Pool Kayak Instructor

National Resource Manual

National Coaching Certification Program

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Canada

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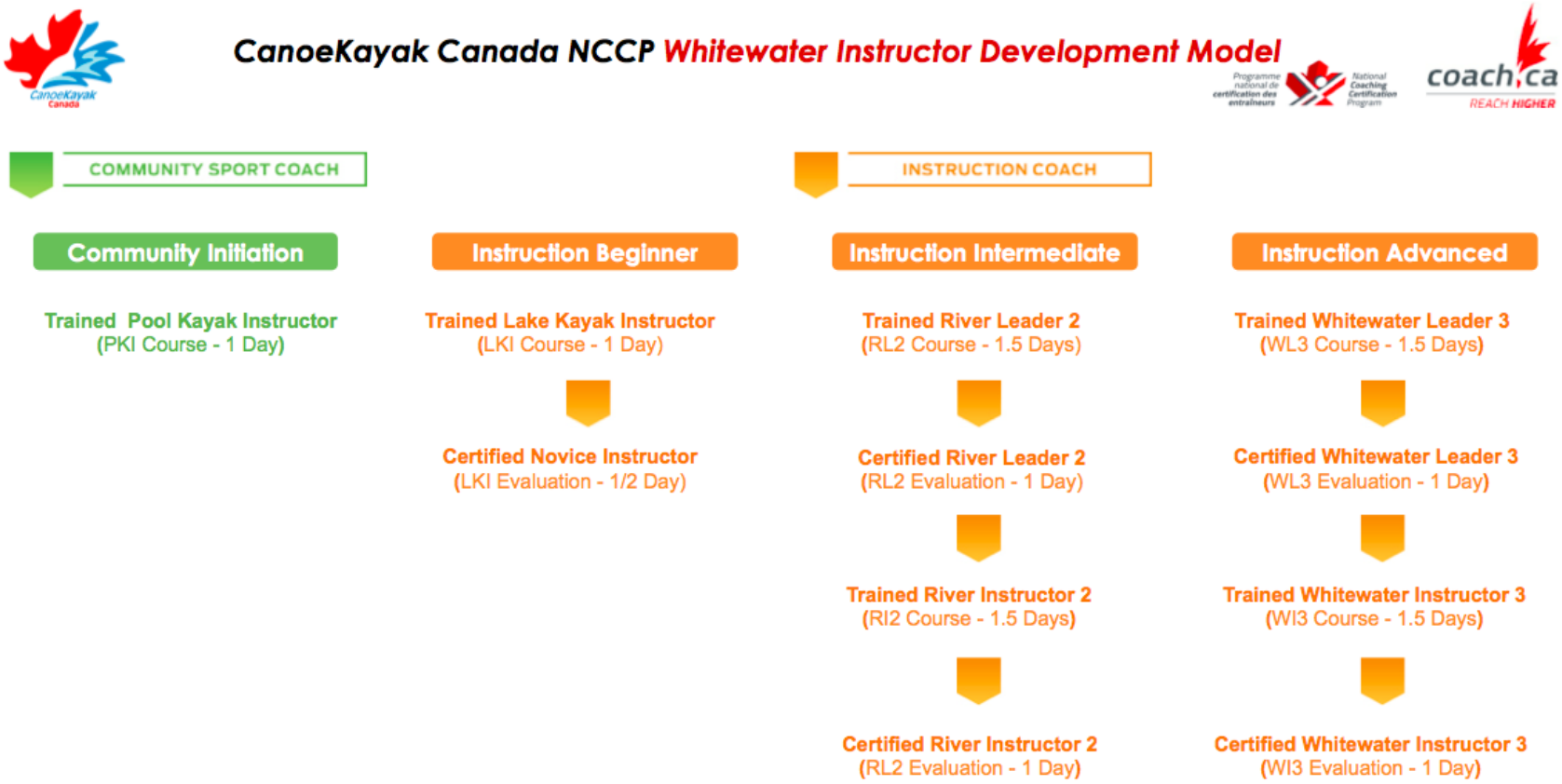
CanoeKayak Canada NCCP *Whitewater Instructor Development Model*



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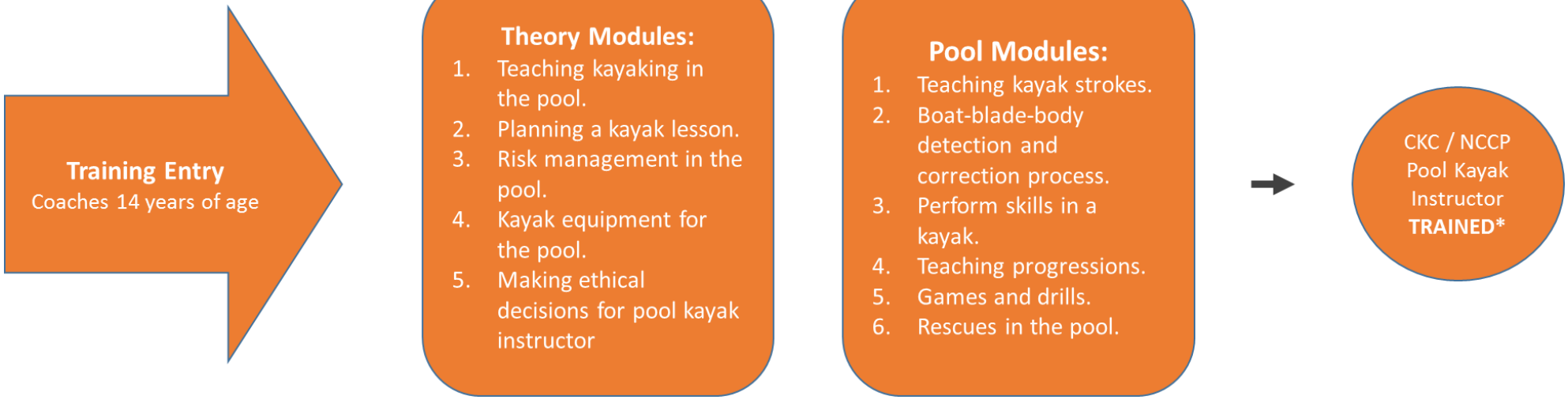
Training and Certification Pathway for Whitewater CanoeKayak Coaches, Instructors & Leaders

Pool Kayak Instructor



* CKC TRAINED STATUS

- U16 Coaches must be accompanied by Trained Pool Kayak Instructor over 16 years of age at all times when instructing.

1. Purpose of Document

This *Reference Material* is your source of information for the *Pool Kayak Instructor* 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 Pool Kayak Instructor. This workshop will provide you with tools to continue improving your teaching skills. We therefore recommend that you save this Manual and consult it regularly to ensure continuous improvement in your teaching and leading skills as well as the courses you deliver.

NCCP Core Competencies

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

Learning Outcomes

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

Pool Kayak Instructor Program

Length:

1 Day

The Pool Kayak Instructor program can be offered as a combined program with the Lake Kayak Instructor 1 level.

Required Skills and/or Prerequisites for a Pool Kayak Instructor

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

- Able to perform all technical skills listed under "Teach the Following Skills"
- Are knowledgeable, skilled, comfortable and safe paddling in the pool
- Effective communication, listening, presenting skills
- Dynamic individual with good interpersonal skills
- Organized and punctual
- Plans, prepares, and follows up
- Must be 16 years of age

Pool Kayak Instructor

Instructors are responsible for teaching kayak participants in the pool or in an defined swimming area supervised by a lifeguard. They must adhere to the CKC requirements outlined in this guide.

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

Lake Kayak Instructor 1

Instructors are responsible for teaching and leading kayak participants on flatwater (sheltered, unexposed to wind, close to shore, ponds). They must adhere to the CKC requirements outlined in the Lake Kayak Instructor guide. Certifications remain valid for three paddling seasons and expire on Dec 31 of the third season.

Learning Facilitator (LF)

Learning Facilitators are responsible for delivering the program. There is an LF for each level in the CKC Kayak Program. The Pool and Lake Kayak Instructor is considered one level and an LF at this level must be able to teach both courses.

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

Master Learning Facilitator (MLF)

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

To become a MLF, an LF would apply to both the Provincial Body and National Body. LFs are generally invited by CKC 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 recertify every three years to remain current.
- Recertification options:
    - Earn 6 points in 3 yrs
        - Attend a First Aid Course **3 Points**
        - Actively teach kayaking **1 Point / active year**
        - Attend a Roll PD Clinic **3 Points**
        - Attend a NCCP Course **5 Points (ie. Make Ethical Decisions)**
        - Attend a Pool Instructor Recert Clinic **6 Points**
    - Upgrade to a higher level of certification.
- LFs must attend a regional LF symposium every three years
- MLFs and LFs must teach or evaluate a minimum of two courses in three years
- MLFs must attend the national MLF symposium every four years

The Role of a Kayaking Instructor - Leader

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

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

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

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

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

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

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

In short, NO FUN = NO LEARNING

2. Pool Kayak Instructor

PURPOSE

The purpose of the Pool Kayak Instructor level is to certify Instructors capable of organizing and teaching paddlers in the pool.

Ratio: 1:16.

NCCP CORE COMPETENCIES

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

Problem-solving

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

Valuing

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

Critical Thinking

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

Leadership

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

Interaction:

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

LEARNING OUTCOMES

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

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

TRAINING OBJECTIVES

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

Participants must meet performance objectives in the following areas:

- Planning a session
- Provide support to paddlers
- Analyze paddler performance

PERFORMANCE OBJECTIVES: POOL KAYAK INSTRUCTOR

The Pool Kayak Instructor will be able to:

- Organize and plan a session for beginner paddlers and effectively teach a range of strokes in the pool.

Teach the following skills / techniques / information

- Selection, use and maintenance of boats, paddles and sprayskirts
- Entry and Exit of Kayak
- Paddle grip and use
- Forward and reverse strokes
- Forward and reverse sweep strokes
- Draw strokes
- Hip flick/edging
- Braces

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

- Instructor roles and responsibilities
- Risk management and Safety issues
- Make Ethical Decisions
- Organizing and planning a pool session
- Kayak Kids – Passport for Paddlesport progression
- Requirements for continued or further levels of certification

Perform and Demonstrate Skills, Techniques, and Information

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

Know and be Able to Apply Essential Information

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

Equipment

3. Equipment

NCCP CORE COMPETENCIES

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

Problem-solving

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

Valuing

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

Critical Thinking

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

Leadership

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

Interaction

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

LEARNING OUTCOMES

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

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

WORKBOOK TOPICS

There are two equipment and kayak topics in this workbook:

- Recognizing paddling equipment.
- Choosing appropriate gear.

THE SPORT OF WHITE WATER KAYAKING

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

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

- river running
- white water touring
- creek boating
- playboating
- squirt boating

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

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

Whitewater kayaking is performed in four classes of boats:

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

PADDLING EQUIPMENT

This section is designed to introduce the new instructor to the equipment used in the pool to teach the basics of white water paddling. Kayaking is an equipment intensive sport. The equipment itself has undergone a significant amount of change in recent years and new innovative designs are still changing the market.

In the past, it was possible to acquire “general purpose” equipment, which served a variety of purposes. Today, manufacturers are producing specialized equipment for different types of kayaking, as well as individual paddling styles. Advancements in hull design and the use of synthetic materials have provided paddlers with a wide diversity of equipment, which is often overwhelming to the new paddler.

It is important that the instructor be familiar with the range of equipment available on the market to be able to select good equipment for their programs. Although advice is crucial to buying new equipment, it is ultimately the responsibility of the program to select the kayak design and equipment suited to its needs, outfit the kayak properly and maintain the equipment in good condition.

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

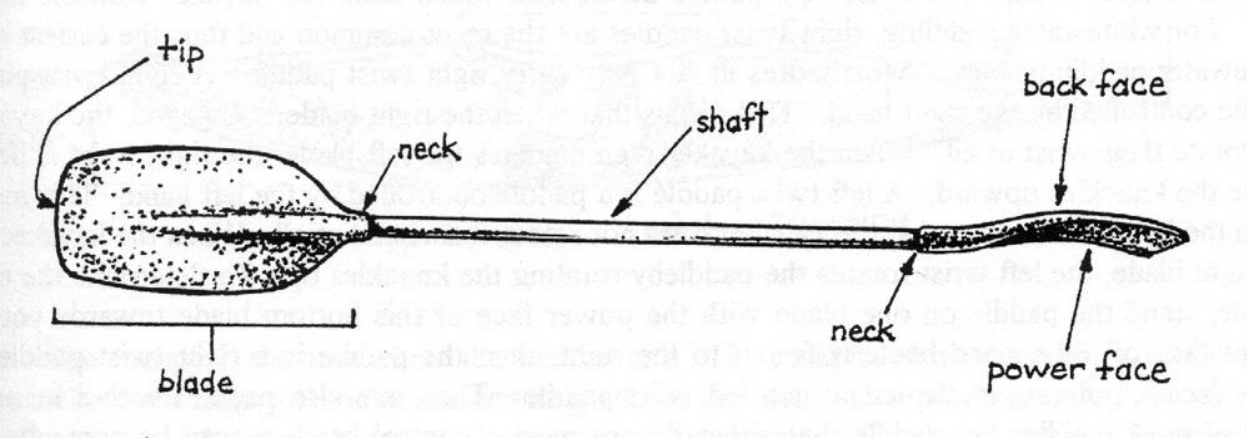
PERSONAL CLOTHING

In the pool the only personal clothing required will be a comfortable swim suit. Outdoor pools might need to think about additional layers if cold air or cool water is the norm. Evaporation from skin surfaces can lead to chilling which will reduce paddler comfort and shorten the time people can concentrate.

A wetsuit provides good insulation in cold wet conditions. Once a wetsuit is wet, it works on a very effective principle, trapping a layer of water against the body of the paddler. This layer is warmed by the paddler's body heat, which in turn helps keep the paddler warm. In the pool a wetsuit top is an excellent evaporative barrier which instructors may find especially valuable when working in the pool.

Neoprene "farmer john" style wetsuit and neoprene insulating top.

KAYAK PADDLES



Blade: A kayak paddle has two blades attached at each end of a shaft. Each blade has two sides or faces. The side that is mainly used for pulling against the water is called the power face. The power face is slightly concave in shape, which helps hold water for greater resistance to pull against. The back of the blade is known as the backface. The backface tends to be slightly convex. The ends of the blade are called the tips.

Shaft: The shaft connects the two blades together and provides a grip for the kayaker.

Paddles are designed with an oval shaft, which makes the grip easier to find and maintain while paddling. Some shafts are bent to ease wrist rotation and stress.

Feather: The feather or offset of the paddle blades is the angle at which the blades are set on the shaft in relation to each other. Paddle blades are set at angle to each other to reduce fatigue and overuse injuries. With offset blades, while one blade is pulling through the water, the other is knifing through the air with little wind resistance.

The feather of the blade falls into three categories called twists: the right twist, the left twist and the neutral twist (also known as right control, left control and neutral). The twist of the paddle determines which hand the kayaker controls the paddle with. For whitewater recreational paddling, right twist paddles are the most common. A right twist paddle is a paddle controlled by the right hand. This means that when

the right blade is engaged, the kayaker does not rotate his/her right wrist at all. When the kayaker engages the left blade, the right wrist is bent and the knuckles are rotated upwards.

A left twist paddle is controlled by the left hand, therefore, when the left blade is engaged the left wrist is not bent. When the kayaker engages the right blade, the left wrist is bent with the knuckles rotated upwards. To determine the twist of the paddle, stand the paddle on one blade with the power face of the bottom blade facing the feet. If the power face is pointing to the left it is a left twist paddle. Similarly, if the power face is pointing to the right it is a right twist paddle.

Neutral twist paddles do not require a control hand. They come in two configurations: parallel blades and 90-degree feather and no distinguishable power face or backface.

The feather angle of the blades is the angle at which the blades are set to one another. Kayak paddles most commonly come with feather angles between 15 and 45 degrees.

It is best to use a paddle with a feather angle less than 45 degrees. Biomechanically this is far less stress on the control wrist and less likely to produce overuse injuries. Some special needs learners find a neutral twist much easier to deal with.

Length: Two factors influence the length of a kayaker's paddle: the paddler's reach and the type of paddling he/she will be doing. Balancing the paddle horizontally on the head with elbows at right angles, then measuring the distance between the outer little finger to the blade determines the optimum paddle length. For recreational whitewater paddling, this distance is usually 3-5cm.

Personal preference for a shorter or longer paddle will depend on the individual. Too long of a paddle results in strokes that are long, slow and laboured forcing the paddler to use his/her arms more and back less to prevent the blade from being buried too deep in the water. Too short of a paddle results in strokes that become short and choppy.

For styles of paddling which require the paddler to be constantly turning and accelerating, such as rodeo or slalom kayaking, a short paddle is best. For continuous forward paddling, such as in downriver racing, a slightly longer paddle may be used.

Paddle Construction: Whitewater paddles vary by weight, strength, shaft thickness, and paddle length, blade size and shape. The ideal paddle is constructed so that it is durable enough to handle the abuse of hitting rocks, yet light enough to not cause muscle fatigue. Paddles may be constructed of aluminum, fiberglass, carbon fibre and/or wood.

Aluminum paddles are constructed with an aluminum shaft and a blade constructed of some form of plastic. Aluminum shafted paddles are usually maintenance free, however, the range of quality in aluminum paddles varies greatly.

Fiberglass paddles are lighter and more flexible than aluminum paddles, offering a small amount of shock absorption. However, fiberglass paddles require a higher level of maintenance, as they are not as durable as aluminum paddles.

Carbon fibre and other exotic blends of materials are becoming increasingly available. These materials are extremely light and deceptively strong. They are, however, also very expensive.

Wooden paddles are comfortable to use as they have a degree of flexibility, similar to a fiberglass paddle, and are highly durable. They are, however, high in maintenance.

SPRAY SKIRTS

A spray skirt or kayak deck is designed to keep water from entering the cockpit. A spray skirt has four main parts: the waist tube, the deck, the elastic seal and the pull tab.

Skirts constructed with neoprene have more stretch which gives the best seal and are the most versatile for multi-boat programs. They are susceptible to damage from chlorine and should be rinsed thoroughly after every use in the pool and hung to dry.

Skirts can also be constructed with nylon. They are less expensive, easier to maintain and easier to remove. But they don't have the stretch to fit different cockpit sizes.

Care should be taken so that the deck is the proper size for the kayak's cockpit. Kayak cockpits come in a variety of sizes and it is important not to try to stretch smaller skirts over larger openings as this can damage a sprayskirt and make it susceptible to unplanned implosions.

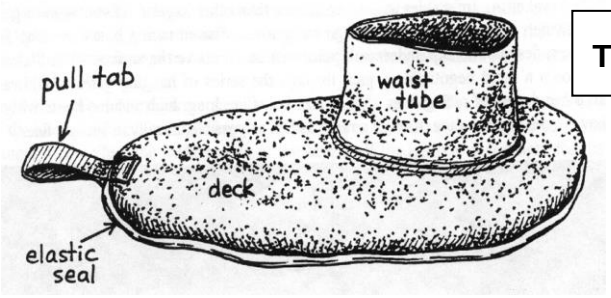
SAFETY WARNING – CHILDREN USING SKIRTS MUST HAVE EASY TEAR- AWAY SKIRTS THAT ARE TESTED MULTIPLE TIMES BEFORE A WET EXIT IS ATTEMPTED.

The tube/bodice fits snugly so that water cannot enter the kayak.

The pull tab (grab loop) at the front of the front of the deck needs to be large and easy to locate. A plastic whiffle ball tied to the grab loop can help students locate the pull tab when exiting from the kayak while under the surface of the water.

Choosing a spray skirt:

1. Ensure that the skirt is designed so that the average paddler using the skirt is able to get the skirt on and off the kayak
2. Ensure that it fits the cockpit of the kayak
3. Ensure that the tube/bodice is the proper fit for the kayaker
4. Ensure that the pull tab is large and easy to find



The anatomy of a sprayskirt

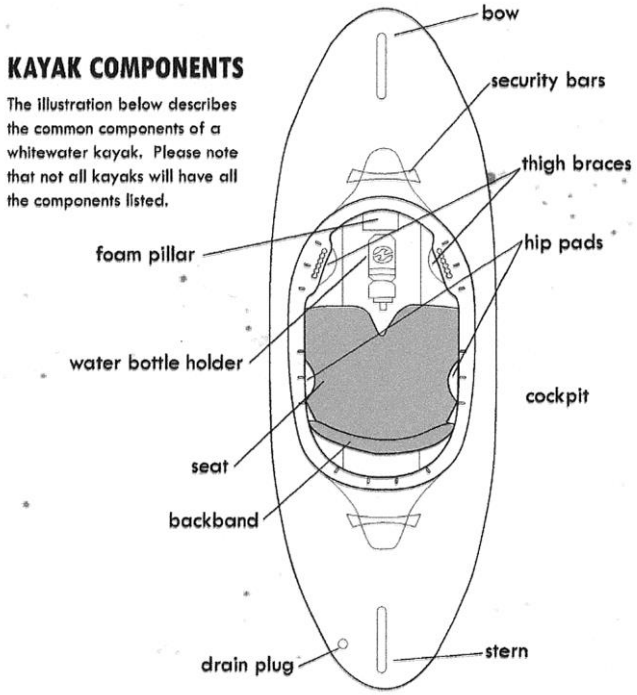
KAYAKS AND DESIGN

When selecting kayaks for the pool the following characteristics should be considered:

1. Shorter boats are easier to control in the pool and more boats can be in the water
2. Boats need to be easy to roll
3. Larger cockpits make it easier for paddlers to get into and out of boats
4. Boats need to have round ends to prevent impalement and injury to others
5. Boats need to fit the weight and height of the participants

When looking at the internal outfitting in the kayaks, the following features need to be present:

1. Seat that is securely attached to the kayak (usually to the cockpit and pillars)
2. Hip pads on either side of the seat. Ideally adjustable and removable
3. Thigh/knee braces that are contoured and adjustable to suit various leg sizes
4. Foot braces either bulkheads, pegs, foam blocks or airbags
5. Back band that is adjustable to give lower back support
6. Foam pillars front and back to support the deck when weighted



When looking at the external outfitting in the kayaks, the following features need to be or should be present:

1. Grabloops that provide handholds for carrying the boat
2. Security bars that provide places to lock the boat or tie it down
3. Drain plugs for easy drainage of water from the boat

Risk Management

4. Risk Management

MINIMIZING RISK IN THE POOL ENVIRONMENT

Before A Pool Session:

- Instructor should visit pool facility in order to become familiar with it
- Advise contact person at pool that kayaks and paddles will be used
- Arrange for an insurance rider if pool facility requests one. May need to name the facility as an "additional insured" party
- Advise participants what they need to bring and what they can expect to be doing (e.g. bring swim suit, nose plugs, face mask, money for locker, waiver to be signed, etc.)
- Organize gear so that participants can easily and safely get boats, paddles and skirts to the water and back to the storage area. Some situations may require pre and post class assistance where participants are unable to safely manhandle equipment.
- All kayaks and gear to be rinsed if they have been outside

During A Pool Session:

- Speak to Lifeguard(s) on duty to advise that kayaking participants will be intentionally capsizing (no cause for alarm)
- Have participants sign waiver of liability (if required)
- Hand out course outline (if required)
- Brief participants regarding pool safety and etiquette:
    - Location of shallow and deep ends
    - Be careful not to damage pool edges when launching and maneuvering kayaks
    - Note location of diving board(s) as some can be low enough for paddlers to collide with
    - Maintain safe spacing between participants especially once paddles are introduced
    - Plan capsizes away from pool edges and other boats to avoid head injuries
    - Don't cross over floating lane markers if they are in place
- Be constantly alert for situations that may require your attention
- Double check sprayskirts for fit and easy release on all boats. Change skirts or remove skirt if the participant cannot put it on by themselves after proper instruction.

After A Pool Session:

- Debriefing with participants either as a group or individually. What went well? What didn't? How could session have been improved?
- Discuss next steps

Emergency Action Plan

5. Emergency Action Plan (EAP)

WHAT IS AN EMERGENCY ACTION PLAN?

An Emergency Action Plan (EAP) is a plan Instructors 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 in the pool.

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

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, but in the pool it will most likely be the Lifeguards).
- 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.
- Have a first-aid kit accessible and properly stocked at all times (all instructors are required to pursue 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 ☐ List of emergency phone numbers ☐ Change available to make phone calls from a pay phone
Directions to access the site or the river (throughout run)	☐ Accaccurate directions to site (practice) ☐ Accurate directions to emergency access points
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.

EAP FOR THE POOL

Most pools you will be teaching at will have their own EAP. As an instructor teaching in the pool you are somewhat depending on the skills of the lifeguard/pool staff to help manage any emergencies that may arise during your course.

Check in with the pool to ensure they have an EAP. Understand what their plan is and incorporate it into your own.

You will be handing over responsibility for managing the incident to the lifeguard or pool staff as soon as the pool activates their EAP.

Your EAP may look like the following:

Canoe Kayak Canada Whitewater Emergency Action Plan Form - Pool

Location: _____ Date: _____

Time in: _____ Time out: _____

Instructor: _____ Assistant: _____

Head Lifeguard: 1. _____ 2. _____

Pool Manager: 1. _____ 2. _____

Address of pool / GPS coordinates:

_____

Location of door closest to water:

_____

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. **Notify Lifeguard**	• Lifeguard activates pool EAP, they are now in charge
4. **All paddlers stop and gather**	• Get out of water
5. **Assist as directed**	• Follow instructions of Lifeguard or pool staff
6. **Group maintenance**	• Manage the rest of your group
7. **Follow up**	• Follow up with injured paddler when appropriate

Make Ethical Decisions

6. Making Ethical Decisions

4.1 SCENARIO: TO PLAY OR NOT TO PLAY

Read the scenario below. As you read the scenario, pay special attention to the key facts in the scenario.

Scenario: To Play or Not to Play

You're coaching a recreational team where no scores are kept and no standings are maintained. At the end of the season, the local association hosts a festival that teams from all over the region attend. The teams are organized into groups by ability, and they play a tournament within their ability group. Scores are kept during the festival, and a winner is declared for each group. It's club policy that players who want to participate in the festival must attend all practices in the two weeks before the event.

Luke, a player on your team, was diagnosed with a concussion two weeks ago during a game. Luke's parents kept him home from school for the first two days and kept him home from practice for the rest of that week. They brought Luke to all the practices over the next week, expecting him to participate.

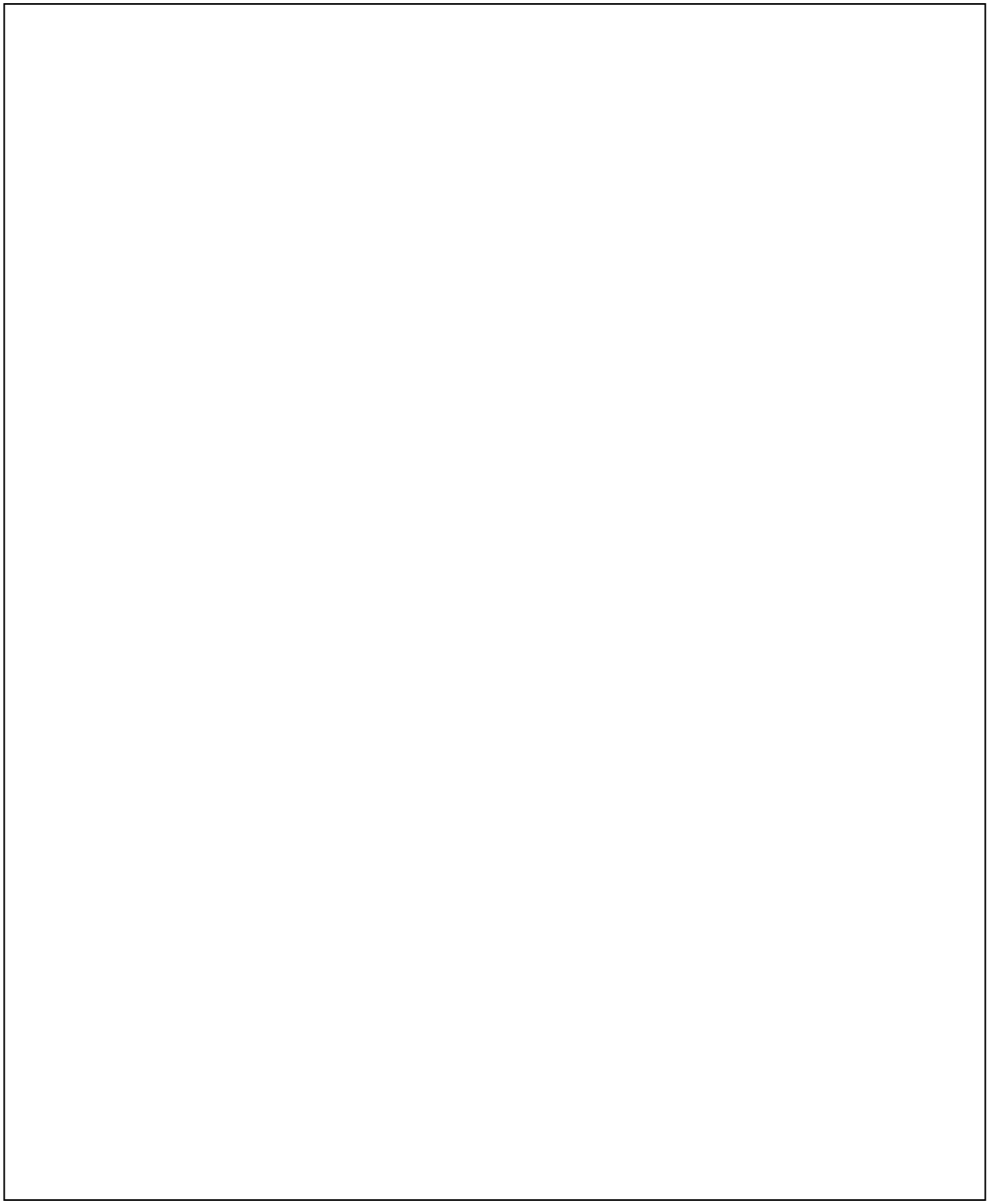
At first Luke told you he felt fine and wanted to practise. But when you talked to him more, you realized he was still getting headaches and dizzy spells and still couldn't remember the game where the concussion happened. You also found out that he played video games and watched TV for the two days he was home from school and participated in the school intramural sport tournament immediately after returning to school. You therefore told Luke he wouldn't be able to take part in any practices until all the concussion symptoms were completely absent for at least a week.

Three days later, the parents are insisting that their son participate in the practices. There are two weeks to go before the festival. They have paid substantial non-refundable fees and booked time off work so their child can play in the festival. They insist that Luke wants to play and is ready to play. They have a doctor's note supporting this. You are still uneasy about Luke's recovery and don't think he should play. The parents threaten to take this situation to the head of the local association.

What should you do?

4.2 STEP 1: ESTABLISH THE FACTS

List the key facts in the scenario To Play or Not to Play.



4.3 STEP 2: DETERMINE IF IT IS AN ETHICAL OR LEGAL ISSUE

Answer the questions below.

- **Are there legal issues in the scenario?**

( ) YES ( ) NO

- **List the reason for your answers in the space below.**

4.4 STEP 3: IDENTIFY ALL THE ETHICAL ISSUES

The *NCCP Code of Ethics* is a guide you can use at various stages of the ethical decision-making process. The Code specifies the standards of behaviour that coaches are expected to demonstrate in certain areas (coaching responsibly, for example, or behaving with integrity in relations with others).

Answer the questions in the table below regarding actions and behaviours that might occur in the To Play or Not to Play scenario. These questions are based on the NCCP Code of Ethics and will help you identify possible ethical issues in the scenario.

Is there a potential issue with…	Is this question relevant in this situation? (YES or NO)	Why is this question relevant?

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

4.5 STEP 4: CONSIDER WHAT MIGHT INFLUENCE HOW YOU SEE THE SITUATION

For each step in the Return to Play Guidelines, develop a list of questions you would ask to assess if a child is recovering (Column 1). Then, for each step in the return to play, list behaviours that would indicate the child is improving and ready to move to the next step (Column 2).

Steps in Return to Play	Column 1	Column 2
	These questions will help me assess the child's improvement…	**These behaviours would tell me that the child is improving…**
1 No activity; complete cognitive and physical rest. ▪ Once symptom free and cleared by a doctor, go to Step 2.		
2 Light aerobic exercise, such as walking or stationary cycling, for 10-15 minutes. ▪ Symptoms? Return to rest until symptoms have resolved. If symptoms persist, consult a physician. ▪ No symptoms? Proceed to Step 3 the next day.		
3 Sport-specific aerobic activity (e.g., skating in hockey, running in soccer), for 20-30 minutes. NO CONTACT. ▪ Symptoms? Return to rest until symptoms have resolved. If symptoms persist, consult a physician. ▪ No symptoms? Proceed to Step 4 the next day.		

Steps in Return to Play	Column 1	Column 2
	These questions will help me assess the child's improvement…	**These behaviours would tell me that the child is improving…**
4 "On field" practice such as ball drills, shooting drills, and other activities with NO CONTACT (i.e., no checking, no heading the ball, etc.). ■ Symptoms? Return to rest until symptoms have resolved. If symptoms persist, consult a physician. ■ No symptoms? The time needed to progress from non-contact exercise will vary with the severity of the concussion and with the player. Proceed to Step 5 only after medical clearance.		
5 "On field" practice with body contact, once cleared by a doctor. ■ Symptoms? Return to rest until symptoms have resolved. If symptoms persist, consult a physician. ■ No symptoms? Proceed to Step 6 the next day.		
6 Game play.		

4.6 STEP 5: USE THE NCCP CODE OF ETHICS TO GUIDE YOUR CHOICE OF ACTION

Recall the scenario To Play or Not to Play (0, on page 31). For each of the three options for action presented in the table below, list two positive consequences and two negative consequences.

Option for Action	Positive Consequences	Negative Consequences
❑ Don't allow the child to play		
❑ Allow the child to play		

Option for Action	Positive Consequences	Negative Consequences
❑ Allow a form of modified/conditional play		

4.6.2 Complete the following sentence:

❑ **Given the positive and negative consequences listed in 0, the best option for action is _____.**

4.6.3 Complete the following table to assess how well your choice of action aligns with the NCCP Code of Ethics.

Component of *NCCP Code of Ethics*	My choice of action aligns (Check Yes or No)	Why or Why Not?
Respect for Participants/Athletes	YES ☐ NO ☐	
Coaching Responsibly	YES ☐ NO ☐	

Component of *NCCP Code of Ethics*	My choice of action aligns (Check Yes or No)	Why or Why Not?
Maintaining Integrity in Relationships	YES ☐ NO ☐	
Honouring Sport	YES ☐ NO ☐	

For your choice to align with the *NCCP Code of Ethics*, you must select Yes for all four components.

If your choice of action does not align with the *NCCP Code of Ethics*, repeat 4.6.2 **and** 4.6.3 **until your choice aligns with the Code.**

Teaching and Learning

7. Teaching Methodology

LEARNING

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

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

HOW WE LEARN

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

In general, people remember:

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

Frequent repetition of a physical skill develops "kinesthetic awareness". This is a fancy way of stating that the student is developing "a feel" for the new skill. For the student's muscles to begin acquiring this kinesthetic sense, they must *experience* the movement. In experiencing the movement, the student gains valuable information, which spurs them to seek further knowledge/experiences. An important point to note is that this method of "learning by doing" actively involves the student in the learning process.

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

FACTORS AFFECTING LEARNING

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

Background factors that affect learning:

Age:

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

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

Physical Characteristics:

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

Attitudes:

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

Personality:

Attitudes, motivation and self-confidence can affect a student's ability to learn. Motivation is the prime reason as to why a student is enrolled in a kayak course. Instructors need to determine this "why" to better tailor the instruction to the student. Establishing goals, both individual and group, at the beginning of the course can be a valuable aid.

Special Needs:

Physically challenged individuals may require additional assistance and adaptation of certain paddling skills. Customizing of skills can be a co-operative and creative process between the student and the Instructor which often proves to be very rewarding for both.

Immediate factors that affect learning:

Fear/Confidence:

Definitely the most common barrier to learn kayaking is fear. People that are afraid are generally rigid and stiff in their boats, thus being more likely still to capsize. Ensure that participant's ability level is appropriate for the teaching site. The common cause of fear in beginners is getting in and out of the boat when it is capsized. For intermediate paddlers the problem is advancing onto water that is too big and too fast too quickly.

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

Peer Pressure:

When paddling and learning in a group environment, the pressure our peers exert upon us may vary the success rate and enjoyment of the activity. Where positive encouragement may help a fellow paddler to overcome fear of trying a new technique, inappropriate pressure may cause the paddler to lose interest in the activity or even put themselves in a dangerous situation in a whitewater environment.

This is not limited to beginner paddlers. We are all subject to this pressure. Common situations to take heed of are parents/child and couples taking courses where the dominant person controls the other participant.

Environment:

If we are cold we don't perform well at all. Even in a pool environment, inappropriate clothing (such as cotton t-shirts or wicking fabrics) and/or extended time in the water can contribute to getting cold. Uncontrollable shivering is a clear sign of early hypothermia. Some kind of intervention is required. Remain attentive to the level of alertness of your paddlers and keep an eye out for the tell tale signs and symptoms of these common conditions. If required send them to the hot tub, warm shower or to get dressed and warmed up.

PROFILE OF AN EFFECTIVE INSTRUCTOR

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

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

Program Organization: An instructor is responsible for the efficient organization of each individual lesson as well as the overall course. This includes lesson plans and equipment logistics for the pool program

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

Leadership and Judgment: The instructor should thoughtfully plan all paddling courses of instruction. The courses should all be taught responsibly with the safety and care of the students always at the forefront of any decision made on the water. Due to the inherent risks of kayaking, it is the responsibility of the instructor to minimize these risks to the students, while at the same time making students aware that these risks exist. At times, it is necessary for the instructor to make quick, confident and accurate decisions to adjust to the varying nature of the environment in which they are teaching.

Teaching Sites: A successful instructor will choose a teaching site in the pool, which will enhance the student's ability to learn. During the early stages of skill development, the shallow end of the pool can reduce frustration and increase student's success at learning new skills. Once basic skills are taught the rest of the pool can be used.

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

Facilities and Meeting Sites: If the instructor is teaching contract courses and not out of an established school or company, it will be necessary to arrange the use of facilities and meeting places. If teaching for a "host" company or organization, the instructor should contact them well in advance of the course to confirm arrangements for the program. The instructor should familiarize himself or herself with the facility prior to commencement of the course.

BASIC METHOD OF INSTRUCTION

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

1. **Introduction:**
   Briefly tell the students what they are going to learn.

2. **Explanation-Demonstration:**

   Demonstrate the skill in its whole, give a simple and brief explanation of the key elements of the skill (magic number of 3 elements only), and demonstrate the skill in its whole one more time. An accurate demonstration will give the students a clear visual model to imitate.

   Be careful not to overload the students with information. Too much information will hinder the student's ability to learn. Follow the K.I.S.S. approach, "Keep It Simple and Safe".

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

   Practice Approaches:

   The Whole Approach works well with simple skills such as the sweep strokes. The instructor designs the session to work on the whole technique at one time. Although this approach works well with simple skills and students can progress quickly, as the skills become more complex students may experience difficulty in performing the technique as a whole.

   The Progressive-Part Approach breaks more complex skills, such as the bow draw, into its essential parts. The session is designed to start with the most basic part of the skill and progresses to the next part as the previous one is mastered. As each new part is introduced, the student learns, masters and practices it in relation to the previous part. The progressive-part approach is an effective way to organize practice for complex skills; however, it requires a much longer time commitment.

   The Whole-Part-Whole Approach demonstrates the complete skill or technique to be learned and then breaks it into its essential parts. The parts can then be practiced separately and then the whole skill put back together. This approach is highly recommended by the Coaching Association of Canada for teaching new skills.

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

4. **Feedback:**

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

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

Feedback is most effective when:

i) It is specific rather than general
ii) Directed at the activity rather than the individual
iii) Sooner rather than later

5. **Wrap-up:**

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

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.

POOL GAMES AND ACTIVITIES

Once participants have an understanding of the fundamentals of kayaking, it makes sense to let them continue to practice their newly-learned skills and have fun in the process. By knowing a few games and activities, instructors can encourage the development of paddlers while keeping them interested. Here are some examples of games and activities groups can try:

SWEEP 360'S - A great way to have students hone their sweep stroke skills is to have them attempt a 360 degree turn with as few sweep strokes as possible. Challenge your students to perform a 360 with two or less sweep strokes.

HIT THE BRAKES - Most paddlers can move their kayaks forward quite easily but can they stop their kayak quickly if the need arises? A good skill to demonstrate to them is how to completely stop the forward momentum of their kayak using reverse (back) strokes. Encourage students to paddle forward using 6-8 forward strokes and then "hit the brakes" by alternately engaging rapid reverse strokes on either side of the kayak. Tell the students that the goal is to stop dead in the water after only 3 alternating reverse strokes. If they don't alternate their braking strokes, they'll veer off to one side.

TAG - An old standby that can be used with or without paddles. Tags can be boat to boat or hand to boat, avoid using the paddle as a tagging mechanism.

POWER ARCS - To develop good edge control and separation of upper and lower body (articulation), students can perform power arcs by paddling in large circles with their kayak on edge. It's easiest if they get up to speed with a few strokes while their kayak is flat and then tilt it on edge to initiate an arc. If they want to go clockwise, they'll lift their left knee and vice-versa. The more comfortable they are with edging their kayak, the smaller the diameter of the circle they can paddle. This activity assists students with their steering without relying on their paddles to do so.

POWER EIGHTS - Once power arcs have been performed in both directions, the students are ready to perform power eights. Best if they follow the instructor's lead in order to ensure that the figure eight shape is maintained. Doing power eights ensures that students practice edging or tilting their kayaks onto one edge and then the other in order to paddle in the figure eight pattern. An extra added challenge of "threading" the needle occurs when the students at the back of the line encounter the instructor and others near the front of the line. The kayaks must now time their movements in order to alternately paddle between each other while avoiding a collision!

SHARKS & MINNOWS - This variation on tag is one of our favourites. One person, the shark, tags a minnow, who then becomes a shark and tries to tag other minnows. Eventually, there are lots of sharks and only one minnow paddling for his life. There are pre-established boundaries and only boat-to-boat tags are allowed. You can also limit tagging to bow-to-stern only or allow hand-to-boat tagging, but the idea is to avoid tagging with the paddle.

BRITISH BULLDOG - An old school yard game where IT sits in the middle of the pool with everyone lined up at one end trying to make it across the length of the pool to the safe zone at the other end. IT calls out "*British Bulldog"* and that starts a sprint across the pool to avoid becoming another IT. IT captures others by grabbing onto their boat and holding them for a 3 second count. Captured boats join IT in the middle until only 1 boat is left. The last boat captured becomes the IT for the next round. This game is an excellent tool for working on forward strokes and steering strokes.

FREEZE TAG - This is another version of tag introduced by a kayak instructor who spent time paddling in Ireland. One paddler is "it" and tries to tag (hand-to-bow) everyone else. Once tagged, a paddler is frozen, raises her paddle in the air and says POY, POY, POY continuously until someone who is not "it" unfreezes her by tagging hand-to-bow. The game ends when everyone except the person who is "it" is frozen. The YOP part of the game is the reverse of POY — everyone paddles backwards and "it" must tag the stern of each person's boat. Anyone frozen says YOP, YOP, YOP until unfrozen.

RUGBY - Divide the group into evenly skilled teams, setting boundary and goal lines. Use a large colorful sponge ("dead fish"), dodgeball, or football. Paddling with the ball/sponge in your boat is not allowed—it is the equivalent of traveling in basketball. You can pass the sponge with your hands or paddle. A point is scored by having possession of the ball in the opposing team's endzone.

WHAT TIME IS IT MR. WOLF ? - The wolf sits facing away from the group at the far end of the pool and the group shouts out from their end of the pool "What time is it Mr (Mrs) Wolf?" The wolf gives them a number and the group paddles forward that number of strokes. This is repeated until the wolf figures that they are close enough to chase down. The next time the group calls out, the wolf answers back "dinnertime" and turns the boat and chases down a victim to tag or capture. The victim becomes part of the wolfpack until everyone is captured.

GIVE ME - A leader sits at the finish line about 30 metres (100 feet) away from the group, who divide into two or more teams. At the leader's signal, a paddler from each team races toward him using the technique and equipment he designates. He may say, for example, "Give me someone paddling backwards wearing two helmets;" or may request two paddlers moving together without using paddles, or two paddlers using only one boat or any other silly variation. The first team across the finish line wins. The game can be spiced up by providing a box of props like silly hats, colorful costumes, or items to balance on the deck of the boat.

PIANO KEYS - Line up all the boats in the water facing the same direction. Each person holds on to the boat next to him to keep the boats in line (paddles are left on shore). The paddler at one end climbs out of his boat and tries to walk from one end to the other and back on the lined-up boats without falling in. Of course, the boats are not a stable platform, so expect lots of kids to end up in the water. If older kids find this game too easy, have them try walking backwards or closing their eyes to increase the challenge.

RELAY RACES - This is better suited for older, more competitive kids. Divide into two teams and arrange all the gear on shore. Everyone starts off wearing only shorts, t-shirts, PFDs, footwear, and whatever warm clothing the conditions require. The gear on shore includes helmets, sprayskirts, paddles, and boats. The first team member races to put on his gear and paddles to a designated point and back. When he returns, he takes off the gear and tags the next team member, who does the same thing. Keep PFDs on throughout the game as a safety precaution. Simple relay races that don't involve putting on and taking off gear also work well. If your group is more advanced, try racing backwards or having them carry an item over and back from the shore. Try a big beach ball on your deck, paddle using only your hands or ping-pong paddles, or balance a frisbee on your helmet!

SCAVENGER HUNT - This game works in almost any location where a variety of natural treasures can be found. Divide into groups of 2 - 4 boats each and give each group a list (the lists can be the same or different). Objects to find can be as simple as a rock or a leaf, a clam shell, a gull feather or a bottle cap! With younger kids, you may want an adult to accompany each group. Older kids can go out on their own within predetermined boundaries. This game takes the focus off paddling skills and puts it on teamwork, getting places, and learning about nature. To add a nature studies component, have the kids identify the items in their collections at the end of the game and how they fit into the local environment.

CANOE POLO - The official ICF sanctioned game can be played in a pool between 2 equally skill balanced teams with one ball and a goal at either end. Teams score points by putting the ball into the opposing team's goal. Players can hold onto the ball for a maximum of 5 seconds and cannot put the ball on their boat and paddle. Players have to pass the ball to a team member or dribble the ball by passing it out of reach and then paddling to the ball and picking it up.

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.

LESSON PLAN FOR POOL COURSE

Lesson Plans are an instructor's detailed outline for a structured period or event. It is a necessary guide for the instructor in that it tells what to do, in what order to do it, and what procedure to use in teaching the material of a lesson. A lesson plan can also be edited to become a course outline.

INTRO KAYAK LESSON PLAN - Pool

CERTIFICATION REQUIRED - CanoeKayak Canada Pool Kayak Instructor

Target Audience: Novice paddlers
Course Duration: 2-3 hours
Prerequisites: Confidence swimming in pool.
Environment: Indoor/outdoor swimming pools or controlled beachfront swim areas, with lifeguard present

Session 1: 2 hours (1hr in water)

-0:30 Classroom session in advance of pool time to include:

- Introductions
- Handouts (liability waivers, Participant Profiles)

-0:20 Instructor to briefly present:

1. Sport of kayaking overview
2. Equipment description and discussion
3. Kayak design features and characteristics

0:00 Pool session - Instructor to present:

1. Kayak Selection
   - Weight range
   - Leg length & adjustment of footbraces
   - Seat size & hip pads
   - Thigh braces and cockpit size
2. Kayak entry & exit on dryland
   - Straddle kayak and sit on back deck while kayak is on pool deck
   - Straighten legs and slide them into cockpit and sit inside kayak
   - Spread knees apart and position under thigh braces
   - Lift butt out of kayak, slide back out of kayak and sit on back deck
   - Slide legs back into kayak and place legs under thigh braces
3. Pool safety & etiquette (advise lifeguard of planned capsizes !)
   - boats rinsed?
   - Mindful of pool edge, lane markers & diving board
   - Maintain spacing since collisions can hurt and paddles too
4. Launch kayaks
   - With kayaks on pool deck, participants seated in their boats and no skirt attached, slide the boats one at a time into pool in a controlled manner
   - Hand paddle around pool and return to start
   - Tilt kayak from side to side using hips and knees to control the edge, understand stability and balance.
5. Wet exits (no skirt, empty water, re-enter kayak, 3 count without skirt)

- With no skirt attached let participants tip themselves over, holding onto cockpit rim. Use hands at hips to push butt out of the boat, pike forwards, roll down and out, rise to surface once feet are free of cockpit. Noseplugs, goggles and/or facemasks help to alleviate panic that is often noticeable for many people uncomfortable in this maneuver.
- Show participants how to empty kayaks from pool, levering one end onto pool deck and then lifting and lowering wet end from water to empty water.
- Re-enter kayak from pool deck or from water. If re-entering from water ensure the kayak is a safe distance from pool edge and other boats and people.
- With no skirt attached let participants tip themselves over holding onto cockpit rim. Count to 3 - banging bottom of cockpit as a sounding device. Use hands at hips to push butt out of the boat, pike forwards, roll down and out, rise to surface once feet are free of cockpit
- *Optional: Postpone use of the sprayskirt until another lesson -* Attach skirt from back to front. Let participants tip themselves over holding onto cockpit rim. Hands follow cockpit to pull grab loop of sprayskirt. Use hands at hips to push butt out of the boat, pike forwards, roll down and out, rise to surface once feet are free of cockpit

SAFETY NOTE: Instructors should forego use of sprayskirts on small children or people uncomfortable using a sprayskirt. The purpose of the sprayskirt is to progress people into bracing and rolls. But where this is not expected i.e. children younger than 10 or people afraid of the wet exit, it is highly recommended to not use the sprayskirts.

0:20 Game – No paddle kayak tag

0:25 Following successful wet exits, Instructor will discuss/demonstrate:

6. Posture, Balance & Stability
   - Hip wiggles and kayak wobbling, kayak stability
   - How to avoid bobbing, wobbling and zigzagging
   - Tilting/edging versus leaning
   - Separating upper body from lower
7. Paddle grip & use
   - Power face versus back face
   - Hand positions on shaft
   - Control hand versus Slip hand (glue & grease analogy)
8. Sweep Strokes (Forward Sweep & Reverse Sweep)
   - Primary turning strokes
9. Propulsion Strokes (Forward Stroke & Reverse Stroke plus stopping)
   - Propulsion and braking strokes

0:40 Practise Time paddling around the pool.

0:50 Game – British Bulldog, What Time is it, Tag,

0:55 Wet Exits & Leave Pool

1:00 Wash down sprayskirts, boats. Store kayaks and equipment

1:10 Finish class and debrief participants
Reaffirm next session time

Session 2: 1 hour

-0:10 Session in advance of pool time to include:
- Welcome back
- Organize equipment and get ready

0:00 Relaunch group
Free paddle time
Review procedures with individuals that need a review

0:05 Review forward strokes

0:10 10. Wet exits (review without skirt, practise with skirt)

- On pool deck, attach sprayskirt from back to front and ensure grab loop is out !
- Pull off sprayskirt and slide back out of kayak and sit on back deck
- Reattach skirt. Let participants tip themselves over holding onto cockpit rim. Hands follow cockpit to pull grab loop of sprayskirt. Use hands at hips to push butt out of the boat, pike forwards, roll down and out, rise to surface once feet are free of cockpit

0:15 11. Draw Stroke
- Propulsion stroke to move kayak sideways
- Move from edge of pool out to centre and back to edge

0:20 12. Hip Flick/Knee Drive
- One on one use instructor's hands with instructor standing in the water. Instructor can monitor student(s) to limit pushing down with hands versus lifting with knee and hips
- Start with 1 shoulder in water, move to 1 ear in the water, advance to both ears in water, complete with full immersion and boat completely upside down
- Get students using edge of pool while instructor is on pool apron observing entire group at once – very efficient!

0:30 13. Low Braces
- A great skill to learn as braces can prevent capsizes!
- Elbows up, knuckles down, back face against the water while doing hip flick/knee lift

Instructor will discuss/demonstrate:
Shoulder Safety - shoulder line, mid line, torso rotation

0:50 Game – Tag or Canoe Polo

0:55 Wet Exits & Leave Pool

1:00 Wash down sprayskirts, boats. Store kayaks and equipment

1:10 Finish class and debrief participants
Reaffirm next session time

APPENDICES

SAMPLE ACTIVITY PLANNING SHEET

Session date: _____ *Name of the activity:* _____

Warm-up ( ) Main part ( ) Cool Down ( )

Duration: _____ *Objective(s):* _____

Equipment needed: _____

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

*Directions/guidelines to give paddlers:*_____

_____

Success criteria: _____

_____

Risk factors/safety guidelines to give to paddlers: _____

_____

Notes/comments: _____

Skills and Maneuvers

8. Kayak Paddling Skills and Maneuvers

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

FUNDAMENTAL SKILLS

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

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

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

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

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

- ***The lower body, from the waist down, maintains contact with the kayak and moves with the boat as it pitches and rolls.***

- ***The upper body remains loose and is constantly adjusting to maintain a centered position over its base of support, the kayak.***

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

- This skill is essential for moving off flatwater to the river and practice in the pool is a great place to start. Controlling the edging of a kayak requires the kayaker to be balanced and comfortable. To edge a kayak, the paddler uses weight transfer through knee and foot pressure. This will put the kayak on a tilt. The more the paddler puts the kayak on edge, the more they will need to adjust their body to remain balanced over the kayak.

- The degree of edging required depends on the speed the kayak is moving at and the differential between this speed and its target location. In flat water, the kayak does not need to be edged until it is turned. When the direction of travel is going to be changed, the kayak should be edged. In general, the kayak should be edged (or tilted) into the turn similar to a bike or a ski. When turning, the inside edge of the kayak should be edged or tilted down in respect to the turn that the kayak is entering.

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

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

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

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

MANEUVERS

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

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

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

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

Bracing: using the hipflick to right the boat.

KAYAKING			COMMUNITY SPORT – INITIATION		
Technical Overview					
SKILL (Technical)			**OUTCOME** **Paddler is able to…**	**KEY PERFORMANCE INDICATORS**	
1	Forward sweep		adjust trajectory of kayak moving forward	**BOAT**	Propulsion
2	Reverse sweep		adjust trajectory of kayak moving backward		Angle
3	Forward stroke		move forward		Tilt
4	Reverse stroke		move backward		Attitude
5	Draws	Draw stroke	move laterally or change trajectory on flat water and in whitewater	**BLADE**	Entry/Exit
	Draw to Bow		spin boat turning bow towards paddle		
7	Draw to Stern		spin boat turning stern towards paddle		
8	Hip flick/edging		control balance on flat water and in whitewater		Blade
9	Bracing	Low brace	stabilize boat after losing balance or maintain balance (flat water & whitewater)		Shaft
				BODY	Torso — Rotation
					Posture
					Head Position
					Upper Limbs — Power Transfer
					Stability
					Protection
				KINETIC SEQUENCE	

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

KAYAKING			COMMUNITY SPORT – INITIATION	
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.			

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

KAYAKING		COMMUNITY SPORT – INITIATION
1	**Skill:** Forward Sweep Stroke	**Outcome:** Paddler is able to adjust direction of kayak

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

		BODY G - Torso is not rotating enough. H - Paddler is slouching or hunching. I - Paddler watches blade throughout stroke.	 G - Paddler initiates stroke by rotating torso in desired direction. H - Paddler sits up straight and initiates lean from pelvis. I - Paddler looks in direction of travel.

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

KAYAKING		COMMUNITY SPORT – INITIATION
2	**Skill:** Reverse Sweep Stroke	**Outcome:** Paddler is able to adjust trajectory of kayak

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

		BODY G - Torso is not rotating enough. H - Paddler is slouching or hunching. I - Paddler watches blade throughout stroke.	 G - Paddler initiates stroke by rotating torso in desired direction. H - Paddler sits up straight and initiates lean from pelvis. I - Paddler looks in direction of travel.

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

KAYAKING		COMMUNITY SPORT – INITIATION
3	**Skill:** Forward Stroke	**Outcome:** *Paddler is able to move forward in a straight line*

KEY INDICATORS FOR INTERVENTION (GAP)

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

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

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

KAYAKING		COMMUNITY SPORT – INITIATION
4	**Skill:** Reverse Stroke	**Outcome**: *Paddler is able to move backward in a straight line*

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

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

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

KAYAKING		COMMUNITY SPORT – INITIATION
5	**Skill:** Draw Stroke	**Outcome**: *Paddler is able to move sideways*

KEY INDICATORS FOR INTERVENTION (GAP)

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

		BLADE D - Blade entry not far enough away from paddler. E - Blade hits side of kayak F - Shaft is not perpendicular to water.	 D - Paddler must reach with both arms. E - Stroke recovery must be initiated before blade reaches side of kayak. F - Paddler must rotate torso towards stroke side and top arm must extend further across the kayak.
		BODY G - Torso is not rotated enough H - Paddler is slouching or hunching. I - Both arms are not extended J - Lower wrist is not rolled or cocked to effect recovery	 G - Paddler initiates stroke by rotating torso towards direction of travel. H - Paddler sits up straight and initiates lean from pelvis. I - Paddler must reach with both arms. J - Wrist must initiate recovery

KAYAKING			COMMUNITY SPORT – INITIATION
7	**Skill: DRAW to BOW**		**Outcome:** *Paddler is able to dynamically change direction*
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Bow of kayak spins towards paddle
	Angle		Faces forward at beginning of stroke and turns towards in water blade throughout stroke.
	Tilt		No edging throughout initial practice of skill. (Practice on different tilt angles will help paddler in whitewater)
	Attitude		Kayak remains flat.
Blade	Entry/Exit		Blade of paddle enters water between forty-five and ninety degrees off the bow of the kayak. Blade exits near the bow
	Trajectory		From position away from hip in an arc toward bow of kayak.
	Recovery		Lifting blade out of water at bow or feathering back to original position
	Blade		Perpendicular to water, tip facing down, power face facing forward.
			Pitch of power face will vary throughout arc.
	Shaft		Near vertical position.
Body	Torso	Rotation	Upper body (torso) initiates draw to bow (open body position). Throughout stroke torso unwinds pulling in water blade towards bow of kayak
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
		Head Position	Facing direction paddler is heading.
	Upper Limbs	Power Transfer	Initial 'pull' begins with torso rotation.
			Lower arm - Starts extended out elbow slightly bent (movement starts from shoulder).
			Upper arm - Remains in front of paddlers head and pushes.
		Protection	Elbow of top hand remains lower than wrist. Upper forearm remains in front of chest.
	Lower Limbs	Power Transfer	Legs hold kayak stable throughout stroke (tilting towards inside of turn).
		Stability	Keep legs in contact with kayak.
		Protection	Use both legs to stabilise lower body.
KINETIC SEQUENCE			ARM SET UP - KNEE PULL - HIPS - TORSO PULL

KAYAKING		COMMUNITY SPORT – INITIATION
7	**Skill:** DRAW to BOW	**Outcome:** Paddler is able to dynamically change direction

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

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

KAYAKING			COMMUNITY SPORT – INITIATION
1	**Skill: Draw to Stern**		**Outcome:** *Paddler is able to adjust trajectory of kayak*
KEY PERFORMANCE INDICATORS/FACTORS			
Boat	Propulsion		Spins or moves in an arc towards the paddle side.
	Angle		Increases
	Tilt		No edging throughout initial practice of skill. (Practice on different tilt angles will help paddler in whitewater)
	Attitude		Kayak remains flat throughout stroke.
Blade	Entry/Exit		Blade of paddle enters water behind hips, about 12 inches from boat and exits at the hull.
	Trajectory		Short pull parallel to boat.
	Recovery		Raise lower forearm to lift blade from water.
	Blade		Perpendicular to water, tip facing out.
	Shaft		Near horizontal position.
Body	Torso	Rotation	Upper body (torso) initiates stern draw stroke and starts facing the same side as the stroke. As torso pulls on one side, it is pushing on other, twisting throughout the stern draw stroke.
		Posture	Straight back with slight forward lean originating from hips and pelvis, not from lower back.
		Head Position	Facing direction paddler is heading.
	Upper Limbs	Power Transfer	1. Initial 'pull' begins with torso rotation, followed by simultaneous pulling/pushing of both arms. 2. Lower arm – Starts extended and bends as paddle comes into boat. 3. Upper arm - Starts bent slightly less then ninety degrees. Hand at chest level and pushes out.
		Protection	Elbows do not lock maintaining a strong position.
	Lower Limbs	Power Transfer	Foot or knee nearest to the blade kicks or pushes away from the bow.
		Stability	Keep legs in contact with kayak.
		Protection	n/a
KINETIC SEQUENCE			KNEE*/FOOT - HIP - TORSO - ARMS - RECOVERY

KAYAKING		COMMUNITY SPORT – INITIATION
1	**Skill:** Draw to Stern	**Outcome:** Paddler is able to adjust trajectory of kayak

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

		BODY F - Torso is not rotating enough. G - Paddler is slouching or hunching. H- Paddler watches blade throughout stroke.	 F - Paddler initiates stroke by rotating torso in desired direction. G - Paddler sits up straight and initiates lean from pelvis. H - Paddler looks in direction of travel.

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

KAYAKING		COMMUNITY SPORT – INITIATION
8	**Skill:** Hip Flick/Snap	**Outcome:** *Paddler is able to control balance*

KEY INDICATORS FOR INTERVENTION (GAP)

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

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

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

KAYAKING		COMMUNITY SPORT – INITIATION
9	**Skill: Low Brace**	**Outcome:** *Paddler is able to stabilize kayak after partially losing balance*

KEY INDICATORS FOR INTERVENTION (GAP)			
Analysis of Causes	**Priority** 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	M	Paddler is afraid to tilt kayak in order to practice bracing	Modify drill or activity i.e. ask paddler to move slowly bringing kayak gradually on edge then practice small braces gradually increasing in difficulty. Remain close and provide encouragement and reassurance. Hold kayak to control tilt.
Cognitive/ Mental	L	Paddler braces before kayak has tilted	Have the paddler hold a tilt then execute the brace. Gradually increase tilt and speed. Stand behind paddler and tilt kayak in random manner to practise reaction.
Physical/ Motor	H	Paddler does not tilt using legs (tilts body instead of using legs).	Return to practicing hip flick / snap, then combine with brace
Tactical	L	Paddler is not able to execute kinetic sequence.	Show a demonstration Ask questions to check for understanding (i.e. Where are you looking). Adjust speed of execution until tactic is understood.
Technical	M	Common Technical Errors	Provide specific feedback based on key technical facts that indicate how to correct performance. Show a demonstration. Modify the drill or activity. Use questions to assist participant to identify area for technical correction.
		BOAT A - Kayak does not tilt or rock. B - Kayak bobs front to back. C - Kayak flips upside down...	A - Have the paddler rock the boat from edge to edge using knees and hips. Gradually increase tilt until the kayak is on edge. B - Paddler should not reach forward or back during skill. C - One leg pulls up towards the deck as other leg pushes out towards hull. Head should be the last part of body to resume initial position. C - Instruct paddler to pull up on the lower knee as soon as the paddle slaps the surface of the water.

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

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

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

References

9. References:

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