



National  
Coaching  
Certification  
Program



# **Lake Kayak Instructor 1**

## **National Resource Manual**

**Last Updated January 2012**

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# Table of Contents

Table of Contents .....	3
Table of Figures .....	8
PURPOSE OF DOCUMENT .....	10
KAYAK INSTRUCTOR – OPEN WATER PROGRAM.....	10
<i>Required Skills and/or Prerequisites for a Kayak Instructor – Flat Water</i> .....	10
<i>Evaluation</i> .....	10
<i>Kayak Instructor - Pool</i> .....	11
<i>Kayak Instructor – Flat Water</i> .....	11
<i>Learning Facilitator (LF)</i> .....	11
<i>Master Learning Facilitator (MLF)</i> .....	11
<i>Recertification</i> .....	11
THE ROLE OF A KAYAKING INSTRUCTOR - LEADER.....	11
CANOE KAYAK CANADA WHITEWATER LEADERSHIP DEVELOPMENT MODEL - NCCP PROGRAM .....	15
Kayak Instructor – Flat Water.....	16
PURPOSE .....	16
NCCP CORE COMPETENCIES .....	16
LEARNING OUTCOMES.....	17
TRAINING OBJECTIVES .....	17
EVALUATION.....	18
<i>The Lake Kayak Instructor 1 will be able to:</i> .....	18
<i>Teach the following skills / techniques / information</i> .....	18
<i>The Instructor will know and be able to apply essential information relating to:</i> .....	18
<i>Perform and Demonstrate Skills, Techniques, and Information</i> .....	19
<i>Know and be Able to Apply Essential Information</i> .....	19
Equipment .....	21
NCCP CORE COMPETENCIES .....	21
<i>Problem-solving</i> .....	21
<i>Valuing</i> .....	21
<i>Critical Thinking</i> .....	21
<i>Leadership</i> .....	21
<i>Interaction</i> .....	21
LEARNING OUTCOMES.....	21
WORKBOOK TOPICS .....	21
<i>Personal Clothing -</i> .....	<b>Error! Bookmark not defined.</b>

HEAT AND HUMIDITY AS RISK FACTORS .....	28
<i>The Challenge of Exercising in the Heat</i> .....	28
<i>Steps to Take to Avoid Heat Injuries</i> .....	28
COLD AS A RISK FACTOR .....	30
<i>The Challenge of Exercising in the Cold</i> .....	30
<i>Steps to Take to Avoid Cold Injuries</i> .....	30
<i>Wind-Chill Factor</i> .....	32
Risk Management .....	34
LEADER LIABILITY .....	34
NEGLIGENCE .....	34
LIABILITY .....	35
WHAT IS RISK MANAGEMENT? .....	35
THE LEADER’S PERSONAL RISK-MANAGEMENT PLAN .....	36
THE GOALS OF RISK MANAGEMENT .....	37
<i>Legal Benchmarks When Assessing Standards of Care</i> .....	37
<i>Crisis Management &amp; Accident Response</i> .....	38
<i>Duty of Care to Minors</i> .....	38
<i>Escaping the Liability Trap</i> .....	39
WAIVER OF LIABILITY – AN OVERVIEW.....	39
<i>Sample Waivers</i> .....	41
LEGAL QUESTIONS AND ANSWERS .....	50
<i>Actions to Take While Leading Checklist</i> .....	53
Teaching and Learning .....	55
NCCP CORE COMPETENCIES .....	55
<i>Problem-solving</i> .....	55
<i>Valuing</i> .....	55
<i>Critical Thinking</i> .....	55
<i>Leadership</i> .....	55
<i>Interaction</i> .....	55
LEARNING OUTCOMES.....	55
WORKBOOK TOPICS .....	55
Teaching Methodology.....	56
INTRODUCTION .....	56
<i>Self-Monitoring</i> .....	56
<i>Learning</i> .....	56
<i>How We Learn</i> .....	57

<i>Performance versus Learning .....</i>	<i>57</i>
<i>Factors Affecting Learning .....</i>	<i>57</i>
<i>Immediate factors that affect learning are listed below .....</i>	<i>59</i>
<i>Individual Differences in Learning.....</i>	<i>60</i>
<i>Recommended Teaching Methods .....</i>	<i>61</i>
<i>You are Primarily a Visual Learner.....</i>	<i>62</i>
<i>Vocabulary Tables.....</i>	<i>63</i>
<i>You Are Primarily an Auditory Person.....</i>	<i>66</i>
<i>You Are Primarily a Kinesthetic Person .....</i>	<i>70</i>
LEARNING .....	73
<i>Instructor-Candidate Exercises. ....</i>	<i>73</i>
<i>Understanding Your Own Learning Style .....</i>	<i>74</i>
<i>My Preferred Learning Style - Questionnaire.....</i>	<i>75</i>
<i>Interpretation Table.....</i>	<i>77</i>
<i>How Different Learning Styles Could Affect My Teaching .....</i>	<i>78</i>
TEACHING .....	79
<i>Teaching Styles .....</i>	<i>79</i>
<i>Profile of an Effective Instructor .....</i>	<i>80</i>
<i>Key Factors to Consider in Assessing the Effectiveness of Teaching.....</i>	<i>81</i>
<i>Basic Method of Instruction.....</i>	<i>82</i>
<i>Ask Yourself These Questions During and After the Session.....</i>	<i>84</i>
INTERVENTION AND FEEDBACK .....	85
<i>First Step: Success or Failure? .....</i>	<i>85</i>
<i>Second Step: Types of Intervention.....</i>	<i>85</i>
<i>Intervention When the Paddler is Not Experiencing Success .....</i>	<i>86</i>
<i>Intervention When the Paddler is Succeeding .....</i>	<i>87</i>
<i>General Comments about Feedback.....</i>	<i>88</i>
<i>Third Step: How to Phrase Feedback .....</i>	<i>88</i>
<i>Key Points on Giving Feedback .....</i>	<i>89</i>
<i>Simple Teaching Structures: Edict Versus Ideas .....</i>	<i>91</i>
<i>Instructor Positioning During Activity.....</i>	<i>92</i>
TEACHING .....	94
<i>Instructor-Candidate Exercises. ....</i>	<i>94</i>
MAKING ETHICAL DECISIONS - COMP INTRO VERSION .....	95
PURPOSE OF DOCUMENT .....	96
NCCP CORE COMPETENCIES .....	96

<i>Problem-solving</i> .....	96
<i>Valuing</i> .....	96
<i>Critical Thinking</i> .....	96
<i>Leadership</i> .....	96
<i>Interaction</i> .....	97
LEARNING OUTCOMES.....	97
OVERALL CONTEXT.....	97
WORKBOOK TOPICS .....	97
<i>Introduction</i> .....	98
<i>Values and Ethics: What Are They?</i> .....	98
<i>The Ethical Decision-Making Process</i> .....	98
STEPS IN THE ETHICAL DECISION-MAKING PROCESS.....	99
<i>Step 1 — Establish the Facts in a Situation</i> .....	99
<i>Step 2 — Determine Whether the Situation Involves Legal or Ethical Issues</i> .....	99
<i>Critical Path: Determining if a Situation is Legal</i> .....	100
<i>Step 3 — Identify Your Options and Possible Consequences</i> .....	101
<i>Factors That May Influence Decision-Making In An Ethics Situation</i> .....	102
<i>Factors Arising from Internal Influences</i> .....	102
<i>Factors Arising from External Influences</i> .....	103
<i>Factors That May Influence How You Perceive an Ethics Situation</i> .....	105
<i>NCCP Code of Ethics</i> .....	106
<i>NCCP Code of Ethics</i> .....	107
<i>Step 4 — Evaluate Your Options</i> .....	108
<i>Step 5 — Choose the Best Option</i> .....	108
<i>Step 6 — Implement Your Decision</i> .....	110
<i>General Tips About Ethical Decision-Making</i> .....	111
Acknowledgements .....	111
References .....	<b>Error! Bookmark not defined.</b>
SAMPLE CODE OF CONDUCT FOR PADDLERS.....	112
SAMPLE CODE OF CONDUCT FOR PARENTS .....	113
SPORT AS A DISCRIMINATION-FREE ZONE .....	114
<i>What is Inclusion?</i> .....	116
<i>A Checklist</i> .....	116
YOUR STARTING POINT.....	117
<i>To Play or Not to Play</i> .....	117
<i>Factors that May Influence Your Decision</i> .....	119

THE ETHICAL DECISION-MAKING PROCESS .....	120
ESTABLISH THE FACTS IN A SITUATION (STEP 1) .....	120
<i>Looking Again at To Play or Not to Play</i> .....	120
<i>Worksheet 1: Establishing the Facts in a Situation</i> .....	121
DECIDE WHETHER THE SITUATION INVOLVES LEGAL OR ETHICAL ISSUES (STEP 2) .....	122
<i>Are the Issues Legal or Ethical?</i> .....	122
<i>Identify the Ethical Issues</i> .....	122
IDENTIFY YOUR OPTIONS AND POSSIBLE CONSEQUENCES (STEP 3) .....	125
EVALUATE YOUR OPTIONS (STEP 4) .....	125
<i>Worksheet 2: Evaluating Your Options</i> .....	126
CHOOSE THE BEST OPTION (STEP 5) .....	127
IMPLEMENT YOUR DECISION (STEP 6) .....	129
SELF-ASSESSMENT .....	130
ACTION CARD .....	132
EMERGENCY ACTION PLAN .....	133
Emergency Action Plan (EAP) .....	134
WHAT IS AN EMERGENCY ACTION PLAN? .....	134
<i>Emergency Action Plan Checklist</i> .....	135
<i>Sample Emergency Action Plan</i> .....	135
<i>Steps to Follow When an Injury Occurs</i> .....	136
<i>River Maps for Emergency Action Plan</i> .....	137
<i>Canoe Kayak Canada Whitewater Emergency Action Plan Form</i> .....	138
<i>Canoe Kayak Canada - Whitewater Plan a Session Template</i> .....	140
FUNDAMENTAL SKILLS.....	<b>Error! Bookmark not defined.</b>
<i>Boat , Blade, and Body</i> .....	<b>Error! Bookmark not defined.</b>
<i>Paddler Progression</i> .....	152
<i>Analyze Performance Reference Model – Framework</i> .....	154
MANEUVERS .....	<b>Error! Bookmark not defined.</b>

# Table of Figures

Figure 1: Clockwise from left: Polypro base layer; stretchy neoprene with fleece inside; fleece insulating layer; wool insulating layer .....	25
Figure 2: The self-monitoring process .....	52



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.

## Partners in Coach Education and Training

The programs of this organization are funded in part by Sport Canada.



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## 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

The Lake Kayak Instructor 1 program is normally offered as a combined program with the Pool Kayak Instructor. However, the Lake Kayak Instructor 1 program can be offered on its own to certify Lake Instructors. The Pool Kayak Instructor program is offered as a 1 day course. The Lake Kayak Instructor 1 program is a 2 day program.

## **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 LFs 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 students' 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

# How to be a better coach



**Learn to listen, especially to the athletes –  
they are excellent teachers.**

**Help each athlete develop all of their capacities:  
physical, mental/emotional, and social.**

**Take a stand against doping and cheating in sport.**

**Thirst for knowledge  
attend coaching courses, get certified, stay up to date.**

**Brought to you by**  
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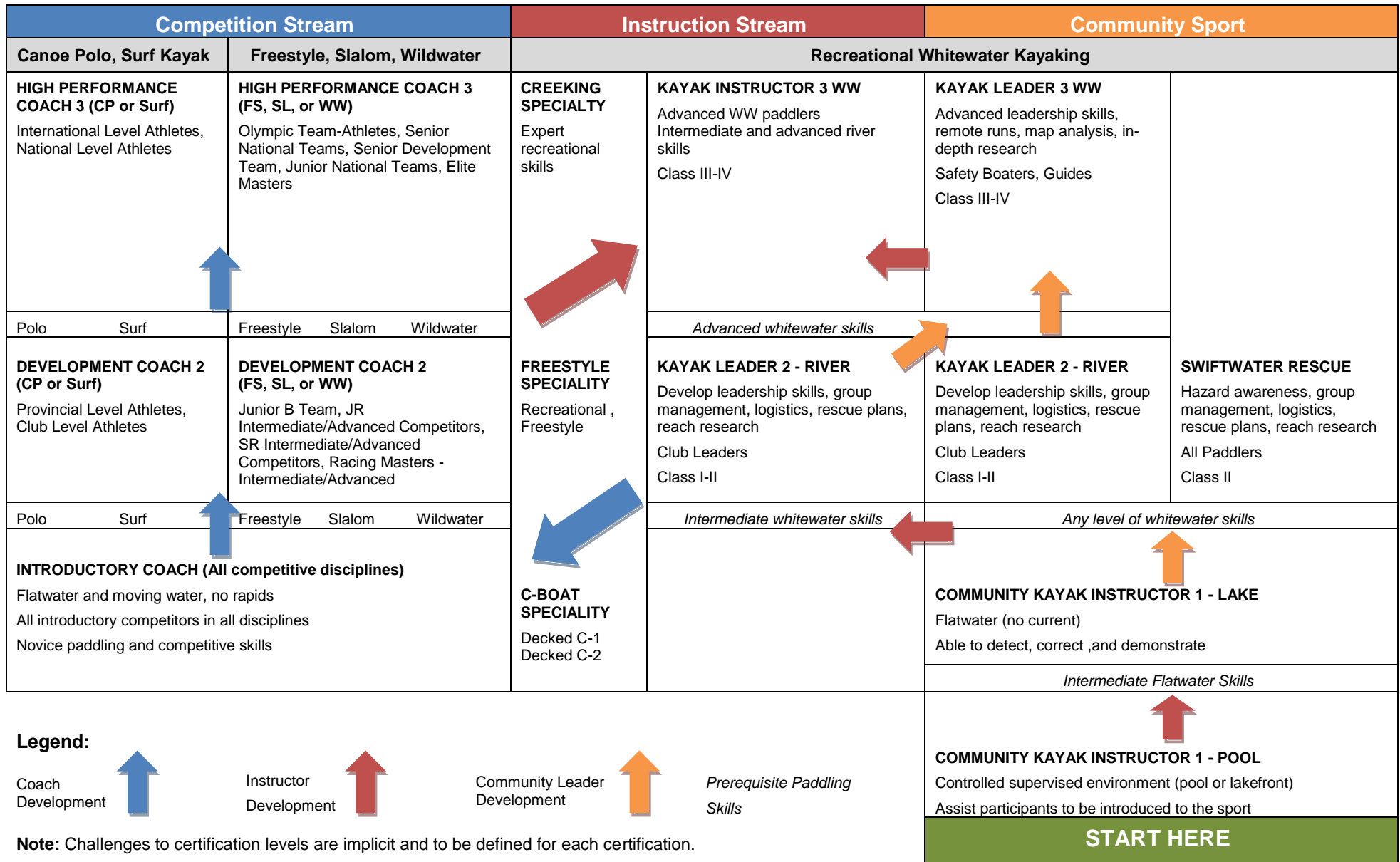


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# CANOE KAYAK CANADA WHITEWATER LEADERSHIP DEVELOPMENT MODEL - NCCP PROGRAM



# 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.
- Lead a trip on flatwater in a safe manner.
  - The Trip must be with real life participants
  - The Trip must be a min 2 hrs. long
  - The Candidate must spend a minimum of 20 min leading
  - The Candidate will demonstrate knowledge of: 2 rescue procedures when dealing with swimmers, completing the trip with a proper cool down and wrap up.
- Planning a session on flatwater
- Teaching a session on flatwater
- 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
- Stern Draw
- Side Slip

### 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 strokes
- Forward and reverse sweep 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.



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# Equipment

# 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 Floatation 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.

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### 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!

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**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.

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**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.

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





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# Risk Management

# 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.

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**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.

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## 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.

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**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.

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## **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.

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**Note:**

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

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## 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

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### 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

<b>Planning</b>  	<ul style="list-style-type: none"> <li><input type="checkbox"/> Waivers and medical forms – Are they filled out? Did you read them?</li> <li><input type="checkbox"/> Weather – What are the predictions (temperature, precipitation, wind)?</li> <li><input type="checkbox"/> Paddlers – How many are paddling.</li> <li><input type="checkbox"/> Ensure that activities are appropriate for paddlers' age, fitness, and ability level.</li> <li><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.</li> <li><input type="checkbox"/> Common sense – Use it!</li> </ul>
<b>Emergency Action Plan</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is your EAP prepared and accessible? Does your group know where to find it?</li> </ul>
<b>Inspecting Equipment and Facilities</b>	<ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Assess the level and safety of the lake (wind, weather)</li> <li><input type="checkbox"/> Identify environmental, equipment and facilities, framework and human risk factors.</li> <li><input type="checkbox"/> Ensure that paddlers wear their protective equipment and that it is properly adjusted and in good condition.</li> </ul>
<b>Informing Paddlers and Parents</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inform paddlers (and parents when dealing with minors) of the inherent risks.</li> <li><input type="checkbox"/> Safety talk – Did you cover all the points (see Talk for more information)?</li> </ul>
<b>Supervising Activities</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that the paddlers/leader ratio is within CKC safety standards.</li> <li><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.</li> <li><input type="checkbox"/> Look for signs of hypothermia, fatigue and aggression in paddlers; if necessary, stop the trip or lesson.</li> </ul>



National  
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Program



# Teaching and Learning

# 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

# 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

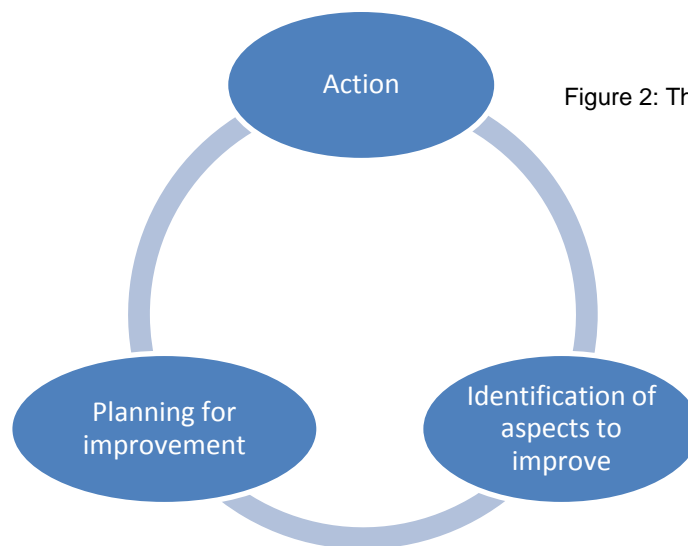


Figure 2: The self-monitoring process

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 Learning<sup>1</sup>

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.

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<sup>1</sup> 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.

<u>Verbs</u>			
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	
<u>Adjectives</u>			
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		
<u>Adverbs</u>			
brilliantly	expressively	distinctly	vaguely
clearly	lucidly		
<u>Nouns</u>			
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	speak	say	listen
express	harmonize	question	shout
relate	moan	sound	put into dialogue
yell	ask	cry out	burst out
amplify	mention	recount	ask about
alarm	inform	discuss	articulate
announce	declare	compose	narrate

### Adjectives

---

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

### Adverbs

---

harmoniously	noisily	of course	in harmony
solemnly	orally	loudly	deafeningly

### Nouns

---

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

## 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

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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

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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.

<b>Questions:</b>
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?

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# 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			

## How Different Learning Styles Could Affect My Teaching

How could the existence of different learning styles (visual, auditory, and kinesthetic) affect how you teach? What concrete steps could you take to give each paddler the opportunity to learn in his or her preferred way?

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# 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**

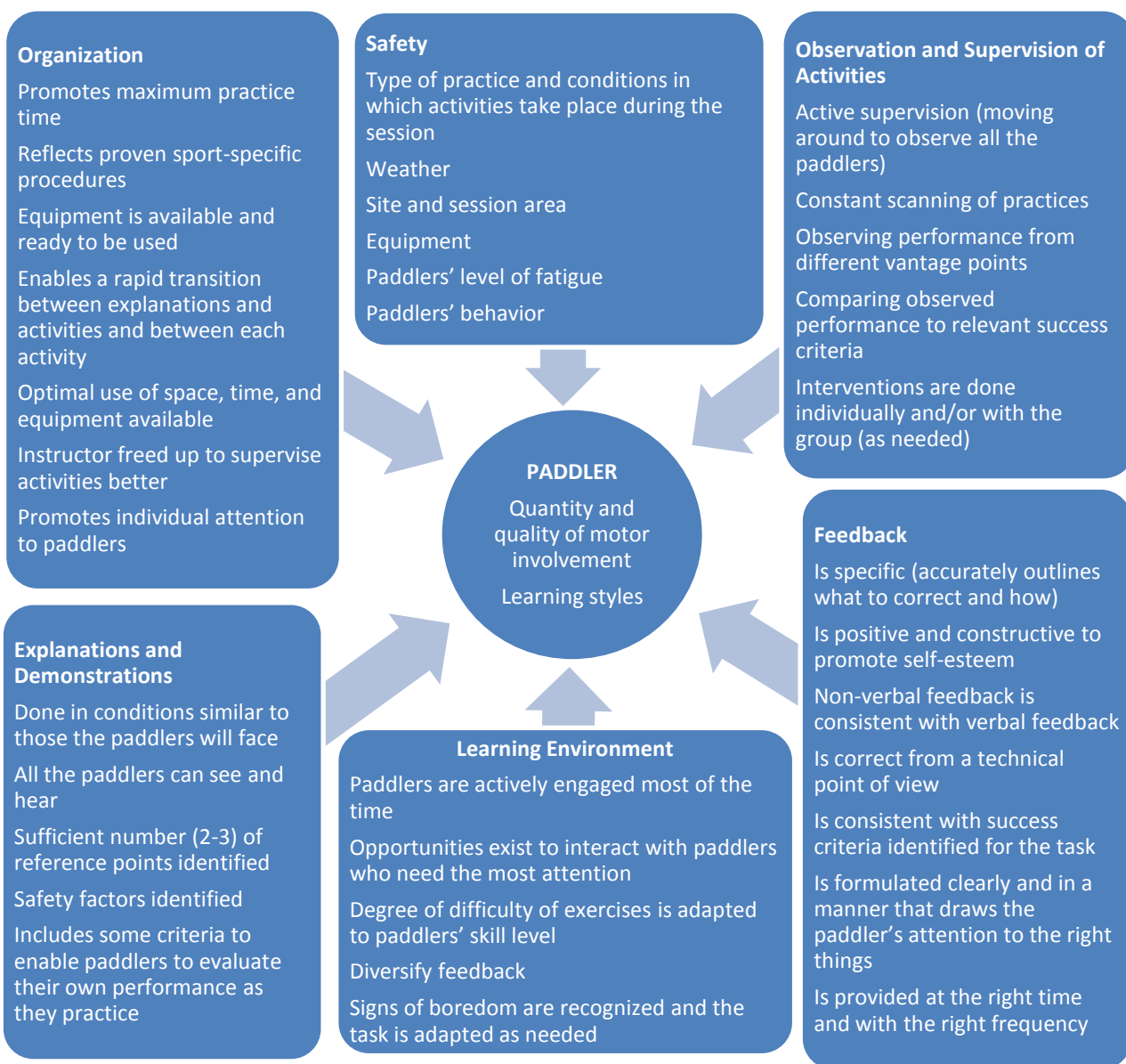
All paddling equipment should be organized prior to the start of the course. Each piece of equipment should be inspected for any damage and all equipment used in the course should be in good condition. The quality of the equipment is a reflection on the instructor and the organization they are teaching 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.

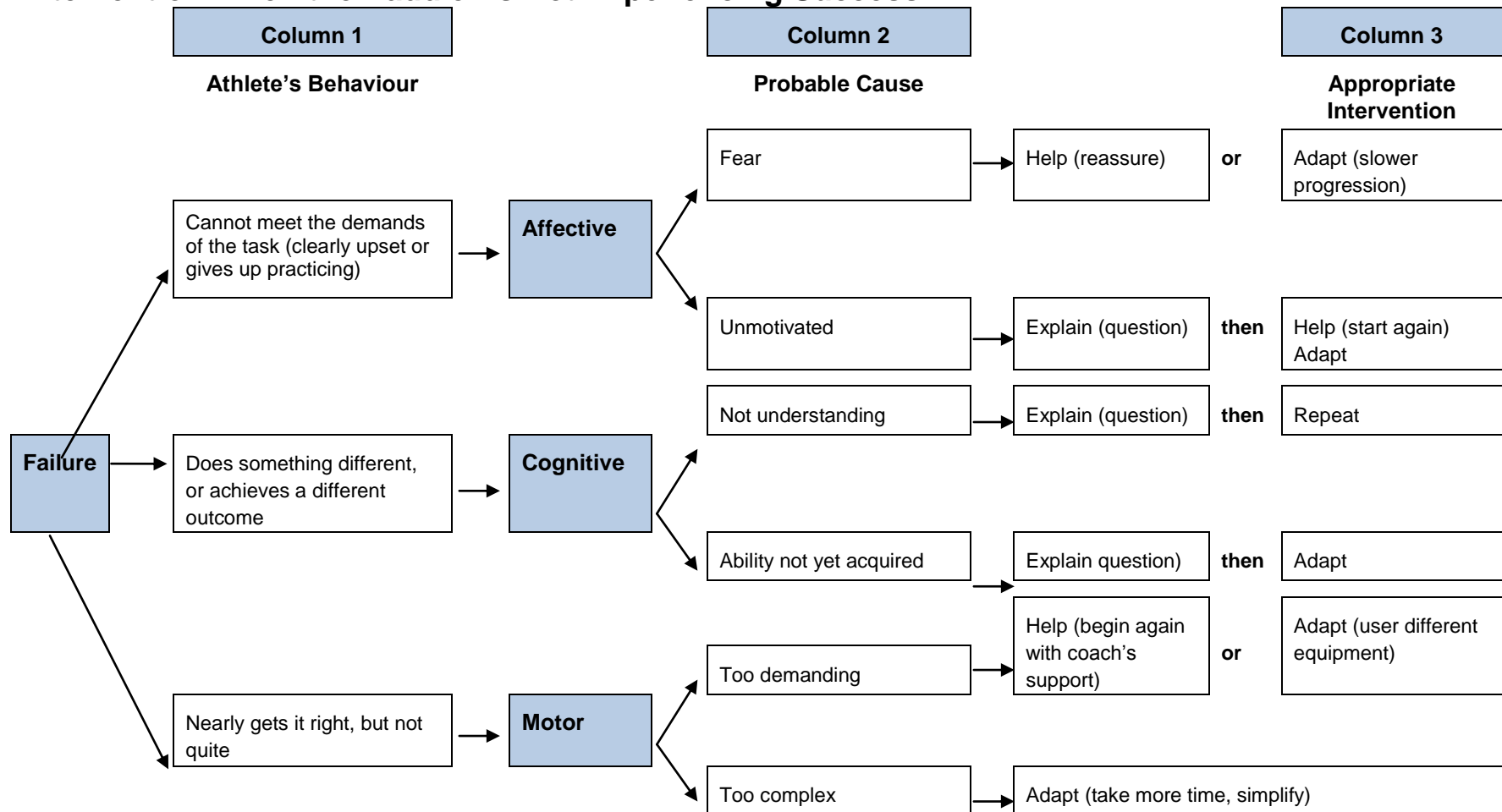
### Five Types of Intervention<sup>2</sup>

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

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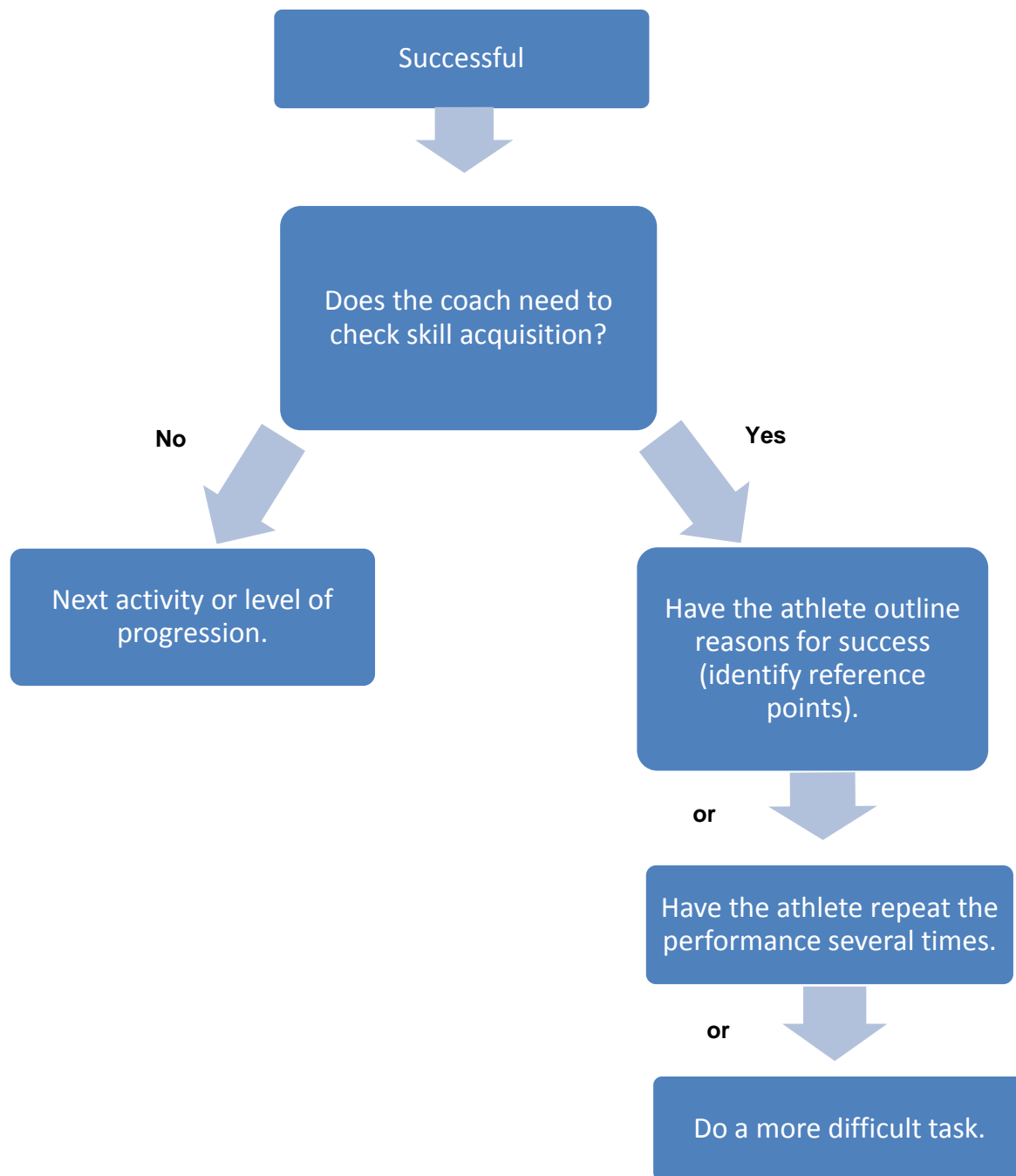
<sup>2</sup> Adapted from Target, C. and Cathelineau, J. (1990). Pédagogie sportive. Vigot. Collection Sport et enseignement

## Intervention When the Paddler is Not Experiencing Success<sup>3</sup>



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

## Intervention When the Paddler is Succeeding<sup>4</sup>



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<sup>4</sup> 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
<b>Evaluative</b>	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!
<b>Prescriptive</b>	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)
<b>Descriptive</b>	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 capsized 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

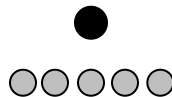
Where you position yourself in relation to your students, particularly in moving water, is very important for both safety and learning. When beginner paddlers practice, capsizing is common. Being on hand to provide a bow rescue or simply to roll paddlers up prevents lots of swims and saves lots of time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

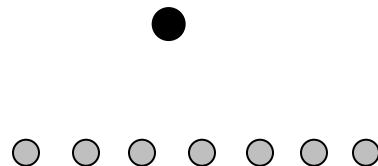
### Choosing a Formation for Explanations or Demonstrations

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.

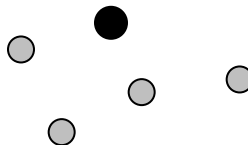
**Rafted up**



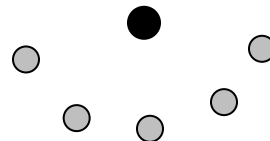
**Beached**



**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?



National  
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# **Making Ethical Decisions**

**Comp Intro version**

## **PURPOSE OF DOCUMENT**

This Instructor Workbook is your record of what you did and what you learned in the Make Ethical Decisions workshop. The Instructor Workbook has been designed to help you work on your own, after the workshop, to improve even more as an instructor/leader. We therefore recommend that you save your workbook and consult it regularly to ensure continuous improvement of your instructor/leadership skills.

This workbook refers often to Reference Material, a document developed to deepen your knowledge of key teaching/leading topics. You receive Reference Material along with this Instructor/Leader Workbook when you register for the Make Ethical Decisions workshop.

## **NCCP CORE COMPETENCIES**

As you progress through this module, you will work on developing five core competencies that will help you become a more effective instructor/leader and have a more meaningful impact on paddlers' experience. The competencies are problem solving, valuing, critical thinking, leadership, and interaction. Here are just some of the ways these competencies come into play in the Make Ethical Decisions workshop:

### **Problem-solving**

- a) Apply a formal six-step decision-making process
- b) Find a solution to a complex situation that involves a moral dilemma

### **Valuing**

- c) Differentiate between situations with legal and ethical implications
- d) Understand the rationale for the NCCP Code of Ethics and the values on which it is based
- e) Refer to the NCCP Code of Ethics when making a decision
- f) Appreciate the hierarchy of values in a moral dilemma

### **Critical Thinking**

- g) Evaluate options for decision or action, given the decision-making process followed and the possible consequences of the decision or action
- h) Compare current knowledge, skills, and attitudes with the information provided in the Reference Material
- i) Appreciate how the NCCP Code of Ethics might influence future decisions

### **Leadership**

- j) Make decisions that influence others
- k) Assume the responsibility in the decision-making process and for the actions that follow that comes with being a leader
- l) Implement an action plan to carry out a decision



## **Interaction**

- m) Exchange ideas and interact with other instructors/leaders
- n) Explain the rationale for a decision to other instructors/leaders

## **LEARNING OUTCOMES**

After finishing this module, you will be able to apply a process for making ethical decisions that is based on the NCCP Code of Ethics. This involves:

- a) Establishing the facts in a situation
- b) Deciding whether the situation involves legal or ethical issues
- c) Identifying your options and possible consequences
- d) Evaluating your options
- e) Choosing the best option
- f) Implementing your decision

## **OVERALL CONTEXT**

This module is one of many offered in the National Coaching Certification Program (NCCP). For more information on the NCCP and the workshops it offers, visit <http://www.coach.ca/eng/certification/index.cfm>.

## **WORKBOOK TOPICS**

There are eight topics related to making ethical decisions in this workbook:

1. Your starting point
2. The ethical decision-making process
3. Establishing the facts in a situation
4. Deciding whether the situation involves legal or ethical issues
5. Identifying your options and possible consequences
6. Evaluating your options
7. Choosing the best option
8. Implementing your decision

## Introduction

As a leader, you will deal with a wide range of issues. Depending on the type of issues you encounter, you may experience a variety of emotions and thoughts. Sometimes, you may feel that an action or behaviour is wrong. At other times, you may suspect or even know that a behaviour is illegal. In other instances, you may feel unsure about a situation and a decision, since there seems to be a number of acceptable alternatives. If you ask yourself this type of question, the issue probably has ethical implications. A conversation with the person(s) involved is often all that's needed to deal with the situation. However, at other times this is not enough, and you may have to make a more formal intervention or refer the matter to another level of authority.

## Values and Ethics: What Are They?

Our values represent a set of deeply held beliefs upon which our thoughts and actions are based; we refer to our values in evaluating our own actions, as well as the actions and decisions of others. In teaching/leading, our core values are expressed as a series of principles defined by the NCCP Code of Ethics. A code of ethics defines what is considered good and right behaviour.

Ethical issues arise when our values and the corresponding ethical principles are compromised in some way. When this happens, the decisions are often sensitive and difficult to make. In these situations, the quality of the decisions an instructor/leader makes depends on a number of factors, including:

- a) An understanding of the facts of the situation
- b) An awareness of his or her own values and of the various factors that can influence his or her decision
- c) The use of appropriate benchmarks to analyze the situation and understand what is involved
- d) The ability to apply a rigorous decision-making framework to the situation at hand

This module deals with each of these factors as part of an ethical decision-making process.

## The Ethical Decision-Making Process

This module outlines a process that will enable you to make thoughtful and responsible decisions in situations presenting ethical or moral dilemmas. The process has six steps, and each of these steps is covered in this document.

If you follow the ethical decision-making process, you will:

- 1) Have a thorough process for making sensitive decisions
- 2) Have solid arguments to justify your decisions from an ethical point of view
- 3) Feel confident you can assume the consequences of your decisions, knowing that it was the right thing to do under the circumstances.

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### Note:

The process described in the following sections applies to situations that do not require an emergency response by the instructor/leader. In crucial and urgent situations, for instance when a person is injured or there is an imminent risk to people's safety, your duty is:

- 1) to take whatever measures you feel are necessary in the short term to manage the situation and
- 2) to protect the individuals concerned.

The Planning a Practice module contains more detailed information on risk factors, emergency action plans and instructor/leader liability.

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# STEPS IN THE ETHICAL DECISION-MAKING PROCESS

## Step 1 — Establish the Facts in a Situation

When faced with any situation or problem in teaching/leading, you must establish exactly what has happened (or is happening) and who is involved in the situation before trying to figure out what to do about it.

At this stage, ask yourself the following questions:

- a) What has happened or what is happening?
- b) When and where did certain events occur?
- c) Who is (or might be) involved in or concerned by the situation?
- d) What do the parties involved have to say about the situation (i.e. what are all sides of the story)?  
Get the facts from all the parties involved, and look at the situation from both sides if there is disagreement or conflict.

## Step 2 — Determine Whether the Situation Involves Legal or Ethical Issues

### A. Does the Situation Have Legal Implications?

Once the facts have been clearly established, the next step consists of determining whether the situation has legal implications. Two useful questions to ask yourself at this stage are:

- 1) Has anyone been harmed by the action or decision of another, and if so, in what way?
- 2) Does the action or the situation contravene an existing law?

Examples of Situations that Have Legal Implications

- a) Actions that are criminal or quasi-criminal — These are wide ranging and could include theft, assault, sexual assault, other sexual offences, possession of narcotics, underage drinking, driving without a license or insurance, forgery, fraud, vandalism, etc.
- b) Actions that breach a contract — These could include someone acting outside the scope of his or her delegated authority, violating agreed-on rules relating to the use of a facility or equipment, or failing to meet other contractual obligations.
- c) Actions or information indicating there are reasonable grounds to believe that a child may be in need of protection.
- d) Actions that are discriminatory — Actions of a government, organization, or individual that are contrary to the Canadian Charter of Rights and Freedoms, the Canadian Human Rights Act, or any provincial or territorial human rights legislation.
- e) Actions that constitute harassment — Harassment is a form of discrimination and is contrary to human rights laws; in its extreme form, harassment may be a criminal offence.
- f) Actions, even those that are not intentional, that could constitute negligence, as legally defined.

Actions to Take in Situations that Have Legal Implications

An instructor/leader occupies a position of authority; accordingly, he or she has important legal responsibilities. When an instructor/leader is confronted by a legal situation such as those described previously, he or she has a duty to do something about it.

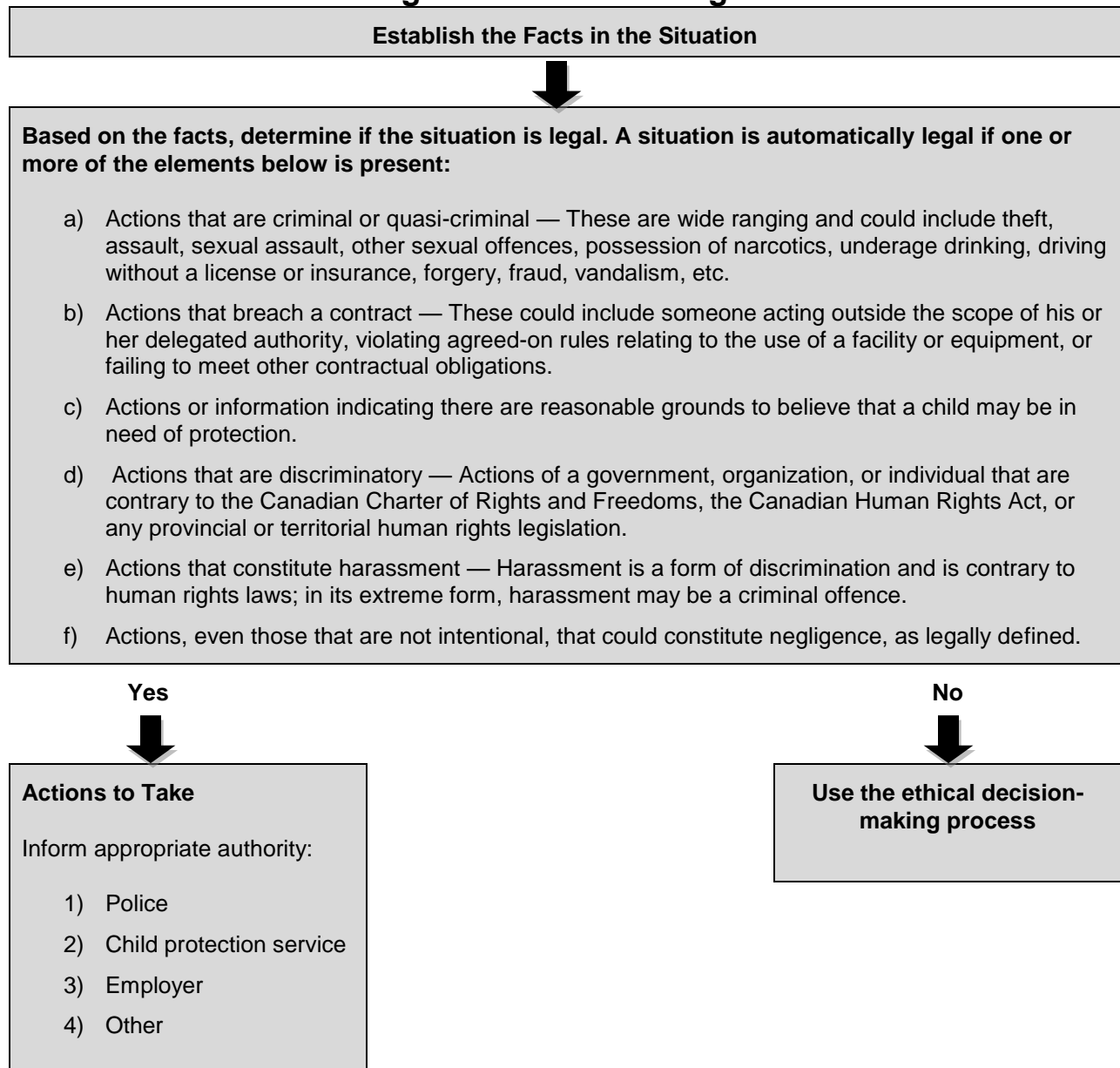
This would involve:

Reporting the situation to the police, where the instructor/leader is aware of or reasonably suspects criminal or quasi-criminal activity.

Reporting the situation to child protection authorities, where an instructor/leader suspects that a child has suffered physical or emotional harm or is in circumstances where a risk of such harm exists.

Reporting the matter to the employer or to the organization having authority over the persons involved in the conduct for all other legal matters.

## Critical Path: Determining if a Situation is Legal



## B. Does the Situation Have Ethical Implications?

Law and ethics are related and overlap, but they are not identical. Conduct that is illegal is always unethical. Yet some forms of conduct may be unethical even though they are legal. The law therefore represents an absolute minimum standard of behaviour, while the standard for ethical behaviour is somewhat higher.

When the instructor/leader encounters a situation that does not violate any law but raises moral questions, he or she must make decisions about how best to respond. Under these circumstances, ethical principles are often called upon.

### When can an instructor/leader know that a situation has ethical implications?

Ethical conduct can be described as a behaviour that meets accepted standards or principles of moral, professional, or just conduct. Unethical behaviour is the contrary, i.e. actions or decisions that are immoral, unprofessional or unjust. Once you have determined that the situation is not of a legal nature, it is important to determine whether it presents an ethical issue. At this stage, ask yourself the following question:

*In this situation and given the facts that have been identified, do you feel there is an issue with any of the following?*

- |   |  |
|---|--|
| a) Health and safety of paddlers at stake now or in future?                         | k) Harassment  |
| b) Practice site safety   | l) Equity and equality                               |
| c) Emergency preparedness   | m) Level of respect and dignity afforded individuals |
| d) Unnecessary risk to paddlers   | n) Breaking an organization rules or policies        |
| e) Authority being exercised or the best interests of the paddlers being considered | o) Violation of the rules and regulations of sport   |
| f) Self-esteem of paddlers  | p) Fair play   |
| g) Conflict of interest   | q) Dignity and self-control in personal behaviour    |
| h) Competency, qualification, certification, or scope of practice                   | r) Respect accorded to officials and their decisions |
| i) Loyalty, keeping of commitments, or keeping of one's word                        |  |
| j) Privacy or confidentiality   |  |

At this stage, any statement from the above list that you have checked should cause you to believe that there are one or more ethical issues in the situation. Moreover, the checked statements often indicate the ethical aspects that may be at play.

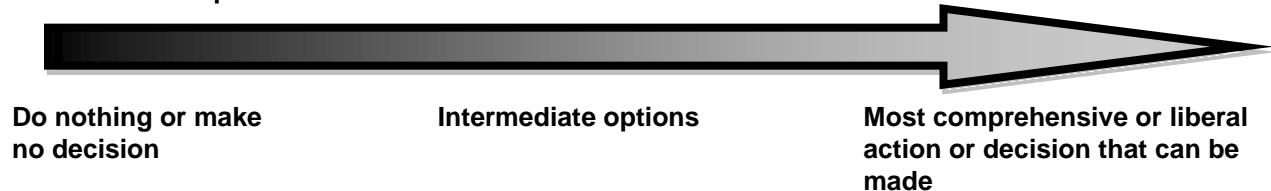
## Step 3 — Identify Your Options and Possible Consequences

Because they often relate to sensitive issues, ethical situations may generate some degree of emotional reaction. As a result, some individuals may have a tendency to react quickly and spontaneously and to make quick decisions. Sometimes, this may affect their judgment and the quality of their decisions.

Having determined that the situation does have some ethical implications and identified some potential ethical issues (based on the statements listed in the previous step), you should now identify options for decision or for action and assess potential consequences in each case. This reflection represents an important step in the ethical decision-making process because it shows that you care about what might happen to others.

Start by asking yourself: What could I do in this situation? In the process of answering this question, think about a variety of options. The first one to consider should be not making any decision or taking no action. This would be the least demanding option, and it could be thought of as representing one end of a continuum of possibilities. As a second step, consider the other extreme of the continuum, and think of the most comprehensive or liberal action you might take in the situation. Then, identify several intermediate options. Do not rule out any option at this stage, even though at the outset it may appear an unlikely choice.

#### **Continuum of Options for Decision or Action**



Once several options for decision have been identified, think about what might happen if. This will enable you to assess the possible consequences of each option. In many ethical situations where a “Yes – No” decision must be made, the following questions are likely to arise:

1. What might happen if the instructor/leader chose not to make any decision or took no action?
2. What might happen if the instructor/leader's position were favourable to the situation, question, or issue at hand?
3. What might happen if the instructor/leader's position were not favourable to the situation, question, or issue at hand?

### **Factors That May Influence Decision-Making In An Ethics Situation**

The decisions we make may be affected by various influences that we are not always fully aware of. When we must take a position or make a decision in a situation with moral or ethical implications, it is important to get some perspective to be as objective as possible.

To achieve such objectivity, it is useful to reflect on the various factors that may affect our decisions. This enables us:

- a) To become aware of any factor or factors that seem to affect our way of thinking or of seeing the facts of the situation
- b) To take into account any such factors in a conscious and rational way when analyzing or deciding
- c) To draw a more complete picture of the consequences that may arise from the potential decisions
- d) To better understand the importance we seem to attach to certain outcomes.

For the purposes of this reflection, we may consider two major types of influence:

- 1) Factors arising from internal influences
- 2) Factors arising from external influences

### **Factors Arising from Internal Influences**

Internal influences are intimately linked to the person making the ethical decision. Among their sources:

### **Previous Experience**

- a) Have you been in a similar situation before? If so, what did you do and was the situation resolved?
- b) How did you learn to react when faced with such situations?
- c) How might your level of experience affect your ability to make a fair and reasonable decision?

### **Personal Values**

- d) How would your family have perceived such a situation?
- e) What did you learn from your family, your immediate environment, or school about the type of situation you are confronted with?
- f) How might your cultural origins or your spiritual or religious values influence the way you assess information?

### **Personal Circumstances**

- g) Could this decision affect your employment? (Could your decision affect a person who has interests vis-a-vis the team or an athlete and who might also be in a position of control, authority, or supervision with respect to you?)
- h) How might your decision affect the development of your teaching/leading career? (Will your decision have a negative impact on a person who is in a position to make decisions concerning you?)
- i) How might your decision affect your reputation within the club, the sport, or the situation at hand? (Is there a chance that your decision would change the perception others have of you personally, your methods, or your approaches?)

## **Factors Arising from External Influences**

External factors of influence arise from society or the environment in which the decision maker lives. Some factors:

### **Economic and Political Aspects**

- j) How might your decision influence the financial situation of your team or club (for example, tobacco or alcoholic beverage sponsorship)?
- k) What are the influences or political ramifications of your decision (for example, male vs female)?

### **Gravity of Situation and Urgency of Decision**

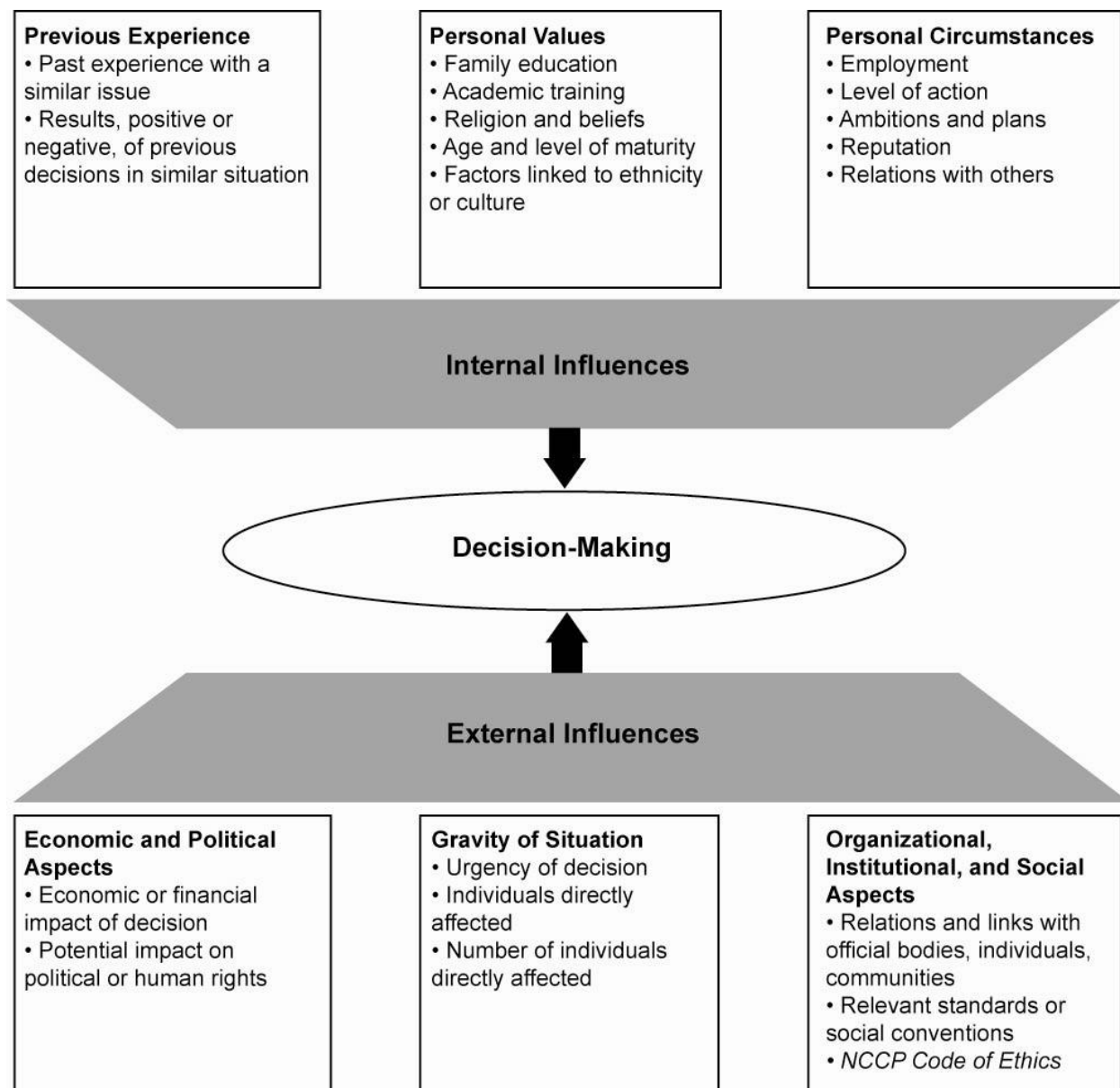
- l) To what extent is it important to decide immediately? (For example, is someone's safety at risk? Is there a tight schedule?)
- m) Would putting off the decision be prejudicial?
- n) How many people are affected, who are they, and to what extent are they really affected?

**Organizational, Institutional, and Social Aspects**

- o) Are the values of the instructor/leader consistent with those of the administration or decision-making levels of the club or sports organization?
- p) Will the decisions affect members of other organizations? If so, how will relations with them be affected?
- q) Do the values of the instructor/leader reflect those of the community?



## Factors That May Influence How You Perceive an Ethics Situation<sup>5</sup>



<sup>5</sup> Chart adapted from Malloy, Ross & Zackus, 2000



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## **NCCP Code of Ethics**

### **What is a Code of Ethics?**

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

### **Why a Code of Ethics in teaching/leading?**

Core teaching/leading values have been formalized and expressed as a series of principles in the NCCP Code of Ethics. These principles can be thought of as a set of behavioural expectations regarding participation in sport, teaching/leading paddlers or teams, and administering sports.

The NCCP Code of Ethics can help instructors/leaders to evaluate issues arising within sport because it represents a reference for what constitutes both “the good and right thing to do”. For example, the code of ethics helps instructors/leaders make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

### **Values Underpinning the NCCP Code of Ethics**

The NCCP Code of Ethics is a simplified version of the Code of Ethics of Coaches of Canada (formerly the Canadian Professional Coaches Association). However, both codes deal with the same fundamental values of safety, responsible teaching/leading, engaging in relations with integrity, respecting paddlers, and honouring sport. These values are expressed as 5 core ethical principles.

1. Physical safety and health of paddlers
2. Teaching/leading responsibly
3. Integrity in relations with others
4. Respect of paddlers
5. Honouring sport

The following chart provides a description of each principle and outlines some implications for instructors/leaders.

# NCCP Code of Ethics

## Ethical Principles and Their Corresponding Behaviours/Expectations

Principle	Standards of Behaviour Expected of Instructors/Leaders
Physical safety and health of paddlers	Ensure that practice site is safe at all times
	Be prepared to act quickly and appropriately in case of emergency
	Avoid placing paddlers in situations presenting unnecessary risk or that are beyond their level
	Strive to preserve the present and future health and well being of paddlers
Teaching/leading responsibly	Make wise use of the authority of the position and make decisions in the interest of paddlers
	Foster self-esteem among paddlers
	Avoid deriving personal advantage for a situation or decision
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
	Honour commitments, word given, and agreed objectives
	Maintain confidentiality and privacy of personal information and use it appropriately
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of teaching/leading duties
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
	Always ensure decisions are taken equitably
Respect	Ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion, or age
	Preserve the dignity of each person in interacting with others

	Respect the principles, rules, and policies in force
Honouring sport	Strictly observe and ensure observance of all regulations
	Aim to compete fairly
	Maintain dignity in all circumstances and exercise self-control
	Respect officials and accept their decisions without questioning their integrity

## Step 4 — Evaluate Your Options

Once you've identified your options and their possible consequences, you need to evaluate them, i.e. assess the pros and cons of each. This is a critical step in reaching a decision.

At this stage, the NCCP Code of Ethics and the fundamental values on which it rests should be important criteria for you to apply when assessing the merits of the options open to you.

The core principles of the NCCP ethics and the associated expected behavioural standards take into account 1) the outcome sought in the decision or action or 2) the means used to reach a decision or guide actions. In some cases, both aspects are present.

The notions of outcome sought (i.e. striving to do what is good for individuals or the group) and means used (striving to do things right) are central to our ethical thinking. Those involved in sport must always keep the following in mind:

- 1) Some of the outcomes we seek may be commendable, but the means to achieve them may not be. For example, an instructor/leader could want to preserve the dignity of a paddler who has been mocked (a desirable outcome) by publicly chastising those who made the affront (a dubious way of proceeding for a person in authority).
- 2) Conversely, one could follow a process that appears equitable and consistent with the expectations of those involved but arrive at a problematic outcome in terms of values. For example, an instructor/leader could ask members of the group to vote (a means of reaching a decision that appears democratic) to choose between a long-term member whose performances are average or a highly talented newcomer for a river run (a result that would penalize either the group or one of the paddlers involved).

***Instructors/leaders' decisions should reflect a fair balance between outcomes sought and the means used to achieve them***

## Step 5 — Choose the Best Option

### Making Decisions That Are Just and Reasonable

We are now reaching a crucial phase of our process, i.e. the one where a decision must be made. Steps 1 through 3 of the process provided us with objective information based on issues at play, options for decisions, and potential consequences. In Step 4, we introduced criteria for analyzing the various options using a common reference point: the values of the NCCP Code of Ethics.

Making an ethical decision requires a final reflection on what is the best decision under the circumstances — a just and reasonable decision that will apply where an ethical dilemma is involved. Such a decision:

- 1) Is “the right thing to do” with regard to the duties and responsibilities of the person making the decision
- 2) Is made “the right way”
- 3) Is consistent with the values and behaviours outlined in the NCCP Code of Ethics

However, despite the availability of such criteria, not all ethical decisions are clear-cut. In some instances, an instructor/leader may have trouble making a decision because there seems to be more than one reasonable solution. Sometimes, making a decision will even involve sacrificing one value for another. To rank options that seem reasonable with a view to making the best possible decision, we now consider how to prioritize principles to which we adhere, but that appear contradictory in the situation at hand. In other words, what do you do when you are facing an ethical dilemma?

### **Moral Dilemmas and Ethical Decision-Making**

Certain ethical situations may generate strong feelings or doubts because there seems to be more than one reasonable solution. Sometimes, making a decision even involves sacrificing one value for another. When there are two potentially right solutions, such situations are referred to as ethical dilemmas — a conflict between values we wish to maintain.

Here are some examples of ethical dilemmas:

- a) Club rules vs. parental rights and authority. A club has a standing policy of curfew being set at 10:00 PM at away trips. All parents sign off on this and other policies at the beginning of the year. One parent, who often travels with the group, routinely allows his/her son/daughter to stay up past this hour.
- b) Team rules vs. winning the competition. A club has a strict policy of no swearing when on clubhouse grounds. The pre-established penalty for such speech is a one-competition automatic suspension. The day before the championship competition, the leading athlete has a temper tantrum during practice and mouths off using foul language to another athlete on the team.
- c) Do No Harm Principle vs. athlete’s will/rights to play. An athlete has been experiencing chronic elbow pain as a result of a growth spurt. The paddler is begging you to be allowed to paddle in a key competition, and the parents support this paddler in his or her eagerness to paddle.

### **Prioritizing Principles and Values**

When someone is faced with an ethical dilemma and is forced to choose between two values, his or her most deeply held beliefs normally dictate the course of action.

If you are faced with an ethical or moral dilemma as an instructor/leader, you can resolve the dilemma by asking yourself these questions:

- 1) What does the NCCP Code of Ethics suggest in this type of situation? Which criterion (or value) do you consider the most important from those listed in Step 4?
- 2) Is there another value in which you strongly believe and that you would seek to maintain at all costs? If so, which is it?

## Do No Harm Principle

Even though it is a sensitive issue to suggest ranking your values, the NCCP considers that it is an instructor/leader's duty above all to ensure that the decisions he or she makes and the actions he or she takes do not result in harm, physical or other, to paddlers.

It therefore follows that in a moral dilemma, physical safety or the health of paddlers is the overriding concern.

***The challenge in ethical decision-making is to determine which value you will maintain in your course of action.***

## Validating Your Decision

Setting aside the priority given to paddlers' physical safety and health, one last set of questions may help you validate your chosen option as just and reasonable:

- a) Would you make this decision in all similar cases?
- b) If you feel you cannot apply your decision to all similar cases, what might be a reasonable and justifiable exception? If so, in which circumstances? Do such circumstances apply in the present situation? What makes you think that an exception might be justified in this case, but not in other situations?
- c) Is the decision consistent with decisions made in similar situations in the past that have had positive outcomes?

Going through this last series of questions should give you confidence that you've made the best possible decision under the circumstances. Answering these questions also gives you sound explanations of your decision.

## Step 6 — Implement Your Decision

In Steps 1 to 5, you went through a thorough reflection process that has made it possible for you to make a just and reasonable decision in response to an ethical situation. The final step in the ethical decision-making process is to implement your decision.

Putting your decision or plan of action into effect requires that you consider a number of things, particularly if it involves dealing with individuals or groups of people. Consider the following as you establish an action plan:

- 1) **Choose your path.** Exactly what are you going to do? Plan carefully the steps you are going to take.
- 2) **Think about what may happen.** Consider the likely outcomes of the decision and the how any consequences will be managed.
- 3) **Identify who needs to know.** Consider who needs to be informed of or involved in implementing the action plan or decision.
- 4) **Determine if you can deal on your own with the person(s) involved.** Is it appropriate to seek an informal resolution in this situation? In issues not involving a contravention of the law, it is often best to try to deal with the issue informally and directly with the individual involved. We often refer to this as adopting the conservative approach. . It has the advantage of conferring responsibility for actions on the party involved and allows him or her to resolve the situation while maintaining a sense of dignity and self-respect. It also establishes a degree of trust between parties involved. Approach the individual, and tell him or her what you have seen or what has been shared with you. Give him or her a chance to respond, a chance to do the good or right thing.

- 5) **Warn, don't threaten.** This is an important concept when dealing with a situation at an informal level. This entails informing the individual of the logical consequences of what can happen if a situation is not resolved, rather than threatening the person with an end run. This is Plan B. Keep any Plan B in your back pocket.
- 6) **Think about what you might do next if the chosen plan of action doesn't work.** If your original decision or plan of action is ineffective, think carefully about what to do next. Inform the individual that you now have to follow up with Plan B. Consider who should be contacted and what level of authority you should now involve in this situation.

## General Tips About Ethical Decision-Making

- a) When in doubt or faced with an ethical dilemma, think about the Do No Harm principle
- b) Never second-guess yourself on decisions made with integrity, intelligence, thoroughness, and based on accepted values, core principles, and expected standards of behaviour.
- c) Make sure you are clear about your teaching/leading values and that you can talk about them in a way that is clear, simple, and easily understood by everyone.
- d) Cross-reference your teaching/leading values and principles with the NCCP Code of Ethics.
- e) Pay attention to what is important to kids when establishing your ethical standards.

## Acknowledgements

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The Coaching Association of Canada also expresses its thanks to the Aboriginal Sport Circle, to the Canadian Association for the Advancement of Women and Sport and Physical Activity, and to Special Olympics Canada for permission to adapt materials they have produced on racism, equity, and inclusion.

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# **SAMPLE CODE OF CONDUCT FOR PADDLERS**

During training and sport events (if applicable), we want to observe the following:

- a) Paddlers having fun and enjoying themselves.
- b) Practice sessions and activities promoting self-esteem in paddlers.
- c) Paddlers learning the appropriate technical abilities of the sport according to the long-term athlete development principles outlined in the Canadian Sport for Life document.
- d) Paddlers making new friends by demonstrating positive attitudes and tolerance.
- e) Paddlers having fair and equal opportunity to participate in practice activities, river runs and games/competitions, regardless of skill level. Consequently, parents of children who are more skilled should not expect that their child will receive more attention or paddling time.

Our code of conduct can be summarized as follows:

- 1) Listen: Listen carefully to those who are talking to you.
- 2) Respect:
  - d) Others (instructors/leaders, teammates, officials, opponents, parents)
  - e) The equipment and facilities lent to you for your use
  - f) The environment
- 3) Work: Give your best effort at all times, both individually and as a team.

## **Leader's Responsibilities**

- a) Be the program leader and be aware of all that is happening in the program.
- b) Plan and lead fun, safe, and purposeful practice sessions.
- c) Involve parents in the program, and clearly communicate what is expected of them (parents entrust their children to the program leaders during practice sessions and competitions and should not intervene during these times).
- d) Create an environment that promotes all the values identified in this code.



# SAMPLE CODE OF CONDUCT FOR PARENTS

As adults, we increasingly want to define our rights and responsibilities. Take a few moments to reflect on our rights and responsibilities as parents of children involved in organized sport. Do we have a code of conduct that guides our behaviour and expectations?

## Our Rights

The stakeholders of sport—paddlers, instructors/leaders, officials, and activity hosts—must:

- a) Act with respect for themselves by demonstrating dignity, modesty, fairness, justice, maturity, leadership, and a positive attitude
- b) Act with respect for others in word, in attitude, and in action
- c) Act with respect for the environment (human and physical)
- d) Create a sport environment that is fun, safe, and conducive to learning
- e) Respect the facilities, rivers and material to which they have access
- f) Know the rules of the sport

## Our Code of Conduct as Parents

Together, as a team of parents and paddlers, we should identify acceptable behaviours (e.g., on the riverbank) that demonstrate respect for others and behaviours that promote a positive learning environment. These behaviours should be based on the values that are implied in Our Rights (see above).

Listed below are some examples of behaviours that demonstrate respect:

<b>For ourselves</b>	1. Accept a mistake made by a paddler or an official without yelling at him or her.
	2.
	3.
<b>For others</b>	4. Do not yell instructions to the paddlers during the session.
	5.
	6.
<b>For the environment</b>	7. Establish a respectful atmosphere among the spectators.
	8.
	9.

***Reflect on these guidelines and what your role as a parent might be in upholding this code***

# SPORT AS A DISCRIMINATION-FREE ZONE

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Canadian Charter of Rights and Freedoms

One of your shared responsibilities with paddlers and parents is to ensure that discriminatory behaviour of the type described in the charter and in the NCCP Code of Ethics is not tolerated in your sport environment. The following behaviours are not tolerated:

- 1) **Discrimination** occurs when an individual or group is treated unfavourably or unequally because of prejudice or stereotyping.
- 2) **Prejudice** is the use of prejudgment or having a preconceived opinion about someone. A stereotype is the broad, often inaccurate, belief about the characteristics of a cultural, ethnic, or racial group used to describe an individual thought to be a member of that group.
- 3) **Harassment** is comments or conduct that should reasonably be known to be unwelcome to another; it can include actions such as jokes that isolate a particular group or groups, verbal slurs and insults, and condescending or intimidating behaviours.

## What can I do to create a discrimination-free zone with my team?

Many factors affect paddlers' ability to treat one another fairly and with respect. For example, paddlers may have been exposed to racist or sexist behaviour all around them at school, at home, and at play. The best thing you can do as an instructor/leader is to watch what you say and do, to intervene if someone on or around your team acts in a discriminatory way, and to encourage paddlers and their parents to intervene themselves if they see or hear this type of behaviour.

***Addressing how paddlers want to be treated and how they are going to treat others is a great starting point for building a team code together. This will go a long way toward preventing discriminatory behaviour before it happens.***

## What can I do if I witness discriminatory behaviour?

Understand clearly that not responding is actually interpreted by others as a response; this passive response can indicate that you are OK with what was said or done. While putting you at little personal risk, a passive response does nothing to change or stop the behaviour from happening again.

An aggressive response usually seeks to shame the person who has shown the discriminatory behaviour. This type of response usually escalates the situation and does not model respect for others.

**Choose a positive response to intervene effectively**

<b>Passive response: doing nothing</b>	<p>Goal is to ignore the behaviour</p> <p>Sometimes an attempt is made to rationalize the behaviour</p> <p>Assumes the other person will not stop/change the behaviour even if an intervention is made</p> <p>Considers time on task or personal safety more important</p>
<b>Not recommended</b>	<p>Examples: Laugh along with a discriminatory joke, or say nothing when a discriminatory remark is made</p>
<b>Aggressive response: confronting</b>	<p>Goal is to stop the behaviour in the short term</p> <p>Comes across as judging the person, not the behaviour</p> <p>Usually results in the other person wanting to retaliate</p> <p>Often based on a sense of superior authority, strength, or numbers</p> <p>The safety of the person you are confronting is also at risk now</p>
<b>Not recommended</b>	<p>Examples: "I can't believe you said that. How ignorant can you be?"</p> <p>"Don't you know that what you are saying is wrong?"</p>
<b>Positive response seeking change</b>	<p>Goal is to stop the behaviour in the short term and to change the behaviour in the long term</p> <p>Names the behaviour as unacceptable</p> <p>Points out what is needed in the situation</p> <p>Does not judge the other person</p> <p>Is based on modeling respect</p>
<b>Recommended</b>	<p>Example: "Please do not say that; it is hurtful. How about treating that person as you would like to be treated, and as we agreed to treat one another as team members?"</p>

***By choosing a positive response and intervening when you witness discriminatory behaviour, you are modeling respect for others and attempting to educate for change.***

## What is Inclusion?

Inclusion is the welcoming and providing of full access to teams and programs for paddlers with a disability in your community.

Inclusiveness means active involvement of paddlers with a disability in all aspects of the sport program. It does not mean that the focus of the team or sport program should be on the paddlers with a disability, but rather that they should play just as integral a role as any other participant in the program.



### A Checklist

#### *Is our club environment a discrimination-free zone?*

- ☐ Language that demeans a particular person or group is not used
- ☐ Posters and other materials that demean a particular group are not displayed or exchanged (e.g., posters, cards, magazines, cartoons, videos/DVDs, screensavers)
- ☐ Name-calling is not tolerated
- ☐ Jokes that poke fun at specific populations are not tolerated
- ☐ Every paddler receives the same amount of teaching/leading attention
- ☐ Every paddler is given equitable paddling time
- ☐ Every paddler has a say in developing the club code of conduct
- ☐ The club code of conduct outlines behaviours that will promote a discrimination-free zone, and this code is enforced by all
- ☐ Initiation ceremonies are not practised

## **YOUR STARTING POINT**

### **To Play or Not to Play**

Read the situation below called, “To Play or Not to Play.”

Jamie has just been named the Head Instructor of her paddling club. Recently, she has noticed that one of the paddlers seems to suffer from elbow pain. She brings the situation up with the parents of this 13-year old paddler, whom she knows very well. They say that they are aware of the situation and that they have called their family doctor. The physician was away but, during a telephone conversation, told them not to worry since “this is normal for growing children” and “there should not be any risk”.

The instructor speaks with the paddler who confirms that he hurts a bit, but that he will be ready for the championships that are scheduled in a few days. The paddler has a lot of talent and his name is on the provincial coach’s list of potential new recruits.

The paddler’s parents are both members of the organization’s Board of Directors and they are responsible for hiring and assessing instructors. Club policy dictates that it is the instructor who ultimately decides whether or not a paddler will take part in a competition. Another policy dictates that an injured paddler cannot compete, and that a written confirmation declaring that the paddler is fit to return to competition must be obtained from a medical doctor.

Since her last discussion with the paddler and the parents, the Instructor has read a recent sport medicine article dealing with the possible long-term consequences of this type of injury if the first warning signs are ignored. She has also spoken to a sport physician who strongly suggests to not take any chances in this situation, and to consult a specialist as soon as possible. These verifications confirm the signs she had observed in the paddler.

One hour before the beginning of the competition, the parents talk to the Instructor. They repeat what their family doctor has said, and guarantee that, first thing tomorrow morning, she will have the required letter confirming that the child is fit to compete. The paddler mentions that the pain has increased since last time, but that he is ready to compete if the parents and the Instructor give the go ahead. The parents insist that their child competes because (1) he wants to and says he can, and (2) the provincial team coach has made a two-hour trip to come and see him compete in order to confirm his selection. The parents leave the Instructor, and walk towards the registration table with their child.

**On the basis of the facts presented, reflect individually on what you would do in the situation To Play or Not to Play. What actions would you take? Why did you make this decision? Write your responses in the space below.**

In this situation, the decision I would make or the action I would take would be...

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I would make this decision or take this action because...

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Discuss the case and your answer with two or three other instructors/leaders. Do you agree with the positions of other instructors/leaders regarding the nature of the issues in the situation, or are there fundamental differences in opinion among you?

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Review the information in the table below. Identify the factors that influenced your decision, and highlight others that might be relevant but that you didn't consider. Think about how these factors might come into play in the decision-making around To Play or Not to Play.

## Factors that May Influence Your Decision

Internal Influences		
Previous Experiences	Personal Values	Personal Circumstances
1) Past experiences with a similar issue  2) Results, positive or negative, of previous decisions in a similar situation	3) Family education 4) Academic training 5) Religion and beliefs 6) Age and maturity level 7) Factors linked to ethnicity or culture	8) Employment 9) Level of action 10) Ambitions and plans 11) Reputation 12) Relations with others
External Influences		
Economic and Political Aspects	Seriousness of Situation	Organizational, Institutional, and Social Aspects
13) Economic or financial impact of decision  14) Potential political or human rights impact of situation	15) Urgency of decision  16) Individuals directly affected  17) Number of individuals directly affected	Relations and links with: 18) Official bodies 19) Individuals 20) Communities 21) Relevant standards or social conventions
Other Factors (if any)		

# THE ETHICAL DECISION-MAKING PROCESS

Let's look again at *To Play or Not to Play*, but this time let's use an ethical decision-making process. The ethical decision-making process used in this workshop has six distinct steps, and it depends heavily on the NCCP Code of Ethics. The Code provides a set of guiding principles that instructors/leaders can draw on in their decision-making.

The six steps in the process are:

1. Establish the facts in a situation
2. Decide whether the situation involves legal or ethical issues
3. Identify your options
4. Evaluate your options
5. Choose the best option
6. Implement your decision

## ESTABLISH THE FACTS IN A SITUATION (STEP 1)

### Looking Again at To Play or Not to Play

Recall *To Play or Not to Play* and the decision you made about it. Working with 2 or 3 other leaders, identify the facts in the situation, and record them in Column 1 of Worksheet 1, on the next page. If necessary, refer to the Step 1 — Establish the Facts in a Situation.

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**Note:**

Once this exercise is completed, set Worksheet 1 aside for the time being.

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## Worksheet 1: Establishing the Facts in a Situation

Column 1: The Facts of the Situation	Column 2: Ethical Issues	Column 3: Options and Their Possible Consequences
<p>The situation has legal implications:</p> <p>YES (   )   NO (   )</p> <p>If yes, what do you do?</p>	<ol style="list-style-type: none"> <li>1) Well-being, health or safety of people, short or long term</li> <li>2) Safety at competition site</li> <li>3) Emergency preparedness</li> <li>4) Unnecessary level of risk</li> <li>5) Appropriate use of authority in best interests of paddlers</li> <li>6) Self esteem of paddlers</li> <li>7) Conflict of interest</li> <li>8) Competency, level of training or scope of practice of instructors/leaders or persons in authority</li> <li>9) Loyalty, keeping of commitments, or keeping of one's word</li> <li>10) Privacy or confidentiality</li> <li>11) Harassment</li> <li>12) Equity and equality</li> <li>13) Respect and dignity</li> <li>14) Observance of established principles, team rules or organizational policies and procedures</li> <li>15) Observance of rules and regulations in sport</li> <li>16) Fair play</li> <li>17) Maintaining dignity and self control</li> <li>18) Respect for officials and their decisions</li> </ol>	<p>Option 1: Do nothing</p> <p>Possible consequences</p> <p>Option 2:</p> <hr/> <p>Possible consequences</p> <p>Option 3:</p> <hr/> <p>Possible consequences</p> <p>Option 4:</p> <hr/> <p>Possible consequences</p> <p>Option 5</p> <hr/> <p>Possible consequences</p>

## DECIDE WHETHER THE SITUATION INVOLVES LEGAL OR ETHICAL ISSUES (STEP 2)

### Are the Issues Legal or Ethical?

Recall the section called Step 2 — Determine Whether the Situation Involves Legal or Ethical Issues. Take 5 minutes or so to discuss the situation with two or three other instructors/leaders.

Does the situation have legal implications?

(   ) YES

(   ) NO

What are the reasons for your answer?

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### Identify the Ethical Issues

The NCCP Code of Ethics is a guide you can use at various stages of the ethical decision-making process. The Code specifies the standards of behaviour that instructors/leaders are expected to demonstrate in certain areas (teaching/leading responsibility, for example, or integrity in relations with others).

Answer the questions in the table below regarding actions and behaviours that might occur. These questions are based on the NCCP Code of Ethics, and they will help you identify possible ethical issues.

<b>Key Questions to Ask When Identifying Ethical Issues in Sport</b>		
<b>Is there a potential issue with...</b>	<b>Is this question relevant in this situation? (YES or NO)</b>	<b>Why is this question relevant?</b>
Health and safety of paddlers now or in future?		
Competition site safety?		
Emergency preparedness?		
Unnecessary risk to paddlers?		
Authority being exercised or the best interests of the paddlers being considered?		
Self-esteem of paddlers?		
Conflict of interest?		
Competency, qualification, certification, or scope of practice?		
Loyalty, keeping of commitments, or keeping of one's word?		
Privacy or confidentiality?		
Harassment?		
Equity and equality of treatment of individuals?		
Level of respect and dignity shown to individuals?		
Breaking of an organization's rules or policies?		
Violation of the rules and regulations of sport?		
Fair play?		
Dignity and self-control in personal behaviour?		
Respect shown for officials and their decisions?		

Discuss the questions that seemed important to you with other instructors/leaders, and explain why you found them important. Create a question style

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Are there questions not listed in the table above that could help identify ethical issues? If there are, list them below.

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Now read the entries in Column 2 of Worksheet 1, and put a checkmark beside the statements that are relevant to; To Play or Not to Play.

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## IDENTIFY YOUR OPTIONS AND POSSIBLE CONSEQUENCES (STEP 3)

This step of the decision-making process involves identifying your options for decision or action. You do this by asking yourself some questions from the Reference Material.

Refer to the section Step 3 — Identify Your Options and Possible Consequences. Answer the questions on the options for decision or action for the instructor/leader in To Play or Not to Play.

In this situation, the instructor/leader could:

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Discuss the options available to the instructor/leader in To Play or Not to Play with other group members, and record them in the third column of Worksheet 1

For each option, identify possible consequences and record them in Column 3 of Worksheet 1. Note that the consequences may be positive or negative — pros and cons.

## EVALUATE YOUR OPTIONS (STEP 4)

Use the Evaluating Your Options table to determine the extent to which each of the options you identified in Worksheet 1 upholds NCCP standards of behaviour.

- 1) Consider Option 1.
- 2) Read the first statement in the first row of the column A instructor/leader is expected to.
  - g) Ask yourself whether Option 1 upholds this standard of behaviour. If it does, put a checkmark in the Option 1 column; if it doesn't, leave the Option 1 column empty.
- 3) Repeat this for each statement in the A instructor/leader is expected to column for Option 1.
- 4) Once you've evaluated Option 1 in the light of each statement, do the same for each of the other options you identified in Worksheet 1 (Options 2, 3, 4, and 5 as appropriate).
- 5) Total the number of checkmarks associated with each option.

## Worksheet 2: Evaluating Your Options

Principles	Column A: instructor/leader is expected to: (expected standards of behaviour)	Option Number				
		1	2	3	4	5
<b>Physical safety and health of paddlers</b>	Ensure training or competition sites are safe at all times					
	Be prepared to act appropriately in case of emergency					
	Avoid placing paddlers in situations presenting unnecessary risk or beyond their level					
	Strive to maintain the present and future health and well-being of paddlers					
<b>Teaching / leading responsibly</b>	Make wise use of the authority of the position and make decisions in the interest of paddlers					
	Foster self-esteem among paddlers					
	Avoid deriving personal advantage for a situation or decision					
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action					
	Honour commitments, word given, and agreed objectives					
	Maintain confidentiality and privacy of personal information, and use it appropriately					
<b>Integrity in relations with others</b>	Avoid situations that may affect objectivity or impartiality of teaching/leading duties					
	Abstain from all behaviours considered to be harassment or inappropriate relations with an paddler					
	Always ensure decisions are taken equitably					
<b>Respect</b>	Ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion or age					
	Preserve the dignity of each person in interacting with others					
	Respect the principles, rules, and policies in force					
<b>Honouring sport</b>	Strictly observe and ensure observance of all regulations					
	Aim to compete fairly					
	Maintain dignity in all circumstances and exercise self-control					
	Respect officials and accept their decisions without questioning their integrity					
<b>Number of behavioural standards consistent with Options 1 through 5 =</b>						

## CHOOSE THE BEST OPTION (STEP 5)

### Reviewing Your Scoring

Refer to your scoring for Evaluating your options. What option has the highest score? Record that option below.

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### Checking Your Decision

Refer to the section on moral dilemmas.. Is there an ethical dilemma in this case? What if any values and ethical principles are competing? Discuss your views with other instructors/leaders. Clearly state any dilemma you identify, and write your answer below. (e.g., In this case there is a conflict between preserving the principle of..... which competes with the principle...)

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Does the option with the highest marks preserve the principle of DO NO HARM? In other words, does it maintain paddlers' physical, emotional, and psychological safety?

(   ) YES      (   ) NO

Would you make the same decision in all similar cases?

(   ) YES      (   ) NO

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#### **Note:**

If you answer YES to the above 2 questions, you can be confident that the option you have chosen is the best one under the circumstances.

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State your decision in terms of the NCCP Code of Ethics.

My decision in the case of To Play or Not to Play is to:

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This is consistent with maintaining this core principle from the NCCP Code of Ethics:

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My choice is also consistent with the expectation that an instructor/leader should:

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Share your decision with another instructor/leader, saying why you feel the choice you made is the best course of action under the circumstances. Answer any questions the other instructor/leader has.

Think about the decision you just made and your explanations for your decision. How does the decision you recorded here compare with the one you made more spontaneously earlier in the exercise? Which aspects are the same? Which are different?

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## IMPLEMENT YOUR DECISION (STEP 6)

Once you've made the best decision possible, you need to think carefully about how to put it into action. This section will help you carry out an action plan to solve an ethical problem while still showing respect for the people involved.

Identify who needs to know. Consider carefully who needs to know about or be involved in the implementation of the action plan.

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Think about what may happen. Consider the likely outcomes of your decision, and write down how you will manage any consequences.

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Write down what you will do if your first plan of action doesn't work. Consider who to contact and what level of authority you should now involve in this situation.

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**ACTION CARD** — Use your Action Card to note what you will do differently now when dealing with ethical situations.

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# SELF-ASSESSMENT

This self-assessment will allow you to reflect on your current teaching/leading practices. The items that are listed in the self-assessment are the evidences that an Evaluator will be looking for during assignments and observations. They will help determine if you have the required abilities/competencies. The self-assessment form will help you identify areas of strength and areas for improvement.

Rate your ability to use a process for making ethical decisions based on the NCCP Code of Ethics.

For each statement presented below, circle the number that best represents whether you achieve the statement (Never, Sometimes, Often, Always).

DATE: \_\_\_\_\_

I make ethical decisions when I teach/lead by...	Never	Sometimes	Often	Always
Ensuring that I gather the facts before responding to situations involving ethical issues	1	2	3	4
Knowing the difference between situations involving legal issues and those involving ethics	1	2	3	4
Ensuring that I report situations involving legal issues to the appropriate authorities	1	2	3	4
Reflecting on whether situations that have ethical implications involve the safety or health of individuals in both the short or long term	1	2	3	4
Respecting the established principles, rules (team rules, rules of the game, etc.), and policies of my sport organization	1	2	3	4
Reflecting on whether situations that have ethical implications, involve obligations, loyalties, or responsibilities to the individuals concerned	1	2	3	4
Reflecting on whether individuals in a position of authority have used their power inappropriately	1	2	3	4
Ensuring that everyone involved is treated fairly and equally	1	2	3	4
Reflecting on whether the goals sought by the group or individuals could influence how I respond to situations that have ethical implications	1	2	3	4
Respecting standards of behaviour and practices that are generally considered acceptable in my sport	1	2	3	4
Showing respect for everyone involved	1	2	3	4
Keeping information confidential and respecting the privacy of those involved	1	2	3	4
Reflecting on whether my personal values may influence how I respond to situations that have ethical implications	1	2	3	4

<b>I make ethical decisions when I teach/lead by...</b>	Never	Sometimes	Often	Always
Identifying at least two solutions before responding to situations that have ethical implications	1	2	3	4
Identifying the consequences of the solutions I have considered 1	1	2	3	4
Choosing the solution that best reflects the principles of the NCCP Code of Ethics	1	2	3	4
Validating that the solution I have chosen reflects the “do no harm principle”	1	2	3	4
Developing a plan for implementing the solutions I have chosen 1	1	2	3	4
Implementing strategies that deal with the consequences of the solutions I have chosen	1	2	3	4
Reflecting on whether my solutions have the desired effect on the individuals involved	1	2	3	4
Critically reflecting on whether my solutions will provide future benefits to the individuals and programs involved	1	2	3	4

Thank you for your participation in the *Make Ethical Decisions* module. We encourage you to complete the online evaluation for this module. Please visit [www.coach.ca](http://www.coach.ca) and click on the icon to start.



## ACTION CARD

Date:		Location:
I will start...		
I will stop...		
I will continue...		



National  
Coaching  
Certification  
Program



# Emergency Action Plan

# 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><b>Access to telephones</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phone, battery well charged</li> <li><input type="checkbox"/> Practice venues</li> <li><input type="checkbox"/> Race venues</li> <li><input type="checkbox"/> River runs</li> <li><input type="checkbox"/> List of emergency phone numbers</li> <li><input type="checkbox"/> Change available to make phone calls from a pay phone</li> </ul>
<p><b>Directions to access the site and the water (throughout session)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accurate directions to water and site (practice)</li> <li><input type="checkbox"/> Accurate directions to emergency access points</li> <li><input type="checkbox"/> Accurate directions to key or major sites</li> </ul>
<p><b>Paddler information</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personal profile forms</li> <li><input type="checkbox"/> Emergency contacts</li> <li><input type="checkbox"/> Medical profiles</li> </ul>
<p><b>Personnel information</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The person in charge is identified</li> <li><input type="checkbox"/> The call person is identified</li> <li><input type="checkbox"/> Assistants (charge and call persons) are identified</li> </ul>
<p><b>Note:</b> 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

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**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.

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### **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"> <li>• Extract victim</li> </ul>
6. Stabilize victim (use soap notes)	<ul style="list-style-type: none"> <li>• Check level of consciousness</li> <li>• Check ABCs</li> <li>• Open airway</li> <li>• Check breathing</li> <li>• Check circulation (pulse)</li> <li>• Stabilize c-spine</li> <li>• DISABILITY (NEUROLOGICAL)</li> <li>• Check for trauma and exposure to extremities</li> </ul>
7. Treat victim as required (first aid kits)	
8. Emergency contact - 911 (or other name, number, address)	<ul style="list-style-type: none"> <li>• Hospital</li> <li>• Paddling Organization</li> <li>• Parks</li> <li>• Forestry</li> </ul>
9. Location of CELL/SAT phones (number, owner, location)	
10. Evacuation - preparation of	<ul style="list-style-type: none"> <li>• Paddler in need of care</li> <li>• Required gear</li> </ul>
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

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- ☐ 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

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

#### Step 3: Inspecting equipment and facilities

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- ☐ 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

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- ☐ 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

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- ☐ 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





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# Skills and Maneuvers

# 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 hipflip 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.

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### Note:

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

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### 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.

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**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.

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## **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.

KAYAKING				INSTRUCTION BEGINNER			
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	Draw stroke	move laterally or change trajectory on flat water and in whitewater	BLADE	Entry/Exit		
6		Sculling draw			Trajectory		
7		Bow draw			Recovery		
8	Hip flick/edging		control balance on flat water and in whitewater		Blade		
9	Bracing	Low brace	stabilize boat after losing balance or maintain balance (flat water & whitewater)	BODY	Shaft		
10		High brace			Torso	Rotation	
11		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.			

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**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.

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## 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 instructors 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:

8. **Equipment:** Examines paddling specific equipment that could be a limiting factor on the performance (e.g., oversized PFD, poor fit of kayak).
4. **Environment:** Examines any environmental factors that could lead to performance deficiencies (e.g., choice of river, weather, lighting).
5. **Affective:** Examines internal factors that could be related to the paddler's perception of the task, performance or activity (e.g., fear, motivation, interest).
6. **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).
7. **Physical/Motor:** Examines the physical abilities that could have limiting affects on the performance, task or activity (e.g., strength, stamina, flexibility).
8. **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.
9. **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 maneuvers.



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, 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.

## 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
					Adjust task demands
Participant engages in the task but the outcome is not achieved		Environment	Environmental factor (e.g., weather, lighting)		Repeat task/activity
					Adjust progression
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 speed or timing
			Not motivated or not interested		Adjust work to rest ratios and / or intensity (workload)
					
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	Teaching Interventions	Help or reassure
			Lack understanding or player confused		Explain or ask
			Too much information or		Simplify - Use examples or reduce number of variables to process
			Lack concentration or poor arousal control		Use refocusing or
			Difficulty reading / recognizing cues		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 complete task
					Task too demanding or too easy
			Tactical		Unable to select appropriate tactic
					Choice of decision
			Technical		Unable to effectively or consistently execute technique

## APPENDICES

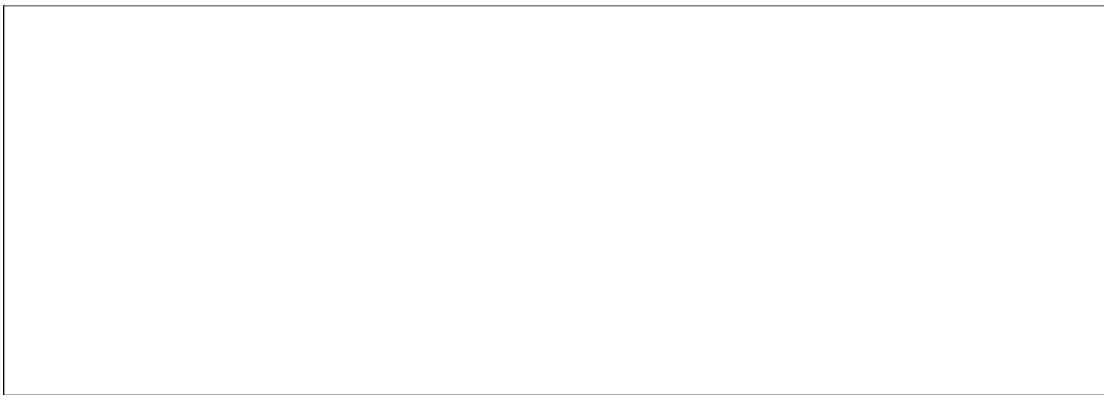
### SAMPLE ACTIVITY PLANNING SHEET

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: \_\_\_\_\_

\_\_\_\_\_

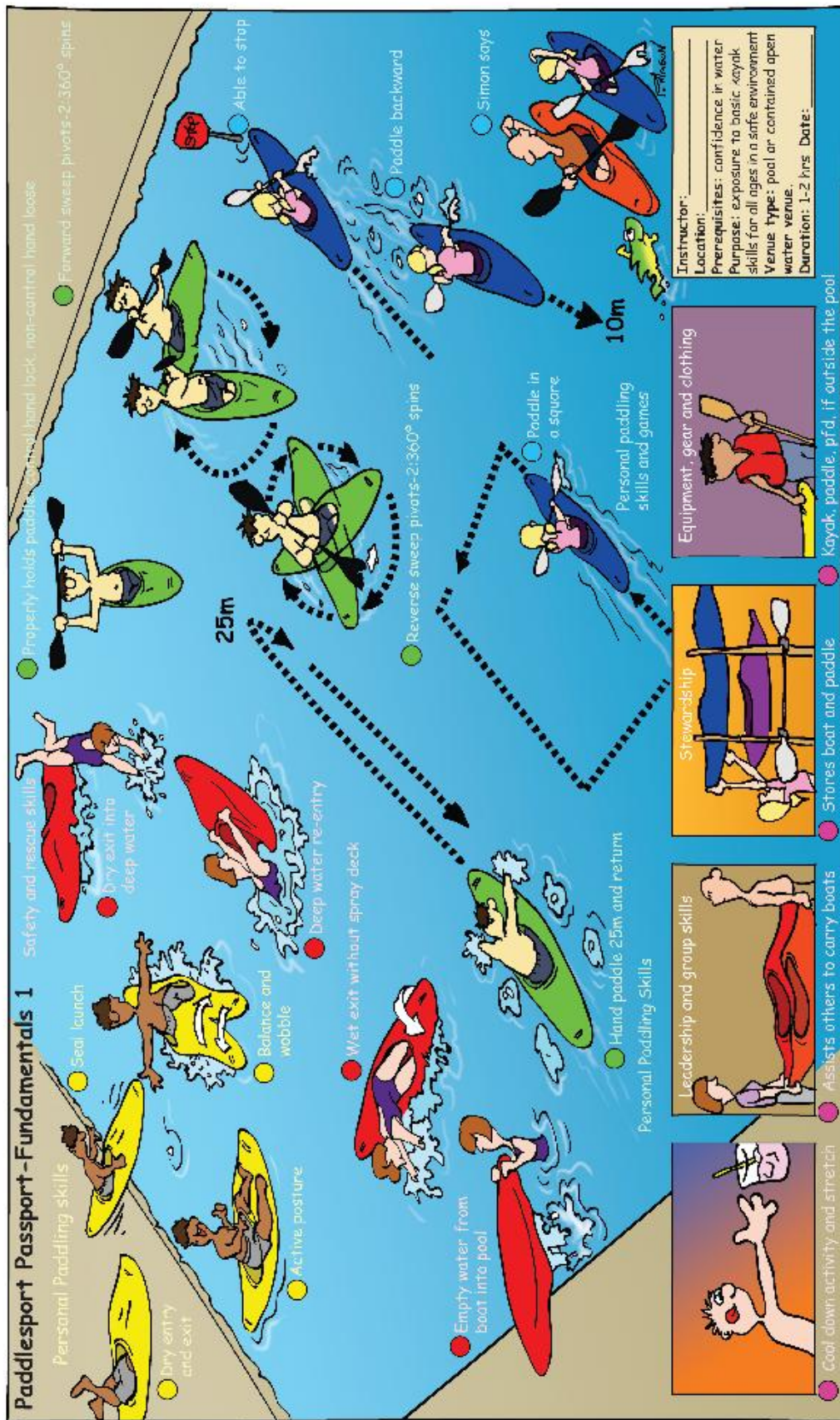
Risk factors/safety guidelines to give to paddlers: \_\_\_\_\_

\_\_\_\_\_

Notes/comments: \_\_\_\_\_

\_\_\_\_\_







## Paddlesport Passport Fundamentals 2

**Personal Paddling skills**

- Select appropriate kayak & paddle
- Adjust seat, footrests, hip pads to fit
- Paddle forward 50m in straight line
- Dry entry with sprayskirt
- Dry exit with sprayskirt
- Reverse paddle 20m in straight line
- 50m
- 20m
- Draw to stern - pivot 360°
- Draw to bow - pivot 360°
- Tilt boat on edge and hold 15 seconds
- Draw boat sideways with out of water recovery

**Safety and rescue skills**

- Paddle signals - stop, go, left, right
- Hip Flick holding hands pool deck or bow of 2nd kayak
- Tag on freeze tag with paddles
- Red light/green light
- British Bulldog

**Paddling games**

- Wet exit with spray deck

**Equipment, gear and clothing**

- Stewardship
- Leadership and group skills
- Cool down activity and stretch

**Assists with hipflicks & bow rescue**

**Washes out boat, paddle & sprayskirt**

**K. P. Sprayskirt, pfd, if outside pool**

**Instruction:**  
**Location:**  
**Prerequisites:** Fundamentals 1  
**Purpose:** Build basic flatwater skills for novice paddlers  
**Venue:** pool or contained open water  
**Duration:** 1-2 hrs **Date:**

# Paddlesport Passport Fundamentals-3

## Personal Paddling skills

- Select appropriate sproyskirt and PFD
- Dry entry
- Move boat 10m sideways using draw with underwater recovery & skulling draw
- With boat in motion- redirect boat 90° using bowdraw/forward stroke combo
- Tilt & hold boat on edge while paddling forward 10m - change edges
- High brace
- Low brace
- Paddle boat in a straight line for 200m and weave boat around 50m obstacle course

## Safety and rescue skills

- T-Rescue
- Perform set-up roll
- Perform roll after 2nd attempt
- Perform random roll
- Summer games selection test
- Canoe polo/kayak football
- Personal paddling skills and games
- Flatwater team races

● Cool down activity and stretch

● T-Rescue support for others

● Leadership and group skills

● Stewardship

● Equipment, gear and clothing

● Respect for pool/beach facility

● K, P, SS, PFD, Paddle Jacket, fleece, booties

**Instructor:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Prerequisites:** confidence in water

**Purpose:** exposure to basic kayak skills for all ages in a safe environment

**Venue Type:** pool or contained open water venue

**Duration:** 1-2 hrs    **Date:** \_\_\_\_\_