sits up straight and initiates lean from pelvis.</p> <p>N - Paddler positions forearm to the forehead to create a window to look through.</p> <p>O - Paddler must maintain a bend in elbow.</p>

KAYAKING		INSTRUCTION BEGINNER	
1	Skill: Stern Draw	Outcome: <i>Paddler is able to adjust trajectory of kayak</i>	
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Spins or moves in an arc towards the paddle side.
	Angle		Increases
	Tilt		No edging throughout initial practice of skill. (Practice on different tilt angles will help paddler in whitewater)
	Attitude		Kayak remains flat throughout stroke.
Blade	Entry/Exit		Blade of paddle enters water behind hips, about 12 inches from boat and exits at the hull.
	Trajectory		Short pull parallel to boat.
	Recovery		Raise lower forearm to lift blade from water.
	Blade		Perpendicular to water, tip facing out.
	Shaft		Near horizontal position.
Body	Torso	Rotation	Upper body (torso) initiates stern draw stroke and starts facing the same side as the stroke. As torso pulls on one side, it is pushing on other, twisting throughout the stern draw stroke.
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
		Head Position	Facing direction paddler is heading.
	Upper Limbs	Power Transfer	<ol style="list-style-type: none"> 1. Initial 'pull' begins with torso rotation, followed by simultaneous pulling/pushing of both arms. 2. Lower arm – Starts extended and bends as paddle comes into boat. 3. Upper arm - Starts bent slightly less than ninety degrees. Hand at chest level and pushes out.
		Protection	Elbows do not lock maintaining a strong position.
	Lower Limbs	Power Transfer	Foot or knee nearest to the blade kicks or pushes away from the bow.
		Stability	Keep legs in contact with kayak.
		Protection	n/a
	KINETIC SEQUENCE		

KAYAKING		INSTRUCTION BEGINNER	
1	Skill: Stern Draw	Outcome: Paddler is able to adjust trajectory of kayak	
KEY INDICATORS FOR INTERVENTION (GAP)			
Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	L	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Postpone activity until conditions are safe.
		Practice area too small for group size	
		Practice area too busy (noise, traffic and distractions).	
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	
Affective	L	Paddler is afraid to place blade deep enough in water.	Modify drill or activity i.e. ask paddler to move slowly bringing paddle gradually deeper into water. Remain close and provide encouragement and reassurance.
Cognitive/Mental	L	Paddler unable to effect directional change.	Have the paddler use slow, light strokes in order to change direction of kayak.
Physical/Motor	M	Paddler does not use torso rotation throughout stroke.	Exaggerate the stroke by locking the elbows at ninety degrees throughout the stroke forcing the torso rotation. (Winding and unwinding).
		Paddler does not turn efficiently.	Emphasize reaching out to the side behind hips.
		Paddler looks lethargic and has low energy.	Give participants a break between practice.
Tactical	L	Paddler moves forward rather than in a circle or arc.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	H	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - Kayak does not turn enough. B - Water pearls over bow or stern and catches kayak ends or kayak bobs from end to end. C - Kayak is tilted during stroke.	A - Emphasize pulling water into stern B - Paddler keeps blade perpendicular to water to avoid lifting water as his/her blade exits the water, and does not shift his/her weight back and forth. C - Use both legs to hold kayak flat.
		BLADE D - Blade entry too close to hull. E - Blade is not perpendicular to water	D - Rotate torso to extend reach. E - Have paddler watch the blade to ensure that it remains perpendicular

		<p>BODY</p> <p>F - Torso is not rotating enough.</p> <p>G - Paddler is slouching or hunching.</p> <p>H- Paddler watches blade throughout stroke.</p>	<p>F - Paddler initiates stroke by rotating torso in desired direction.</p> <p>G - Paddler sits up straight and initiates lean from pelvis.</p> <p>H - Paddler looks in direction of travel.</p>
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KAYAKING		INSTRUCTION BEGINNER	
8	Skill: Hip Flick/Snap	Outcome: <i>Paddler is able to control balance.</i>	
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Remains stationary on flat water throughout skill.
	Angle		Faces same direction throughout skill.
	Tilt		Tilt of kayak increases in progression of skill until the kayak can be fully turned over and righted.
	Attitude		Kayak remains flat.
Blade	Entry/Exit		Paddle not used for this skill.
	Trajectory		
	Recovery		
	Blade		
	Shaft		
Body	Torso	Rotation	Body rotates to face towards water surface
		Posture	Torso bends laterally when kayak is tilted. (In a 'C' position)
		Head Position	Head should be the last part of body to come out of water.
	Upper Limbs	Power Transfer	Hands rest on support - not used to roll kayak upright.
		Protection	Elbows remain tucked toward body.
			Arms remain in front of body - keep shoulder safe.
	Lower Limbs	Power Transfer	Legs (feet and knees) press simultaneously against kayak.
			One leg pulls up towards the deck as other leg pushes out towards hull.
			Both legs return to initial position in a quick 'snap' movement for the hip flick.
		Stability	Keep legs in contact with kayak and push (up/down on both sides) to maintain balance
Protection	Use both legs to stabilise lower body.		
KINETIC SEQUENCE			FEET - KNEES/HIPS - TILT - HEAD - RECOVERY

KAYAKING

INSTRUCTION BEGINNER

8

Skill: Hip Flick/Snap

Outcome: Paddler is able to control balance

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	H	Kayak is too narrow or too wide.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	L	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Find warm water environment that allows for multiple immersions. Use wetsuits or drysuit. Remove cotton t-shirts that constantly evaporate moisture and body heat Postpone activity until conditions are safe.
		Practice area too small for group size	
		Practice area too busy (noise, traffic and distractions).	
		Water temperature too cold	
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	
Affective	M	Paddler is afraid to tip kayak or roll over. Paddler has fear of submersion in water or entrapment in kayak.	Modify drill or activity i.e. ask paddler to bring kayak gradually on edge while instructor supports their body and assists with tilting kayak. Remain close and provide encouragement and reassurance
Cognitive/Mental	L	Paddler does not understand concept of tilting kayak with knees and hips.	Have the paddler rock the boat from edge to edge using knees and hips. Gradually increase tilt until the kayak is on edge.
Physical/Motor	H	Paddler has an ear/nose/throat infection that prevents full immersion. Contact lenses or other eye issues may prevent full immersion	Paddlers will have to repeat this skill when they are well. Paddlers may use ear and nose plugs and goggles to keep water out
		Paddler can't hold tilt	Emphasize the use of legs and gradually build the tilt until paddler can maintain edging.
		Paddlers tilt limited due to lack of flexibility.	Practice small movements and encourage proper stretching techniques.
Tactical	L	Paddler unable to hold tilt. Paddler does not understand fundamental role of hip flick when rolling and bracing.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	M	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction
		BOAT A - Kayak does not tilt or rock. B - Kayak bobs front to back. C - Kayak remains upside down.	A - Have the paddler rock the boat from edge to edge using knees and hips. Gradually increase tilt until the kayak is on edge. B - Paddler should not reach forward or back during skill C - One leg pulls up towards the deck as other leg pushes out towards hull. Head should be the last part of body to come out of water.

		BLADE N/A	
		BODY G - Head is lifted too soon. H - Paddler leans back on rear deck. I - Hips and knees not actively rolling kayak. J - Paddler uses arms to lift themselves	G - Paddler rests head on instructor's hands, keep ear on shoulder, instructor holds head down. H - Demonstrate effect of posture on hip action in kayak. I - Alternate lifting knees to rock kayak. J - Keep elbows in water below hands and head, use flutterboards for support, emphasize hip and knee action.

KAYAKING		INSTRUCTION BEGINNER	
9	Skill: Low Brace	Outcome: <i>Paddler is able to stabilize kayak after partially losing balance.</i>	
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Remains stationary on flat water throughout skill.
	Angle		Faces same direction throughout skill.
	Tilt		Increased edging throughout skill. Kayak returns to flat position.
	Attitude		Kayak remains flat.
Blade	Entry/Exit		Backside of blade slaps surface of water flat / slicing out of water or sliding towards paddler.
	Trajectory		Blade slaps surface of water and sinks before being recovered.
	Recovery		Slices blade out of water or slides towards paddler.
	Blade		Flat on top of water, backside facing down - power face facing up.
	Shaft		Near horizontal position perpendicular to kayak.
Body	Torso	Rotation	No rotation
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
			Torso bends laterally when kayak is tilted. (In a 'C' position).
	Head Position	Head should be the last part of body to complete the 'C'.	
	Upper Limbs	Power Transfer	Elbows up bent at ninety degrees (push up position).
			Knuckles facing down, wrists above shaft of paddle.
		Protection	Elbows remain below shoulders.
	Lower Limbs	Power Transfer	Legs (feet and knees) press simultaneously against kayak.
			Leg on the same side as the paddle slap pulls up towards the deck in a quick 'snapping' movement.
			Leg on opposite side pushes out towards the hull in order to stabilize the kayak flat on the surface of the water
Stability		Keep legs in contact with kayak and push (up/down on both sides) to maintain balance	
Protection	Use both legs to stabilise lower body.		
KINETIC SEQUENCE			ARM PUSH - HIP SNAP - HEAD RECOVERY

KAYAKING

INSTRUCTION BEGINNER

9	Skill: Low Brace	Outcome: <i>Paddler is able to stabilize kayak after partially losing balance</i>
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KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	M	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points).
		Practice area too small for group size	
		Practice area too busy (noise, traffic and distractions).	Find warm water environment that allows for multiple immersions. Use wetsuits or drysuit
		Water temperature too cold	
Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	Postpone activity until conditions are safe.		
Affective	M	Paddler is afraid to tilt kayak in order to practice bracing	Modify drill or activity i.e. ask paddler to move slowly bringing kayak gradually on edge then practice small braces gradually increasing in difficulty. Remain close and provide encouragement and reassurance. Hold kayak to control tilt.
Cognitive/Mental	L	Paddler braces before kayak has tilted	Have the paddler hold a tilt then execute the brace. Gradually increase tilt and speed. Stand behind paddler and tilt kayak in random manner to practise reaction.
Physical/Motor	H	Paddler does not tilt using legs (tilts body instead of using legs).	Return to practicing hip flick / snap, then combine with brace
Tactical	L	Paddler is not able to execute kinetic sequence.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	M	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - Kayak does not tilt or rock. B - Kayak bobs front to back. C - Kayak flips upside down...	A - Have the paddler rock the boat from edge to edge using knees and hips. Gradually increase tilt until the kayak is on edge. B - Paddler should not reach forward or back during skill. C - One leg pulls up towards the deck as other leg pushes out towards hull. Head should be the last part of body to resume initial position. C - Instruct paddler to pull up on the lower knee as soon as the paddle slaps the surface of the water.

	<p>BLADE</p> <p>D - Blade slices down through water.</p> <p>E - Shaft of paddle does not remain horizontal.</p> <p>F - Blade is not recovered to the surface.</p> <p>G - Power face of Blade is used to brace with pull down motion.</p>	<p>D - Isolate slapping blade flat on water and then incorporate with hip flick.</p> <p>E - Push down with both hands.</p> <p>F - Hip flick - snap must be integrated into recovery.</p> <p>G - Emphasize push down motion with hands on top of shaft and backside of blade.</p>
	<p>BODY</p> <p>H - Head is lifted too soon.</p> <p>I - Paddler leans forward onto blade.</p> <p>J - Hips and knees not actively rolling kayak.</p> <p>K - Elbows are raised above shoulders</p>	<p>H - Emphasize need to keep head down and is the last to recover.</p> <p>I - Demonstrate effect of posture on hip action in kayak.</p> <p>J - Alternate lifting knees to rock kayak.</p> <p>K - Keep elbows below shoulders</p>

KAYAKING		INSTRUCTION BEGINNER	
10	Skill: High Brace	Outcome: <i>Paddler is able to stabilize kayak after partially losing balance.</i>	
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Remains stationary on flat water throughout skill.
	Angle		Faces same direction throughout skill.
	Tilt		Increased edging throughout skill. Kayak returns to flat position.
	Attitude		Kayak remains flat.
Blade	Entry/Exit		Power face of blade slaps surface of water flat / slicing out of water or sliding towards paddler.
	Trajectory		Blade slaps surface of water and sinks before being recovered.
	Recovery		Slices blade out of water or slides towards paddler.
	Blade		Flat on top of water, power face facing down - backside face facing up.
	Shaft		Near horizontal position perpendicular to kayak.
Body	Torso	Rotation	
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
			Torso bends laterally when kayak is tilted. (In a 'C' position).
	Head Position	Head should be the last part of body to come up.	
	Upper Limbs	Power Transfer	Elbows down and flexed in pullup position
			Knuckles facing up wrists below shaft of paddle.
	Protection	Elbows remain below shoulder height. Hands stay in front of body	
		Lower Limbs	Power Transfer
	Stability	Protection	Leg on the same side as the paddle slap pulls up towards the deck in a quick 'snapping' movement.
			Leg on opposite side pushes out towards the hull in order to stabilize the kayak flat on the surface of the water
Keep legs in contact with kayak and push (up/down on both sides) to maintain balance			
Use both legs to stabilise lower body.			
KINETIC SEQUENCE		ARM PULL - HIP SNAP - HEAD RECOVERY	

KAYAKING		INSTRUCTION BEGINNER	
10	Skill: High Brace	Outcome: <i>Paddler is able to stabilize kayak after partially losing balance</i>	
KEY INDICATORS FOR INTERVENTION (GAP)			
Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	M	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points).
		Practice area too small for group size	
		Practice area too busy (noisy and distracting).	Find warm water environment that allows for multiple immersions. Use wetsuits or drysuit
		Water temperature too cold	
Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	Postpone activity until conditions are safe.		
Affective	M	Paddler is afraid to tilt kayak in order to practice bracing	Modify drill or activity i.e. ask paddler to move slowly bringing kayak gradually on edge then practice small braces gradually increasing in difficulty. Remain close and provide encouragement and reassurance. Hold kayak to control tilt.
Cognitive/Mental	L	Paddler braces before kayak has tilted	Have the paddler hold a tilt then execute the brace. Gradually increase tilt and speed. Stand behind paddler and tilt kayak in random manner to practise reaction.
Physical/Motor	H	Paddler does not tilt using legs (tilts body instead of using legs).	Return to practicing hip flick / snap, then combine with brace
Tactical	L	Paddler is not able to execute kinetic sequence.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	M	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - Kayak does not tilt or rock. B - Kayak bobs front to back. C - Kayak flips upside down...	A - Have the paddler rock the boat from edge to edge using knees and hips. Gradually increase tilt until the kayak is on edge. B - Paddler should not reach forward or back during skill. C - One leg pulls up towards the deck as other leg pushes out towards hull. Head should be the last part of body to resume initial position. C - Instruct paddler to pull up on the lower knee as soon as the paddle slaps the surface of the water.

	<p>BLADE</p> <p>D - Blade slices down through water.</p> <p>E - Shaft of paddle does not remain horizontal.</p> <p>F - Blade is not recovered to the surface.</p> <p>G – Back side of blade is used to brace with push down motion.</p>	<p>D - Isolate slapping blade flat on water and then incorporate with hip flick.</p> <p>E - Pull down with both hands.</p> <p>F - Hip flick - snap must be integrated into recovery.</p> <p>G - Emphasize pull down motion with hands and elbows underneath of shaft and powerside of blade slapping water.</p>
	<p>BODY</p> <p>H - Head is lifted too soon.</p> <p>I - Paddler leans forward onto blade.</p> <p>J - Hips and knees not actively rolling kayak.</p> <p>K - Elbows are raised above shoulders</p>	<p>H - Emphasize need to keep head down and is the last to recover.</p> <p>I - Demonstrate effect of posture on hip action in kayak.</p> <p>J - Alternate lifting knees to rock kayak.</p> <p>K - Keep elbows below shoulders</p>

KAYAKING		INSTRUCTION BEGINNER	
11	Skill: Sweeping Brace		Outcome: <i>Paddler is able to stabilize kayak after partially losing balance.</i>
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Remains stationary on flat water throughout skill.
	Angle		Faces same direction throughout skill.
	Tilt		Increased edging throughout skill. Kayak returns to flat position.
	Attitude		Kayak remains flat.
Blade	Entry/Exit		Power face of blade rests on surface of water. (Has purchase on water).
	Trajectory		Sculling motion, back and forth (figure eight).
	Recovery		Slice blade out of water.
	Blade		Resting on surface of water, power face facing down.
			During forward motion of scull power face is facing towards bow; during back sweep of scull power face is facing towards the stern
Shaft		Near horizontal position perpendicular to kayak. Moves in a small front to back movement.	
Body	Torso	Rotation	Rotates to follow sculling blade.
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
			Torso bends laterally when kayak is tilted. (In a 'C' position).
	Head Position	Head should remain above leading edge of kayak and not lean out to side.	
	Upper Limbs	Power Transfer	Elbows down and flexed in pullup position
			Knuckles facing up wrists below shaft of paddle.
			Wrist controls angle of blade.
	Protection	Elbows remain below shoulder height. Hands stay in front of body	
	Lower Limbs	Power Transfer	Legs (feet and knees) press simultaneously against kayak.
			Leg on the same side as the sculling blade holds kayak on edge then pulls up towards the deck in a quick 'snapping' movement.
Leg on opposite side holds kayak on edge then pushes down towards the water in order to bring the kayak flat on the surface of the water.			
Stability		Keep legs in contact with kayak and push (up/down on both sides) to maintain balance	
Protection	Use both legs to stabilise lower body.		
KINETIC SEQUENCE			KAYAK TILT - PADDLE SCULL - HIP SNAP - RECOVERY

KAYAKING		INSTRUCTION BEGINNER	
11	Skill: Sweeping Brace	Outcome: <i>Paddler is able to stabilize kayak after partially losing balance</i>	
KEY INDICATORS FOR INTERVENTION (GAP)			
Analysis of Causes	Priority	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	M	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points).
		Practice area too small for group size	
		Practice area too busy (noisy and distracting).	
		Water temperature too cold	Find warm water environment that allows for multiple immersions. Use wetsuits or drysuit
		Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	Postpone activity until conditions are safe.
Affective	M	Paddler is afraid to tilt kayak in order to practice bracing	Modify drill or activity i.e. ask paddler to move slowly bringing kayak gradually on edge then practice small braces gradually increasing in difficulty. Remain close and provide encouragement and reassurance. Hold kayak to control tilt.
Cognitive/Mental	L	Paddler braces before kayak has tilted	Have the paddler hold a tilt then execute the brace. Gradually increase tilt and speed. Stand behind paddler and tilt kayak in random manner to practise reaction.
Physical/Motor	H	Paddler does not tilt using legs (tilts body instead of using legs).	Return to practicing hip flick / snap, then combine with brace
Tactical	L	Paddler is not able to execute kinetic sequence.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	M	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - Kayak does not tilt or rock. B - Kayak bobs front to back. C - Kayak flips upside down...	A - Have the paddler rock the boat from edge to edge using knees and hips. Gradually increase tilt until the kayak is on edge. B - Paddler should not reach forward or back during skill. C - One leg pulls up towards the deck as other leg pushes out towards hull. Head should be the last part of body to resume initial position. C - Instruct paddler to pull up on the lower knee as soon as the paddle slaps the surface of the water.
		BLADE D - Blade slices down through water. E - Shaft of paddle does not remain horizontal. F - Blade is not recovered to surface.	D - Isolate sculling blade across the water and then incorporate with hip flick. E - Pull down with both hands. F - Hip flick/snap must be integrated into recovery.

		<p>BODY</p> <p>H - Paddler over cocking wrists so that scull pattern looks more like a forward/backward stroke rather than figure eight.</p> <p>I - Paddler leans backward or forward onto deck.</p> <p>J - Hips and knees not actively holding kayak.</p> <p>K - Elbows are raised above shoulders.</p>	<p>H - Emphasize need to keep power face of blade nearly flat and on the surface of the water. Have paddler practice without applying pressure and without tilt, then gradually integrate both elements.</p> <p>I - Demonstrate effect of posture on hip action in kayak and ask paddler to reproduce stable posture.</p> <p>J - Alternate lifting knees to rock kayak.</p> <p>K - Keep elbows below shoulders.</p>
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KAYAKING		INSTRUCTION BEGINNER	
12	Skill: Roll		Outcome: Paddler is able to right themselves after capsizing.
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Remains stationary on flat water throughout skill.
	Angle		Faces same direction throughout skill.
	Tilt		Rolls towards same side as paddle.
	Attitude		Kayak remains flat.
Blade	Entry/Exit		Set up: Paddle parallel to water next to kayak.
			At end of arc, paddle horizontal over water and either perpendicular or just past perpendicular to kayak.
	Trajectory		Wide sweeping arc from bow towards stern.
			Throughout arc - front hand blade remains close to surface.
			Throughout arc: back hand blade slides over hull of kayak.
	Recovery		Paddle is slid back across the boat as the body recovers
	Blade		Power face of front blade facing towards water.
			Slight feather (adjust pitch to bring blade towards surface).
	Shaft		Horizontal (close to parallel with surface of water).
			Starts parallel with kayak.
Body	Torso	Rotation	Turning towards surface of water, following blade trajectory.
		Posture	Tucked forward slightly towards same side as paddle for set-up.
			Move out to side following blade trajectory.
	Head Position	Tucked forward at beginning, then tilts towards water with hip flick.	
	Upper Limbs	Power Transfer	Knuckles facing up.
			Wrists below shaft of paddle.
			Wrist controls angle of blade.
	Protection	Elbows remain below shoulder height. Hands stay in front of body	
	Lower Limbs	Power Transfer	Hip flick towards same side as paddle - PURPOSEFUL MOVEMENT.
		Stability	Keep legs in contact with kayak and push (up/down on both sides) to maintain balance
Protection		Use both legs to stabilise lower body.	
KINETIC SEQUENCE			HANDS - ARMS/TORSO - HIP FLICK/SNAP - HEAD

KAYAKING

INSTRUCTION BEGINNER

12

Skill: Roll

Outcome: *Paddler is able to right themselves after capsizing*

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priorit	Key Indicators for Intervention (GAP)	Common Corrective Measures
	H/M/L		
Equipment	M	Paddle is too long.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
		Kayak is too narrow or too wide.	
		PFD, helmet or spray skirt limits movements of paddler.	
Environment	M	Strong current where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points).
		Practice area too small for group size	
		Practice area too busy (noise, traffic and distractions)	Find warm water environment that allows for multiple immersions. Use wetsuits or drysuit
		Water temperature too cold	
Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	Postpone activity until conditions are safe.		
Affective	H	Paddler is afraid to flip over in water.	Modify drill or activity i.e. use a progressive approach and gradually bring paddler deeper into water. Remain close and provide encouragement and reassurance.
Cognitive/Mental	H	Paddler confused under water.	Use a progressive approach keeping paddlers head above water to execute skill and gradually bring paddler deeper into water
Physical/Motor	M	Paddler lacks flexibility and can't bring paddle out of water (Set up). Paddler can't move torso out to the side of kayak (lacks flexibility or has restricted movements).	Help paddler set up and use reach with arms to the side of kayak to help bring blades out of water. Start arc movement with front arm until roughly fifteen degrees away from kayak then as paddler moves torso out to side encourage use of hip snap simultaneously (Sweep roll).
Tactical	M	Paddler is not able to execute kinetic sequence.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	H	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - Kayak does not roll towards paddle. B - Kayak bobs front to back.	A - Instruct paddler to bring deck of kayak towards body and blade. B - Paddler should focus on rolling kayak along short axis as seen in bracing.

	<p>BLADE</p> <p>C – Paddle dives into water</p> <p>D - Paddle deeply submerged at end of arc.</p> <p>E - Paddle moves in a forward to back motion.</p> <p>F - Front hand blade dives down during arc.</p> <p>G - Back hand blade gets stuck on kayak and is unable to exit water.</p> <p>H - Power face of blade does not face surface of water.</p> <p>I - Blade slices down through water.</p> <p>J - Shaft of paddle does not remain horizontal.</p> <p>K - Paddle at angle to kayak at set up.</p>	<p>C - Physically assist paddler with set up.</p> <p>D - Ask paddler to focus on moving paddle out away from kayak.</p> <p>E - Have paddler exaggerate wide sweeping arc motion.</p> <p>F - Have paddler push up on front hand to keep blade towards surface.</p> <p>G - Have paddler push up on back hand to help blade exit water.</p> <p>H - Have paddler feel surface of water with front hand blade in the set up position before starting roll sequence.</p> <p>I - Have paddler adjust pitch to bring blade towards surface.</p> <p>J - Ask paddler to focus on keeping both hands at similar height.</p> <p>K - Ask paddler to set up with both hands close to side of kayak.</p>
	<p>BODY</p> <p>L - Body facing front of kayak or bottom of river.</p> <p>M - Paddler not leaning forward or remains under kayak.</p> <p>N - Head lifts before kayak has been rolled up.</p> <p>O - Hands facing away from or towards kayak at set up.</p> <p>P - Paddler opens elbows and exposes shoulder to injury.</p> <p>Q - Paddler uses a slow and long hip snap.</p> <p>R - Paddler shifts in kayak while rolling.</p>	<p>L - Ask paddler to lean forward then to the side of kayak during set up.</p> <p>M - Assist paddler with initial position by physically showing them where to be with their head above surface.</p> <p>N - Ask paddler to lift head last ('tuck your ear' 'toss your hair' 'Head dink').</p> <p>O - Have paddler punch up towards the surface during set up.</p> <p>P - Remind paddler of dangers of such posture and physically assist paddler with safe rolling posture (Physical assistance head above then below water).</p> <p>Q - Isolate hip snap/flick to paddler can improve speed and strength of motion.</p> <p>R - Remind paddler to use both legs to hold kayak.</p>

Analyze Performance Reference Model – Framework

Outcome/Form					
Observe Performance			Apply Corrective Strategy		
Detectable Signs What Is Observed?		Analyze Potential Causes		Select Appropriate Corrective Measure	
		Cause	GAP		
Participant does not engage in task		Equipment	Equipment Issue FIT /	Modify/Adjust Drill or Activity	
					Makes sport specific
Participant engages in the task but the outcome is not achieved		Environment	Environmental factor (e.g., weather, lighting)		Adjust task demands
					Repeat task/activity
Participant engages in the task and achieves the outcome or demonstrates form. <i>Even though the outcome is achieved there may be deficiencies in the performance, which can be illustrated on the continuum of effectiveness.</i>		Affective	Fear or hesitation	Adjust progression	
			Not motivated or not interested	Adjust speed or timing	
Inconsistencies or inefficiency in movement or task. Little precision or low probability of success in the task.	Consistent and efficient movements demonstrated in task. High degree of precision and probability of success in the task.	Cognitive/ Mental	Lack understanding or player confused	Teaching Interventions	
			Too much information or		Help or reassure
			Lack concentration or poor arousal control		Explain or ask
			Difficulty reading / recognizing cues		Simplify - Use examples or reduce number of variables to process
	Use refocusing or				
	Demonstrate correct technique/tactic				
	Provide feedback or results				
IDENTIFY KEY PERFORMANCE FACTORS THAT DESCRIBE IDEAL PERFORMANCE Could use the following: 1. Preliminary movements (e.g., grip, stance) 2. Back swing or recovery movement (e.g., positioning, back swing, recovery) 3. Force producing movement (e.g., use or sequence of muscle group and joint action) 4. Critical instant ((e.g., impact, strike) 5. Follow through.					
		Physical/ Motor	Lacks physical ability to <u>complete task</u>		
			Task too demanding or too easy		
		Tactical	Unable to select appropriate tactic		
			Choice of decision		
		Technical	Unable to effectively or consistently execute technique		

APPENDICES

SAMPLE ACTIVITY PLANNING SHEET

Session date: _____ Name of the activity: _____
Warm-up () Main part () Cool Down ()

Duration: _____ Objective(s): _____

Equipment needed: _____

Description: (Paddling abilities to be trained, purpose, movements, types of effort, intensity, duration, etc.)

Directions/guidelines to give paddlers: _____

Success criteria: _____

Risk factors/safety guidelines to give to paddlers: _____

Notes/comments: _____



Inclusion

9. Inclusion

“Respecting the diversity of our ages, gender, background, cultures and disabilities”.

Your responsibility as an instructor is to create and maintain a welcoming and safe environment for all participants.

The Lake kayak course is easily adapted for people with disabilities. Working in the lake provides a safe environment for persons with disabilities to explore the world of kayaking.

Please refer to CKC Paddle All course at www.canoekayak.ca



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Evaluation Lake Kayak Instructor



REACH HIGHER

10. Evaluation

LEARNING OUTCOMES

By the end of this training, candidates will be able to take a critical look at their own facilitating skills. They will be able to organize safe, fun lessons that meet their paddlers' needs and reflect the CanoeKayak Canada –Whitewater Long-Term Athlete Development Model. They will also learn how to use several self assessment tools that will enable them to keep working on their own to improve their effectiveness as an instructor. In particular, they will be able to:

- Apply a six step ethical decision making process
- Ensure that the lesson environment is safe
- Produce a safe and organized lesson plan that shows development of one or more paddling skills and athletic abilities
- Design an emergency action plan
- Implement an organized and structured lesson that consolidates and refines paddling skills and athletic abilities
- Detect and correct the performance of intermediate paddlers
- Make interventions that promote learning

PURPOSE OF THE PROGRAM

The purpose of the Lake Kayak Instructor training is to certify instructors that are able to organize instruct and lead paddlers on Lakes.

Ratio: 1:10 Instructor to Participant

With the support from another "trained" Lake Instructor, the instructor to participant ratio can be increased to 1:12.

EVALUATION

Instructor candidates must demonstrate confidence in their personal paddling skills while instructing on a Lake. In addition they must demonstrate specific criteria that support the outcomes of *Make Ethical Decisions, Provide Support to Athletes in Training, Analyze Performance* and *Plan a Practice*. More specific details are found in "Handout 1: Evaluation – CKC Lake Kayak Instructor".

The evaluation is to be conducted with real life students by an outside Learning Facilitator (i.e., not the one that ran the course and not one affiliated with the group or association who sponsored the course) It is the responsibility of the Evaluator to ensure that candidates meet the established National standard for each of the above outcomes. Before they sign the card, evaluators should ask themselves if they would send a loved one out with this candidate.

FORMS

All required forms for registering, evaluation, post course reports, etc. can be found on the CKC website at <http://www.canoekayak.ca/>

Evaluation Overview– CKC Lake Kayak Instructor

OUTCOME	PERFORMANCE CRITERIA	METHOD OF EVALUATION
MAKE ETHICAL DECISIONS	Candidates will be asked to apply a 6 step ethical decision making process	Complete the on-line, NCCP evaluation for the Instructor-Intermediate context. <i>(Details of registration for the on-line evaluation are available on the CAC website (www.coach.ca)).</i>
PLAN A PRACTICE	Produce a safe and organized lesson plan that shows development of one or more paddling skills and athletic abilities. Design an Emergency Action Plan (EAP).	Submit a lesson plan that (1) uses the standard lesson plan format and (2) includes a series of activities designed to enhance the learning of the paddlers. Submit an EAP for an appropriate teaching location.
PROVIDE SUPPORT TO ATHLETES IN TRAINING	Ensure that the lesson environment is safe Implement an organized and structured lesson that consolidates and refines paddling skills and athletic abilities Make interventions that promote learning	*Demonstrate safety awareness throughout the on-site evaluation Candidate will be observed instructing an appropriate lesson by an evaluator. Candidate will demonstrate feedback that promote learning.
ANALYZE PERFORMANCE	Detect and correct intermediate paddlers performance	*Candidate will demonstrate their ability to use the "CKC Skill Analysis Model" and "Gap Tools" during the on-site evaluation.

- * NOTE: A Video/DVD submission of a candidate working with intermediate paddlers may be substituted for an
- on-site evaluation.

Lake Instructor Evaluation form

Date												
Instructor			CC									
	Surname	First Name										
Comments		Evidence of Achievement										
Safety		Site Selection / Site Plan	P									F
		Instructor Positioning	P									F
			TOTAL POINTS									
Organization		Lesson Plan	P	W								F
		Introductions, Warm Up, Briefing	P	W								F
		Delivery and Presentation	P	W								F
		Progression	P	W								F
		Group Management	P	W								F
		Time Management	P	W								F
		Cool Down/ Debrief	P	W								F
		TOTAL POINTS										
Personal Interaction		FUN	P	W								F
		Communication – Clear, Appropriate, Concise, Effective	P	W								F
		Group Dynamics – Manage personalities, fear, stress, excitement	P	W								F
		Detect – GAP/ Boat, Blade, Body	P	W								F
		Correct – GAP/ Boat, Blade, Body	P	W								F
		Feedback – Positive, Immediate, Constructive	P	W								F
		Building Confidence - Progression	P	W								F
		TOTAL POINTS										
Personal Paddling		Paddling Skill – Paddling with ease and proficient demonstration quality techniques	P									F
		Instills confidence instructing on the Lake	P									F
			TOTAL POINTS									
Rank	Standard	P=Meets Standard	W=Needs improvement	F=Below Standard								
Evaluator:			Date:									
Participant:			CC#:									

* 1 Weak is allowable at the discretion of the LF/MLF

Lake Kayak Instructor 1



National Coaching Certification Program

Programme national de certification des entraîneurs

NCCP Plan a Session

Instructor Candidate			CC number:	C	C						
	Surname	First Name									
Comments			Evidence of Achievement				Scoring				
Structure & Organisation	Session plan identifies basic information including, date, time, location, number of paddlers, level of paddlers.		0	1	3	5					
	The session has a clearly identified goal, consistent with the paddler development model and the actual level of the participants.		0	1	3	5					
	Use of facilities and equipment are outlined and match session goals.		0	1	3	5					
	Main segments of the session are identified: intro, warm-up, main part, cool-down and a conclusion/reflection		0	1	3	5					
	Session is designed so there is minimal waiting time for paddlers during the session or wasted time during transition.		0	1	3	5					
	Planned activities are effectively described through illustration, diagram, and explanation.		0	1	3	5					
	Selected activities reflect awareness of and control for potential risk factors		0	1	3	5					
			TOTAL POINTS								
Nature of Sessions	The session includes a variety of activities.		0	1	3	5					
	Paddlers have sufficient practice time during each activity.		0	1	3	5					
	Activities have well-defined goals and specific criteria for assessing participant achievement (Passport for Paddlesports)		0	1	3	5					
	Selected activities are appropriate to the time and location in the session and to the paddlers' abilities.		0	1	3	5					
	Activities indicate key factors (instructing points) that will be identified in the session.		0	1	3	5					
	Sessions present reasonable challenges to the paddlers, and are chosen or designed so that paddlers succeed 2/3 times.		0	1	3	5					
	Selected activities reflect awareness of and control for potential risk factors.		0	1	3	5					
			TOTAL POINTS								
Emergency Action Plan	Specific steps or procedures are identified in the plan if an injury occurs.		0	1	3	5					
	The locations of telephones and emergency telephone numbers are identified.		0	1	3	5					
	Specific directions are given on how to reach the activity site, which should include a map and a list of key instructions.		0	1	3	5					
	Evacuation sites identified.		0	1	3	5					

	Location of medical profile for each participant under the instructor's care is identified.	0	1	3	5
	Location of, including route to, nearest emergency medical facilities.	0	1	3	5
	Location of, including access to, vehicles and keys.	0	1	3	5
	Location of a fully stocked first-aid kit is identified.	0	1	3	5
	"First Aid Leader" and "Communication Leader" are designated and their roles and responsibilities outlined.	0	1	3	5
TOTAL POINTS					

Rank <i>(NI, MS, ES)</i>		NI = Needs Improvement	MS = Meets Standard	ES = Exceeds Standard
Planning Element				
	<i>Produce a safe and organised session plan that shows: Structure and organisation.</i>	≤17	18 - 21 (no 0)	≥ 22 (no 0 or 1)
	<i>Produce a safe and organised session plan that shows: Development of one or more paddling skills and/or abilities</i>	≤ 17	18 – 21 (no 0)	≥ 22 (no 0 or 1)
	<i>Design an emergency action plan</i>	≤ 26 (no 0)	27 (no 0 or 1)	≥ 28 (no 0 or 1)
Evaluator				
Signed		Date		
Surname		First Name		

SCORING	
0	No evidence present
1	Some evidence. Plan has limited detail and insufficient accuracy to meet overall criteria. A different Instructor
3	Good evidence. Plan has sufficient detail and accuracy to meet overall criteria. A different Instructor could implement the session.
5	Exceptional evidence. Plan has excellent detail and accuracy to meet overall criteria. Plan would assist a different Instructor in enhancing the session.

LAKE Kayak Instructor 1



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NCCP Provide Support to Paddlers

Date															
Instructor						CC number:		C	C						
		Surname				First Name									
Comments		Evidence of Achievement								Scoring					
Safety		Instructor identifies dangerous factors and makes immediate adjustments so participants are not at risk in all activities.								0	3				
		Instructor presents an emergency action plan (EAP) that contains elements specific to the site being used.								0	3				
		Instructor positions themselves appropriately.								0	3				
			TOTAL POINTS												
Structure & Organization		Instructor greets paddlers and informs them of session activities, locations and timelines.								0	1	3	5		
		Instructor is ready to start session with equipment organized and properly dressed for instruction								0	1	3	5		
		Paddlers have adequate room for maneuver execution.								0	1	3	5		
		There are clear session segments, which includes an appropriate warm-up, main segments, cool down and wrap-up/next steps.								0	1	3	5		
		Skills/maneuvers progress according to the National Instructional Tool Kit.								0	1	3	5		
		Delivery of session matches lesson plan's goal(s).								0	1	3	5		
		Instructor modifies lesson activities to address logistical or personal issues (i.e. weather, timing, transport, etc)								0	1	3	5		
		Appropriate level of challenge is provided in lesson activities								0	1	3	5		
		TOTAL POINTS													
Intervention		Instructor positions themselves safely to communicate effectively with paddlers.								0	1	3	5		
		Explanations are clear and concise and provide opportunities for participants to ask questions.								0	1	3	5		
		Key factors or teaching points are explained and checked for clarification.								0	1	3	5		
		Key factors or teaching points are appropriate for the stage of participant development.								0	1	3	5		
		Instructor utilizes effective group organization to communicate – rafting up, beaching, group circles, etc.								0	1	3	5		
		Instructor creates opportunities to interact with all participants.								0	1	3	5		
		Instructor provides constructive positive feedback that clearly identifies what and how to improve.								0	1	3	5		
		Instructor identifies participant learning styles and provides feedback that will optimize learning								0	1	3	5		

	Instructor reinforces correct performance by facilitating appropriate interventions (i.e. feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed.	0	1	3	5
	Instructor promotes a positive image of the sport and models the image to participants and other stakeholders.	0	1	3	5
	Instructor creates a positive engaging and fun paddling environment.	0	1	3	5
	Instructor provides feedback that directs attention to boat, blade, body corrections	0	1	3	5
	Instructor encourages measured and calculated risks in accordance with the National Sport model and the NCCP Code of Ethics	0	1	3	5
TOTAL POINTS					

Rank	Standard	<i>NI = Needs Improvement</i>	<i>MS = Meets Standard</i>	<i>ES = Exceeds Standard</i>
	<i>Ensures that the session environment is safe</i>	≤ 8	9 (no 0)	
	<i>Implements an organized and structured session</i>	≤ 20	21 – 24 (no 0)	≥ 25 (no 0 or 1)
	<i>Makes interventions that promote learning</i>	≤ 34	35 – 39 (no 0)	≥ 40 (no 0 or 1)
Evaluator				
Signed		Date		
Surname		First Name		

SCORING	
0	No evidence is observed.
1	Evidence is observed; however, there is limited attention or quality in the presentation of the session, or it is not entirely complete.
3	Evidence is observed consistently throughout the session. Attention to detail throughout the whole session.
5	Evidence is observed consistently throughout the session. Exceptional quality and attention to detail throughout the whole session.

Lake Kayak Instructor 1



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NCCP Analyze performance

Instructor Candidate			CC number:	C	C						
	Surname	First Name									
Comments		Evidence of Achievement				Scoring					
Detects Paddler Performance		Instructor observes skills from adequate vantage point(s) as appropriate to the sport.	0	1	3	5					
		Instructor identifies or selects factors that have a direct impact on performance. (cognitive, affective, motor)	0	1	3	5					
		Instructor uses sport-approved skill referent model and progression checklist to scan basic movement phases.	0	1	3	5					
		Any error identified for correction is consistent with the sport-approved skill referent model and progression checklist.	0	1	3	5					
		Instructor explains how performance is affected by errors	0	1	3	5					
			TOTAL POINTS								
Corrects Paddler Performance		Instructor identifies specific correction based on observation of movement phases and in accordance with the skill referent model and progression checklist.	0	1	3	5					
		Skill or performance corrections are prescriptive (i.e., they emphasize how to improve, not just what to improve).	0	1	3	5					
		Instructor explains how an error relates to overall skill performance.	0	1	3	5					
		Instructor prescribes an appropriate activity or drill that assists athlete to make correction in performance.	0	1	3	5					
		Instructor identifies corrections that focus athlete's attention towards external cues or the anticipated effects of the movement rather than focusing on more internal aspects of the movement. External focus means concentrating on keeping a specific object or implement in a certain position during the movement; internal focus means concentrating on keeping a specific part of the body in a certain position during the movement.	0	1	3	5					
		Instructor asks participant's consent for physical contact when assisting in correcting a skill error.	0	1	3	5					
			TOTAL POINTS								

Rank <i>(NI, MS, ES)</i>	Standard	NI = Needs Improvement	MS = Meets Standard	ES = Exceeds Standard
	Detect Performance	≤ 11	12 - 15 (no 0)	≥ 16 (no 0 or 1)
	Correct Performance	≤ 14	15 – 18 (no 0)	≥ 19 (no 0 or 1)
Evaluator				
Signed		Date		
Surname		First Name		

SCORING	
0	No evidence present
1	Some evidence. Instructor shows capacity to detect errors but lacks clarity on source of problem and how to correct
3	Good evidence. Instructor detects the error correctly and makes proper corrections
5	Exceptional evidence. Instructor clearly understands skill deficiencies and precise corrective measures to remediate problems

Lake Kayak Instructor 1



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TECHNICAL SKILLS

Instructor Candidate			CC number:	C	C						
	Surname	First Name									
Comments Evidence of Achievement Scoring											
STROKES		Sweep/Reverse Sweep – boat direction altered, boat tilt and attitude stable, full extension, trunk rotation, upper body stability, looks in direction of travel	0	1	3	5					
		Forward Stroke – boat direction maintained, boat tilt and attitude stable, smooth catch-pull-recovery, trunk rotation, upper body stability, maintains character throughout acceleration	0	1	3	5					
		Reverse Stroke - boat direction maintained, boat tilt and attitude stable, smooth catch-push-recovery, trunk rotation, upper body stability, maintains character throughout acceleration, looks in direction of travel	0	1	3	5					
		Draw (side, to bow, to stern, sculling) - boat direction maintained or altered, boat tilt and attitude stable, smooth catch-pull-recovery, trunk rotation, upper body stability, looks in direction of travel	0	1	3	5					
		Bow Draw - boat direction altered, boat tilt altered, attitude stable, smooth catch-pull-recovery, trunk rotation, upper body stability, looks in direction of travel	0	1	3	5					
		Low Brace - boat tilt stabilized, smooth catch-push-recovery, trunk rotation, upper body stability, looks in direction of travel, hip flick	0	1	3	5					
		High Brace - boat tilt stabilized, smooth catch-pulldown-recovery, trunk rotation, upper body stability, looks in direction of travel, hip flick	0	1	3	5					
		Roll - boat re-stabilized, smooth sweep-pulldown-recovery, trunk rotation, head down, noticeable hip flick	0	1	3	5					
		TOTAL POINTS									
MANEUVERS		Forward Travel – boat direction is consistently maintained without visible steering required, in flatwater and wind or wave affected water	0	1	3	5					
		Obstacle Course – boat navigates simple obstacle course while maintaining forward speed using combination of sweeps and bow draws	0	1	3	5					
		Reverse Travel - boat direction is consistently maintained without visible steering required, in flatwater and wind or wave affected water	0	1	3	5					
		Sprint – boat is accelerated and stroke rate increased for short duration sprint while maintaining demonstration quality forward strokes	0	1	3	5					
		Edging – while boat is underway, edges are changed and boat tilt held while performing figure 8 course	0	1	3	5					

		TOTAL POINTS	
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Rank <i>(NI, MS, ES)</i>		NI = Needs Improvement	MS = Meets Standard	ES = Exceeds Standard
	Consistently performs demonstration quality strokes	≤23	24 (no 0 or 1)	≥ 25 (no 0 or 1)
	Performs all maneuvers at advanced level	≤ 12	13 - 15 (no 0)	≥ 16 (no 0 or 1)
Evaluator				
Signed		Date		
Surname		First Name		

SCORING	
0	No evidence.
1	Some evidence. Performs demonstrations and maneuvers that lack technical proficiency
3	Good evidence. Performs quality demonstrations and maneuvers that are technically sound
5	Exceptional evidence. Performs quality demonstrations and maneuvers at a superior level

LESSON PLAN FORM

Segment	Time	Content
Introduction		
Warm-up		
Main part		
Cool-down		
Conclusion and Celebration		



CanoeKayak Canada Whitewater Emergency Action Plan Form

Location: _____ Date: _____

Time in: _____ Time out: _____

Trip leader: _____ Assist. leader: _____

First aid leader: 1. _____ 2. _____

Comm. leader: 1. _____ 2. _____

Map of Lake and Surroundings

River Access Points	Special Hazards	River Classification & Other
◆ Put-in and take out	[w Waterfall	=>R Rapid (e.g., RI to RVI)
] [Bridge	...p Portage	>S Sil Include SI to SVI
]d Dam	</// Difficult rescue area(s)	→ Direction of water flow
— Paved road	Others (e.g., glass on trail)	
- Dirt road		→H Direction to hospital
... Trail		→PH Pay phone
-+ Railway tracks		♥ Evacuation (include description)

Place image of map here.

Participants:

Name	Medical Issues	ECP & Contact Numbers

Vehicles:

Make/Model	License Plate Number	Location of Keys

In case of emergency, follow these steps:

1. Ensure you are safe	
2. Ensure no others are in danger	
3.. All paddlers stop and gather	<ul style="list-style-type: none"> • Extract victim
4. Stabilize victim (use soap notes)	<ul style="list-style-type: none"> • Check level of consciousness • Check ABCs • Open airway • Check breathing • Check circulation (pulse) • Stabilize c-spine • DISABILITY (NEUROLOGICAL) • Check for trauma and exposure to extremities
5. Treat victim as required (first aid kits)	
6. Emergency contact - 911 (or other name, number, address)	<ul style="list-style-type: none"> • Hospital • Paddling Organization • Parks • Forestry
7. Location of CELL/SAT phones (number, owner, location)	
8. Evacuation - preparation of	<ul style="list-style-type: none"> • Paddler in need of care • Required gear
9. Group maintenance	



References

11. References

- Alberta Whitewater Association
- Ontario Whitewater Association
- Canoe Kayak Canada
- Coaching Association of Canada
 - Make Ethical Decisions
 - Teaching and Learning
 - Plan a Practice
 - Community Sport Template
- Original NCCP Kayak Coaching 1 & 2



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