RIVER KAYAK

INSTRUCTOR 2

National Resource Manual

Last Updated January 2012

National Coaching Certification Program

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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 River Instructor 2 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 River Instructor 2. This workshop will equally provide you with tools to continue improving your teaching and leading skills. We therefore recommend that you save this Guide 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 River Instructor 2 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 or instructor. Each section has specific learning outcomes defined.

RIVER LEADER 2 / INSTRUCTOR 2 PROGRAM

The Leader 2 / Instructor 2 program is normally offered as a combined program. However, the Leader 2 program can be offered on its own to certify river leaders. Each program is offered as a 2.5 day course (including evaluation), but are offered together as a 4-day course (including evaluation).

Required Skills and/or Prerequisites for a River Instructor 2

The required skills and/or prerequisites for a River Instructor 2 are as follows:

- Be able to demonstrate experience/knowledge of the components of the Lake and Pool Instructor
- Able to perform all technical skills listed under "Teach the Following Skills" at a demonstration quality level on Class II rivers.
- Are knowledgeable, skilled, comfortable and safe paddling Grade II whitewater.
- It is strongly recommended that Instructors possess a valid First Aid certification appropriate for the group and location the trip/instruction will take place.
- It is strongly recommended that Instructors possess a valid Swift Water Rescue certification (e.g., CKC Swift Water Rescue)
- Effective communication, listening, presenting skills
- Dynamic individual with good interpersonal skills
- Organized and punctual
- Plans, prepares and follows up
- NCCP Make Ethical Decsions program
- Must be 18 years of age (participants can be "Trained" at age 16, but can't be fully certified to lead independent trips until age 18)

Evaluation

Upon completion of the River Instructor 2 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.

CKC River Kayak Leader 2

Leaders are responsible for leading kayak participants on river trips. They must adhere to the CKC requirements outlined in the River Leader 2 guide.

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

NCCP River Kayak Instructor 2

Instructors are responsible for teaching and leading kayak participants. They must adhere to the CKC/NCCP requirements outlined in this guide.

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

Learning Facilitator (LF) / Evaluator

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

Training to be a Learning Facilitator and Evaluator

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 an L2/I2 course and be evaluated conducting an additional L2/I2 program, receive a recommendation by the LF or MLF running the program and complete the NCCP LF Training Theory 1-3.

Master Learning Facilitator (MLF) / Master Evaluator

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. Recertification cycle is as follows:

- Instructors must attend a recertification clinic once every three years to remain current, or upgrade to a higher level of certification.
- 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

A kayaking instructor 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 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 instantly loses the respect of students.

A kayak instructor 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 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 to present information in a way that is interesting and fun.

Kayak instructors 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's duty to protect the safety of each student on the course or river run.

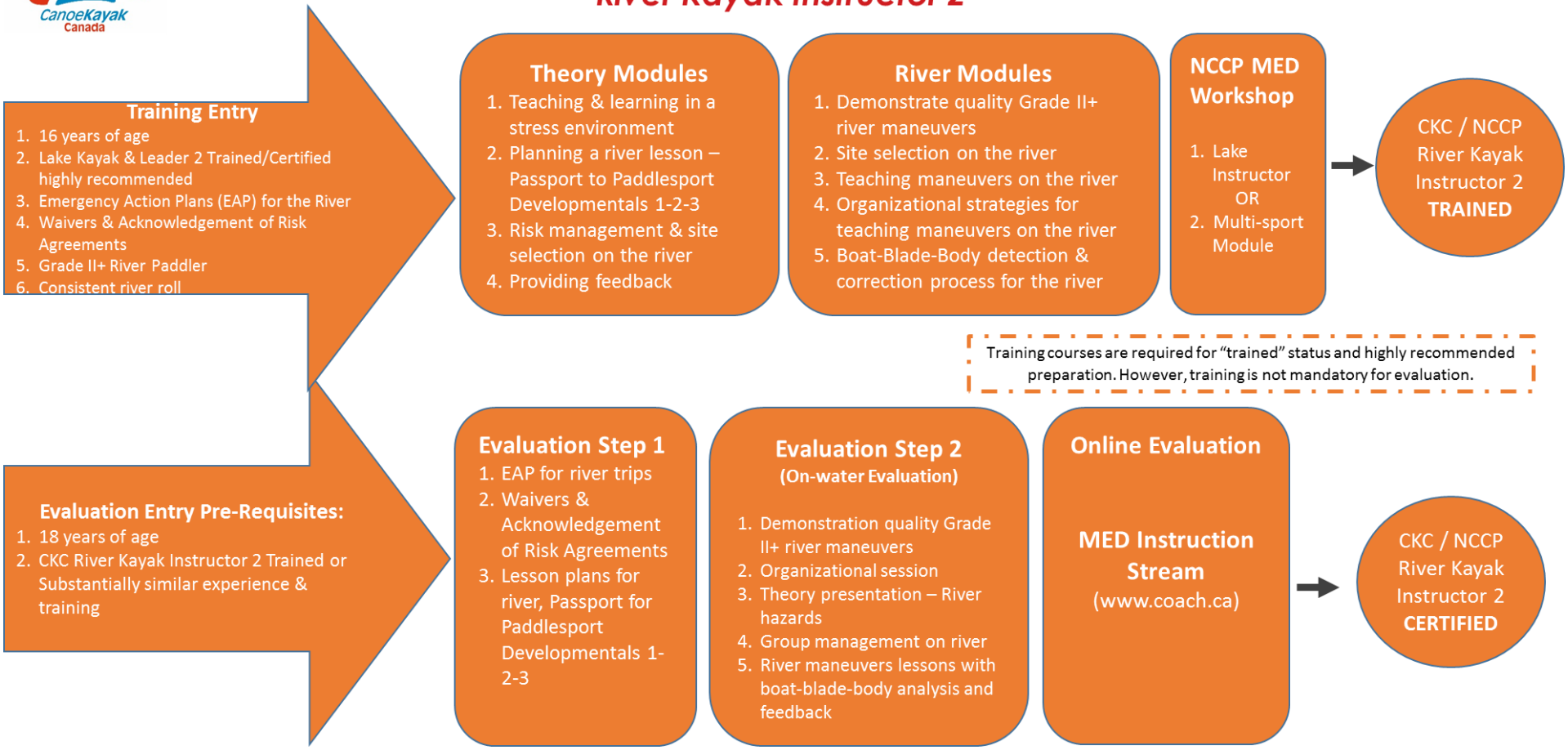
An instructor is considered to be a representative of the affiliation, club, school and/or company where they are instructing. The instructor is, in effect, an ambassador. The instructor's ability to interact with students is a direct reflection upon the organization and is crucial to the success of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

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

In short, NO FUN = NO LEARNING

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

River Kayak Instructor 2



CanoeKayak Canada NCCP *Whitewater Instructor Development Model*

COMMUNITY SPORT COACH

Community Initiation

Trained Pool Kayak Instructor
(PKI Course - 1 Day)

INSTRUCTION COACH

Instruction Beginner

Trained Lake Kayak Instructor
(LKI Course - 1 Day)

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

Instruction Intermediate

Trained River Leader 2
(RL2 Course - 1.5 Days)

Certified River Leader 2
(RL2 Evaluation - 1 Day)

Trained River Instructor 2
(RI2 Course - 1.5 Days)

Certified River Instructor 2
(RL2 Evaluation - 1 Day)

Instruction Advanced

Trained Whitewater Leader 3
(WL3 Course - 1.5 Days)

Certified Whitewater Leader 3
(WL3 Evaluation - 1 Day)

Trained Whitewater Instructor 3
(WI3 Course - 1.5 Days)

Certified Whitewater Instructor 3
(WI3 Evaluation - 1 Day)

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River Leader 2

PURPOSE

The purpose of the River Leader 2 level is to certify Leaders capable of organizing and leading paddlers on rivers up to and including Class II+.

Ratio: 1:6 Leader to Participant

With the support from another “trained” L2, the leader to participant ratio can be increased to 1:10.

A Class II river is defined as follows:

- Class II – “easy rapids with waves, wide clear channels, that are obvious with scouting. Some maneuvering required”.

CORE COMPETENCIES

As leaders progress through this module, they will work on developing five core competencies that will help them become a more effective leader and have a more meaningful impact on paddlers’ experience. Here are just some of the ways these competencies come into play in the River Leader 2 workshop:

Problem-solving

- Prepare a River Run (session).
- Develop a Trip Plan, including an Emergency Action Plan (EAP).

Valuing

- Appreciate how a structured and organized session promotes a safe and fun environment.
- Appreciate the need to consider potential risk factors when planning a session.
- Appreciate the importance of having an EAP.

Critical Thinking

- Compare current knowledge, skills, and attitudes with the information provided in this manual.

Leadership

- Develop strategies to manage time and resources, given the need for safety on the river.

Interaction

- Work collaboratively with other leaders to complete specific tasks.
- Work with other leaders to develop an EAP.

LEARNING OUTCOMES

Upon completion of this module, leaders will be able to organize and implement a whitewater kayaking session involving a river run, know how to plan safe, fun sessions that meet their paddlers' needs and reflects the whitewater Long Term Paddler Development Model. In particular, they will be able to:

- Explain the importance of logistics in the development of a session (river run).
- Establish an appropriate structure for their sessions (river runs).
- Plan a safe session involving a river run.
- Provide support to paddlers during the session.
- Establish and implement an EAP for a river run.
- Choose the best option for running a section of river.
- Implement their decision.
- Perform river rescues (swimmer, kayak, paddle, gear).

TRAINING OBJECTIVES

Canoe Kayak 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; safety, planning, leading a paddling group and emergency action planning.

EVALUATION

Upon completion of this course a River Leader 2 will be considered "trained". To be "certified", a River Leader 2 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 – RIVER LEADER 2

Participants must meet performance objectives in the following areas:

- Personal paddling skills that instill confidence in leading a Class II River Trip. Paddling Class II with ease and demonstrating proficient skills including a solid whitewater roll.
- Plan a day trip on a Class II river.
- Provide support to paddlers.
- Lead a trip on a Class II river in a safe manner.
    - The River Trip must be with real life participants
    - The River Trip must be a min 3 hrs. long
    - The Leader Candidate must spend a minimum of 1 hr leading through a series of 4-6 class II rapids.
    - The Leader Candidate will demonstrate knowledge of: setting a shuttle, 2 different river running strategies and 2 rescue procedures when dealing with swimmers (1 shore and 1 water based), completing the trip with a proper cool down and wrap up.

Perform and Demonstrate Skills, Techniques, and Information

- Selection, use, and maintenance of boats and equipment.
- Throw bag rescues.
- Boat rescues.
- Swimmer rescue.

Know and be Able to Apply Essential Information

- Leader roles and responsibilities.
- Risk management and safety issues.
- Site selection and session planning.
- Requirements for continued or further levels of certification.

River Instructor 2

PURPOSE

The purpose of the River Instructor 2 is to certify instructors that are able to organize, teach and lead paddlers on rivers up to and including Class II

Ratio: 1:6 Instructor to Participant

With the support from another “trained” L2, the instructor to participant ratio can be increased to 1:10.

A Class II river is defined as follows:

- Class II – “easy rapids with waves, wide clear channels, that are obvious with scouting. Some maneuvering required”.

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:

Problem-solving

- Analyze a teaching situation and identify aspects that need improvement
- 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
- Plan a session

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

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
- Compare current knowledge, skills and attitudes with the information provided in the Reference Material
- Assess whether and how feedback provided promotes learning

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.

Interaction

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

TRAINING PHILOSOPHY

Canoe Kayak 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, leading a paddling group and making ethical decisions.

EVALUATION

Upon completion of this course a River Kayak Instructor 2 will be considered “Trained”. To be “Certified” an instructor 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.

LEARNING OBJECTIVES RIVER INSTRUCTOR 2

Participants must meet performance objectives in the following areas:

- Personal paddling skills that instill confidence in teaching on a Class II River. Paddling Class II with ease and proficient demonstration quality techniques.
- Planning a one day session on Class II Rivers
- Planning and Teaching a session on a Class II River. This session will take place with real life participants (min 3), will be approximately 45 min long and cover 2-3 components from the “teach the following skills” section of this manual.
- Provide support to paddlers.
- Analyze paddler performance.

The Certified River Instructor 2 will be able to:

- Organize and plan a session for beginner and intermediate paddlers
- Effectively teach a paddling group on a class II rapid and river run in a safe manner.
- Personal paddling skills that instill confidence in teaching on a Class II River. Paddling Class II with ease and proficient demonstration quality techniques.
- Present an appropriate EAP

Teach the following skills / techniques / information

- All skills, safety, information and maneuvers from the Pool and Lake Instructor Level and River Leader 2 program
- Eddy turns
- Ferries
- Surfing
- S-turns
- Linking maneuvers

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

- Instructor roles and responsibilities
- Organizing and planning a paddling course
- Learning in the moving water environment
- Teaching effectively on moving water
- Support to paddler
- Requirements for continued or further levels of certification

Sport of Kayaking

THE SPORT OF WHITEWATER KAYAKING

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

Recreational Whitewater Kayaking is the broadest category of kayaking and can be further sub-divided into river running, expedition boating, creek boating, playboating and squirtboating.

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 kayaks and current paradigms.

Competitive whitewater kayaking can also be sub-divided into disciplines: slalom, downriver, freestyle, canoe polo, boater cross, extreme whitewater creek racing and surf kayak. There is more information on this side of whitewater sport in the Competitioin Introduction program.

Leader Equipment

Both the law and your participants expect you as the leader to be prepared for every eventuality that could happen during your trip. Part of this preparedness is having equipment with you to perform rescues, keep the group warm and provide first aid.

Transport Canada has outlined certain items a leader would be expected to carry with them. This list is not all inclusive, other gear may be appropriate for your group and location.

- First Aid Kit
- Repair Kit
- Pin/Wrap Kit
- Extra Clothes
- Food
- Water
- Emergency Kit

Leader Gear: Exercise

List of Essential and Optional Gear for Participants and Leaders

	Essential Participant Gear	**Optional Gear**
1.		
2.		
3.		
4.		
5.		
6.		

	Essential Leader Gear	**Optional Gear**
1.		
2.		
3.		
4.		
5.		
6.		

You should be carrying a first aid kit at all times when leading. What you carry in that kit reflects your level of knowledge and what kinds of problems you may have to deal with during a session or river run.

Anticipated Problems and First Aid Provisions[1]

List in point form what you would have in your first aid kit for a one day trip on a local river near to a telephone and hospital access.

Anticipated Problems	First Aid Provisions

[1] Refer to Transport Canada requirements.

Risk Management

CALCULATED RISK

Leading paddlers in whitewater always presents a certain level of risk inherent to the environment in which it is practiced. Similarly to other high risk environments, for example aerial sports or mountain sports, zero risk simply does not exist. Taking risks is not specific to whitewater paddling, but managing the risk is. As a leader managing these risks becomes an important part in planning a safe session and providing safety to these paddlers while paddling. In order to maintain safety for you and the group, specific behaviours must be assumed throughout the session or run. Before choosing which behaviours to adopt, each leader must learn to calculate the risk involved in the different paddling settings.

Four points to calculate risk

In order to calculate risk, each leader must take into consideration the four following points:

2. Paddlers
2. Environment
2. Framework
2. Equipment

The following table specifies each point. It is important to note that when considering each of these variables that the leader considers them as part of the equation.

Questions to Ask Yourself When Calculating Risk

Paddlers	**Physical preparation**	How physically fit is each paddler? How often have the paddlers been out on the river recently (particularly important for cold water paddling)?
	Psychological preparation	What paddling level is each paddler (including yourself)? Have you ever paddled this level of whitewater before? Is any paddler under a high level of stress recently (e.g., break-up, due date for a project)? **Note:** This is hard to evaluate with paddlers you do not know very well, and it is not usually appropriate to ask flat-out how a person we barely know is doing in their personal life. As a leader, you can often tell if someone is anxious or out of sorts by their physical behaviour (e.g., speaking very fast, jumpy).
	Technical preparation	What paddling level are each paddler (including you)? Have you ever paddled this level of whitewater before?
	Know yourself, the others, and the group	How often have you paddled together? What attitudes do certain paddlers adopt when together? What relationship do you have with the group?
Environment	**Difficulties/duration**	What level of river are you paddling? How long is the session or run?
	Specific rapid difficulties: (4) strainers, keeper holes, sieves, entrapments.	Any specific river hazards that could endanger your lives?
	Environment, remoteness (e.g., canyon = committed)	How far away are you from rescue, help?
Framework	**Group teamwork**	Is help from the paddlers in your group possible?
	Language and communication	Common language? Communicate through sign language? Use conventional signs for river communication?
	Lead and close the group run	Are you alone leading and managing the group?
Equipment	**Tailored to the difficulty of the run, level of paddlers, type of river?**	Do you have the necessary equipment to react in case of a mishap during your run? Does your equipment correspond to the difficulty of the run (will you have what is necessary to react to a serious mishap?)
	Answers CKC and provincial safety guidelines	Do you carry the equipment required or recommended by the National and Provincial governing bodies?
	Tested and dependable	Have you used the equipment beforehand, and is it regularly checked for maintenance?
	Types of boats	Short, long, flat hull, displacement hull, fiberglass or composite, plastic, high or low volume, inflatable or hardshell
	Ropes, carabineers, phone, maps, EAP	Do you have the equipment with you?

Leading and Risk

As a leader, you will need to adopt safe behaviours in order to maintain the safety of you and your group at all times. First and foremost, as a leader you must lead by example and be autonomous. You must not jeopardize group safety due to a bad choice of kayak for the session or run or by omitting safety equipment. Here are some basic guidelines to follow:

- Do not succumb to peer pressure in your selection of equipment, run or rapid.
- Maintain a safety margin (in case of accumulation of mishaps or failures).
- Do not expect any legal "presents" from your group or society when it comes to agreeing to risk.
- Present to the group that the level of risk is not proportional to the difficulty of the river (e.g., An easy Grade II river may have a higher level of risk if it is very remote, compared to a Grade IV river which is accessible by road all along the river run).
- Encourage paddlers to develop safe behaviours by educating them as opposed to forbidding certain river runs or rapids.
- Use provincial or CanoeKayak Canada paddler evaluation tools in order to establish each paddler's abilities as opposed to randomly offering personal evaluations (The provincial or CanoeKayak Canada standards are impartial and specific to paddler's abilities).
- Always remain vigilant and watchful on the "easy" sections.

Before Leaving

Before leading a session or river run the leader has certain choices to make as well as information to obtain and dispense. The participants should fill out all paperwork (e.g., medical forms, waivers) prior to engaging in the activity. The information the leader needs to dispense is generally contained in a general "welcome" speech to participants. It should include specific comments on the potential and inherent risks and hazards of whitewater paddling. The leader should also mention the fact that he or she will do everything possible to minimize risk to ensure participants have a fun and safe learning experience.

The leader must check through participants' paperwork to ensure that everything has been signed correctly and witnessed. Also check to see if there are participants with medical conditions or medications that you should know about.

One of the most important decisions the leader will have to make is choosing a site accessible to the weakest paddler of the group. This does not mean choosing the easiest run possible, but ensuring that river running options (e.g., portaging) are available to meet this paddler's specific needs. Also each individual should have a task during the run (e.g., lead, middle, sweep or paired up).

Before leaving, the leader ensures that they are prepared and have the following information:

1. **Paddler information**:
    - The leader knows the site, and/or is able to quickly evaluate and assess the skills of the group to match the situation and notes that the external conditions can change, among others (e.g., cold, fatigue, light, weather).
    - The equipment is adapted to the river run and the paddling course.
    - The paddler and the group hierarchy between lead, middle and sweep relates to the relevance of the difficulty of the river compared to the level of practice in the group. The group hierarchy should be determined prior to start of trip and the paddlers should be informed who is responsible for each individual. (e.g., buddy system).
    - The environment: + or – committed, assistance vehicle, water level, and maps.

2. **Psychological preparation, safety and prevention**
    - Inform paddlers on the river map of: length, duration, difficulty, distance, river flow, the key lines, the portages, the “unrunnables”, traps. Ideally, if you can do this the day before it will give a clear picture of what is expected.
    - Establish a precise timing, which provides a safety margin of 2-3 hours of security, including the duration of shuttles (often lengthy).
    - Provide information on the environment, the weather, water level, the setting of the descent. This information has an impact on mental preparation, individual equipment (e.g., cold weather gear), food, group safety equipment and risk management.
    - The leader should verify that everything is in order.

During the River Trip

During the river trip, the leader should make sure to do the following:

- Check the water level at put-in (visual, river gauge level), the equipment of individual group members.
- Evaluate the difficulty and danger, the disaster scenarios and take time to identify: upstream, downstream, river right and left side with the group.
- Make a diagnostic review to the group of the dangers of running certain sections and point scouting references. Allow all paddlers to express their opinion of the choice of lines, fear of each scenario and safety strategy.
- Establish one (or more) safety plans for the identified hazards, but also consider placing a safety in response to "individual fears."
- Propose an order of descent: The lead chooses the line; it must be one of the most experienced paddlers. Opening is based on volunteerism, but as a leader you must pay attention to risky scenarios (e.g., paddler too self-confident or relies too heavily on the group) that can place the group in danger.
- Beware of very experienced paddlers who place their boat and paddle strokes to perfection (space and time), which gives an impression of ease, simplicity and low number of required moves.
- The “sweep” deserves as much attention as the others, even though all have successfully run their lines. Do not reduce or eliminate established safety (this may require someone to exit their kayak in order to ensure proper safety).

After the River Trip: Review and Outlook

After the river trip, the leader reviews the session or trip in order to make adjustments for subsequent outings. He/she should choose a relaxed environment that is favourable towards individual comments. The leader should allow for a group review as well as an individual review.

Group Review:

- Level of satisfaction
- Level of fatigue (e.g., number of rolls, irritability, reduced level of alertness, injuries)
- Motivation
- Trip plan respected
- Reliability of maps, changes on the river, etc.

Individual Review:

- Individual feedback on technical, physical and psychological aspects
- Verbal or photographic reviews of key rapids
- Exchange between paddlers on the river run
- Relive interesting moments
- Express worries, fears (this applies to both paddlers and leaders)
- Bring attention to behaviours that jeopardized safety

In the case of an incident where the paddlers have sustained injury or have been shaken emotionally, a debriefing is in order. The goal of a debriefing is to reflect collectively on the emotional moments of the session or river run and to objectify any incidents. Ideally, a debriefing session should be held the day of the incident. Choose a pleasant and friendly moment to discuss the situation.

The leader regulates the discussion and must ensure that each individual benefits from the debriefing session. Each paddler speaks about their strong moments during the session and describes any incidents or situations in which they found themselves in difficulty. The group listens and corrects any technical details related to the incident. The leader will then have the ability to objectify the situation with regards to perceived risk and the actual danger the paddler may have been in.

It is crucial not to trivialize the emotions felt by the individual paddlers in order to play down the situation and to respect their perception of the incident. Individual level of proficiency will have a decisive impact on the emotions generated by each situation (e.g., flipping over for a beginner paddler who still swims and an intermediate paddler that successfully rolls does not hold the same importance to each individual). Again, the goal is to de-emphasize the drama of the situation and share knowledge of our river environment and the potential risk inherent in the sport.

Actions to Take While Leading Checklist

Planning 	☐ Waivers and medical forms – Are they filled out? Did you read them? ☐ Weather – What are the predictions (temperature, precipitation, 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!
Emergency Action Plan	☐ Is your EAP prepared and accessible? Does your group know where to find it?
Inspecting Equipment and Facilities	☐ 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. ☐ Assess the level and safety of the river (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.
Informing Paddlers and Parents	☐ Inform paddlers (and parents when dealing with minors) of the risks inherent in the run. ☐ River safety talk – Did you cover all the points (see Talk for more information)? ☐ When explaining a section during a river run, highlight potential risks (e.g., there is a Class 3 ledge around the bend, we shall get out and scout at a specific eddy on river left).
Supervising Activities	☐ Ensure that the paddler/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 hypothermia, fatigue and aggression in paddlers; if necessary, stop the river run.

River Safety Talk

A river safety talk is required by Transport Canada and should cover the following main points:

Equipment	☐ Do you have all your gear? (e.g., paddle, skirt, pfd, helmet, kayak). ☐ Is your gear adjusted (PFD and helmets zipped and clipped)? ☐ Are you prepared for a prolonged period of time in the water? ☐ Are the float bags inflated?
Signals	☐ Did you cover whistle, paddle and verbal signals? ☐ Remind paddlers they must return signals when they have understood. (ok – ok)
Hazards	☐ Wood, rocks, ledges, holes and other hazards specific to your site.
Group structure	☐ Remind paddlers there is a lead and sweep kayak and proper kayak spacing for each rapid (to be addressed on the river).
Ropes	☐ Grab the rope with your hands, do not wrap around you.
Swim	☐ Defensive swim position. ☐ Hang on to gear. ☐ No standing until touching shore ☐ Others to stay in/go to eddy
Are we ready? Any questions?	

River Running While Leading

Traditionally, when running a river you have a paddler in front, “The Lead”, and one at the back of the group, “The Sweep”. This is a common and effective technique for relatively small groups, but this does not cover large groups (10 or more) and it does not address situations where you are alone on a river with a fairly inexperienced group (this happens regularly as an leader). In every case there are a few common guidelines:

- **Communication (signals):** Always review all river signals and basic communication signals with your group.
- **Safety:** Determine the basic group dynamics (who is leading, opening, closing, and who responds in case of emergency and activation of EAP)

River running methods

There are many methods used to run rivers. What may suit a certain rapid can prove to be inappropriate for another. Certain methods are more efficient in certain circumstances (small or large group), while others require a specific context in order to maintain safety and efficiency. In any case, it is the leader’s responsibility to ensure the safety of the group during the session or river run.

- **Throw bag/portage:** Have the person portaging a rapid carry a rope and assume safety further downstream (if the paddler does not have an accessible river knife or does not know how to throw a rope do not assign this task to them).
- **All together:** The whole group navigates down the rapid at the same time while maintaining sufficient distance from each other not to run into each other. (Particularly efficient in easy rapids with no consequences to a capsize, or for an experienced group).
- **Small groups:** Small groups of paddlers run a rapid one after the other. (Efficient when paddling in large groups or varying abilities).
- **One by one:** Establish order of paddlers and call them one by one. After one person successfully runs the rapid, the leader signals for the next paddler to come. You can modify this system by having a weak paddler follow a stronger paddler that can show the line.
- **Eddy hopping:** The group moves from one eddy to the next. This works well when eddies are large or the group is small.
- **Shotgun:** The leader goes first and the others follow one after the other (leader, weak paddler, weak paddler, strongest paddler of group, weak paddler, weak paddler).
- **Two by two or buddy system (advanced):** Balance paddling abilities within the different teams and make sure the team knows that they are together in a sub group.
- **Rafted up:** Where 1 paddler is unable to continue down river without capsizing repeatedly, two paddlers can raft up with the weakest paddler in the middle. The weak paddler holds onto the other kayaks’ cockpits and the two outside paddlers navigate the raft.
- **Leap frog:** One after the other going from eddy to eddy. Using the eddies as safety stops and to keep the group together. Lead boat enters an eddy and waits for the second boat to get into the eddy before leaving. When the third boat reaches the eddy, the second boat moves on, repeat.
- **Kamikaze:** You send one paddler through and if they make it down they will signal the next to follow. As a leader, you may choose to use this technique for an intermediate level group in order to develop river reading skills. If so, as a responsible leader, you must choose a rapid that has little or no consequences, place safety accordingly and always remain vigilant to paddlers and be aware of the safety of your group.(This is not recommended for beginner groups)

The Weak Link and Running a Rapid

In all groups there are stronger, more experienced paddlers as well as weaker or less experienced paddlers. Some demonstrate clear judgment while others adopt a carefree happy go lucky attitude. Be it their physical capabilities, technical skill, ability to make an educated decision or simply by demonstrating unsafe behaviours, there is almost always a weak link in your group. These paddlers should not be seen as a hindrance to the leader, but more an opportunity to develop their physical or mental skills, increase technical proficiency or acquire responsible river behaviours. A positive outlook as well as a healthy dose of patience are necessary to lead these paddlers. Nonetheless, they must still be integrated into the group and given clear options with safety being ever present in each scenario. Listed below is a simple recipe for success.

Helping Weaker Paddlers Run Rapids

Step 1: Before

- Offer to watch the lines of a few paddlers to form an opinion.
- Always give paddlers the choice to portage.
- Do not allow weaker paddlers to wait for everyone to run a drop, make the decision to portage before or shortly after the first few have run, this will avoid loss of time for the whole group.
- Propose a line that is technically within the paddlers' range of ability, even if it may lead to a roll (in a safe zone).
- Strengthen safety if needed or to satisfy the emotional needs of the paddler.
- If time is short, encourage portaging right away
- Involve the walking paddler with safety to maintain integration within the group (safety from shore, river signals to group, throwbag).
- Have strong paddlers run the rapid again in the weaker paddlers' boats to minimize portage time.

Technical advice:

- Visually locate the lines from different angles (downstream, middle, upstream, river level, up high)
- Provide visual cues clearly visible from kayak.
- Provide advice on the placement of the kayak, its speed, body movements and the tempo.

Step 2: While running a rapid

- Observe the lines of the lead and the others.
- Adopt active safety behaviour as a whole group.
- Make sure whole group looks at paddler and gives him the "go" signal.
- Provide assistance with visual cues by placing an object or someone to help aim.
- Offer manual assistance such as a person standing in a tight eddy ready to seize a tip of the kayak if necessary.
- Verbally encourage or offer help.

Step 3: After:

- Review of running a line: look into the causes of success or failure.
- Analysis of spectator paddlers.
- Feedback from paddler: technical, physical, psychological.

This *quick* review serves as a useful tool for all paddlers and should be reinvested in the rest of the descent, and as a leader can lead to further tools to help develop the group's paddling and safety skills. These paddlers are a steady source of learning and development opportunities for the leader and continued interaction will bring you precious experience as a river leader.

Scouting

Early on in our paddler development we are taught to exit our kayaks and to walk on the banks of the river in order to scout up coming rapids. This is a very useful technique to help less experienced paddlers to develop river reading skill. Another technique to develop is boat scouting. Not all river banks are conducive to exiting our kayaks in order to scout. This is why it is important with more intermediate paddlers to develop river reading skills while sitting in our kayaks.

Boat scouting is similar to the widespread technique used in climbing where the climber goes up the chosen route without spending hours studying it before. This does not always entitle them to success without falling, but does mean climbers learn to rely on their knowledge of their environment and their judgement a lot quicker than reading up on route charts. Paddlers can learn to use an adaptation of this technique, relying on their skills and knowledge to bring them down rivers. As a leader you should develop this technique that will come in handy on cold day river runs, when time is a factor or onland travel is challenging. In these situations exiting and entering your kayak slows down the progress of the group considerably as well as increase your chance of hypothermia and injury.

The following are some specific safe behaviours inherent to boat scouting:

- Paddler has a plan B to stop, exit and scout.
- Paddler has a large amount of river configurations in memory.
- Paddler is able to visualize lines by reading the on-land and river morphology cues.

Listed below are a few techniques for successful boat scouting:

- Move slower than the current, this will allow you to gain time to make the right decision. Paddling backwards while going downstream, using back ferries, ferries, surfing or eddying in/out will equally increase your decision making time.
- Open your visual range further downstream: Use frequent eddy stops in the middle and on both sides of the river to gain river knowledge downstream and around the corner.
- Communicate on the river between different paddlers in different locations (two paddlers from different points of view can create a better picture of what is to come downstream).

As a leader you are still responsible for the safety of your group. When boat scouting, if you are unsure of the next section or you see the horizon line suddenly drop off, traditional scouting becomes the safest option.

No matter which form of river running or scouting you choose to adopt for certain rapids, the safety of your group remains your first priority.

BASIC RESCUES

Capsizes and swims are common with developing paddlers, we must be able to effectively respond to these situations. Leaders should be able to demonstrate competencies in the following areas:

- Self Rescue
  - Defensive swimming
  - Offensive swimming
  - Rolling
- Shore-Based Rescue
  - Use and deployment of throwropes
- Boat-Based Rescue
  - Bow rescues, rescuer and rescuee.
  - Pick up and tow swimmers to shore
  - Show various methods of boat recovery (e.g., boat over boat, tow and release systems)

The Importance of Rescue Training

The focus of safety in whitewater paddling is in prevention, but as we know, things can and do go wrong. Dangerous situations can evolve quickly and often a potentially major incident is averted and a well executed rescue ensues due to the rescue training and response of the paddlers involved.

It is a clear responsibility of the leader to respond effectively, and to a standard of care in rescue and first aid scenarios. These scenarios evolve from the “potentially hazardous” environments in which we operate (e.g., a River Leader 2 leading in Class 1-2 water would reasonably be able to deal with simple rescues and first aid situations).

A River Leader 2 can lead groups in riskier environments and higher classes of rapids require a much higher level of skills, training and judgment. Leaders may be leading trips on continuous rapids in remote areas. These leaders should be reasonably able to deal with more complex rescues, evacuations, and or medical issues. Swiftwater Rescue training is required for whitewater leaders. Wilderness First Aid training is highly recommended.

There are many excellent training opportunities in these areas. Programs in Swiftwater Rescue and Wilderness First Aid are hosted by PSO’s, clubs, affiliates and commercial members.

The recognized industry standard is the CKC-W Swiftwater Rescue Certification (SWR).

Discussion

What kind of scenarios could we encounter as a group of friends out paddling in spring flows on a Class 2 11 km section of river, three hours to the nearest hospital? Logging roads in and out of the area.

Conclusion

Learning the "concept of calculated risk" is essential for anyone wanting to become independent and responsible for his actions. As such, it can be said that outdoor sports in general and river descents in particular are tremendous schools of life. The main teacher for paddlers is the river and learning to safely navigate the rapids. However, the teaching of risk management is an art that requires a lot of experience, wisdom and sometimes sacrifice. An efficient way to learn from the various river runs you do is to take notes of your descents in a log book and to review it regularly. No amount of classroom teaching will equate to experiences on the river.

RISK FACTORS

Identify and list environmental and human risk factors associated with whitewater paddling and outline strategies you would adopt to minimize or eliminate those risks

	Environmental Risk Factor	**Appropriate Safety Planning**
2.		
2.		
2.		
2.		

	Human Risk Factor	**Appropriate Safety Planning**
3.		
2.		
2.		
2.		

	How Can a Leader be a Risk Factor? List the Possibilities…	
4.		
2.		
2.		
2.		

Site Selection

Site Selection and Safety

Essentially there are two main factors in our choice of river runs and locations.
First, is the site safe and free from hazards.
Second are the hydrodynamics, waves and other features appropriate for the skill level of our paddlers.

SITE SAFETY

The leader should ensure that the site is free of hazards and strong currents that may put paddlers into difficult situations. If there are no experienced paddlers to assist in rescues, the site should permit paddlers to rescue one another (given their paddling ability). There should be easily visible as well as attainable emergency access and egress points to the site. This guide can serve as a measure of whether or not a site is safe for a particular group of paddlers.

SITE SUPERVISION

The leader should be constantly alert for hazardous situations that may require his or her attention. On flatwater, have paddlers work in pairs, and assume some degree of responsibility for each other. On the river, paddlers could be organized into buddy systems, groups of at least three and no more than six boats. The leader should brief paddlers to be ready to rescue anyone in difficulty, if within their capabilities. On river trips, capable paddlers should be assigned to act as lead and sweep boats. The lead boat is the first boat, the sweep the last. The remaining paddlers should be instructed to remain between these two boats. Always try to maintain visual contact with every paddler in the group.

SAFE EQUIPMENT

Paddlers should wear PFDs for every practice session. The leader should ensure that all paddlers have adequate flotation in their boats and footrests that will not allow feet to become trapped. Helmets must always be worn on moving water. All paddlers must be dressed appropriately. The leader should tell paddlers to bring an adequate supply of warm, dry clothing to change into after paddling. The leader needs to have safety equipment such as a throw rope, tow system, knife and a first aid kit on hand.

RIVER CLASSIFICATION SYSTEM

- *Class I – "moving water with a few riffles and small waves. Few or no obstructions. Little maneuvering required"*
- *Class II – "easy rapids with waves and wide clear channels that are obvious with scouting. Some maneuvering required".*
- *Class III - "obstacles that would be suggested to be avoided with potential consequences if encountered"*
- *Class IV – "obstacles that are difficult to avoid, and can cause severe consequences if encountered*.
- *Class V – "obstacles if not avoided can cause severe consequences including death*.
- *Class VI – "difficulties of Class V taken to extreme limits of difficulty and risk. By definition virtually unrunnable*

SAFETY PRECAUTIONS REGARDING RIVER HAZARDS

Although new paddlers should never be paddling difficult water, precautions regarding avoiding river hazards must be taught in order that paddlers recognize them when they do arise. The key element in all situations outlined in this section is the force of the water. It should never be underestimated; the paddler's strength is no match for the river.

All rescue situations should be treated as though they are potentially fatal. Even if the paddler is obviously above water, conditions may change quickly. Therefore, speed is of the essence, but clear thinking and proper assessment of the situation on the part of the rescuers (and the paddlers in trouble) are of paramount importance.

The leader is responsible for ensuring that in all practice sessions or trips, the difficulty of the water is closely matched to the ability of the paddlers. Any places known to be hazardous should be discussed before leaving and arrangements to scout or portage made. When scouting rapids, the leader should discuss with paddlers why a particular section can or cannot be paddled. No paddler should ever be made to feel pressured into paddling something they honestly believe to be beyond their capability. Similarly, the leader should never attempt to lead on anything for which he or she is not qualified.

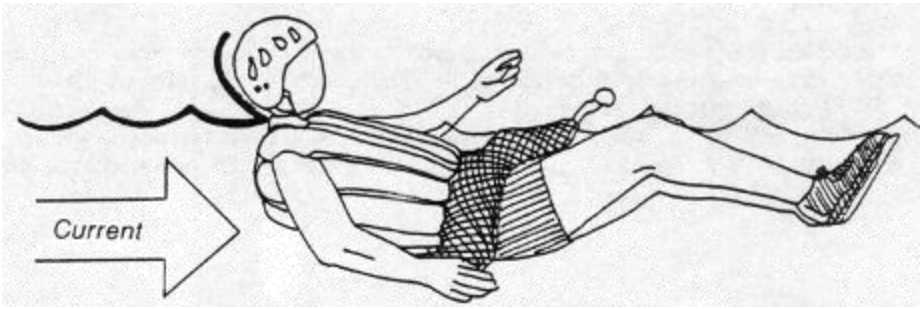
The leader must establish the competence of all paddlers involved. Ensure that paddlers know how to correctly perform a wet exit and swim in a river and determine which paddlers know how to roll.

Swimming Rapids

Should you find yourself swimming in a rapid, for whatever reason, you should immediate adopt the defensive swimming position by doing the following:

5. Floating on your back, eyes ahead
2. Feet downstream and floating at the surface to fend off rocks
2. Sculling with hands for support and control of posture
2. Knees slightly bent; not locked
2. Buttocks fairly high and body not piked (you will prevent a lot of rear end scrapes this way)

Figure 1: The defensive swimming position



Safety Briefing for Swimming Whitewater

The leader should instruct paddlers to take a breath of air whenever possible when swimming a rapid. Waves will cause a person to "bob" below the surface, and on flushing through small reversals; a person may not surface for a few seconds.

Paddlers must be told that they must never stand up when swimming a river since they can easily trap a foot or leg under a rock. The pressure of the water can push the person over and pin them underwater regardless of the depth.

When swimming, paddlers should be taught to kick with their legs, ferrying towards the nearest (or safest) shore. It is a good practice for the leader to have new paddlers swim down a safe section of a rapid in warm weather. This way when they do have to swim a rapid, it is not entirely new.

In the event that a paddler is forced to perform a wet exit in a river they should try to hold onto both the paddle and boat. This may entail swimming a few strokes to gather them together. The swimmer should move to the upstream end of the boat and hold onto the grab loop. The leader should explain that in this way, the boat cannot "pin" the paddler against any obstacles. Take care that the end of the boat is held off to the side of the paddler's body. Then if the boat strikes something, the paddler is not pushed into the boat by the current. Both the paddle and grab loop should be held in one hand leaving the other hand free to maneuver. However, the paddler should only hold the grab loop with the fingers, so that he or she can let go easily if necessary.

Strainers
A strainer is created by the current flowing against and through wooden debris, thereby straining all objects from the water. Sometimes tree roots form a strainer when the earth around them has eroded. However, the most common type of strainer is a tree that has fallen into the water. A paddler may be swept against a strainer and pinned by the force of the water. This is disastrous if the paddler capsizes and is pinned (usually by leaning upstream). They may be trapped underwater. A swimming paddler not only risks being pinned but also entangled, with their head underwater. Strainers must be given a wide berth at all times.

Logs and Ice Jams
These two hazards are essentially a variety of strainer that arises under particular conditions. Log jams are common wherever there are braided channels and soft river banks. Beavers can also contribute to log jams.

Ice jams are characteristic of rivers that freeze during the winter or are fed by frozen lakes. During the spring thaw, chunks of ice break off in the rapidly changing water level and may clog the river.

Log and ice jams may only be minor, creating diversions or piling up against rocks and bridge abutments. More serious ones can block narrow channels that may normally be navigable. Indeed, the whole river may be blocked. This situation is particularly misleading, since the river may appear flat and calm just upstream of the blockage. However, the river may be rushing underneath the blockage. Many jams are often in the main current. A floating paddler would be carried straight into them. Therefore, paddlers should be warned to always avoid such obstacles. Enormous pressure builds up behind obstructions, which, although appearing solid, can move suddenly without warning and with tremendous force, another reason why they should be avoided.

On rivers where jams are known to occur, special care should be taken to look out for them. Because ice is often clear in colour, ice jams can be difficult to see. It is recommended that someone who knows the river should lead on such rivers. Normally all that is necessary is a watchful eye.

Ledges
Ledges are the most dangerous when they run perpendicular to the current and create a uniform backwash in the hole below the ledge. Boats or especially swimming paddlers may become trapped against or underneath ledges. (The following example, taken from The Best of the River Safety Task Force Newsletter, will show how futile human strength can be against the power of even a small river.)

Fatal Accident at the Icebreaker Slalom:

Undilla, N.Y. October 4, 1975
From the American Whitewater Association Journal Nov/Dec 1975

Summary:
On the morning of October 4, 1975 during practice runs held prior to the annual slalom races on Ouleout Creek below the East Sydney Dam in south central New York, Gene Bernadin, an Appalachian Mountain Club member rated by those who knew him as a competent intermediate boater, capsized in mid-course during a C-2 run. He failed to roll up, and caught his foot under a submerged boulder while swimming

through the fast jet of water below the bridge. The force of the current held him under water, and despite immediate, strenuous rescue efforts by other paddlers he was submerged for a total of 6-8 minutes.

The water was cut off at the dam, the victim recovered and CPR was administered on the spot until the arrival of the ambulance minutes later. Despite these efforts, he failed to respond and was pronounced dead at the hospital upon arrival. (Wallbridge, page 43)

Ledges and foot entrapments

A paddler's foot can become entrapped between the rocks should he or she attempt to stand up in moving water. The leader cannot emphasize enough that a swimming paddler must float as high as they can in the water, and keep their feet up.

Figure 2: Example of a foot entrapment in a ledge

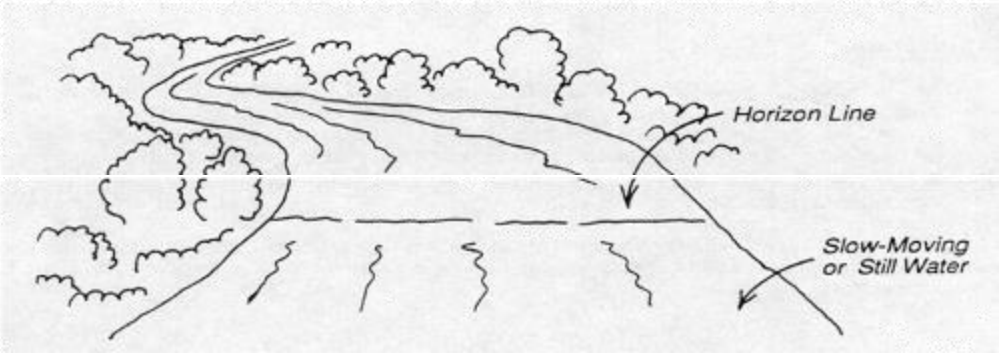
Holes, Hydraulics, Keepers or Stoppers

A hole is any place where water falls steeply over an obstacle, accelerates down the back side of it only to slow down below it as it hits the greater mass of water. Some of the water rolls back upstream into the depression or hole created by the accelerating water over the obstacle. The danger lies in the water reversing back upstream into the hole, this back tow can be long enough to feed the unwary boater around and around in an endless powerful cycle. The continuous recirculation can carry with it anything that floats, for example, boats, people, logs or debris. Some holes have deep recirculations that represent a virtual “drowning machine”. Other shallower and smaller holes may be fun to play in for the skillful paddler. If you want to play in holes start off with the small ones to develop a clear understanding of the required technique.

Many experienced paddlers can run through seemingly dangerous holes because they know how to read the drop and pick a chute through which the boat can pass. It requires considerable expertise and precision to hit the right spot and not get caught broadside in the reversal. The leader must emphasize to paddlers the skill necessary to read and paddle such difficult water.

When seen from above, a drop appears as a horizon line (see Figure 3). The leader should show paddlers an example of a horizon line at the first opportunity, so that they know what to look for. Explain how to spot the line through a ledge and hole by looking for the water moving downstream.

Figure 3: View of horizon line from upstream



Important:
The sound of the churning water can probably be heard. Usually, it is difficult to determine what is below a drop until you are able to see over it. To avoid being swept over, paddlers should scout from the shore and avoid large holes.

The following four points outline warning signs that may indicate the presence of a hole:

6. Flat pools on river stretches that are otherwise fast moving. This water may be backed up as a result of a dam or natural ledge.
2. Concrete retaining walls and other structures along the shore. Dams are most common in populated areas, and the associated outbuildings may hint at difficulties below.
2. Sharply sloping rock outcrops that come down and cross the river. These outcrops may warn of a ledge or waterfall.
2. A thin and smooth horizon line (known as a false horizon line) with a sudden transition to moving water just downstream. This line is the lip of the ledge of the dam; the drop is hidden below the line. Hard to spot from the river, the line is a sure indication of trouble. Stop and scout ahead at once.

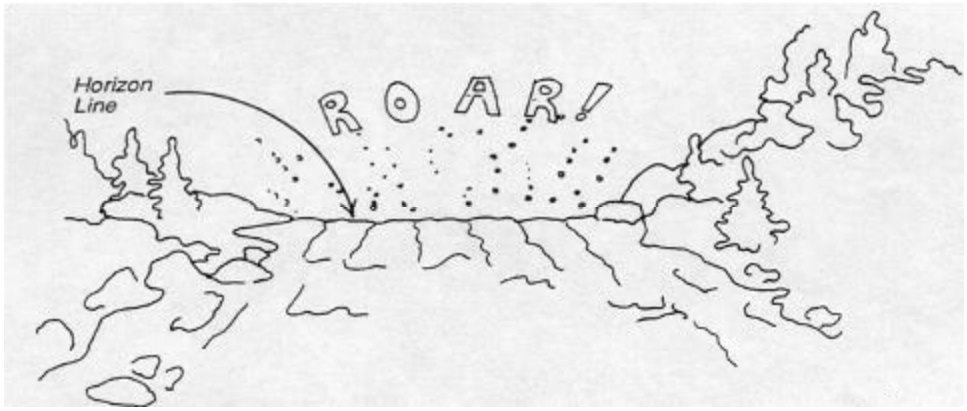


Figure 4: Signs of a drop from upstream

Weirs and Dams
Human-made structures such as weirs and dams often create large, powerful and uniform holes that may not offer channels or chutes through which a boat may run. Many such obstacles stretch the full width of a river; consequently, the ends of a hole may be concrete walls offering no way out (see Figure).

The size of many of the holes below human-made structures prohibits a boat from passing straight through. The boat will probably somersault forward or backward (end over end) or be completely stopped by the hole. The boat will then be drawn into the hole sideways. In a uniform hole whose ends are blocked, a paddler will almost certainly require assistance to get free.

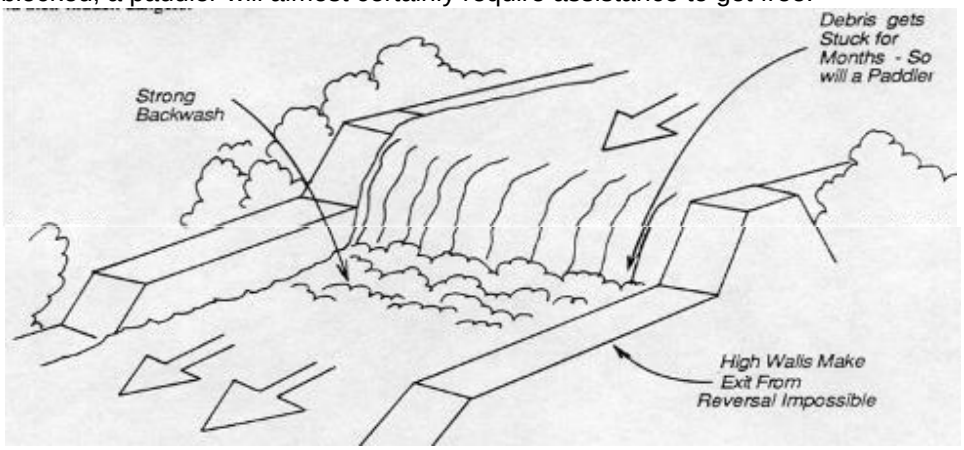


Figure 12: The anatomy of a weir or dam

It is foolish to run such obviously dangerous man-made obstacles. If a paddler runs such a drop successfully, she/he may well be a hero. The next time, she/he may become a statistic. Expert paddlers avoid weirs

and dams and their hidden dangers.

Falls
Falls represent a special challenge to many people. However, the new paddler has no reason to be concerned with anything but avoiding falls. That is, until he or she has gained the experience and competence necessary to take full responsibility for their paddling. Seen from upstream, falls appear as a horizon line. Some of the dangers of falls are that the kayak and paddler can become trapped in the backwash below, the kayak can become pinned, the kayak can hit rocks in the plunge pool or the kayaker can hit an obstacle during descent.

Whirlpools and Boils
Many rivers have small whirlpools about one meter across. These whirlpools are not usually dangerous, but they can prove challenging when a paddler is deciding which way to edge a boat. Wide, deep rivers with a large volume of water can have deep and powerful whirlpools. The trip leader should avoid large whirlpools.

Boils are common in many rivers, but rarely are they large enough to be of concern. For the new paddler, boils can be quite unnerving. Boils require the paddler to have a very good feel for tilting or edging the boat. To stay upright, a paddler generally tilts away from a boil, but not so much as to catch the opposite edge. Leaders should make new paddlers aware of the difficulties presented by boils and caution paddlers accordingly.

Entrapment
A paddler may be trapped in their boat in a number of ways:

- caught by a strainer or a ledge,
- trapped in a fall,
- broached against a rock, bridge abutments, or trees in the river.
- pinned upside down against a wall.
- the deck of a kayak may collapse, trapping the paddler's legs.
- feet may become lodged under a footrest (kayak) or entangled in straps (canoe).

Countless possibilities for entrapment exist in whitewater. Whatever the cause or form of entrapment, action on the part of rescuers must be swift. The priority is to get air to the paddler. There are a variety of ways in which this can be done:

- Physically lifting the head above water, even though legs may still be trapped
- Using an air bag inflation tube as a snorkel tube
- Attaching a rope to a free hand (or anything) and pulling them free
- Attaching a rope to the boat to pull it free

However, the above methods all require that would-be rescuers can reach the trapped paddler. A paddler may be out of sight, possibly under a logjam. Someone should watch downstream in case they wash out. Although experience in these situations may help, avoiding them by taking the appropriate safety precautions beforehand is the sign of a truly experienced leader.

Communications

Communications around noisy rapids can be difficult. Paddlers generally depend on visual contact to stay organized and use visuals as an important aspect of safety. For paddlers out of sight of each other, whistles are used to get attention. The essential thing about whistle and paddle signals is that they must be simple and understood by everyone in the group. Here are some standardized signals that are used by most paddlers to signal to other paddlers.

Visual signals

- High sign or a vertical paddle held high so it can be clearly seen. This is used to signal that it is safe to proceed or to run the rapid on the centre line
- Horizontal paddle or stop signal. The paddler is held horizontally overhead clearly indicating that the answer is “No, it is not yet safe to come down.”
- Directional indicator the paddle can be used to indicate a positive direction of route. For example, “Go to the right” – the paddle points river right. Go left if the paddle indicates that direction.
- Okay signal – Put hand on top of head to indicate that you are okay.

Again, the important point is that the system is explained and adopted by new paddlers, and that everyone understands the same system. Consistency is key!

Whistle signals

The whistle is used to get other paddlers’ attention, usually when there is a problem. There may be a boat, object or swimmer coming downstream, either way its “heads up” mode for everyone around until the reason for the whistle blasts is determined.

There are a variety of whistle signal systems around and used by various rescue agencies. To keep things simple here are signals everyone knows and will respond to.

- Single blast (may be repeated) is an attention getter - somebody may be swimming, a boat may be coming down the rapid, somebody may require assistance. Most paddlers will stop playing, eddy out and look around for the reason for the whistle blast.
- Three blasts in rapid succession - repeated. This usually signals that a dangerous situation has evolved and somebody desperately needs help. Whistle blasts may be long alternating with short blasts, but always in groups of three and repeated. The meaning is the same – HELP, HELP, HELP!!

Summary

The safety considerations that should be observed in every paddling session and the precautions necessary in hazardous situations have been discussed. Safety is an important part on whitewater paddling. It is important that the leader show paddlers discretion and the use of common sense when they are dealing with potentially dangerous situations. In this way, paddlers will develop a sense of the river that will stay with them throughout their paddling careers.

The following quote from the British Canoe Union's Canoeing Handbook* should be heeded:

"There is no such thing as a "safe" canoe (or kayak). There can only be a safe paddler. His or her safety is only ensured by good training and experience and the avoidance of unnecessary risks."

Trip Planning /

Emergency Action Plan

Trip Planning

For any trip, no matter how long or short, a leader must create a Trip Plan. This planning shows that you have carefully considered the stretch of river you wish to take your participants on taking into account, their experience and skills as well as the goal of the trip.

A written trip plan can be simple with just an outline or complex with great detail. The key to any trip plan is to analyze where you will go, where the put in and take out are, what the hazards are, where the emergency exits are located, how long it will take and what equipment will be required.

Part of the trip planning process is included or duplicated in the Emergency Action Plan. The Trip Plan should include more details on the actual trip.

A blank Trip Plan form is included in the manual for your use.

CanoeKayak Canada
River Trip Plan

Location		**Date**	
Put in		**Take out**	
Trip leader		**Assist. Leader**	

Participant's Name	**Age**	**Skill Level**

RIVER SAFETY TALK

Before you begin teaching, make sure you cover the following:

Equipment (Gear check): Does everyone have a paddle, skirt, PFD, and kayak? Is gear put on properly (PFDs zipped and helmets clipped)? Are float bags inflated?

Signals: Discuss whistle, paddle, and verbal signs, and remind paddlers that they must return signals when they have understood (okay – okay)

Hazards: Wood, rocks, holes, and others specific to your site

Group structure: Remind paddlers that there is a lead and a sweep kayak, and to maintain proper spacing between paddlers for each rapid (to be addressed on the river)

Ropes: Grab the rope with your hands and do not wrap around you

Swim:

- Show them the defensive swim position, feet up - bum up, looking downstream, ferry to shore
- Tell them not to stand until they touch the shore
- Tell them to hang onto their gear
- If there's a swimmer, others to stay where they are (in an eddy) or head to the closest eddy

Sample Trip Planning Sheet

Trip date: _____ River / Section _____

Length/Time: _____ Location: _____

Equipment needed: _____

Description of River:

River Rapids : _____

Risk factors/safety guidelines to give to paddlers: _____

Notes/comments: _____

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 river.

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:

- Designate in advance who is in charge if an emergency occurs (this may be you).
- 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.
- 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).
- 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.
- 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.
- Have a first-aid kit accessible and properly stocked at all times (all leaders are required to obtain and maintain appropriate first-aid training).
- 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:

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

Emergency Action Plan Checklist

Access to telephones 	☐ Phone battery well charged ☐ Practice venues ☐ Race venues ☐ River runs ☐ List of emergency phone numbers ☐ Change available to make phone calls from a pay phone
Directions to access the site and the river (throughout run)	☐ Accurate directions to river and site (practice) ☐ Accurate directions to emergency access points ☐ Accurate directions to key or major river sites
Paddler information	☐ Personal profile forms ☐ Emergency contacts ☐ Medical profiles
Personnel information	☐ The person in charge is identified ☐ The call person is identified ☐ Assistants (charge and call persons) are identified
Note: The medical profile of each paddler should be up-to-date and be in the first-aid kit. Your first-aid kit must be accessible at all times and must be checked regularly.	

Sample Emergency Action Plan

Included is the suggested EAP you should carry with you while on the river, be it on your local practice site or during river 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 or regular river runs, 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 river.

Steps to Follow When an Injury Occurs

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

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

- Ensure you move to and stay in a safe area
- Stop all other paddlers in a safe area (ideally an eddy with access to an evacuation route)
- Extraction of dangerously pinned, entrapped or submerged paddlers automatically activates EAP
- Evacuation of injured paddler may be required. Do an initial assessment before activating EAP

Step 2: Do an initial assessment of the situation

If the paddler:

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

- Gather the facts by talking to the injured paddler as well as anyone who witnessed the incident
- 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

- Have someone with first-aid training complete an assessment of the injury and decide how to proceed.
- 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:

- Swelling
- Deformity
- Continued bleeding
- Reduced range of motion
- 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 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 a 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.

CanoeKayak Canada Whitewater Emergency Action Plan Form

Location: _____ Date: _____

Time in: _____ Time out: _____

Trip leader: _____ Assist. leader: _____

First aid leader: 1. _____ 2. _____

Comm. leader: 1. _____ 2. _____

Map of 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 SiI	Include SI to SVI
]d	Dam	<///	Difficult rescue area(s)	→	Direction of water flow
—	Paved road		Others (e.g., glass on trail)		
–	Dirt road			→H	Direction to hospital
…	Trail			→PH	Pay phone
−+	Railway tracks			♥	Evacuation (include description)

Place image of map here.

Participants:

Name	Medical Issues	ECP & Contact Numbers

Vehicles:

Make/Model	License Plate Number	Location of Keys

In case of emergency, follow these steps:

1. Ensure you are safe	
2. Ensure no others are in danger	
3.. All paddlers stop and gather	• Extract victim
4. Stabilize victim (use soap notes)	• Check level of consciousness • Check ABCs • Open airway • Check breathing • Check circulation (pulse) • Stabilize c-spine • DISABILITY (NEUROLOGICAL) • Check for trauma and exposure to extremities
5. Treat victim as required (first aid kits)	
6. Emergency contact - 911 (or other name, number, address)	• Hospital • Paddling Organization • Parks • Forestry
7. Location of CELL/SAT phones (number, owner, location	
8. Evacuation - preparation of	• Paddler in need of care • Required gear
9. Group maintenance	

CanoeKayak Canada - Whitewater
Plan a Session Template

Location: _____ Date: _____

Time in: _____ Time out: _____

Trip leader: _____ Assist. leader: _____

Actions to Take While Leading - Checklist

Step 1 - Planning

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

Step 2: Emergency action plan

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

Step 3: Inspecting equipment and facilities

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

Step 4: Informing paddlers and parents

- ☐ Inform paddlers (and parents when dealing with minors) of the risks inherent in the run.
- ☐ River Safety Talk – Did you cover all the points (see River Safety Talk for more information)?
- ☐ When explaining a section during a river run highlight potential risks.
- ☐ Example: There is a class 3 ledge around the bend, we shall get out and scout at a specific eddy on river left.

Step 5: Supervising activities

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

River Safety Talk

A river safety talk is required by Transport Canada and should cover the following main points:

Equipment	☐ Do you have all your gear? (e.g., paddle, skirt, pfd, kayak). ☐ Is it adjusted (PFD and helmets zipped and clipped)? ☐ Are the float bags inflated?
Signals	☐ Did you cover whistle, paddle and verbal signals? ☐ Remind paddlers they must return signals when they have understood (ok –ok)
Hazards	☐ Wood, rocks, holes, others specific to your site.
Group structure	☐ Remind paddlers there is a lead and sweep kayak and proper kayak spacing for each rapid (to be addressed on the river).
Ropes	☐ Grab them, with your hands, do not wrap around you.
Swim	☐ Defensive swim position. ☐ Hang on to gear. ☐ Others to stay in/go to eddy. ☐ No standing until touching shore.
Are we ready? Any questions?	

LOG BOOK

As a leader, it is important to keep a log of all your whitewater activities. This log book will allow you gain knowledge about the rivers you've paddled on, as well as keep a record of your whitewater experiences. To use this tool, fill out each column with the information at hand. To add more details, use the trip report form. Remember, the best way to learn how to paddle, lead and teach is getting out on different rivers and paddling.

Here are a few added details about each column:

- **Number, date, and duration:** Write a number for each trip. This will give you a quick reference # for a subsequent trip report if need be and a quick tally of how many runs you have done. Include the date you paddled as well as the time it took to run the section. Always use the same order when writing date and time, this way you will not question yourself later on as to what exactly was written.
- **Site:** Include the name of the river you paddled on. Include put-in and take-out information. If there are particular shuttle details add them here.
- **Section:** Write the name of the section paddled.
- **Distance:** Write the distance paddled in km.
- **Equipment:** Write down which kayak your were in, and what particular gear you had with you (e.g., cold weather gear).
- **Water conditions:** Include water levels as well as temperature.
- **Weather conditions:** Write what temperature it is outside as well as details on wind chill or humidex.
- **Responsibilities:** Are you a leader, assistant leader or even a student or paddler. Include what task you have as either a lead or sweep boat, second (in the middle somewhere) or even scout for a section.

The Log Book and Trip Report tools are merely examples of what you may wish to use in order to track your whitewater experiences. Some clubs, schools and outfitters provide their own forms when you teach or lead for them. The idea here is to track what you have done in a succinct and reader friendly way.

Log Book Example

LOG #, DATE & DURATION	SITE PUT-IN & TAKE-OUT	SECTION	DISTANCE	EQUIPMENT	WATER CONDITIONS	WEATHER CONDITIONS	RESPONSIBILITIES
01 2008/06/18 4 hours	Rouge river Azur & 7 Sisters	7 Sisters	6.5 km	LL Trigger dry top, board shorts	110 cms cold – not spring conditions	Hot, 24C No wind, low humidity	Assistant leader, Sweep boat

CANOEKAYAK CANADA
WHITEWATER TRIP REPORT

Location: _____ **Date:** _____

Put-in: _____ **Duration:** _____

Take-out _____ **Distance:** _____

Site: _____ **Section:** _____

Equipment: _____

Water Conditions: _____

Weather Conditions:

Trip Leader: _____ **Assistant Leader:** _____

Responsibilities: _____

Weather Conditions: _____

Participants (names, kayak paddled)

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Trip Details (point form)

Timeline

Time/Activity:	**Key Points:**

Events

Location:	**Key Points:**

Other Details: _____

_____

SAMPLE ACCIDENT REPORT FORM

Date of Report: _____/_____/_____

Patient Information

Last Name: _____ First Name: _____

Street Address: _____ City: _____

Postal Code: _____ Phone: ( )

Email: _____ Age: _____

Sex: _____ M _____ F Height: _____

DOB: ____/_____/_____ Weight:

Known medical conditions/allergies:

Incident Information

Date and Time of Incident	**Time of First Intervention**	**Time of Medical Support Arrival**
_____/_____/_____ dd mm yyyy	____ :_____ AM PM	____ :_____ AM PM
FIRST RESPONDER'S DESCRIPTION OF THE INCIDENT: What and where it took place, what were the signs and symptoms of the patient.		
PATIENT'S DESCRIPTION OF THE INCIDENT: (see above)		
EVENT AND CONDITIONS: What was the event during which the incident took place, location of incident, surface quality, light, weather, etc.		
ACTIONS TAKEN/INTERVENTION:		

After treatment, the patient was:	□ Sent home	□ Sent to hospital/ clinic	□ Returned to activity

Sample Accident Report Form (cont…)

First Responder Information

Last Name:	First Name:
Street Address:	City:
Postal Code:	Phone:
Email:	Age:
Role (Coach, assistant, parent, official, bystander, therapist):	

Witness Information (someone who observed the incident and the response, but not first responder

Last Name:	First Name:
Street Address:	City:
Postal Code:	Phone:
Email:	Age:

Other Comments or Remarks: _____

_____

_____

_____

_____

_____

Form Completed By: (please print)

Name: _____ Signature: _____

Teaching and Learning

Simple Teaching Structures: Edict Versus 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 being 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 downstream for an activity and is either unable to return upstream or for safety reasons it is better for them to remain downstream 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 been seen during an activity:

- Location
- Introduction

- Demonstration
- Key Points
- Execution
- Detection
- Correction
- Practice
- Competency
- Synthesize
- 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.

Whitewater kayaking has a built in feedback mechanism that is provided by the river and the boat. The instructor can use this automatic feedback loop to train students to become self aware in their performance. The physics of watercraft movement on the river creates challenge and teachable moments with balance, propulsion and directional control that are easily felt and seen in the boat. As an instructor you have to select the right location and the right skill/maneuver to practice and give the student the appropriate information that allows them to practice the skill until they have mastered the task. Mastery is shown through balance (solid edges, no wobbles), directional control (straight angles and carved turns) and propulsion (forward and reverse across the water. At a more advanced level the fine nuances of boat control, stroke mechanics and body position require more precise measurements. But at this level, it is easy to see and feel when participants do not have full mastery of the basic river skills.

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 eddy turns, 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

The optimum position for safety (i.e., close to the eddy line where paddlers are entering or exiting current) also happens to be the best place for providing feedback. Positive encouragement and clear specific feedback can easily be dispensed from this position.

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

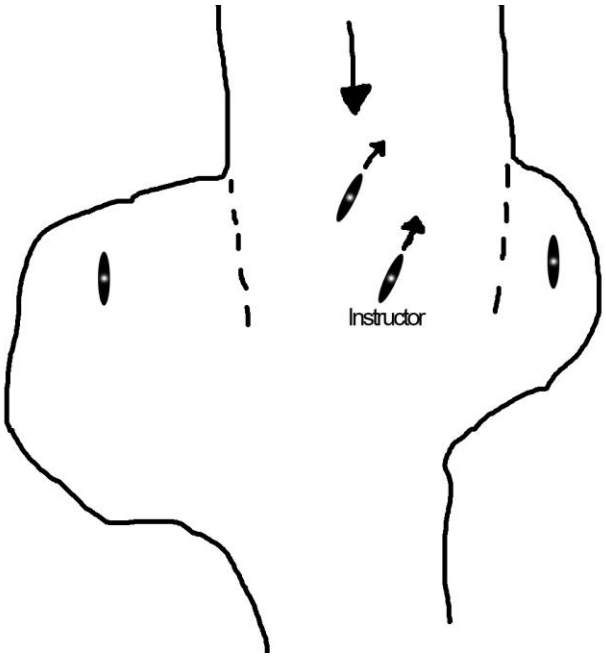
Choosing a Formation for Explanations or Demonstrations

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.

Eddy Turns

Everyone in motion, eddy out, in current, eddy in, up eddy. Instructor is positioned on eddy line in the middle of all the action.

Usually this is a calm spot and the instructor is able to focus their attention on the group. In this position the instructor is ready for rescues at the top or bottom of eddy, can easily observe everyone and can provide immediate feedback to prevent a capsize or post-eddy turn to hone skills.

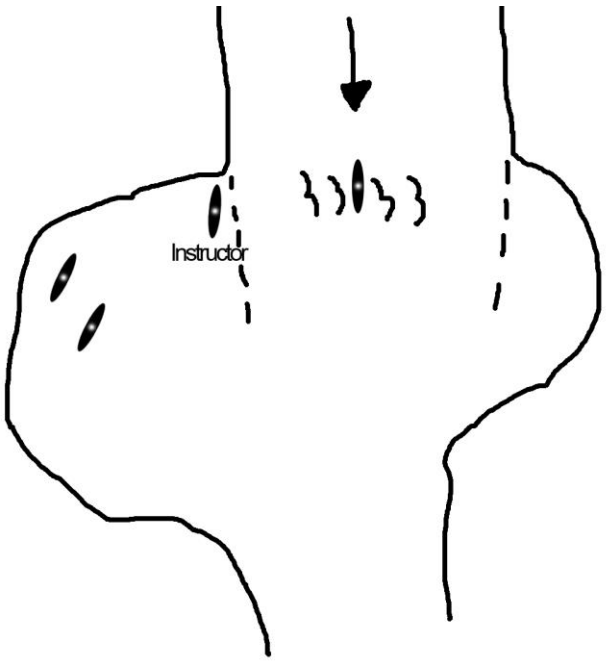


Ferries

One at a time in the current. Non-active paddlers wait their turn in the eddy while one paddler is sheparded across the current.

Instructor can ferry with each student giving feedback and ready for rescue. Alternatively there could be 1 instructor in each eddy.

With a capable group the Instructor can demonstrate the ferry and then have the paddlers come to him/her in the eddy where the Instructor is waiting



Surfing

One at a time on the wave. Non-active paddlers wait their turn in the eddy.

Instructor can provide immediate feedback to the paddler on the wave and is ready for rescue.

The instructor should have the next paddler cued up, so that as soon as one paddler comes off the wave the next one is ready to go.

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

Plan A Session

PLANNING A SESSION

There is a direct link between teaching and planning. With proper planning, the instructor delivers a course that maximizes the time available to the group while providing a safe structure for paddlers to evolve in. There are some key elements to consider when you design and deliver a session. Here are some key questions to ask yourself during the process.

SESSION PLAN CONSIDERATIONS

There are seven main questions you should ask yourself when creating a session plan.

2. What are the logistics of my session?
    - Facilities available
    - Equipment needed/available
    - Length of the session (time available)
    - Time of day of the session
    - Number of sessions per week
    - Availability of assistant instructors and their experience
12. What abilities and skills does my sport require?
    - Physical abilities
    - Motor abilities
    - Technical/tactical skills
    - Mental skills
13. How will I deliver my session?
    - Key points to make
    - Teaching methods I will use
    - Where I will position myself
    - What I will be watching for
    - How and when I will make interventions
14. Who are my paddlers?
    - Number of paddlers in attendance
    - Age/maturity of paddlers
    - Skills and abilities of paddlers
    - Gaps in paddler ability
    - Injuries to account for
    - Reasons why they are involved
15. How am I going to organize my session?
    - Structure of the session
    - Choice of activities
    - Sequence of activities

- Transition between activities to avoid wasting time

16. What are the safety risks and how should I prepare for them?
    - The nature of the activities the paddlers will do and the conditions in which they will take place
    - Weather
    - River difficulty
    - Equipment
    - Human error
    - Emergency procedures to follow in case of an accident
17. What am I trying to accomplish with my session?
    - What paddlers need to improve
    - Purpose of the session
    - Group goals and short-term objectives
    - Goals of instructors
    - Time of the season
    - Links with previous sessions and river runs
    - Links with future sessions and river runs

The Key Components of a Session

A well-structured session has five parts. The following section gives a brief description of each one.

2. **The introduction:** The instructor prepares the site and equipment, welcomes the paddlers and tells them what will happen during the session. This is also a good time to assess the general status of the paddlers (e.g. have they recovered from the previous session?).
18. **The warm-up:** The instructor plans activities that gradually activate the paddlers and prepare them physically and mentally to effectively perform the main part of the session. The warm-up consists of two parts: (1) general and (2) specific. The general warm-up aims to raise the body temperature until the paddler sweats, to allow for progressive muscle stretching. The specific warm-up, designed for the paddler's particular sport, aims to prepare the warmed muscles for the types of movements the paddler will perform in the main part of the session. The movements in the specific warm-up should mimic those of the main part, gradually building in intensity and range of motion.
19. **The main part:** The instructor ensures a smooth flow of activities that are challenging for the paddlers and help them improve paddling abilities and fitness. The activities chosen must be appropriate for paddling, as well as the paddlers' age, fitness and ability levels.
20. **The cool-down:** To initiate the recovery of the body, the instructor plans low-intensity transition activities between the more intense efforts of the main part and the end of the session. The instructor also plans for some time for paddlers to stretch.
21. **The conclusion**: The paddler provides some comments on the session and gives paddlers an opportunity to provide feedback. The instructor ensures that the session ends on a positive and friendly note. The instructor also provides some information about the next session.

Key Elements of Each Part of a Session

Session	Time	Key Elements
Introduction Purpose is to greet paddlers and let them know what will be taking place	Variable 2-3 min	**Before session begins:** • Inspect facilities, site selection and organize equipment • Greet each paddler • Assess each paddler's energy level **At the beginning of the session:** • Review the goals of the session and the activities planned • Give safety instructions specific to the activities planned
Warm-up Purpose is to prepare the body for the efforts of the main part	5-10 min 8-15 min	**General warm-up:** • General exercises or games to loosen muscles and raise body temperature • Progressive stretching **Specific warm-up:** • Brief activities that paddlers already know that mimic the movements of the main part (may even be the same activity, but at lower intensity) • A gradual increase in intensity that will not tire the paddler • A quick transition between the end of the warm-up, the explanations/instructions given for the first activities of the main part and the activities themselves
Main part Purpose is to perform activities that will help paddlers improve paddling-specific abilities and fitness	Variable; 30-60 min or more	**Three or more activities linked in the proper order:** • Activities that challenge paddlers so that they can learn and improve while enjoying themselves • Paddlers involved in an activity most of the time (i.e., not standing around or waiting in line) • Paddlers allowed lots of practice for each activity • Activities that are appropriate for the age, fitness and ability levels of the paddlers and are relevant to the sport • Feedback is provided and appropriate
Cool-down Purpose is to begin recovery	5-10 min	**General cool-down:** • A gradual decrease in intensity • Stretching, especially of muscles most used
Conclusion Purpose is to debrief paddlers and tell them about the next session	3-5 min	**Provide closure:** • Provide and ask for feedback on what went well and what can be improved • Tell paddlers about the next session or river run (e.g. logistics, goals and emphasis) / Lead team cheer

Skill Development

When learning a skill, paddlers progress through some predictable stages. The table on the following page outlines some key concepts about the stages of skill development and the needs of paddlers at each stage.

While each paddler can be expected to go through each stage, the time and the amount of practice necessary to progress from one stage to the next can vary greatly from one paddler to another.

The stages of skill development described in the following table (initiation, acquisition, consolidation, refinement and creative variations) apply regardless of the type of skill or the way it is classified.

It is important to recognize the stage of skill development your paddlers are at, as well as the specific needs they have at each stage. It is also important to plan your sessions accordingly (i.e. select the right types of activities and the appropriate way to run them).

Note:
It may take months or even years of practice for a paddler to reach the Refinement stage of skill development defined in the following table. Also, the vast majority of paddlers will never reach the Creative Variations stage. Consequently, at the Instruction Intermediate level, few instructors work with paddlers who reach an advanced stage of skill execution. The focus should therefore be on ensuring the fundamentals are correct and that paddlers can perform them in a variety of situations and conditions.

Stages of Skill Development

BEGINNER		INTERMEDIATE	ADVANCED	
Initiation	**Acquisition**	**Consolidation**	**Refinement**	**Creative Variations**
Key Points to Look For				
The first contact the paddler has with the skill. The paddler may have no idea of what to do to perform the skill.	The early stage of learning where the paddler becomes capable of: 1. coordinating key components of movements 2. executing them in the correct order, thus performing a rough form of the skill. The movements are not well synchronized or under control and they lack rhythm and flow. The execution is inconsistent and lacks precision. The paddler has to think about what he or she is doing while performing the skill. Both form and performance tend to deteriorate markedly when the paddler tries to execute movements quickly or is under pressure, as may be the case in a competitive situation.	The paddler can execute the movements or the skill with correct form. Movement control, synchronization and rhythm are good when performing the skill under easy and stable conditions. The movements can be repeated consistently and with precision under these conditions. Some elements of performance can be maintained when the paddler is under pressure, conditions change or demands increase, but performance remains inconsistent. The paddler begins to develop a more personal style.	The paddler can execute the movements in a way that is very close to the ideal in terms of form and speed. The performance is very consistent and precision is high, even under very demanding conditions and in situations that are both complex and varied. Only minor fine-tuning may be necessary to achieve optimal execution and a fairly personal style is established. All components of the movement have been automated, which enables the paddler to focus on the environment while performing and to make rapid adjustments as necessary. The paddler can reflect critically on his or her performance to make corrections.	This stage is achieved only by the best paddlers in the world. The movements can be performed according to the ideal and the paddler has developed a personal style that is efficient. Personal interpretation of movements or personal movements can be combined into unique patterns in response to specific competitive situations.
At this stage, paddlers need to…				
Have a clear mental image of what correct execution looks like. Understand the fundamental positions, stances and patterns of the sport or skill. Feel safe when performing the skill. Reach a comfort level with some movements or feelings that may be unfamiliar and that are part of the skill to be learned.	Understand clearly what they have to do and have a good mental picture of the task. Perform a lot of repetitions at their own pace and under conditions that are stable, easy and safe. Practice on both sides, if appropriate. Find some solutions by themselves through trial and error, based on some feedback from the instructor.	Be exposed to a variety of situations and perform a lot of repetitions under varied conditions. Have clear objectives for both form (correct execution) and the result of actions. Be challenged by more complex and demanding tasks or conditions and find more solutions through trial and error, based on less frequent feedback from the instructor. Practice the movements or the skill in conditions where fatigue prevails or that replicate competitive demands and deal with the consequences of errors.	Be exposed to complex or demanding competitive situations that require the skill to be executed at a very high level. Learn how to solve problems they encounter.	Be exposed to complex or demanding competitive situations that require the skill to be executed perfectly. Develop their own solutions.

Planning Guidelines

As the table on the previous page shows, the needs of paddlers differ depending on the stage of skill development they are at. Paddlers' needs should guide the goals you have for sessions that aim at developing skills.

For sessions that aim at developing skills, you should ensure that the goals, as well as the activities in which the paddlers are involved, are adapted to the needs of the paddlers and that the conditions in which these activities take place also match the paddlers' capabilities. Selecting or designing appropriate activities and identifying suitable conditions in which they take place are therefore critical steps in planning your session.

You will likely have to allow for the fact that not all paddlers are at the same stage of skill development. This can be dealt with by planning different activities for different groups of paddlers or adapting session conditions to different paddlers' needs.

You can plan the activities and tasks that paddlers will complete during a session in many different ways. Paddlers can perform:

1. the whole skill or
   only parts of it
2. many repetitions without rest or
   rest for varying amounts of time in between repetitions,
3. the same task several times in a row or
   distinct movements or actions each time in a predictable order or
   distinct movements or actions each time in a random order.

The most effective activities/tasks, types of session or session conditions may also vary with the skill to be learned (open, closed, discrete, serial or continuous) or the stage of skill development the paddlers are at. Additional adjustments may be necessary to take into consideration the age of the paddlers.

Planning guidelines for activities and session conditions that support skill development at various stages are proposed in the following pages.

Note: Canoe Kayak Canada's Long Term Paddler Development Model specifies what technical and tactical abilities to train, as well as the priority in which they should be trained at various ages and levels of competition.

Activity Planning Guidelines for Various Stages of Skill Development

Recommended Session Conditions	Stage of Skill Development			
	Initiation First contact	**Acquisition** Movement patterning	**Consolidation** Correct execution in variable conditions	**Refinement** Minor improvements
Surrounding environment	Stable and predictable, free of distractions	Stable and predictable, free of distractions	Increased variability and distractions in the environment, but not to the point where movement patterns deteriorate	Competition conditions, Advanced paddling
Decision-making	No decision-making or options to choose from	Simple decision-making, maximum of 2 options	More complex decisions to make, increased frequency of decision-making and more options (3-4)	Complex decisions, as many options and at the same frequency as in a competition and advanced paddling
Speed of execution	Slow and controlled	At paddler's own pace	Increased, variable and close to competitive or advanced paddling demands	Similar to conditions in competition and advanced paddling
Number of repetitions	As needed, depending on paddler's general motor development	High	High	As many as possible
Risk factor	Completely safe conditions, errors of no consequence	Low-risk conditions	Less than or similar to what is encountered in regular competition AND less than what is encountered in advanced paddling	Similar to a high level of competition and advanced paddling
During training, the emphasis should be on…	Basic stances and positions; getting the idea of what the movements are about, look like	Global execution and general form of the movement	Maintaining the form of movements and some performance consistency under a variety of conditions and under stress	Creating conditions that stress the specific elements that need adjustments

Five Criteria to Develop Challenging Activities That Motivate Paddlers to Learn [2]

The principle behind Figure 5 is that an activity does not necessarily have to feature all criteria simultaneously to be considered "motivating". Rather, the instructor must decide which of these criteria should apply in a given situation in order to generate an optimal level of interest in the paddlers.

Figure 5: Five criteria for motivating paddlers to learn

[2] From Martel, 2003; adapted from Florence, Brunel and Carlier, 1998

The Challenge Zone[3]

Or, Matching the Difficulty of the Activity with Paddlers' Skill Level

While paddlers are performing an activity, you should verify that they are appropriately challenged. When the demands of an activity are too high for their ability, they may become anxious or discouraged and may have difficulty learning. On the other hand, when the requirements are too low, paddlers may quickly show signs of boredom or lack of interest. The difficulty level associated with the activity must therefore be optimal (e.g., paddlers must feel that they have the ability to succeed but that the activity represents a challenge).

Paddlers will be motivated to learn when they are challenged at the appropriate level. This implies there must be a reasonable chance of success OR failure when they are performing an activity.

As a general rule, if paddlers succeed approximately 2 times out of 3, the activity represents a suitable challenge.

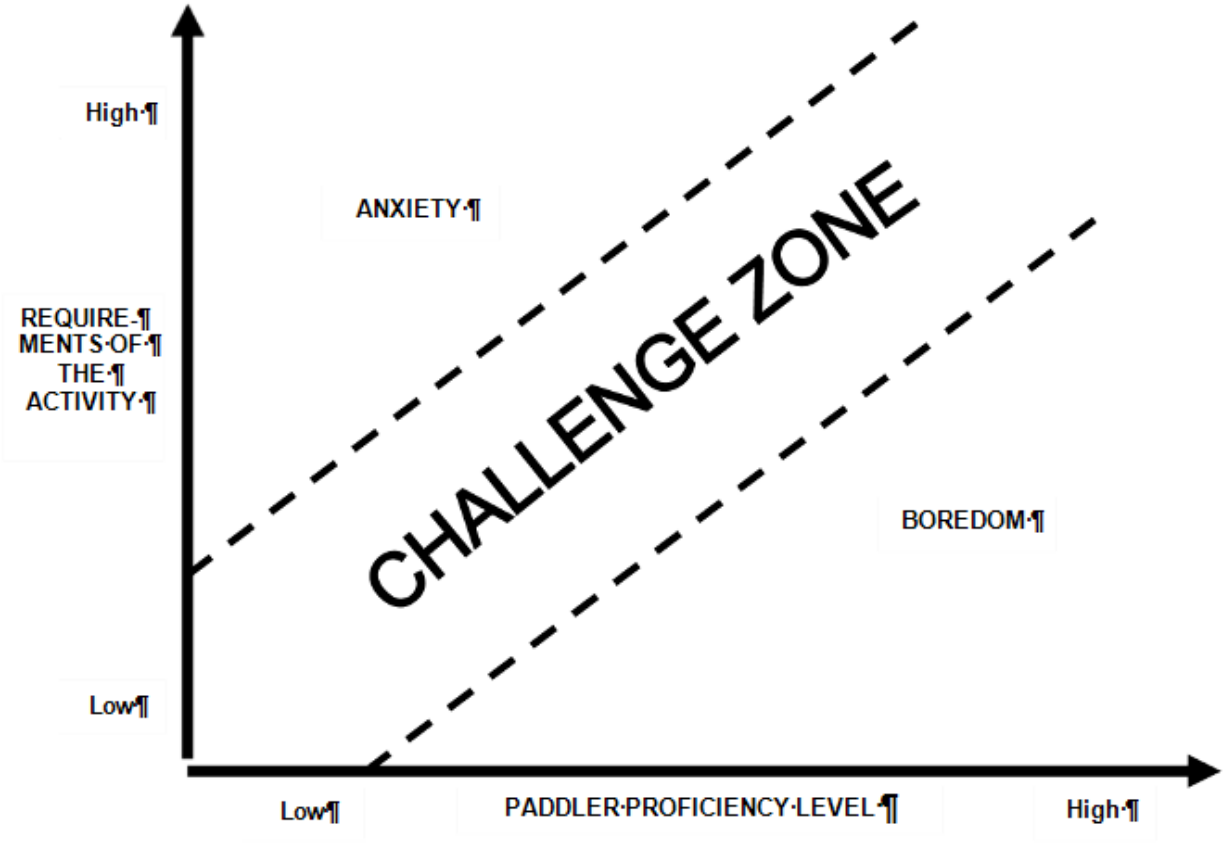


Figure 6: Illustrating the "Challenge Zone"

[3] Adapted from Brunelle et al. (1988). La supervision de l'intervention en activité physique. Gaétan Morin Éd.

Planning a Session Checklist

Use the “Planning a Session Checklist” below to guide your planning. Take into consideration the guidelines that apply to the age group you instruct and the abilities you want to train.

Structure and Organization

- ☐ The session is organized and well structured (introduction; warm-up; main part; cool-down; conclusion).
- ☐ The duration of the session is appropriate for the age and ability level of the paddlers.
- ☐ Full use is made of available facilities, environment and equipment to achieve the session goals.
- ☐ Activities are designed so there is minimal waiting time for paddlers during the session.
- ☐ The transition from one activity to the next is planned in such a way as to minimize the time wasted.
- ☐ In the main part of the session activities are sequenced optimally relative to each other.

Nature of the Activities

- ☐ The session includes a variety of activities.
- ☐ Paddlers have sufficient practice time during each activity.
- ☐ The activities have well-defined goals.
- ☐ The activities are adapted to the skill and fitness level of the paddlers.
- ☐ The activities are appropriate to the growth and development stage of the paddlers.
- ☐ Session conditions are adapted to the stage of skill development the paddlers are at.
- ☐ The activities present exciting and reasonable challenges to the paddlers and are chosen or designed so that paddlers succeed 2 out of 3 times.

Safety

- ☐ Potential environmental, mechanical and human risk factors have been considered and the activities are designed accordingly.
- ☐ An Emergency Action Plan is completed and available.

Canoe Kayak Canada
Whitewater Plan a Session Template

Location		**Date**	
Time in		**Time out**	
Trip leader		**Assist. Leader**	

Participant's Name	**Age**	**Skill Level**

RIVER SAFETY TALK

Before you begin teaching, make sure you cover the following:

Equipment (Gear check): Does everyone have a paddle, skirt, PFD and kayak? Is gear put on properly (PFDs zipped and helmets clipped)? Are float bags inflated?

Signals: Discuss whistle, paddle and verbal signs and remind paddlers that they must return signals when they have understood (okay – okay)

Hazards: Wood, rocks, holes and others specific to your site

Group structure: Remind paddlers that there is a lead and a sweep kayak and to maintain proper spacing between paddlers for each rapid (to be addressed on the river)

Ropes: Grab the rope with your hands and do not wrap around you

Swim:

- Show them the defensive swim position, feet and bum up, looking downstream, ferry to shore
- Tell them not to stand until they touch the shore
- Tell them to hang onto their gear
- If there's a swimmer, others to stay where they are (in an eddy) or head to the closest eddy

Session Template

Goal(s): _____

INTRODUCTION	**Equipment** **Time:**	**Key messages/safety points:**
WARM-UP	**Include general and specific warm-up** **Time:**	**Key messages/safety points:**
MAIN PART	**Pay attention to the order of the activities (river run)** **Time:**	**Key messages/safety points:**
COOL DOWN	**Time:**	**Key messages/safety points:**
CONCLUSION	**Time:**	**Key messages/safety points:**

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: _____

Self- Assessment - Planning

This self-assessment will allow you to reflect on your current teaching 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. There are two sections on the form. The top section applies to both Leaders and Instructors. The bottom section, highlighted in grey, applies mainly to Instructors.

This self-assessment tool verifies the abilities acquired and developed in this section.

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

Date: **Rate Your Ability To Plan A Session**

I plan river runs (sessions) that are well organized by…	**Never**	**Sometimes**	**Often**	**Always**
Identifying date, time, location, number of paddlers, paddlers' ages, abilities and performance levels on the plan	1	2	3	4
Indicating a clearly defined timeline	1	2	3	4
Ensuring that session plan minimizes waiting time during transition	1	2	3	4
Outlining choice of river run and activities that are appropriate for the age group and abilities of paddlers	1	2	3	4
Ensuring that activities' duration minimizes waiting time during the session or river run	1	2	3	4
Including an introduction, warm-up, main part, cool-down and conclusion to the session	1	2	3	4
Outlining on the plan the facilities and equipment needed to achieve session goals	1	2	3	4
The session has a clearly identified goal, consistent with the National Instructional Tool Kit and the actual level of the paddlers	1	2	3	4
I plan sessions (river runs) that are safe and appropriate by…	**Never**	**Sometimes**	**Often**	**Always**
Identifying factors that need to be checked to ensure safety (environmental, mechanical, etc.)	1	2	3	4
Selecting sessions or river runs that are appropriate for the time and location in the season	1	2	3	4
Selecting sessions or river runs that are appropriate for the paddlers abilities	1	2	3	4
Describing session or river run activities that present reasonable challenges to the paddlers	1	2	3	4

Describing session or river run activities that allow for the paddler to succeed 2/3 times	1	2	3	4
Selecting a variety of activities	1	2	3	4
Ensuring that activities have well defined goals	1	2	3	4
Describing practice activities through the use of illustrations, diagrams and explanations	1	2	3	4
Indicating on my session plan the key factors (instructing points) that will be highlighted in the session	1	2	3	4
Ensuring paddlers have sufficient practice time during each activity	1	2	3	4
I have designed an Emergency Action Plan that specifies	**Never**	**Sometimes**	**Often**	**Always**
Specific steps or procedures if an incident occurs	1	2	3	4
The location of telephones (cell or land lines)	1	2	3	4
Correct Emergency telephone numbers	1	2	3	4
Evacuation sites	1	2	3	4
A medical profile for each athlete under my care (location)	1	2	3	4
Location of, including route to, nearest emergency medical facilities	1	2	3	4
Location of, including access to, vehicles and keys	1	2	3	4
The location of a fully stocked first-aid kit	1	2	3	4
Designated roles for a “First Aid Leader” and a “Communication Leader” as well as their names.	1	2	3	4

Self Assessment - Teaching

This self-assessment will allow you to reflect on your current teaching 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. There are two sections on the form. The top section applies to both Leaders and Instructors. The bottom section, highlighted in grey, applies mainly to Instructors.

This self-assessment tool verifies the abilities acquired and developed in the section 4 of this workbook. Related topics may be found in the reference manual in Sections 04 and 05.

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

Date:

Rate Your Ability To Use Effective Teaching Methods To Optimize Paddlers' Learning

I make my teaching as safe as possible by…	**Never**	**Sometimes**	**Often**	**Always**
Identifying factors that need to be checked to ensure safety (environmental, mechanical, etc.)	1	2	3	4
Presenting a site specific EAP	1	2	3	4
Choosing appropriate positions for each paddling situation	1	2	3	4
Providing appropriate rescues and equipment recoveries	1	2	3	4
I make my teaching as effective as possible by…	**Never**	**Sometimes**	**Often**	**Always**
Having a practice plan to follow	1	2	3	4
Being ready to start session	1	2	3	4
Ensuring that my practices achieve the goals identified in my practice plan	1	2	3	4
Having an introduction and a conclusion in each practice	1	2	3	4
Providing suitable warm-up and cool-down activities	1	2	3	4
Ensuring that equipment is available and ready to use	1	2	3	4
Using space and equipment effectively to enhance activity	1	2	3	4
Greeting my paddlers as they arrive at practice	1	2	3	4
Modifying practice activities as required to deal with context-specific circumstances or logistics (e.g., weather, timing, resources, etc.)	1	2	3	4
Choosing activities that contribute to the development of skills, tactics or paddling abilities as per the National Instructional Tool Kit	1	2	3	4

I encourage paddlers' learning by…	Never	Sometimes	Often	Always
Speaking respectfully to paddlers	1	2	3	4
Creating opportunities to interact with all paddlers	1	2	3	4
Ensuring paddlers are positioned appropriately to see and hear demonstrations	1	2	3	4
Explaining things clearly and concisely and providing opportunities for paddlers to ask questions	1	2	3	4
Maintaining a positive outlook and acknowledging paddlers' needs and thoughts	1	2	3	4
Choosing effective means to communicate – eddying out, rafting up, bankside beaching, etc	1	2	3	4
Modeling and promoting a positive image of the sport to paddlers and other stakeholders	1	2	3	4
Having 1 to 3 key learning points in my explanations	1	2	3	4
Explaining key factors or teaching points and making sure paddlers understand those factors or points	1	2	3	4
Choosing key teaching points that are appropriate for the paddler's age and stage of athletic development	1	2	3	4
Constructively reinforcing paddlers' efforts and correcting performance	1	2	3	4
Providing feedback and instructions that clearly identify what and how to improve	1	2	3	4
Providing feedback that is positive, specific and directed toward both the group and individuals	1	2	3	4
Modeling desired performance myself or having other paddlers do so	1	2	3	4
Using a variety of interventions to reach as many learning styles as possible (e.g., auditory, visual, kinesthetic)	1	2	3	4

Making Ethical Decisions

Make Ethical Decisions:

MED is a required element for certification at the L2/I2 level. MED may be delivered within the CKC River Instructor 2 course or may be taken at a multi sport clinic.

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

Candidates that have not completed the MED section must do so prior to receiving certification at the L2/I2 level.

Courses may be found at www.coach.ca

Skills and Maneuvers

Whitewater Paddling Skills and Maneuvers

In order to become an efficient paddler and enjoy whitewater kayaking, paddlers must learn a broad range of skills and maneuvers. Many of these skills and maneuvers must first be controlled in a flatwater environment before being introduced to moving water. 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 paddler's 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 in the waves and other river features.
- 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. 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 need to adjust their body to remain balanced over the kayak.

The degree of edging required depends on where the kayaker is paddling. In flat water or when the kayak is moving at the same speed as the current, the kayak does not need to be edged. While traveling slower or faster than the current or at an angle to the current or crossing a current differential, the kayak should be on its edge. In general, the kayak should be on edge (or tilted) downstream to the current. When crossing opposing currents, the kayak should be on edge or tilted downstream in respect to the current that the kayak is entering. This can also be described as edging the kayak to the inside of any turn.

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 an easy moving water environment. By acquiring skills and maneuvers in easy moving water first, paddlers reduce the number of variables that may inhibit progress. Paddlers' basic maneuvers in moving water refer to:

- **Eddy Turns:** Utilizing the current differential to turn the kayak. Both entering and exiting current.
- **Forward Ferry:** Utilizing the current and boat angle to move the boat sideways across the current.
- **Surfing:** Utilizing a wave to surf the kayak in a stationary position.
- **Linking Maneuvers:** Combining eddy turns and ferries together into a linked maneuver.

Once these maneuvers have been mastered, they may be introduced to faster moving water independently from each other (e.g., even if a paddler doesn't have a flatwater roll, they can start paddling in moving water). Ideally, we introduce moving water maneuvers in clean Class 1 moving water, free from pollution, hazards and debris, with even current and clearly-defined eddy lines.

It is useful to preface introductory moving water maneuvers (e.g., ferries and eddy turns) with a simple theoretical lesson on:

- What creates current
- Flow is determined by gradient and volume
- Obstruction to current forms eddies
- Waves, holes and other features
- Hazards
- What to do if they swim !

These concepts of river dynamics can be taught in the classroom or on the river's edge.

Once an understanding of the forces and features of moving water has been established, outlining basic moving water maneuvers becomes accessible to paddlers. To understand the dynamics of how these maneuvers work introduce the following concepts:

- **Power:** Propulsion or power strokes to move the boat at varying speeds forwards or backwards.
- **Angle:** The degree of horizontal angle (or point) of the boat in relation to the current. Entry angle into currents/eddies.
- **Tilt:** The degree of balanced boat tilt applied by the paddler to enter or exit current.

At this point instructors may demonstrate and teach basic moving water maneuvers to paddlers. Paddlers have cognitive understanding of the dynamics and a visual demonstration on which to base their attempts. Their attempt provides the paddler with direct experience of what the movement “feels like” and any subsequent feed back helps shape and develop their skills further.

Linking Moves

When paddlers have developed sufficient skill and confidence in their moving water maneuvers, it is useful for them to begin linking maneuvers to develop fluidity and finesse.

A simple set of maneuvers such as; c-turns ferries, s-turns and back ferries in Class 1-2 water provides paddlers with the opportunity to put their new skills into action. Through repetition of movements, confidence and consistency of skills increase significantly.

It is important to note that beginner paddlers develop confidence paddling in easy water. Too much current too quickly usually results in lots of swims and loss of confidence.

Beginner paddlers generally need lots of useful and positive feed back from instructors on the eddy line as they learn basic moving water skills. Effective feedback is based on your ability to “diagnose” what needs to be corrected. This feedback generally falls into the following areas: boat position, blade position, body position and other factors relating to the kinesthetic sequence (e.g., timing, coordination) and fluidity.

In addition to accurate and positive feedback, continual demonstration of the maneuver helps an individual to imitate and ultimately understand and feel a well executed moving water maneuver. Remember, paddlers copy their instructors, yet only mimic their movements at a lesser degree. As an instructor, constant use of proper skills and maneuvers while teaching becomes an important visual tool and an essential part of a paddler’s learning process.

Boat , Blade and Body

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

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

Boat

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

- **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.
- **Angle:** Refers to the varying directions 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.
- **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.
- **Attitude:** Refers to the bow/stern - lift or sink 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, the trajectory, the exit, the recovery, the blade and the shaft of the paddle.

- **Entry:** Refers to the entry 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.
- **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.
- **Exit:** Refers to the exit point of the paddle blade during each skill, stroke or maneuver.
- **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 the 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.
- **Blade:** Refers to the actual position, angle and face of the paddle's blade employed during each skill, stroke or maneuver.
- **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 maneuvers, 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.

- **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.
- **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.
- **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.
- **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 head 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.
- **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.

- **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.
- **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 maneuvers.
- **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 flat water and more importantly moving water environments.
- **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.
- **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.
- **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.
- **Kinetic sequence:** Refers to the actual order of execution for a single repetition of a skill, stroke or maneuver. For example, the forward stroke requires pressure on the same foot as the pulling arm, the hips to move forward, the torso to twist initiating an open body position and rotates while opposite arms push and pull. Only then is the paddle recovered out of the water. In short, the order is as follows: foot, hip, torso, arm push/pull and recovery. The kinetic sequence will help the student to understand the sequence of a skill, stroke or maneuver and correct themselves when paddling on their own.

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

Paddler Progression

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

2. Paddler does not engage in task
22. Paddler engages in the task but the outcome is not achieved
23. 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 river, weather, 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 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 and then finish with the Body.

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

- Provide specific feedback based on a key technical factor that indicates how to correct performance.
- Perform a demonstration or modify the drill or activity.
- 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

<table>
<tr><th colspan="6">Outcome/Form</th></tr>
<tr><th colspan="4">Observe Performance</th><th colspan="2">Apply Corrective Strategy</th></tr>
<tr><th colspan="2">Detectable Signs
What Is Observed?</th><th></th><th colspan="2">Analyze Potential Causes</th><th colspan="2">Select Appropriate Corrective Measure</th></tr>
<tr><td colspan="2"></td><td></td><td>Cause</td><td>GAP</td><td colspan="2"></td></tr>
<tr><td colspan="2">Participant does not engage in task</td><td></td><td>Equipment</td><td>Equipment Issue
FIT / TUNING</td><td rowspan="6">Modify/Adjust Drill or Activity</td><td>Makes sport specific adjustments to equipment</td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td><td>Adjust task demands</td></tr>
<tr><td colspan="2">Participant engages in the task but the outcome is not achieved</td><td></td><td>Environment</td><td>Environmental factor (e.g., weather, lighting)</td><td>Repeat task/activity</td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td><td>Adjust progression</td></tr>
<tr><td colspan="2">Participant 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.</td><td rowspan="2"></td><td rowspan="2">Affective</td><td>Fear or hesitation</td><td>Adjust speed or timing</td></tr>
<tr><td colspan="2"></td><td>Not motivated or not interested</td><td>Adjust work to rest ratios and / or intensity (workload)</td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Inconsistencies or inefficiency in movement or task.
Little precision or low probability of success in the task.</td><td>Consistent and efficient movements demonstrated in task.
High degree of precision and probability of success in the task.</td><td rowspan="4"></td><td rowspan="4">Cognitive / Mental</td><td>Lack understanding or player confused</td><td rowspan="4">Teaching Interventions</td><td>Help or reassure</td></tr>
<tr><td></td><td></td><td>Too much information or information overload</td><td>Explain or ask questions</td></tr>
<tr><td></td><td></td><td>Lack concentration or poor arousal control</td><td>Simplify - Use examples or reduce number of variables to process</td></tr>
<tr><td></td><td></td><td>Difficulty reading / recognizing cues</td><td>Use refocusing or visualization strategies</td></tr>
<tr><td colspan="2" rowspan="2">IDENTIFY KEY PERFORMANCE FACTORS THAT DESCRIBE IDEAL PERFORMANCE
Could use the following:
1. Preliminary movements (e.g., grip, stance)
2. Stroke exit and recovery movement (e.g., position, recovery)
3. Force producing movement (e.g., use or sequence of muscle group and joint action)
4. Critical instant (e.g., catch, pull)
5. Follow through.</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td>Demonstrate correct technique/tactic</td></tr>
<tr><td rowspan="5"></td><td rowspan="5"></td><td rowspan="5"></td><td rowspan="5"></td><td>Provide feedback or results</td></tr>
<tr><td rowspan="2">Physical/ Motor</td><td>Lacks physical ability to complete task</td><td rowspan="4"></td></tr>
<tr><td>Task too demanding or too easy</td></tr>
<tr><td rowspan="2">Tactical</td><td>Unable to select appropriate tactic</td></tr>
<tr><td>Choice of decision</td></tr>
<tr><td>Technical</td><td>Unable to effectively or consistently execute technique</td></tr>
</table>

WHITEWATER KAYAKING			
SKILL (Technical)			**OUTCOME** **Paddler is able to…**
1	Eddy turns		enter and exit eddies
2	Ferries	Front ferry	cross the river in a lateral movement facing upstream
		Back ferry	cross the river in a lateral movement facing downstream
3	Surfing	Front surf	maintain kayak stable parallel to the current on a wave or in a hole
4		Side surf	maintain kayak stable perpendicular to the current on a wave or in a hole
5	River roll		re-right kayak after flipping over in current

WHITEWATER KAYAKING			INSTRUCTION INTERMEDIATE
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			

WHITEWATER KAYAKING			INSTRUCTION INTERMEDIATE	
Skill #	**Skill**		**Outcome**	
KEY PERFORMANCE INDICATORS/FACTORS				
Analysis of Causes	**Description**	**Priority** H/M/L	**Key Indicators for Intervention (GAP)**	**Common Corrective Measures**
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, 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.			

WHITEWATER KAYAKING			INSTRUCTION INTERMEDIATE
1	**Skill: Eddy Turns**		**Outcome:** *Paddler is able to enter and exit eddies.*
			KEY PERFORMANCE INDICATORS/FACTORS
Boat	Propulsion		Kayak moves forward to cross the eddy line. This energy is transferred into the turning momentum and new direction of travel.
	Angle		Entry of angle across the eddy line is 45^0 normally. The entry angle can be varied with speed of kayak and current and length of turn desired.
	Tilt		Kayak is placed on its active edge (towards inside of turn) until boat has finished turning and is travelling in new direction. At this point the kayak is returned to a neutral tilt.
	Attitude		Kayak is maintained with neutral bow and stern balance throughout turn.
Blade	Entry/Exit		Blade is placed 40-60 cm away from kayak, between the hip and knees on the inside of the turn.
	Trajectory		Blade is maintained away from the kayak until force of current on the blade eases. As force eases off, the blade is brought to bow of kayak. After turn is completed the blade is pulled back as a forward stroke.
	Recovery		Once the kayak is turned into the new direction of travel, the blade is brought to the bow and converted into a forward stroke. This completes the turn and the paddler can start next stroke.
	Blade		Blade is maintained perpendicular to new current throughout the turn. The blade anchors the turn and the angle of the blade in relation to the kayak, will change as the kayak turns around the blade.
	Shaft		Paddle shaft is kept in vertical plane throughout the turn.
Body	Torso	Rotation	Upper body rotates towards inside edge and opens up shoulders to support force being transferred to torso and boat.
		Posture	Straight back with slight forward lean originating from hips and pelvis.
		Head Position	Facing direction paddler is heading toward.
	Upper Limbs	Power Transfer	Arms hang onto paddle shaft and maintain static position for initiation of turn allowing momentum to be transferred from paddle through arms to torso and boat.
		Protection	Bottom arm elbow remains bent to act as shock absorber between paddle and kayak. Top arm remains in front of head to protect top shoulder.
	Lower Limbs	Power Transfer	Tilt boat by lifting outside thigh and hip and pressing down with inside thigh and hip.
		Protection	Use both legs to stabilize body, maintain balance and control boat edges.
KINETIC SEQUENCE			**Power - Angle - Tilt**

WHITEWATER KAYAKING			INSTRUCTION INTERMEDIATE
1	**Skill:** Eddy Turns	**Outcome:** *Paddler is able to enter and exit eddies*	

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority H/M/	Key Indicators for Intervention (GAP)	Problem	Common Corrective Measures
Equipment	M	Paddler has difficulty edging the kayak and maintaining a tilt on the boat. Kayak feels unstable and edgy. Kayak cannot be tilted or leaned. Paddle strokes are slow and long. Paddle strokes are awkward and encumbered.	Kayak seat, hip pads, thigh brace and footrests not fitted. Kayak is too narrow or too small for the weight of the paddler. Kayak is too wide or too big for the size of the paddler. Paddle is too long or blade is too big. PFD, clothing or spray skirt limits movements of paddler.	Ensure equipment is appropriate for each individual candidate. Make adjustments when needed.
Environment	H	Paddlers are hesitant to practise maneuver. Paddlers are bumping into each other and cannot perform skills without hitting another boat. Paddlers cannot focus on task and do not understand instructions. Weather - Unsafe weather conditions (e.g., high winds, thunderstorm).	Current is too strong where practicing. Practice area too small for group size. Practice area too busy (noisy and distracting). Weather - Unsafe weather conditions: high winds, thunder, visible lightning.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points). Pull paddlers off water until storm passes. Wait 15 minutes after last lightning strike within 10 kms.
Affective	H	Paddler hangs back in eddy, is tentative when forced to participate and is fearful of river.	Paddler is afraid to flip over in water.	Modify drill or activity (e.g., use a progressive approach and gradually bring paddler into faster moving water). Remain close and provide encouragement and reassurance.
Cognitive/ Mental	M	Paddler turns on eddy line without getting into eddy. Paddler initiates bow draw before crossing eddy line.	Paddler does not see/understand eddylines or current differential and their effects on kayaks when crossing a current differential.	Review eddies and currents and the need for boat tilt to counteract physics of moving water. Point out eddyline and show how to reach across the eddyline into the new current to anchor blade during the turn.
Physical/ Motor	L	Paddler looks lethargic and has low energy.	Paddler lacks stamina or energy.	Establish a rotation within a group allowing for recovery time. Give participants a break between activities.
Tactical	M	A – Paddler comes into eddy low. B – Paddler leaves eddy low. C – Kayak hits rock underneath water. D – Kayak hits rock at top of eddy with their stern when leaving. E – Paddler does not leave room for other kayaks in eddy.	A – Paddler is aiming at lower spot in eddy and current pushes them down below this spot. B – Paddler is avoiding faster current at top of the eddy. C – Paddler does not see rocks. D – Paddler is turning too high in the eddy. E – Paddler stops paddling after securing their space in the eddy, clogging up the entry/exit space.	A – Explain advantages of hitting eddies high, (stronger, current, more stable, clearer eddylines, prevent drifting out bottom of eddy. B – As above. C – Show paddler the rocks and how to spot them. D – Explain paddler needs to leave the eddy a little lower to avoid hitting their stern on the rocks. E – Tell group about the need to create room for everyone to enjoy good eddy turns and reduce risk of hitting others.

Technical		BOAT		
		A – Kayak does not cross eddyline.	A – Kayak does not have enough momentum/speed to cross the eddyline.	A – Instruct paddler to use strong forward strokes to build forward momentum before crossing the eddyline.
		B – Kayak turns before eddy line.	B – Paddler is not keeping the boat straight as it moves towards eddyline.	B – Instruct paddler to keep kayak running straight with forward momentum until the kayak hits the eddyline.
		C – Kayak bounces off of eddy line when entering eddy from river.	C – Angle of approach is too acute.	C – Have paddler open angle of kayak to 45° to current.
		D – Kayak does not turn downstream and ferries across current when entering river from eddy.	D – Angle of approach is too acute.	D – Have paddler open angle of kayak to 45° to current and grab current with paddle to swing bow downstream.
		E – Kayak wobbles or flips on eddyline.	E – Paddler is not pre-tilting the boat as they approach the eddyline.	E – Remind paddler to tilt kayak to inside of turn before crossing eddyline.
		F – Kayak wobbles or flips after eddy turn.	F – Paddler is not maintaining the boat tilt throughout the turn.	F – Remind paddler to maintain kayak tilt until the boat has finished turning.
		G – Kayak bow lifts up and stern sinks.	G – Paddler is leaning back as they leave the eddy. Alternatively the paddler is releasing their boat tilt too early and the boat is performing a stern squirt.	G – Remind paddler to keep boat on its inside edge with a neutral bow and stern attitude.
		H – Boat continues to spin as turn is completed.	H – Paddler is not finishing their turn with a forward stroke to stop the spin.	H – Have paddler finish bow draw with forward stroke to complete turn and drive kayak in new direction.
		BLADE		
		I – Blade is placed next to kayak.	I – Paddler is not rotating enough or reaching away from kayak.	I – Remind paddler to reach out and place blade 40 – 60 cm away from kayak to create a stable platform.
	H	J – Non-power face of blade is used.	J – Paddler needs to roll wrist back to open up power face to front of kayak.	J – Have paddler roll lower hand wrist back to open power face to the current.
		K – Blade slices through water and does not have a strong pull.	K – Blade is not being placed at right angle to current.	K – Have paddler focus on maintaining blade at 90° to new current throughout the turn.
		L – Blade does not have a strong pull and is used as a support brace. Shaft is more horizontal than vertical.	L – Paddler lacks confidence in bow draw and is not committing to it and relying on a high brace to support inside tilt.	L – Have paddler practice bow draw using vertical stroke to maximize power transfer from current to boat. Explain dynamic turn and balance opportunity with bow draw.
		M – Paddler uses low brace eddy turn.	M – Paddler lacks confidence in bow draw and is not committing to it and relying on a low brace to support inside tilt.	M – Have paddler practice bow draw turns as a more stable and dynamic alternative to low braces.
		BODY		
		N – Paddler does not reach out to the side for bow draw.	N – Body remains rigidly square facing forward.	N – Review importance of torso rotation for efficiency in bow draw stroke – have paddler practice on flat water then move to current.
		O – Duration of time spent on static component of bow draw stroke is minimal.	O – Body remains rigidly square facing forward.	O – Review importance of torso rotation for efficiency in bow draw stroke.
		P – Kayak feels edgy with bow – stern attitude issues.	P – Loss of control is created by the paddler leaning back.	P – Before starting turn have paddlers assume forward leaning position.
		Q - Paddler loses sense of direction and position on the water during the turn.	Q – Paddler is watching the front of their boat and not looking where they are going.	Q – Remind paddler to look at direction they are heading and to lead the turn with their eyes, head and torso.
		R – Boat is not edged but the head is leaned into turn to create boat lean.	R – Head is tilted to inside of turn to create boat lean	R – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over inside edge.

		S – Boat is not edged but the torso is leaned into turn to create boat lean.	S – Torso is leaned to inside of turn to create boat lean.	S – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over inside edge.
		T – Paddler brings paddle into bow quickly and has to repeat bow draw stroke to turn the boat.	T – Paddler does not hold bow draw long enough to effectively turn boat.	T – Have paddler hold bow draw longer until boat finishes turn and before finishing draw to the bow.
		U – Lower arm is locked out at full extension.	U – The lower shoulder is at risk from sudden impacts or pulls if the elbow is fully extended.	U – Have paddler maintain a bent elbow to protect their lower shoulder.
		V – Upper forearm is positioned over top of or behind head.	V – The upper shoulder is at risk from sudden impacts or pulls if the upper arm is fully extended above head.	V– Remind paddler to keep upper forearm in front of helmet. (Note: This technique is an advanced slalom racing technique but has an inherent risk that should only be used by trained and well-conditioned athletes.)
		W – Upper forearm is positioned under chin.	W – The face and chin is at risk from a sudden impact if the blade hits a rock under the water and is forced into chin.	W – Have paddler keep their upper forearm in front of their face, above the chin and below the top of their head.

WHITEWATER KAYAKING			INSTRUCTION INTERMEDIATE
2	**Skill: Ferries**		**Outcome:** *Paddler is able to cross the river in a lateral movement (facing upstream and downstream).*
KEY PERFORMANCE INDICATORS/FACTORS			
BOAT	Propulsion		Kayak moves forward to cross the eddy line. This energy is transferred into the cross river momentum and maintained in direction of travel.
	Angle		Entry of angle across the eddy line into the eddy is 30° normally. The entry angle can be varied with speed of kayak and current and aggressiveness of ferry. After crossing the eddyline the ferry angle is maintained at 45° as the boat crosses the current.
	Tilt		Kayak is placed on its active downstream edge from the exit of the nearside eddy until boat has finished moving across the current and is resting in the farside eddy. As the kayak crosses the eddyline from the current at the completion of the ferry, the active edge is changed similar to the completion of an eddy turn. Once the kayak is resting in the eddy, the kayak is returned to a neutral tilt.
	Attitude		When initially crossing the eddyline into the current, lifting the bow will assist the paddler to control the bow and prevent the boat from spinning downstream. After the boat is fully in the current, the kayak is maintained with neutral bow and stern balance throughout the ferry.
BLADE	Entry/Exit		Paddler maintains normal forward stroke, paddling evenly on both sides. When initially crossing the eddyline, the paddler will be ready to use a sweep stroke on the downstream side to control the kayak angle if the bow starts to swing downstream.
	Trajectory		Normal forward strokes are maintained. If the bow starts to swing downstream a sweep to the stern of the kayak is the most effective correction tool. Trajectory of a stern sweep is from the hip to the stern of the boat.
	Recovery		Normal forward stroke recovery is maintained.
	Blade		Normal forward stroke blade angles are maintained.
	Shaft		Normal forward stroke shaft angles are maintained.
BODY	Torso	Rotation	Upper body maintains normal forward stroke rotation with significant shoulder roll and strong push-pull sequence.
		Posture	Straight back with slight forward lean originating from hips and pelvis.
		Head Position	Head is facing towards the cross current location that the kayak is going towards, this is not the direction that the bow of the kayak is aimed at.
	Upper Limbs	Power Transfer	Normal forward stroke power transfer from paddle with a push-pull action on shaft, using arms and shoulders to propel the trunk and boat forward.
		Protection	Normal forward stroke protection. Normal forward sweep protection. Do not lock lower arm elbow on forward sweep.
	Lower Limbs	Power Transfer	Tilt boat by lifting upstream thigh and hip and pressing down with downstream thigh and hip.
		Protection	Use both legs to stabilize body, maintain balance and control boat edges.
KINETIC SEQUENCE			**Power – Angle – Tilt**

WHITEWATER KAYAKING			INSTRUCTION INTERMEDIATE
2	**Skill:** Ferries	**Outcome:** *Paddler is able to cross the river in a lateral movement (facing upstream and downstream).*	

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority H/M/L	Key Indicators for Intervention (GAP)	Problem	Common Corrective Measures
Equipment	M	Paddler has difficulty edging the kayak and maintaining a tilt on the boat.	Kayak seat, hip pads, thigh brace and footrests not fitted.	Ensure equipment is appropriate for each individual candidate.
		Kayak feels unstable and edgy.	Kayak is too narrow or too small for the weight of the paddler.	Make adjustments when needed.
		Kayak cannot be tilted or leaned.	Kayak is too wide or too big for the size of the paddler.	
		Paddle strokes are slow and long.	Paddle is too long or blade is too big.	
		Paddle strokes are awkward and encumbered.	PFD, clothing or spray skirt limits movements of paddler.	
Environment	H	Paddlers are tentative in their maneuvers, lots of flips, poor technique.	Current is too strong where practicing.	Move or change environment if appropriate. Acknowledge poor environmental conditions and adjust activity to ensure greater success (e.g., keep distance short between starting and finishing points).
		Kayaks are bumping into each other in the current.	Practice area too small for group size.	Limit the number of boats in the river to manageable number.
		Paddlers are unable to focus on the task at hand and seem distracted.	Practice area too busy (noisy and distracting).	Move or change environment, if appropriate.
		High winds, thunderstorm approaching.	Weather - Unsafe weather conditions: high winds, thunder, visible lightning.	Pull paddlers off water until storm passes. Wait 15 minutes after last lightning strike within 10 kms.
Affective	H	Paddler hangs back in eddy, is tentative when forced to participate and is fearful of river.	Paddler is afraid to flip over in water.	Modify drill or activity (e.g., use a progressive approach and gradually bring paddler into faster moving water). Remain close and provide encouragement and reassurance.
Cognitive/ Mental	M	Paddler turns on eddy line before able to start ferry. Boat wobbles or flips as it crosses farside eddy line.	Paddler does not see/understand eddylines or current differential and their effects on kayaks when crossing a current differential.	Review eddies and currents and the need for boat tilt to counteract physics of moving water. Point out eddyline and show how to reach across the eddyline into the new current to anchor blade during the turn.
Physical/ Motor	L	Paddler looks lethargic and has low energy.	Paddler lacks stamina or energy.	Establish a rotation within a group allowing for recovery time. Give participants a break between activities.
Tactical	M	A – Paddler arrives low in farside eddy.	A – Paddler does not have the right angle for the ferry or Paddler does not maintain forward strokes and current pushes them downstream.	A – Explain need to maintain 45° angle when ferrying and maintaining consistent paddling across the current.
		B – Paddler gets turned upstream in midstream slower water.	B – Paddler does not recognize midstream eddy/slow water.	B – Show paddler the midstream eddy/slow water and how to anticipate the change in angles.
		C – Kayak hits rock underneath the water.	C – Paddler does not see rocks.	C – Show paddler the rocks and how to spot them.
		D – Paddler does not leave room for other kayaks in eddy.	D – Paddler stops paddling after securing their space in the eddy, clogging up the entry/exit space.	D – Tell group about the need to create room for everyone to enjoy good ferries and reduce risk of hitting others.

Technical	H	BOAT		
		A – Kayak stalls on eddyline, parallel with the current.	A – Kayak has too little angle (<20°) to cross the eddy line.	A – Instruct paddler to cross eddyline with 30° angle and as the current catches the bow to maintain a 45° angle.
		B – Kayak turns on the eddy line.	B – Kayak has too much angle (>40°) as it leaves the eddy. Kayak does not have enough speed/ momentum as it crosses the eddyline.	B – Instruct paddler to cross eddyline with 30° angle and as the current catches the bow to maintain a 45° angle. Instruct paddler to use strong forward strokes to build forward momentum before crossing the eddyline and keep kayak running straight with forward momentum until the kayak hits the eddyline.
		C – Kayak bounces off eddy line when entering farside eddy from ferry.	C – Angle of approach from ferry into eddy is too acute <30°.	C – Have paddler open angle of ferry to 45° or greater.
		D – Kayak turns downstream in middle of the river.	D – Paddler does not keep bow pointed upstream at a 45° angle.	D – Have paddler use sweeps on downstream side or reverse sweep on upstream side to control angle of kayak at 45°.
		E – Kayak turns upstream in middle of the river.	E – Paddler does not keep bow pointed to the far shore at a 45° angle.	E – Remind paddler to maintain 45° ferry angle.
		F – Kayak wobbles or flips leaving nearside eddy.	F - Paddler is not pre-tilting the boat as they approach the eddy line.	F – Remind paddler to tilt kayak downstream before crossing eddy line.
		G – Kayak wobbles or flips during ferry.	G – Paddler is not maintaining the boat tilt throughout the ferry. Paddler is using upstream correction stroke without a counter balance tilt.	G – Remind paddler to maintain downstream kayak tilt throughout ferry. Remind paddler to use downstream correction strokes.
		H – Kayak wobbles or flips crossing farside eddy line.	H – Paddler is not changing their edge as they enter the eddy after the ferry.	H – Remind paddler to change boat tilt when they cross the eddyline from the current into the eddy.
		BLADE		
		I – No power or speed in the boat.	I – Paddler is not paddling hard enough to build speed and momentum.	I – Have paddler keep paddling throughout the maneuver from the start in the eddy through the ferry. Remind paddler to rotate shoulders in the forward stroke to maximize the power in the stroke.
		J – Forward speed is killed when the paddler does correction strokes.	J – Paddler is using reverse strokes on the upstream side of the boat to correct angles.	J – Have paddler use forward sweeps on downstream side to keep up boat speed and correct boat angle.
		K – Forward sweep correction stroke does not turn boat upstream.	K – Blade remains close to the boat and is an ineffective sweep.	K – Have paddler reach out to side to execute full sweep with emphasis on stern portion of the sweep.
		L – Blade does not have a strong pull and is used as a support brace. Shaft is more horizontal than vertical.	L – Paddler lacks confidence in boat tilt and ferry angles and is not committing to it and relying on a high brace to support inside tilt.	L – Have paddler practice no paddle eddy turns to build confidence in leaving the eddy. Have paddler reduce angle as they leave the eddy, so that the downstream boat tilt is not as critical and the forward stroke can be maintained.
		M – Paddler drifts into the farside eddy.	M – Blade is not engaged when the boat crosses far side eddy.	M – With boat crossing the eddy line at an obtuse angle >45°, the appropriate stoke Is a bow draw on the inside edge, similar to an eddy turn With boat crossing the eddy line at an acute angle <45°, the appropriate stroke is a forward sweep on the inside edge to push the nose across the eddy line and the boat deeper into the eddy.

		BODY		
		N – Paddler remains rigidly square facing forward.	N – Shoulders do not rotate with forward stroke losing efficiency and strength	N – Review importance of torso rotation for efficiency in forward strokes – have paddler practice on flat water then move back to current.
		O – Paddler loses sense of direction and position on the water during the manoeuvre.	O – Paddler is watching the front of their boat and not looking where they are going.	O – Remind paddler to look at direction they are heading and to lead the maneuver with their eyes, head and torso.
		P – Kayak feels edgy with bow – stern attitude issues.	P – Loss of control as the paddler crosses eddy line is created by the paddler leaning forward. Loss of control is created by the paddler leaning back when boat is in the current.	P – Before starting maneuver, have paddlers assume neutral position and lift bow as it crosses eddyline. P – Have paddler assume neutral forward-back leaning position when the boat is in the current.
		Q – Boat is not edged but the head is leaned downstream to create boat lean.	Q – Head is tilted downstream to create boat lean.	Q – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over downstream edge.
		R – Boat is not edged but the torso is leaned downstream to create boat lean.	R – Torso is leaned to inside of turn to create boat lean.	R – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over downstream edge.
		S – Boat rocks from side to side while moving through the water.	S – Paddler is not controlling boat edge with legs and leaning into each stroke.	S – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over downstream edge.
		T – Paddler is constantly repeating bow sweep stroke to correct angle of the boat.	T – Sweep at bow of the boat is not effective in maintaining boat angle.	T – Have paddler emphasize sweep to the stern of the boat to effectively maintain the boat angle.

WHITEWATER KAYAKING			INSTRUCTION INTERMEDIATE
3	**Skill: Front Surf**		**Outcome:** *Paddler is able to maintain position on wave feature (facing upstream or downstream).*
KEY PERFORMANCE INDICATORS/FACTORS			
BOAT	Propulsion		Paddler balances forward downhill gravity and water recirculation and upstream propulsion against downstream current.
	Angle		Angle on the wave will vary depending on size of wave, depth and length of wave, speed of current and speed of boat. The entry angle will normally be 0° to get onto the wave and then adjusted to move laterally on the wave and to keep the bow from pearling on the preceding slope angle is maintained at 45° as the boat crosses the current.
	Tilt		Kayak is placed on its active downstream edge while the boat is positioned on the wave. When boat changes direction on the wave the active downstream edge must be changed. Once the kayak comes off the wave the boat is returned to a neutral tilt.
	Attitude		When initially entering onto the wave a neutral attitude is maintained. If the boat falls back off the wave shifting weight forward will add forward momentum and aid the paddler to regain position on the wave. If the boat accelerates down into the trough, lifting the bow and weighting the stern will slow the boat's upstream (downhill) momentum and prevent the boat from pearling in the trough.
BLADE	Entry/Exit		Paddler will use a variety of forward, reverse, sweeps, low braces, high braces on the downstream side and forward and reverse sweep strokes on the upstream side. Normal strokes will be maintained with emphasis on shoulder protection.
	Trajectory		Normal strokes are maintained. If the bow starts to swing downstream a reverse sweep on the upstream stern of the kayak is the most effective correction tool. Trajectory of a stern reverse sweep is stationary starting at the stern and pushing against the downstream current to control boat angle and to provide a counter balance for downstream boat tilt.
	Recovery		Normal stroke recovery is maintained.
	Blade		Normal stroke blade angles are maintained.
	Shaft		Normal stroke shaft angles are maintained
BODY	Torso	Rotation	Upper body maintains normal rotation for each stroke with significant shoulder roll and strong push-pull sequence with reverse sweep on upstream stern edge.
		Posture	Straight back with slight forward or back lean originating from hips and pelvis.
		Head Position	Head can be facing towards the cross current location that the kayak is going towards. Alternatively the head can be facing upstream, this may not be the direction that the bow of the kayak is aimed at.
	Upper Limbs	Power Transfer	Normal stroke power transfer from paddle with a push-pull action on shaft, using arms and shoulders to propel the trunk and boat.
		Protection	Heightened awareness of need for upper body protection in all strokes. Lower arm should not reach over head to effect a high brace or sweep stroke. Do not lock lower arm elbow on strokes. Do not brace on upstream side of boat if the boat starts to flip.
	Lower Limbs	Power Transfer	Tilt boat by lifting upstream thigh and hip and pressing down with downstream thigh and hip.
		Protection	Use both legs to stabilize body, maintain balance and control boat edges.
KINETIC SEQUENCE			**Power – Angle – Tilt – Directional Control**

WHITEWATER KAYAKING		INSTRUCTION INTERMEDIATE
3	**Skill:** Front surf	**Outcome:** *Paddler is able to maintain position on wave feature (facing upstream or downstream).*

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority H/M/L	Key Indicators for Intervention (GAP)	Problem	Common Corrective Measures
Equipment	M	Paddler has difficulty edging the kayak and maintaining a tilt on the boat.	Kayak seat, hip pads, thigh brace and footrests not fitted.	Ensure equipment is appropriate for each individual candidate.
		Kayak feels unstable and edgy.	Kayak is too narrow or too small for the weight of the paddler.	Make adjustments when needed.
		Kayak cannot be tilted or leaned.	Kayak is too wide or too big for the size of the paddler.	
		Kayak is constantly pearling on the wave and burying the nose into preceding wave.	Kayak is too long and has too much hullspeed to stay in the wave.	Find a wave that has a longer trough or less retentive that will accommodate the longer kayak.
		Kayak is constantly falling off the wave.	Kayak is too short and doesn't have enough hullspeed to stay on the wave.	Find a wave that is more retentive that will hold the shorter kayak.
		Paddle strokes are slow and long.	Paddle is too long or blade is too big.	
		Paddle strokes are awkward and encumbered.	PFD, clothing or spray skirt limits movements of paddler.	
Environment	H	Paddlers are tentative in their maneuvers, lots of flips, poor technique.	Wave is too big and current is too strong where practicing.	Move or change environment if appropriate. Acknowledge poor environment condition and adjust activity to ensure greater success - (i.e., find smaller wave with less of a foam pile).
		Kayaks are bumping into each other on the wave.	Wave is too small for multiple boats with higher probability of injury from contact with other boats and paddles.	Limit one on the wave and marshall paddlers to get next person on wave after first drops off.
		Paddlers are unable to focus on the task at hand and seem distracted.	Practice area too busy (noisy and distracting).	Move or change environment if appropriate.
		High winds, thunderstorm approaching.	Weather - Unsafe weather conditions: high winds, thunder, visible lightning.	Pull paddlers off water until storm passes. Wait 15 minutes after last lightning strike within 10 kms.
Affective	H	Paddler hangs back in eddy, is tentative when forced to participate and is fearful of river.	Paddler is afraid to flip over in water.	Modify drill or activity (i.e., use a progressive approach and gradually bring paddler into bigger wave).
				Remain close and provide encouragement and reassurance.
Cognitive/ Mental	M	Boat falls off shoulder of the wave before it can start surfing.	Paddler does not see/understand wave dynamics and its effect on kayaks when surfing on the wave.	Review ferries and the need for boat momentum upstream to get onto wave shoulder.
		Boat wobbles or flips when it gets onto wave.		Emphasize need to maintain downstream boat edge.
		Boat pearls in preceding wave at bottom of trough.		Review need to position boat on the face of the wave.
		Boat falls off wave.		Review need to position boat on the face of the wave.

Physical/ Motor	L	Paddler looks lethargic and has low energy.	Paddler lacks stamina or energy.	Establish a rotation within a group allowing for recovery time. Give participants a break between activities.
Tactical	M	A – Boat falls off shoulder of the wave before it can start surfing.	A – Paddler does not have the right angle for the ferry to get onto wave or Paddler does not maintain forward strokes and current pushes them downstream or boat is not positioned on the front edge of shoulder.	A – Explain need to maintain 45° angle or less when ferrying and maintaining consistent momentum upstream against the current and to get onto front of wave shoulder.
		B – Boat wobbles or flips when it gets onto wave.	B – Paddler does not understand need for very strong downstream edging to counteract effect of current dynamics.	B – Show paddler the effect of strong current on the boat and how to anticipate the change when positioned on the wave.
		C – Boat pearls in preceding wave at bottom of trough	C – Paddler does not understand upstream (downhill) momentum associated with the wave and does not see bow burying into the water.	C – Explain the need to brake forward momentum with reverse strokes, leaning back or angling boat to keep the bow from pearling.
		D – Boat falls off wave	D – Paddler does not understand downstream momentum associated with the wave and does not see bow rising out of the water.	D – Explain the need to maintain forward momentum with forward strokes, leaning forward or angling boat to keep the boat from falling off the wave.
		E – Boat gets trapped sideways on the wave	E – Boat turns sideways and the recirculating action of the wave holds the kayak from exiting the wave trough.	E – Tell paddler to move the kayak forward and back using forward and reverse strokes to exit from ends of the wave trough.
Technical	H	BOAT		
		A – Boat falls off shoulder of the wave before it can start surfing.	A – Paddler does not have the right angle for the ferry to get onto wave or Paddler does not maintain forward strokes and current pushes them downstream or Boat is not positioned on the front edge of shoulder.	A – Explain need to maintain 45° angle or less when ferrying and maintaining consistent momentum upstream against the current and to get onto front of wave shoulder.
		B – Boat wobbles or flips when it gets onto wave.	B – Paddler does not understand need for very strong downstream edging to counteract effect of current dynamics.	B – Show paddler the effect of strong current on the boat and how to anticipate the change when positioned on the wave.
		C – Boat pearls in preceding wave at bottom of trough and is subsequently blow backwards off the wave	C – Paddler does not understand upstream (downhill) momentum associated with the wave and does not see bow burying into the water.	C – Explain the need to brake forward momentum with reverse strokes, leaning back or angling boat to keep the bow from pearling when the bow starts to bury.
		D – Boat falls off wave	D – Paddler does not understand downstream momentum associated with the wave and does not see bow rising out of the water.	D – Explain the need to maintain forward momentum with forward strokes, leaning forward or angling boat to keep the boat from falling off the wave.
		E – Boat gets trapped sideways on the wave	E – Boat turns sideways and the recirculating action of the wave holds the kayak from exiting the wave trough.	E – Tell paddler to move the kayak forward and back using forward and reverse strokes to exit from ends of the wave trough.
		F – Kayak surfs across wave and out the other side and is not redirected back across the wave.	F – Paddler is not able to control boat angle on the wave and the momentum carries the boat across the wave.	F – Explain how to use braking reverse sweep on upstream stern side to slow boats momentum and change direction.
		BLADE		
		G – No power or speed in the boat.	G – Paddler is not paddling hard enough to build speed and momentum.	G – Have paddler keep paddling throughout the maneuver from the start until they have gained stability of wave.
		H – Kayak is unstable on wave.	H – Paddler is not keeping paddle blade engaged with water.	H – Remind paddler to maintain rudder strokes and forward strokes while on the wave to provide upper body stability.

		I – Paddler continues forward paddling once the boat is positioned on the wave.	I – Paddler can relax and enjoy the surf without having to paddle.	I – Tell paddler to stop paddling and to only paddle when the bow lifts out of the water. Have the paddler concentrate on steering the boat using stern rudders and stern draws.
		J – Forward speed is killed when the paddler does correction strokes and the boat falls off the wave.	J – Paddler is using a too strong reverse stroke on the upstream side of the boat to correct angles and control speed.	J – Have paddler use a lighter touch on reverse strokes to keep up boat speed and correct boat angle.
		K – Forward sweep correction stroke does not turn boat upstream.	K – Bow of kayak is firmly anchored in wave and a forward sweep is an ineffective stroke to control boat angle, except when the boat is lifted out of trough.	K – Have paddler use stern rudder and stern draw strokes to control boat angle.
		BODY		
		N – Paddler remains rigidly square facing forward.	N – Shoulders do not rotate with strokes losing efficiency and strength.	N – Review importance of torso rotation for efficiency in strokes.
		O – Paddler loses sense of direction and position on the water during the manoeuvre.	O – Paddler is watching the front of their boat and not looking where they are going.	O – Remind paddler to look at direction they are heading and to lead the maneuver with their eyes, head and torso.
		P – Kayak feels edgy with bow – stern attitude issues.	P – Loss of control as the paddler ferries is created by the paddler leaning forward. Loss of control is created by the paddler leaning back when boat is in the current.	P - Before starting maneuver, have paddlers assume neutral position and lift bow as it crosses eddyline. Have paddler assume neutral forward-back leaning position when the boat is in the current.
		Q – Boat is not edged but the head is leaned downstream to create boat lean.	Q – Head is tilted downstream to create boat lean.	Q – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over downstream edge.
		R – Boat is not edged but the torso is leaned downstream to create boat lean.	R – Torso is leaned downstream to create boat lean.	R – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over downstream edge.
		S – Boat rocks from side to side while sitting on the wave.	S – Paddler is not controlling boat edge with legs and leaning into each stroke.	S – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over downstream edge.

WHITEWATER KAYAKING			INSTRUCTION INTERMEDIATE
4	**Skill: SideSurf**		**Outcome:** *Paddler is able to maintain position on wave feature (facing across the face of wave).*
KEY PERFORMANCE INDICATORS/FACTORS			
BOAT	Propulsion		Paddler balances downhill gravity and water recirculation against downstream current.
	Angle		Angle in the hole is maintained at 90° angle to the current.
	Tilt		Kayak is placed on its active downstream edge while the boat is positioned in the hole. When boat changes direction in the hole the active downstream edge must be changed. Once the kayak comes out of the hole the boat is returned to a neutral tilt.
	Attitude		A neutral attitude is maintained while the boat is in the hole.
BLADE	Entry/Exit		Paddler will use a variety of forward, reverse, sweeps, low braces, high braces and sculling strokes on the downstream side. Normal strokes will be maintained with emphasis on shoulder protection.
	Trajectory		Normal strokes are maintained on the downstream side. If the bow starts to swing downstream a reverse low brace the most effective correction tool.
	Recovery		Sculling stroke recovery method is used.
	Blade		A flattened stroke blade angles can be used to provide a bracing method.
	Shaft		Low stroke shaft angles are used.
BODY	Torso	Rotation	Upper body maintains normal rotation for each stroke with significant shoulder roll and strong push-pull sequence.
		Posture	Straight back with slight forward or back lean originating from hips and pelvis.
		Head Position	Head can be facing towards the cross current location that the kayak is going towards. Alternatively the head can be facing downstream, this may not be the direction that the bow of the kayak is aimed at.
	Upper Limbs	Power Transfer	Normal stroke power transfer from paddle with a push-pull action on shaft, using arms and shoulders to propel the trunk and boat.
		Protection	Heightened awareness of need for upper body protection in all strokes. Lower arm should not reach over head to effect a high brace or sweep stroke. Do not lock lower arm elbow on strokes. Do not brace on upstream side of boat if the boat starts to flip.
	Lower Limbs	Power Transfer	Tilt boat by lifting upstream thigh and hip and pressing down with downstream thigh and hip.
		Protection	Use both legs to stabilize body, maintain balance and control boat edges.
KINETIC SEQUENCE			**Power – Angle – Tilt – Directional Control**

WHITEWATER KAYAKING		INSTRUCTION INTERMEDIATE
4	**Skill:** Side surf	**Outcome:** *Paddler is able to maintain position on wave feature (facing across the face of wave).*

KEY INDICATORS FOR INTERVENTION (GAP)

Analysis of Causes	Priority H/M/L	Key Indicators for Intervention (GAP)	Problem	Common Corrective Measures
Equipment	M	Paddler has difficulty edging the kayak and maintaining a tilt on the boat.	Kayak seat, hip pads, thigh brace and footrests not fitted.	Ensure equipment is appropriate for each individual candidate.
		Kayak feels unstable and edgy.	Kayak is too narrow or too small for the weight of the paddler.	Make adjustments when needed.
		Kayak cannot be tilted or leaned.	Kayak is too wide or too big for the size of the paddler.	
		Kayak does not stay in the side surfing position, the end of boat swinging downstream.	Kayak is too long and has too much hullspeed to stay centred in the hole.	Find a wave that has a longer wave face or is more retentive that will accommodate the longer kayak or get a shorter kayak.
		Paddle strokes are slow and long.	Paddle is too long or blade is too big.	
		Paddle strokes are awkward and encumbered.	PFD, clothing or spray skirt limits movements of paddler.	
Environment	H	Paddlers are tentative in their maneuvers, lots of flips, poor technique.	Wave is too big and current is too strong where practicing.	Move or change environment if appropriate. Acknowledge poor environment condition and adjust activity to ensure greater success (i.e. find smaller wave with less of a foam pile).
		Kayaks are bumping into each other on the wave.	Wave is too small for multiple boats with higher probability of injury from contact with other boats and paddles.	Limit one on the wave and marshall paddlers to get next person on wave after first drops off.
		Paddlers are unable to focus on the task at hand and seem distracted.	Practice area too busy (noisy and distracting).	Move or change environment if appropriate.
		High winds, thunderstorm approaching.	Weather - Unsafe weather conditions: high winds, thunder, visible lightning.	Pull paddlers off water until storm passes. Wait 15 minutes after last lightning strike within 10 kms.
Affective	H	Paddler hangs back in eddy, is tentative when forced to participate and is fearful of river.	Paddler is afraid to flip over in water. Modify drill or activity (i.e. use a progressive approach and gradually bring paddler into bigger wave).	Remain close and provide encouragement and reassurance.
Cognitive/ Mental	M	Boat wobbles or flips when it sits in the hole. Boat gets trapped sideways on the wave.	Paddler does not see/understand hole dynamics and its effect on kayaks when sidesurfing in a hole.	Emphasize need to maintain downstream boat edge. Show paddler how to move forward and back using sculling strokes when sidesurfing.
Physical/ Motor	L	Paddler looks lethargic and has low energy.	Paddler lacks stamina or energy.	Establish a rotation within a group allowing for recovery time. Give participants a break between activities.
Tactical	M	A – Boat wobbles or flips upstream when it gets into hole.	A – Paddler does not understand need for very strong downstream edging to counteract effect of current dynamics.	A – Show paddler the effect of strong current on the boat and how to anticipate the change when positioned on the wave.
		B – Boat bounces through hole and doesn't "stick".	B – Paddler does not understand downstream momentum associated with the wave and does not understand how to slow boat's downstream momentum.	B – Explain how to catch the wave first with a front surf to slow boat's downstream momentum and then let boat swing sideways into hole.
		C – Boat gets trapped sideways on the wave.	C – Boat turns sideways and the recirculating action of the wave holds the kayak from exiting the wave trough.	C – Tell paddler to move the kayak forward and back using forward and reverse strokes to exit from ends of the wave trough.

Technical	H	BOAT		
		A – Boat wobbles or flips upstream when it gets into hole.	A – Paddler is not maintaining a stable downstream edge to counteract effect of current dynamics.	A – Explain to paddler the need for strong edge using hips and knees to control the boat.
		B – Boat bounces through hole and doesn't “stick”.	B – Paddler is not slowing boat's downstream momentum and the hole is not big enough to hold the boat initially.	B – Explain how to catch the wave first with a front surf to slow boat's downstream momentum and then let boat swing sideways into hole.
		C – Boat gets trapped sideways on the wave.	C – Boat turns sideways and the recirculating action of the wave holds the kayak from exiting the wave trough.	C – Tell paddler to move the kayak forward and back using forward and reverse strokes to exit from ends of the wave trough.
		D – End of boat swings out of hole and pulls rest of boat out of the hole.	D – Paddler is not slowing the sideways momentum in the hole.	D – Explain the need to maintain the boat's position in the hole using forward and reverse sculling strokes and how to change directions if one of the ends starts to release.
		E – Boat sinks on the downstream side when it gets into hole.	E – Paddler has too much weight on his downstream edge and is not maintaining a stable downstream edge to counteract effect of current dynamics.	E – Tell the paddler to lift downstream edge and find a better balance.
		BLADE		
		G – Paddler uses a high brace over the shoulder height.	G – Shoulder is in a risk position for dislocation.	G – Have paddler use a low brace for stability or keep the high brace in a lowered position.
		H – Kayak is unstable and bouncing in the hole.	H – Paddler is not keeping paddle blade engaged with water.	H – Remind paddler to maintain blade contact with the water while in the hole to provide upper body stability.
		I – Paddler tries to paddle on upstream side once the boat is positioned on the wave.	I – Strokes on the upstream side are more likely to make the boat flip with more risk of injury if the boat flips.	I – Tell paddler to only paddle on the downstream side using one blade.
		J – Paddler is constantly having to use deep braces to keep the boat upright.	J – Paddler is at risk position for shoulder dislocation to maintain balance or losing balance and having to roll or swim in the hole.	J – Have paddler use less edge in the hole. Find a hole with better support on the downstream side for bracing. Have paddler use low brace for support.
		K – Sculling strokes are awkward and ineffective.	K – Paddler is leaning too heavily on braces and is unable to use a sculling brace.	K – Have paddler work on sculling strokes in eddy with support and then retry in the hole.
		BODY		
		N – Paddler remains rigidly square facing forward.	N – Shoulders do not rotate with strokes losing efficiency and strength.	N – Review importance of torso rotation for efficiency in strokes.
		O – Paddler loses sense of direction and position on the water during the manoeuvre.	O – Paddler is watching the front of their boat and not looking where they are going.	O – Remind paddler to look at direction they are heading and to lead the manoeuvre with their eyes, head and torso.
		P – Kayak feels edgy with bow – stern attitude issues.	P – Loss of control as the paddler surfs is created by the paddler leaning forward or leaning back.	P – Have paddlers assume neutral position while in the hole.
		Q – Boat is not edged but the head is leaned downstream to create boat lean.	Q – Head is tilted downstream to create boat lean.	Q – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over downstream edge.
		R – Boat is not edged but the torso is leaned downstream to create boat lean.	R – Torso is leaned downstream to create boat lean.	R – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over downstream edge.
		S – Boat rocks from side to side while sitting in the hole.	S – Paddler is not controlling boat edge with legs and leaning into each stroke.	S – Remind paddler to use lower body to tilt boat and maintain stable upright torso and head centred over downstream edge.

KAYAKING			INSTRUCTION BEGINNER
5	**Skill: River Roll**		**Outcome:** *Paddler is able to right themselves after capsizing.*
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Remains stationary on river throughout skill.
	Angle		Faces same direction throughout skill.
	Tilt		Rolls towards same side as paddle.
	Attitude		Kayak remains flat.
Blade	Entry/Exit		Set up: Paddle parallel to water next to kayak.
			At end of arc, paddle horizontal over water and either perpendicular or just past perpendicular to kayak.
	Trajectory		Wide sweeping arc from bow towards stern.
			Throughout arc - front hand blade remains close to surface.
			Throughout arc: back hand blade slides over hull of kayak.
	Recovery		Paddle is slid back across the boat as the body recovers
	Blade		Power face of front blade facing towards water.
			Slight feather (adjust pitch to bring blade towards surface).
	Shaft		Horizontal (close to parallel with surface of water).
			Starts parallel with kayak.
Body	Torso	Rotation	Turning towards surface of water, following blade trajectory.
		Posture	Tucked forward slightly towards same side as paddle for set-up.
			Move out to side following blade trajectory.
		Head Position	Tucked forward at beginning, then tilts towards water with hip flick.
	Upper Limbs	Power Transfer	Knuckles facing up.
			Wrists below shaft of paddle.
			Wrist controls angle of blade.
		Protection	Elbows remain below shoulder height. Hands stay in front of body
	Lower Limbs	Power Transfer	Hip flick towards same side as paddle - PURPOSEFUL MOVEMENT.
		Stability	Keep legs in contact with kayak and push (up/down on both sides) to maintain balance
		Protection	Use both legs to stabilise lower body.
KINETIC SEQUENCE			HANDS - ARMS/TORSO - HIP FLICK/SNAP - HEAD

KAYAKING		INSTRUCTION BEGINNER
5	**Skill: River Roll**	**Outcome:** *Paddler is able to right themselves after capsizing*

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

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

Inclusion

Inclusion:

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

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

The River Instructor 2 is not easily adapted for people with disabilities. Due to the hazards involving moving water, it is recommended that persons with disabilities take part in a pool or lake program.

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

Appendix

Appendix

THE MOVING WATER ROLL

Although the technique is virtually identical, there is a difference between a flatwater roll and a moving water roll. That difference is mostly practice and confidence.

Our role is to find a successful teaching progression that improves skills, easing paddlers towards that platform of confidence and an end to swimming, the moving water roll!

Listed below is a suggested progression:

1. Learn flatwater roll and practice until consistent.
2. Begin to develop offside roll.
3. Practice consecutive rolls, x3, x5, x10.
4. Paddle forward, tuck, capsize and roll.
5. Enter current, tuck, capsize and wait for bow rescue (confidence builder).
6. Enter current, set-up, capsize and roll.
7. Learn squirt turns, which are excellent for rolling practice.

Risk Management / Liability

From Lake Instructor manual

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:

A. A duty of care exists (such as the one that exists between an leader and a paddler).
B. That duty imposes a standard of care that the leader does not meet.
C. A paddler or some other person experiences harm.
D. 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:

A. **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.

B. **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.

C. **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.

D. **Common sense** – this means simply doing what feels right, or avoiding doing what feels wrong. Common sense is the sum of a person's knowledge and experience. Trusting one's common sense is a good practice.

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

LIABILITY

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

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

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

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

WHAT IS RISK MANAGEMENT?

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

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

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

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

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

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

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

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

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

A. **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.

B. **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.

C. **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.

D. **Avoid the risk** – the risk is severe and the leader decides to avoid anything that may cause the risk.

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

THE LEADER'S PERSONAL RISK MANAGEMENT PLAN

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

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

A. 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.

B. 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.

C. 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.

D. 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.

E. 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.

F. 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).

G. 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.

H. 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.

I. Trust your common sense and intuition!

J. 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;

A. By preventing the occurrence of any injuries.

B. By preventing the commencement of lawsuits for such injuries.

C. By preventing such lawsuits from being successful.

D. 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

A. External written standards and practices (e.g., CKC-Whitewater training).

B. Internal written standards and practices (your employer's policies and practices, plus your own Leaders log).

C. Unwritten standards of comparative community practice (e.g., what everyone else does.).

D. 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.

A. The highest duty of care.

B. The prudent parent rule.

C. 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.

A. Get trained!

B. Maintain a high standard of care.

C. Use Waivers or Assumption-of-Risk agreements (Quebec)

D. Determine your EAP for every location you teach at or river you lead on.

E. 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.

A. A waiver of liability must be in writing and signed by the person whose right to sue you wish to limit.

B. The waiver must specifically refer to negligence; the word "negligence" must be used.

C. 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.

D. 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.

E. It must be provided to the participant before the activity and they must be given an appropriate amount of time to read it.

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

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

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

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

The signing of waivers by children or their parents is problematic in Canada and some jurisdictions are now using ***"Acknowledgement and Acceptance of Risks"*** to provide legal protection for their

programs. This approach is being recommended because minors and their parents cannot waive their rights to sue.

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

Sample Waiver 1

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

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

PLEASE READ CAREFULLY

AWARENESS AND ASSUMPTION OF RISK

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

RELEASE OF LIABILITY, WAIVER OF CLAIMS AND INDEMNITY AGREEMENT

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

A. To waive any and all claims that I may have in future against (_____ _____) AND OTHERS.

B. 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 t his activity, due to any cause whatsoever, including negligence, breach of contract or breach of any statutory duty of care.

C. To hold harmless and indemnify (_ _____) AND OT HERS 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.

D. 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

Add logo then remove border from table	**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 pr endre par t à l'une de ces a ctivités: kayak d'eau vive, canotage en eau vive, rafting compétitif en eau vive, canot sur glace.

LE PARTICIPANT SOUSSIGNÉ DÉCLARE CE QUI SUIT:

A. Le pourvoyeur m'a expliqué, démontré, et ce à ma satisfaction, la nature, les risques et les dangers du et, j'accepte ces risques._____

B. 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._____

C. Je suis conscient(e) également des risques encourues 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)._____

D. 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._____

E. 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._____

F. 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 certainly 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

Planning 	☐ Waivers and medical forms – Are they filled out? Did you read them? ☐ Weather – What are the predictions (temperature, precipitation, 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!
Emergency Action Plan	☐ Is your EAP prepared and accessible? Does your group know where to find it?
Inspecting Equipment and Facilities	☐ 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. ☐ Assess the level and safety of the lake (wind, weather) ☐ 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.
Informing Paddlers and Parents	☐ Inform paddlers (and parents when dealing with minors) of the inherent risks. ☐ Safety talk – Did you cover all the points (see Talk for more information)?
Supervising Activities	☐ Ensure that the paddlers/leader ratio is within CKC 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 hypothermia, fatigue and aggression in paddlers; if necessary, stop the trip or lesson.

Evaluation

River Kayak

Instructor 2

LEARNING OUTCOMES

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

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

PURPOSE OF THE PROGRAM

The purpose of the River Kayak Instructor 2 training is to certify instructors that are able to organize instruct and lead paddlers on rivers up to and including Class II rivers.

Ratio: 1:6 Instructor to Participant

With the support from another "trained" L2, the instructor to participant ratio can be increased to 1:10.

A Class II river is defined as follows:

- Class II – "easy rapids with waves, wide clear channels, that are obvious with scouting. Some maneuvering required".

EVALUATION

Instructor candidates must demonstrate confidence in their personal paddling skills while instructing on a Class II river. In addition they must demonstrate specific criteria that support the outcomes of *Make Ethical Decisions*, *Provide Support to Athletes in Training*, *Analyze Performance* and *Plan a Practice.*

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

FORMS

All required forms for registering, evaluation, post course reports, etc. can be found on the CKC website at http://www.canoekayak.ca/english/content/NCCP_i2_l2

EVALUATION OVERVIEW– CKC RIVER KAYAK INSTRUCTOR 2

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

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

Instructor 2 - Intermediate
NCCP Plan a Practice

National Coaching Certification Program | Programme national de certification des entraîneurs

Instructor			CC number:	C	C						
	Surname	First Name									

Plan a Practice

	Comments	*Evidence of Achievement*	*Scoring*			
Produce a safe and organized lesson plan		Session plan identifies basic information which includes date, time, location, number of paddlers, age and gender, and level of paddlers	0	1	3	5
		The lesson has a clearly identified goal, consistent with the paddler development model and the actual level of the participants.	0	1	3	5
		Use of facilities and equipment are outlined and match lesson goals.	0	1	3	5
		Session is designed so there is minimal waiting time for paddlers during the session or wasted time during transitions.	0	1	3	5
		Selected activities contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)	0	1	3	5
		Selected activities reflect awareness of and control for potential risk factors	0	1	3	5
		TOTAL POINTS				
Nature of sessions are relevant to situation.		· Selected sessions reflect awareness of and control for potential risk factors (environment, water conditions, etc)	0	1	3	5
		· Selected sessions are appropriate to the time and location in the session and to the paddlers abilities	0	1	3	5
		· Planned activities are effectively described through illustration, diagram explanation.	0	1	3	5
		· Sessions present reasonable challenges to the paddlers, and are chosen or designed so that paddlers succeed 2 / 3 of the time.	0	1	3	5
		· Activities indicate key factors (instructing points) that will be identified in the lesson activities.	0	1	3	5
		TOTAL POINTS				
Design an emergency action plan		· Specific steps or procedures are identified in the plan if an injury occurs	0	1	3	5
		· The locations of telephones and emergency telephone numbers are identified	0	1	3	5
		· Specific directions are given on how to reach the activity site, which should include a map and a list of key instructions	0	1	3	5
		· Evacuation sites identified	0	1	3	5
		· Location of medical profile for each participant under the instructor's care is identified	0	1	3	5
		· Location of, including route to, nearest emergency medical facilities	0	1	3	5
		· Location of, including access to, vehicles and keys	0	1	3	5
		· Location of a fully stocked first-aid kit is identified	0	1	3	5
		· First-aid leader and "communication leader" are designated and their roles and responsibilities outlined.	0	1	3	5
		·				
		TOTAL POINTS				

Rank *(NI, MS, ES)*	*Planning Element*	*NI = Needs Improvement*	*MS = Meets Standard*	*ES = Exceeds Standard*
	Produce a safe and organised session plan that shows: Structure and organisation.	≤ 15	16 - 24 (no 0)	≥ 24 (no 0 or 1)
	Nature of sessions are relevant to situation.	≤ 13	14 – 20 (no 0)	≥ 21 (no 0 or 1)
	Design an emergency action plan	≤ 23 (no 0)	24-36 (no 0 or 1)	≥ 37

Evaluator	
Signed	Date
Surname	First Name

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

Instructor 2 - Intermediate
NCCP Analyze Performance

National Coaching Certification Program | Programme national de certification des entraineurs

Instructor			CC number:	C	C						
	Surname	First Name									

Analyze Performance

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

	NI = Needs Improvement		
Detects Paddler Performance	< 21	21 - 32	≥ 33 (no 0 or 1)
Corrects Paddler Performance	< 23	24 - 36 (no 0)	≥ 36 (no 0 or 1)

Evaluator	
Signed	Date
Surame	First Name

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

Instructor 2 – Intermediate
NCCP Provide Support to Paddlers Athletes in Training

National Coaching Certification Program / Programme national de certification des entraineurs

Date											
Instructor	Surname	First Name	**CC number:**	C	C						

Provide Support to Athletes In Training

Comments		Evidence of Achievement	Scoring			
Ensures that the lesson environment is safe		· Instructor takes steps to minimize risk to participants before and throughout the practice — (Includes equipment, surveying session site, adapting to environmental factors, and other factors as identified by the sport).	0		3	
		· Instructor identifies dangerous factors and makes adjustments so participants are not at risk in **all** activities.	0		3	
		· Instructor presents an emergency action plan(EAP) that contains elements specific to the site being used	0		3	
		· Instructor positions themselves appropriately	0		3	
		· In river, Instructor is able to perform kayak to swimmer rescues, throw bag rescues, equipment recoveries	O		3	
		TOTAL POINTS				
Implements a Structure & Organized lesson		· Leader is ready to start session on time.	0	1	3	5
		· Leader greets athletes and informs them of session activities, locations and timelines	0	1	3	5
		· Leader is dressed for active coaching as appropriate to the sport.	0	1	3	5
		· Leader modifies skills / manoeuvres to desired level where appropriate	0	1	3	5
		· There are clear session segments, which includes an appropriate warm-up, river run, cool down, and wrap-up / next steps.	0	1	3	5
		· Delivery of session matches session plan's goal (s)	0	1	3	5
		· Paddlers have adequate room for maneuver execution.	0	1	3	5
		· Breaks are provided for appropriate recovery and hydration.	0	1	3	5
		· Activities contribute to development of skills, tactics, or athletic abilities.	0	1	3	5
		· Practice activities are adequately sequenced to enhance learning or specific training effects.	0	1	3	5
		· Practice activities are modified to deal with context-specific circumstances or logistics (e.g., weather, timing, resources, etc.).	0	1	3	5
		TOTAL POINTS				
Makes Interventions that promote learning		· Instructor positions themselves safely to communicate effectively with paddlers.	0	1	3	5
		· Explanations are clear and concise and provide opportunities for participants to ask questions.	0	1	3	5
		· Instructor utilizes effective group organization to communicate – rafting up, bankside beaching, etc.	0	1	3	5
		· Instructor creates opportunities to interact with all participants	0	1	3	5
		· Instructor promotes a positive image of the sport and models the image to participants and other stake holders.	0	1	3	5
		· Instructor creates a positive engaging and fun paddling environment.	0	1	3	5
		· Instructor constructively reinforces paddler's efforts and corrects performance.	0	1	3	5
		· Instructor provides feedback and instruction that clearly identifies **what** and **how** to improve.	0	1	3	5
		· Feedback is positive, specific, and directed towards both the group and individuals.	0	1	3	5
		· Instructor uses respectful language towards paddlers when providing verbal interventions.	0	1	3	5
		· Instructor uses self or others to model desired performance.	0	1	3	5
		· Instructor identifies interventions that are evaluative, prescriptive, and descriptive.	0	1	3	5
		· Instructor integrates and teaches basic decision making.	0	1	3	5
		· Instructor emphasizes independent thinking and problem solving	0	1	3	5

		TOTAL POINTS					

Rank *(NI, MS, ES)*	***Standard***	***NI = Needs Improvement***	***MS = Meets Standard***	***ES = Exceeds Standard***
	Ensures that the session environment is safe	≤ 11	12 (no 0)	≥ ***13***
	Implements an organized and structured session	≤ 31	32 – 48 (no 0)	≥ 49 (no 0 or 1)
	Makes interventions that promote learning	≤ 41	42 – 64 (no 0)	≥ 65 (no 0 or 1)

Evaluator	
Signed	Date
Surame	First Name

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

LESSON PLAN FORM

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

CanoeKayak Canada Whitewater Emergency Action Plan Form

Location: _____ Date: _____

Time in: _____ Time out: _____

Trip leader: _____ Assist: _____

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:

2. Ensure no others are in danger	
3.. All paddlers stop and gather	• Extract victim
5. Stabilize victim (use soap notes)	• Check level of consciousness • Check ABCs • Open airway • Check breathing • Check circulation (pulse) • Stabilize c-spine • DISABILITY (NEUROLOGICAL) • Check for trauma and exposure to extremities
6. Treat victim as required (first aid kits)	
7. Emergency contact - 911 (or other name, number, address)	• Hospital • Paddling Organization • Parks • Forestry
8. Location of CELL/SAT phones (number, owner, location	
9. Evacuation - preparation of	• Paddler in need of care • Required gear
10. Group maintenance	

CANOE KAYAK CANADA
WHITEWATER NOTES

Workshop: _____ **Date:** _____

Location: _____ **Subject:** _____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