# **Kayaking Unit Activities & Assessments**



Depending on whether you are running a community kayak program at your pool or are putting on a program for your Physical Education class, your assessment needs will be different. The following assessment tools have been taken from the *Alberta K-12 Physical Education Guide to Implementation* and have been combined with the resources developed by CanoeKayak Canada using the LTAD model. We have adapted them to

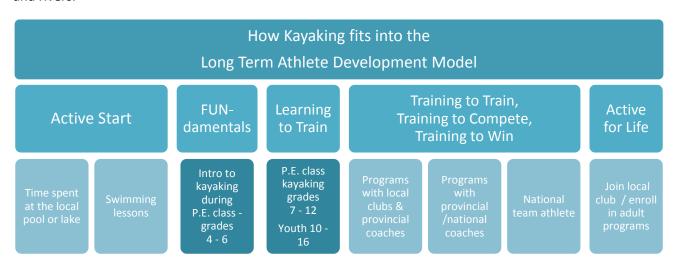
be useful when teaching and assessing a kayaking unit in a more comprehensive, curriculum-linked way. Pool staff who are putting on a community program should find the tools helpful as well.

The main resource for the kayaking program is the **Passport to Paddlesports**. Full-colour paper copies of the Passports are available for a nominal cost if you would like to distribute one to each of your participants. They are like "report cards" for the kayaking unit and show students what skills they have mastered and what the next steps are. There is also a series of 9 posters in a 13" x 19" format, available for free for any school or pool that would like to order them.

When introducing kayaking to children & youth, either through P.E. class or through a community initiative, the first 3 Paddlesport Passport skill sets will normally be covered. These are the FUNdamentals 1, 2 and 3.

In a more advanced class, perhaps with a high school group, the Developmentals 1 skill set will be touched upon.

When students are keen to continue their kayak skills development even further, we suggest they get in touch with a local kayak club or the provincial governing body for the sport, the Alberta Whitewater Association (albertawhitewater.ca). With the help of more experienced coaches, students can progress through the rest of the Developmentals stages and into the Transformations stages using the local lakes and rivers.



Student:	Paddlesport Passport-Fundamentals 1
Instructor:	
Location:	25m
Date(s):	
Prerequisites: Confidence in water	The second secon
Purpose: Exposure to basic kayak skills for all ages	The same of the sa
in a safe environment	The public times around the second policy for the second policy fo

Venue type: Pool or contained open water venue

Duration: 1 - 2 hours

FUNdamentals 1				on	2 <sup>nd</sup> Observation			
Criteria	Working to Achieve		Has Achieved		Working to Achieve			-
	yes	no	yes	no	yes	no	yes	no
Dry entry and exit								
Active posture								
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•								
···								
• •								
•								
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·								
·								
•								
•								
Assist others to carry boats								
Put away boats and paddle								
ment, • Ready with kayak, paddle, and PFD if								
outside the pool								
	Criteria  Dry entry and exit Active posture Seal launch Balance and wobble Properly holds paddle: control hand locked, non-control hand locked, non-control hand locked. Hand paddle 25 m and return Forward sweep pivots Reverse sweep pivots Cool down activity and stretch Dry exit into deep water Deep water re-entry Wet exit without spray deck Empty water from boat into pool Paddle in a square Paddle backwards Able to stop Simon says Assist others to carry boats  Put away boats and paddle Ready with kayak, paddle, and PFD if	Criteria  Criteria  Dry entry and exit Active posture Seal launch Balance and wobble Properly holds paddle: control hand locked, non-control hand loose Hand paddle 25 m and return Forward sweep pivots Reverse sweep pivots Cool down activity and stretch Dry exit into deep water Deep water re-entry Wet exit without spray deck Empty water from boat into pool Paddle in a square Paddle backwards Able to stop Simon says Assist others to carry boats  Put away boats and paddle Ready with kayak, paddle, and PFD if	Criteria  Criteria  Criteria  Criteria  Criteria  Criteria  Working to Achieve yes no  Dry entry and exit  Active posture  Seal launch  Balance and wobble  Properly holds paddle: control hand locked, non-control hand loose  Hand paddle 25 m and return  Forward sweep pivots  Reverse sweep pivots  Cool down activity and stretch  Dry exit into deep water  Deep water re-entry  Wet exit without spray deck  Empty water from boat into pool  Paddle in a square  Paddle backwards  Able to stop  Simon says  Assist others to carry boats  Put away boats and paddle  Ready with kayak, paddle, and PFD if	Criteria  Criteria  Working to Achieve Achieve yes no yes  Dry entry and exit Active posture Seal launch Balance and wobble Properly holds paddle: control hand locked, non-control hand locked, non-control hand locked, non-control hand locked. Forward sweep pivots Reverse sweep pivots Cool down activity and stretch Dry exit into deep water Deep water re-entry Wet exit without spray deck Empty water from boat into pool Paddle in a square Paddle backwards Able to stop Simon says  Assist others to carry boats  Put away boats and paddle Ready with kayak, paddle, and PFD if	Criteria  Col yes no yes no  Col devite posture  Col dand paddle 25 m and return  Forward sweep pivots  Cool down activity and stretch  Dry exit into deep water  Deep water re-entry  Wet exit without spray deck  Empty water from boat into pool  Paddle in a square  Paddle backwards  Able to stop  Simon says  Assist others to carry boats  Put away boats and paddle  Ready with kayak, paddle, and PFD if	Criteria    Working to Achieve   Achieved to Accord to Accord	Criteria  Working to Achieve Achieve Achieve to Achieve yes no ye	Criteria    Working to Achieve   Achieved   Achieved

Student:	Paddlesport Passport Fundamentals 2	
Instructor:	Personal Pladding Cults	2 11111
Location:	A promote Comment of the Comment of	
Date(s):		Safety and rescue skills in the same same same same same same same sam
Prerequisites: FUNdamentals 1 skills	hypoto with public forward 50m is strongly flow or the public forward 50m is strongly flow.	Paulding games
Purpose: Build basic flatwater skills for novice	20m Object to State 1 point 10 Pr	tig with peddies
paddlers	Wet aut with appropriate dock	• kirish kulidoj

Venue type: Pool or contained open water venue

Duration: 1 - 2 hours

<b>FUNdamen</b>	FUNdamentals 2				on	2 <sup>nd</sup> Observation			
	Criteria	Working to Achieve			Has		Working		as
		yes	no	Achieved yes no		to Achieve		Achi yes	no
Personal Paddling Skills	<ul> <li>Select appropriate kayak and paddle</li> <li>Adjust seat, foot rests &amp; hip pads to fit</li> <li>Dry entry with sprayskirt</li> <li>Dry exit with sprayskirt</li> <li>Wet exit with spray deck</li> <li>Paddle forward, 50 m straight line</li> <li>Reverse paddle, 20 m straight line</li> <li>Draw to stern - pivot 360</li> <li>Draw to bow - pivot 360</li> <li>Tilt boar on edge, hold 15 seconds</li> </ul>	yes		yes		yes		<u></u>	
Safety and	<ul> <li>Draw stroke (out of water recovery)</li> <li>Cool down activity and stretch</li> <li>Paddle signals: stop, go, left, right</li> </ul>								
Rescue Skills	Hipflick holding pool deck or hands of a second person								
Personal	Tag or Freeze Tag with paddles								
Paddling Skills & Games	<ul><li>Red Light, Green Light</li><li>British Bulldog</li></ul>								
Leadership and	Assist with hipflicks &bow rescue								
Group Skills									
Stewardship	Washes out boat, paddle & sprayskirt								
Equipment, Gear and Clothing	Ready with kayak, paddle, sprayskirt &     PFD if outside the pool								

Student:	Paddlesport Passp
Instructor:	
Location:	Solver oppropriate apro-
Date(s):	
Danier Caller FUNdanierial Ord III.	

Prerequisites: FUNdamentals 2 skills

Purpose: Exposure to basic kayak skills for all ages in

a safe environment

Venue type: Pool or open water venue

Duration: 1 - 2 hours



FUNdamen	FUNdamentals 3						2 <sup>nd</sup> Observation				
	Criteria		rking	Ha			king	H: Achi			
		yes	no	Achieved yes no		to Achieve		yes	no		
Personal Paddling Skills	<ul> <li>Select appropriate sprayskirt &amp; PFD</li> <li>Dry entry</li> <li>Low brace</li> <li>High brace</li> <li>Tilt &amp; hold boat on edge while paddling forward 10 m; change edges</li> <li>With boat in motion, redirect boat 90° using bowdraw/forward stroke combo</li> <li>Move boat 10m sideways using draw</li> </ul>							755			
	<ul> <li>with underwater recovery &amp;sculling draw</li> <li>Paddle boat in a straight line for 200m, weave boat around 50m obstacle course</li> <li>Cool down activity and stretch</li> </ul>										
Safety and Rescue Skills	<ul> <li>Perform T-rescue</li> <li>Perform set-up roll</li> <li>Perform roll after 2nd attempt</li> <li>Perform random roll</li> </ul>										
Personal Paddling Skills & Games	<ul><li>Canoe polo / kayak football</li><li>Flatwater team races</li><li>Summer games selection test</li></ul>										
Leadership and Group Skills	T-rescue support for others										
Stewardship Equipment, Gear and Clothing	<ul> <li>Respect for pool / beach facility</li> <li>Ready with kayak, paddle, sprayskirt, PFD, paddle jacket, fleece, booties</li> </ul>										

Student:	
Instructor:	
Location:	
Date(s):	

Prerequisites: FUNdamentals 3

Purpose: Exposure to basic moving water kayak

skills for all ages in a safe environment

Venue type: Grade II- River

Duration: 1 - 2 hours



Developme	1 <sup>st</sup>	Obse	ervatio	on	2 <sup>nd</sup> Observation				
	Criteria		Working to Achieve A		Has Achieved		Working to Achieve		as eved
		yes	no	yes	no	yes	no	yes	no
Personal	No paddle eddy turns								
Paddling Skills	Ferry across current - no eddies								
	Bow draw eddy turns								
	Ferry across current crossing eddy lines								
	360° spins in current								
	Bow draw eddy turn into top of eddy								
	Point out current, eddies & eddylines								
	Cool down activity and stretch								
Safety and	Shows river signals								
Rescue Skills	Wet exit in river								
	Safe swimming position								
	Boat assist rescue								
	T-rescue								
Paddling	Seal launch								
Games	Sponge tag								
	Follow the leader								
Leadership and	<ul> <li>Passes on river signals to group</li> </ul>								
Group Skills									
Stewardship	Proper care for paddling equipment								
Equipment,	Ready with kayak, paddle, sprayskirt, &								
Gear &Clothing	PFD if outside the pool								

Outcomes
Specific
Outcomes

s	,	<b>)</b> C Activity	Ben	र् efits Healt	h		<b>T</b> eration			Do It D	<b>犬</b> PailyFor Life	e!	
		<b>✓</b>				✓				✓			
s	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓				✓		✓	✓	✓	✓		

Journal Entry	Name:
,	

		After the first kayaking session	After the last kayaking session
1.	My strengths:	1.	1.
2.	My challenges:	2.	2.
3.	I feel good about:	3.	3.
4.	My goals are:	4.	4.
5.	My plan is:	5.	5.

This assessment strategy can facilitate achievement of the following outcomes:

General Outcomes		<b>)</b> C	<b>Ř</b>				ři	9	*				
	Activity Benefits Health				Coop	eration			Do It D	DailyFor Life!			
				✓			•	<b>√</b>				✓	
Specific	Basic	Application of	Functional	Body	Well-	Communi-						Goal Setting/	Active Living
Outcomes	Skills	Basic Skills	Fitness	Image	being	cation	Fair Play	Leadership	Teamwork	Effort	Safety	Personal	in the
												Challenge	Community
			<b>✓</b>		<b>√</b>	✓				✓		✓	✓

# **Safety in Physical Education**

Name:	Date:
who is arrivin moving in the	education teacher has asked you to explain the safety rules for kayaking to a new student g next week. He/she wants you to cover all the rules about such things as using equipment, a pool area, and working with a partner and a group. You decide to make a list of five rules tudent, and to explain why it is necessary to have these rules. Write your list below.
Rule No. 1:	
Why?	
Rule No. 2:	
Why?	
Rule No. 3:	
Why?	
Rule No. 4:	
Why?	
Rule No. 5:	
Why?	

This assessment strategy can facilitate achievement of the following outcomes:

General Outcomes	×		Ř				ŘÍ		*				
	Activity Benefits Health				eration		Do It DailyFor Life!						
						✓				✓			
Specific	Basic	Application of	Functional	Body	Well-	Communi-			_			Goal Setting/	Active Living
Outcomes	Skills	Basic Skills	Fitness	Image	being	cation	Fair Play	Leadership	Teamwork	Effort	Safety	Personal Challenge	in the Community
						✓	✓		✓		<b>√</b>	Ü	·

## **Sample Goal Setting Checklist**

Student's name:		
Criteria	Yes	No
Clearly states goal		
Clearly states criteria/evidence for successful completion		
Lists actions to achieve the goal		
Lists resources for support		
Establishes a plan to monitor progress		
Creates a timeline for attainment		

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	,	Activity	Renefits Health				Cooperation					Do It DailyFor Life!			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal	Active Living in the		
												Challenge   ✓	Community		

# **Sample Journal Entry Checklist**

Student's name:									
Criteria	Yes	No	Comments						
States a reaction that reveals understanding and makes connections to the activity									
Written in the first person									
Expresses views, ideas and emotions									
Shows insights by describing the interesting and unusual									

This evaluation strategy can facilitate achievement of the following outcomes. (Depends on topic)

	This evaluation strately can rational transfer and the rollowing outcomes. (Depends on topic)												
General										_*~			
Outcomes					(A)				<b>/</b>				
	Activity Benefits Health					Cooperation				Do It DailyFor Life!			
					<b>✓</b>								
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓							

# Sample General Outcomes C and D Checklist (e.g., communication, leadership, teamwork, effort, safety)

Criteria	Yes	No
Listens to, respects, elaborates on ideas of others		
Stays on task		
Displays enthusiasm		
Deals constructively with disagreements		
Provides encouragement to others		
Makes suggestions that move the group toward completion		

General Outcomes	<b>T</b>			ក្តិ efits Healt	h			R) eration		Do It DailyFor Life!			
				✓				✓					
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓		✓	✓	✓	✓		

# Interest Inventory/Learning Log/Oral Communication

Stuc	lent Name:	Date:	
	Student Questions	-	Teacher Comments
A.	Did you gain an understanding of the physical education outcomes for activity/unit?		
В.	How did you feel about your participation?		
C.	Did you enjoy working with your classmates? Why or why not?		

D.	What physical activities do you do away from school—with family, friends, self?	
E. (	Could you see yourself kayaking in the future? Where and with whom?	

This assessment strategy can facilitate achievement of the following outcomes:

General Outcomes	Activity		Benefits Health				eration		Do It DailyFor Life!				
	✓			✓				✓					
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
				·	✓				<b>√</b>	<b>√</b>		<b>√</b>	<b>√</b>

# **Personal Fitness Program**

Na	ne: Date:
	nplete this fitness and nutrition questionnaire and hand it in at the end of the unit with r completed fitness package.
	at are five fitness goals that you would like to achieve during this unit? (Include both sical fitness and nutrition goals.)
1.	
2.	
3.	
4.	
5.	
ha	ording to <i>Canada's Food Guide to Healthy Eating</i> , how many servings per day should you be ing of:  Fruits and Vegetables
2.	Milk Products
3.	Grain Products
4.	Meat and Alternatives
	ed on this guide, are there any foods that you need to eat more of or less of and for what sons?

(continued)

What specific activities do you plan to undertake to improve your fitness level?	

General Outcomes	)C			党			•	ŘĬ					
	A	Activity	Benefits Health			Cooperation				Do It DailyFor Life!			
	<b>√</b>							<b>✓</b>					
												Goal Setting/	Active Living
Specific	Basic	Application of	Functional	Body	Well-	Communi-						Personal	in the
Outcomes	Skills	Basic Skills	Fitness	Image	being	cation	Fair Play	Leadership	Teamwork	Effort	Safety	Challenge	Community
			✓		✓							✓	

#### **Functional Fitness Written Test**

Name:	Date:
Part A -	- True or False
	1. A good exercise heart rate for your age is between 20 and 24 beats/10 seconds.
	2. Aerobic fitness is developed in running.
	3. The best way to cool down is to go outside.
	4. Arms should be bent at a 45° angle when you run.

5. The more fit you are, the quicker your heart rate returns to its resting heart rate (RHR).

### Part B - Multiple Choice

- 1. Cardio-respiratory fitness is the fitness of the:
  - a. heart
  - b. lungs
  - c. blood
  - d. blood vessels
  - e. all of the above
- 2. How should you begin cardiovascular training, if you have not been active recently?
  - a. once every two weeks
  - b. gradually
  - c. 5 minutes a day
  - d. hard and steady
- 3. Anaerobic means:
  - a. with oxygen
  - b. without oxygen
  - c. breathing heavily and constantly
  - d. loss of weight due to heavy exercise
- 4. If your neighbour wants to do aerobic exercises, which should he or she not pick:
  - a. sprinting
  - b. weight lifting
  - c. jogging
  - d. kayaking

- 5. How hard should your neighbour exercise for cardio-respiratory fitness:
  - a. elevate the heart rate to correct intensity
  - b. do stretching exercises
  - c. run 1500 m daily
  - d. walk only
- 6. Which test for cardio-respiratory fitness would you suggest:
  - a. 100 m run
  - b. 1500 m run
  - c. 12-minute run
  - d. lifting weights

General Outcomes	-	Activity	Bend	Refits Healt	:h	Cooperation				Do It DailyFor Life!			
			✓						✓				
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
			✓		<b>√</b>					✓		<b>√</b>	

# Kayaking 101

Name:	Date:
<b>Draw</b> a kayak and <b>label</b> the following parts:	
bow	
stern	
cockpit	
thigh braces	
grab loops	
seat	
foot rests	
hip pads	
<b>Explain</b> what the following kayaking terms mean:	
(This could also be done orally with a partner or group):	
Active posture:	
Cool loursh	
Seal launch:	
Spray deck / spray skirt:	

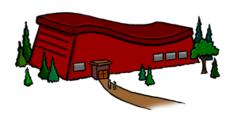
Wet exit:
Dry exit:
<b>Draw</b> someone demonstrating the proper way to hold a kayak paddle:
Describe what safety gear needs to be used when kayaking on a lake or river:

General Outcomes	-	Activity	Ben	K efits Healt	th			eration			Do It D	ailyFor Life	e!
		✓							✓				
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓										✓		

### **Community Use Activity**

The following follow up activity has been adapted from the Teacher Resources of *Physical Education Online*. <a href="http://education.alberta.ca/physicaleducationonline/teacherresources/daily/examples/d7-9/t9">http://education.alberta.ca/physicaleducationonline/teacherresources/daily/examples/d7-9/t9</a> 31d.asp

### What's Out There? Outcome D (7-9)-8



When organizing a kayaking unit, introduce the students to community recreational facilities or local companies and clubs that offer kayaking or even canoeing programs. Organize a field trip to the pool or lake and participate in one or more of the activities. These classes include kayaking, but you could also fit in some swimming lessons, aerobics, indoor climbing, weight training, squash, tennis, beach volleyball, or yoga, depending on

what is offered in or near the facility and depending on what kinds of experts you can find to teach the sessions.

When the class returns from the community facility, ask the students to complete a "Community Use Form". This completed form will be put on a bulletin board outside the gym so that other students in the school are aware of community programs suitable for teens.

Assessment: These are clues that you have reached the outcomes ...
Students are aware of programs outside the school that encourage active living.

General Outcomes	Activity		Bene	K efits Healt	th			R) eration			e!		
									✓				
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well- being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
													✓