



# Whitewater Kayak Leader 3



## National Resource Manual

Last Updated April 2015





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Coaching  
Certification  
Program



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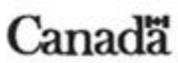


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# CanoeKayak Canada NCCP *Whitewater Instructor Development Model*



## COMMUNITY SPORT COACH

### Community Initiation

**Trained Pool Kayak Instructor**  
(PKI Course - 1 Day)

## INSTRUCTION COACH

### Instruction Beginner

**Trained Lake Kayak Instructor**  
(LKI Course - 1 Day)

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

### Instruction Intermediate

**Trained River Leader 2**  
(RL2 Course - 1.5 Days)

**Certified River Leader 2**  
(RL2 Evaluation - 1 Day)

**Trained River Instructor 2**  
(RI2 Course - 1.5 Days)

**Certified River Instructor 2**  
(RL2 Evaluation - 1 Day)

### Instruction Advanced

**Trained Whitewater Leader 3**  
(WL3 Course - 1.5 Days)

**Certified Whitewater Leader 3**  
(WL3 Evaluation - 1 Day)

**Trained Whitewater Instructor 3**  
(WI3 Course - 1.5 Days)

**Certified Whitewater Instructor 3**  
(WI3 Evaluation - 1 Day)

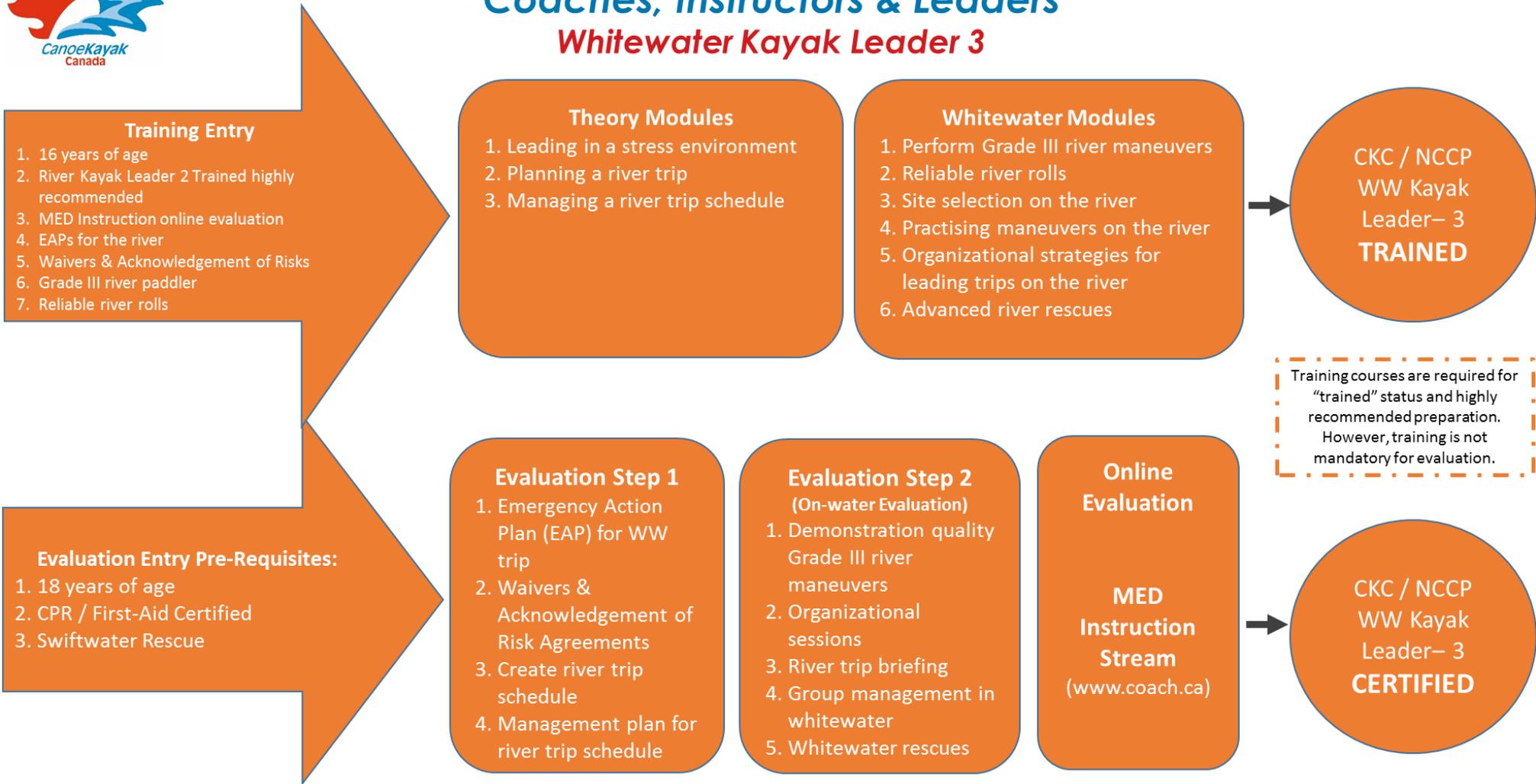
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communities and champions

Un sport canadien pour les familles,  
les communautés et les champions



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

## Whitewater Kayak Leader 3



## **PURPOSE OF DOCUMENT**

This reference material is your source of information for the Leader 3 workshop. It provides the theoretical reference for the training process. Participating in the workshop is part of the certification process in order to become Leader 3. This workshop will equally provide you with tools to continue improving your teaching and leading skills. We therefore recommend that you save this Guide and consult it regularly to ensure continuous improvement in your teaching and leading skills as well as the courses you deliver.

## **NCCP Core Competencies**

As you progress through the different modules, you will work on developing five core competencies that will help you become a more effective instructor/leader 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 Leader 3 sections of the workshop.

## **Learning Outcomes**

After finishing this workshop, you will be able to take a critical look at your own 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 leader. Each section has specific learning outcomes defined.

## **WHITEWATER LEADER 3 / INSTRUCTOR 3 PROGRAM**

The Leader 3 / Instructor 3 program is normally offered as a combined program. However, the Leader 3 program can be offered on its own to certify river leaders. Each program is offered as a 2 day course (including evaluation), but are offered together as a 3-day course (including evaluation).

## **Required Skills and/or Prerequisites for a Whitewater Leader 3 / Instructor 3**

The required skills and/or prerequisites for a Leader 3 - Instructor 3 are as follows:

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

## Evaluation

Upon completion of the L3/I3 course, participants that meet the requirements will be considered “trained”. To be “certified”, participants must attend an evaluation session. These sessions may occur at the end of the course, at an event or festival, or scheduled individually.

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

## Whitewater Kayak Leader 3

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

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

## Whitewater Kayak Instructor 3

Instructors are responsible for teaching and leading kayak participants. They must adhere to the CKC requirements outlined in the Instructor 3 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 certification program to leader/instructor candidates. There is an LF for each level in the CKC Kayak Program.

To become an LF an Instructor must have been certified at that level for a minimum of two years and apply to their provincial body and national body. Additionally, they must attend an LF clinic where they assist on an L3/I3 course and be observed conducting an additional L3/I3 program and receive a recommendation by the LF or MLF running the program.

## Master Learning Facilitator (MLF)

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

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

## Recertification

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

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

## **THE ROLE OF A KAYAKING INSTRUCTOR - LEADER**

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

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

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

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

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

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

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

In short, NO FUN = NO LEARNING

# Whitewater Leader 3

## PURPOSE

The purpose of the Whitewater Leader 3 level is to certify Leaders capable of organizing and leading paddlers on rivers up to and including Class III.

- Class III - “obstacles that would be suggested to be avoided with potential consequences if encountered”

Ratio: 1:6 Leader to Participant

With the support from another “trained” L3, the leader to participant ratio can be increased to 1:10.

## NCCP CORE COMPETENCIES

As leaders progress through this module, they will work on developing five core competencies that will help them become a more effective leader and have a more meaningful impact on paddlers’ experience. Here are just some of the ways these competencies come into play in the Leader 3 workshop:

### Problem-solving

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

### Valuing

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

### Critical Thinking

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

### Leadership

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

### Interaction

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

## Learning Outcomes

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

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

## TRAINING OBJECTIVES

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

## EVALUATION

Upon completion of this course a Whitewater Leader 3 will be considered "trained". To be "certified", a River Leader 3 must be evaluated leading real life participants. This may happen at the end of the course, on a future course, or at a regional event. Each provincial MLF and association will ensure opportunities to complete the certification process exist.

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

## **Performance Objectives – Whitewater Leader 3**

Participants must meet performance objectives in the following areas:

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

## **Perform and Demonstrate Skills, Techniques, and Information**

- Selection, use, and maintenance of boats and equipment.
- River Reading
- Setting appropriate river rescue
- Leading strategies / styles
- Throw bag rescues.
- Boat rescues.
- Swimmer rescue.

## **Know and be Able to Apply Essential Information**

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



# Leading on Class III

# Leading on Class III Rivers

Leading participants down class III rivers requires leaders to take a closer look at their planning, rescue preparedness and participant skills.

It is very important to choose a river or section of river that is well suited to your participants experiences, expectations and skills.

Equally important is the leaders' experience and skills for the chosen run. A leader should be very familiar with the run, knowing where the major rapids or hazards lie and where to scout or set safety.

Leadership on class III rivers is different than leading on class II in the following:

- Technically more demanding
- Longer sets of rapids, bigger drops (gradient), blind corners, obstacles with greater consequences
- More difficult decision-making process
- More emphasis on setting up safety and rescue procedures
- How to identify what will be seen from the boat ? How to pick out features from the water.
- Rescues are more difficult, require more skill
- Swims can be longer

To effectively lead on Class III rivers, a leaders river reading skills need to be more finely tuned.

- Boat scouting (horizon line, identification of features)
- Scouting from shore – connecting to what you will see from your boat
- Review river signals (specific for key features)
- Identify different lines

Group management becomes more difficult on Class III rivers. The river is running faster and a group can quickly get spread out, especially if there is a swimmer. It is important to use numerous strategies to safely and effectively move the group down river in a timely manner.



# Trip Planning / Emergency Action Plan

# Trip Planing

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

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

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

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



## Canoe Kayak Canada River Trip Plan

**Location** \_\_\_\_\_ **Date** \_\_\_\_\_

**Put in** \_\_\_\_\_ **Take out** \_\_\_\_\_

**Trip leader** \_\_\_\_\_ **Assist. Leader** \_\_\_\_\_

Participant's Name	Age	Skill Level
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**RIVER SAFETY TALK:** Before you begin teaching, make sure you cover the following:

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

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

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

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

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

**Swim:**

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

# Sample Trip Planning Sheet

Trip date: \_\_\_\_\_ River / Section \_\_\_\_\_

Length/Time: \_\_\_\_\_ Location: \_\_\_\_\_

Equipment needed: \_\_\_\_\_

Description of River:

River Rapids / Hazards : \_\_\_\_\_

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

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Debrief / Cool Down: \_\_\_\_\_

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# Emergency Action Plan (EAP)

## WHAT IS AN EMERGENCY ACTION PLAN?

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

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

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

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

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

## Sample Emergency Action Plan

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

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

## Steps to Follow When an Injury Occurs

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### **Note:**

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

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

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

### **Step 2: Do an initial assessment of the situation**

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

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

### **Step 3: Do a second assessment of the situation**

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

### **Step 4: Assess the injury**

- Have someone with first-aid training complete an assessment of the injury and decide how to proceed.
- If the person trained in first aid is not sure of the severity of the injury or no one present has first-aid training, activate EAP.
- If the assessor is sure the injury is minor, proceed to Step 5.

**Step 5: Control the return to activity**

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

- Swelling
- Deformity
- Continued bleeding
- Reduced range of motion
- Pain when using injured part

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

# RIVER MAPS FOR EMERGENCY ACTION PLAN

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

## River Access Points

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

## Special Hazards:

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

## River Classification:

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

## Other Important Details:

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

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



## Canoe Kayak Canada Whitewater Emergency Action Plan Form

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Time in: \_\_\_\_\_ Time out: \_\_\_\_\_

Trip leader: \_\_\_\_\_ Assist. leader: \_\_\_\_\_

First aid leader: 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comm. leader: 1. \_\_\_\_\_ 2. \_\_\_\_\_

### Map of River and Surroundings

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

Place image of map here.

**Participants:**

Name	Medical Issues	ECP & Contact Numbers

**Vehicles:**

Make/Model	License Plate Number	Location of Keys

**In case of emergency, follow these steps:**

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



## Canoe Kayak Canada - Whitewater Plan a Session Template

Location: \_\_\_\_\_ Date: \_\_\_\_\_  
Time in: \_\_\_\_\_ Time out: \_\_\_\_\_  
Trip leader: \_\_\_\_\_ Assist. leader: \_\_\_\_\_

### **Actions to Take While Leading - Checklist**

#### **Step 1 - Planning**

---

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

#### **Step 2: Emergency action plan**

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

#### **Step 3: Inspecting equipment and facilities**

---

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

#### **Step 4: Informing paddlers and parents**

---

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

**Step 5: Supervising activities**

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

## River Safety Talk



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

<b>Equipment</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Do you have all your gear? (e.g., paddle, skirt, pfd, kayak).</li><li><input type="checkbox"/> Is it adjusted (PFD and helmets zipped and clipped)?</li><li><input type="checkbox"/> Are the float bags inflated?</li></ul>
<b>Signals</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Did you cover whistle, paddle and verbal signals?</li><li><input type="checkbox"/> Remind paddlers they must return signals when they have understood. (ok – ok)</li></ul>
<b>Hazards</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Wood, rocks, holes, others specific to your site.</li></ul>
<b>Group structure</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Remind paddlers there is a lead and sweep kayak and proper kayak spacing for each rapid (to be addressed on the river).</li></ul>
<b>Ropes</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Grab them, with your hands, do not wrap around you.</li></ul>
<b>Swim</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Defensive swim position.</li><li><input type="checkbox"/> Hang on to gear.</li><li><input type="checkbox"/> Others to stay in/go to eddy.</li><li><input type="checkbox"/> No standing until touching shore.</li></ul>
<b>Are we ready? Any questions?</b>	



# Log Book



# LOG BOOK

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

Here are a few added details about each column:

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

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









# CANOE KAYAK CANADA WHITEWATER TRIP REPORT

**Location:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Put-in:** \_\_\_\_\_ **Duration:** \_\_\_\_\_  
**Take-out:** \_\_\_\_\_ **Distance:** \_\_\_\_\_  
**Site:** \_\_\_\_\_ **Section:** \_\_\_\_\_

**Equipment:** \_\_\_\_\_

**Water Conditions:** \_\_\_\_\_

**Weather Conditions:** \_\_\_\_\_

**Trip Leader:** \_\_\_\_\_ **Assistant Leader:** \_\_\_\_\_

**Responsibilities:** \_\_\_\_\_

**Weather Conditions:** \_\_\_\_\_

**Participants** (names, kayak paddled)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Trip Details** (point form)

<b>Timeline</b>	<b>Time/Activity:</b>	<b>Key Points:</b>
	_____	
<b>Events</b>	<b>Location:</b>	<b>Key Points:</b>
	_____	

**Other Details:** \_\_\_\_\_

\_\_\_\_\_

# SAMPLE ACCIDENT REPORT FORM

Date of Report: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Patient Information

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Street Address: \_\_\_\_\_ City: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Phone: (    ) \_\_\_\_\_

Email: \_\_\_\_\_ Age: \_\_\_\_\_

Sex: \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_ Height: \_\_\_\_\_

DOB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Weight: \_\_\_\_\_

Known medical conditions/allergies: \_\_\_\_\_

## Incident Information

Date and Time of Incident	Time of First Intervention	Time of Medical Support Arrival	
____/____/____ dd mm yyyy	____ : ____ AM PM	____ : ____ AM PM	
<b>FIRST RESPONDER'S DESCRIPTION OF THE INCIDENT:</b> What and where it took place, what were the signs and symptoms of the patient.			
<b>PATIENT'S DESCRIPTION OF THE INCIDENT:</b> (see above)			
<b>EVENT AND CONDITIONS:</b> What was the event during which the incident took place, location of incident, surface quality, light, weather, etc.			
<b>ACTIONS TAKEN/INTERVENTION:</b>			
After treatment, the patient was:	<input type="checkbox"/> Sent home	<input type="checkbox"/> Sent to hospital/ clinic	<input type="checkbox"/> Returned to activity

Sample Accident Report Form (con't...)

**First Responder Information**

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

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

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

**Other Comments or Remarks:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Form Completed By:** (please print)

Name: \_\_\_\_\_ Signature: \_\_\_\_\_



# Making Ethical Decisions



## **Make Ethical Decisions:**

MED is a required element for certification at the L3/13 level. MED may be delivered within the CKC River Leader 3 course or may be taken at a multi sport clinic.

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

Candidates that have not completed the MED section must do so prior to receiving certification at the L3/13 level.

Courses may be found at [www.coach.ca](http://www.coach.ca)



# 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.

Please refer to [www.canoekayak.ca](http://www.canoekayak.ca) for the Paddle All program.



# References



## References:

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



# Evaluation

## River Kayak

### Leader 3



## LEARNING OUTCOMES

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

- Apply a six step ethical decision making process
- Ensure that the river trip environment is safe
- Produce a safe and organized trip plan
- Design an emergency action plan
- Safely guide participants through rapids
- Provide boat and shore based recues as required

## PURPOSE OF THE PROGRAM

The purpose of the Leader Kayak 3 is to train Leaders that are able of organizing and leading paddlers on rivers up to and including Class III rivers.

Ratio: 1:6 Instructor to Participant

With the support from another “trained” L3, the instructor to participant ratio can be increased to 1:10.

A Class III river is defined as follows:

- Class III - “obstacles that would be suggested to be avoided with potential consequences if encountered”

## EVALUATION

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

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

## FORMS

All required forms for registering, evaluation, post course reports, etc. can be found on the CKC website at [http://www.canoeKayak.ca/english/content/NCCP\\_i2\\_I2](http://www.canoeKayak.ca/english/content/NCCP_i2_I2)

## EVALUATION OVERVIEW– CKC RIVER KAYAK LEADER 3

OUTCOME	PERFORMANCE CRITERIA	METHOD OF EVALUATION
MAKE ETHICAL DECISIONS	Candidates will be asked to apply a 6 step ethical decision making process	Complete the on-line, NCCP evaluation for the Instructor-Intermediate context.  <i>(Details of registration for the on-line evaluation are available on the CAC website (<a href="http://www.coach.ca">www.coach.ca</a>)).</i>
PLAN A PRACTICE	Produce a safe and organized trip plan.  Design an Emergency Action Plan (EAP).	Submit a trip plan for a 1 day trip down a class 3 river.  Submit an EAP for the same trip.
PROVIDE SUPPORT TO ATHLETES IN TRAINING	<b>Ensure that the trip environment is safe</b>  Provide boat and shore based rescues when required.  Lead participants safely through the rapids.	*Demonstrate safety awareness throughout  Candidate will be observed leading an appropriate trip by an evaluator.
ANALYZE PERFORMANCE		

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



# RIVER LEADER 3

## PLAN A PRACTICE (RIVER RUN)

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

<b>Rank</b> <i>(NI, MS, ES)</i>	<b>Planning Element</b>	<b>NI = Needs Improvement</b>	<b>MS = Meets Standard</b>	<b>ES = Exceeds Standard</b>
	<i>Produce a safe and organized River Run plan that shows: Structure and organization.</i>	≤ 11	12 - 15 (no 0)	≥ 16 (no 0 or 1)
	<i>Nature of activities are relevant to situation.</i>	≤ 8	9 - 12 (no 0)	≥ 13 (no 0 or 1)
	<i>Design an emergency action plan</i>	≤ 23 (no 0)	24 - 27 (no 0 or 1)	≥ 28
Evaluator				
Signed		Date		
Surname		First Name		

<b>SCORING</b>	
<b>0</b>	No evidence present
<b>1</b>	Some evidence. Plan has limited detail and insufficient accuracy to meet overall criteria. A different leader would have difficulty in implementing the river run.
<b>3</b>	Good evidence. Plan has sufficient detail and accuracy to meet overall criteria. A different leader could implement the river run.
<b>5</b>	Exceptional evidence. Plan has excellent detail and accuracy to meet overall criteria. Plan would assist a different leader in enhancing the river run.

# RIVER LEADER 3



National  
Coaching  
Certification  
Program

Programme  
national de  
certification des  
entraîneurs

## NCCP PROVIDE SUPPORT TO PADDLERS IN TRAINING

<b>Date</b>													
<b>Instructor</b>				<b>CC number:</b>	C	C							
		Surname	First Name										
<b>Comments</b>		<b>Evidence of Achievement</b>							<b>Scoring</b>				
<b>Ensures that the River Run environment is safe</b>		Leader takes steps to minimize risk to participants before and throughout the run — (Includes equipment, surveying session site, adapting to environmental and other factors).							0			3	
		Leader identifies dangerous factors and makes adjustments so participants are not at risk in <b>all</b> activities.							0			3	
		Leader presents an emergency action plan(EAP) appropriate to the specific site being used							0			3	
		Leader positions themselves appropriately to supervise paddlers							0			3	
		In the river, the leader is able to perform kayak to swimmer rescues, throw bag rescues, equipment recoveries							0			3	
		Leader ensures that CKC River Safety protocols are in place							0			3	
	<b>TOTAL POINTS</b>												
<b>Implements a Structured &amp; Organized Run</b>		Leader greets paddlers and informs them of the activities, locations and timelines							0	1	3	5	
		Leader is ready to start sessions on time.							0	1	3	5	
		Paddlers have adequate room for execution of maneuvers.							0	1	3	5	
		Leader modifies skills / maneuvers to desired level where appropriate							0	1	3	5	
		There are clear segments, which include an appropriate warm-up, the river run, a cool down, and wrap-up / next steps.							0	1	3	5	
		Breaks are provided for appropriate recovery and hydration.							0	1	3	5	
		Leader is dressed for activity as appropriate to kayaking and the weather conditions.							0	1	3	5	
	<b>TOTAL POINTS</b>												

<b>Makes Interventions that promote learning</b>	Leader positions themselves to communicate effectively with paddlers.	0	1	3	5
	Explanations are clear and concise and provide opportunities for participants to ask questions.	0	1	3	5
	Leader utilizes effective group organization to communicate – rafting up, bankside beaching, etc.	0	1	3	5
	Leader creates opportunities to interact with all participants	0	1	3	5
	Leader promotes a positive image of the kayaking and models the image to participants and other stake holders.	0	1	3	5
	Leader creates a positive, engaging and fun paddling environment.	0	1	3	5
	Leader identifies appropriate expectations for paddler behaviour and reinforces these expectations when appropriate.	0	1	3	5
	Leader uses respectful language towards paddlers when providing verbal interventions.	0	1	3	5
	<b>TOTAL POINTS</b>				

<b>Rank</b> <small>(NI, MS, ES)</small>	<b>Standard</b>	<b>NI = Needs Improvement</b>	<b>MS = Meets Standard</b>	<b>ES = Exceeds Standard</b>
	<i>Ensures that the River Run environment is safe</i>	≤ 14	15 - 18 (no 0)	≥ 19
	<i>Implements an organized and structured River Run plan</i>	≤ 17	18 – 21 (no 0)	≥ 22 (no 0 or 1)
	<b>Makes interventions that promote learning</b>	≤ 25	26 – 30 (no 0)	≥ 31 (no 0 or 1)
Evaluator				
Signed		Date		
Surname		First Name		

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



## CanoeKayak Canada River Trip Plan

Location \_\_\_\_\_ Date \_\_\_\_\_  
Put in \_\_\_\_\_ Take out \_\_\_\_\_  
Trip leader \_\_\_\_\_ Assist. Leader \_\_\_\_\_

Participant's Name	Age	Skill Level
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### RIVER SAFETY TALK

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

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

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

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

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

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

**Swim:**

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

## Sample Trip Planning Sheet

Trip date: \_\_\_\_\_ River / Section \_\_\_\_\_

Length/Time: \_\_\_\_\_ Location: \_\_\_\_\_

Equipment needed: \_\_\_\_\_

Description of River:

River Rapids : \_\_\_\_\_

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

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

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## CanoeKayak Canada Whitewater Emergency Action Plan Form

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Time in: \_\_\_\_\_ Time out: \_\_\_\_\_

Trip leader: \_\_\_\_\_ Assist. leader: \_\_\_\_\_

First aid leader: 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comm. leader: 1. \_\_\_\_\_ 2. \_\_\_\_\_

### Map of River and Surroundings

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

Place image of map here.

**Participants:**

Name	Medical Issues	ECP & Contact Numbers

**Vehicles:**

Make/Model	License Plate Number	Location of Keys

**In case of emergency, follow these steps:**

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



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