

Intro to Kayaking Instructor

Course outline and Resources

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Horizons PADDLE CANADA Introduction to Kayaking Instructor

Course Schedule

PC Course

Summary

The course will require 3 full days and provides the basic theory and skills necessary to become a Paddle Canada Introduction to Kayaking course Instructor. Course requirements involve application and **fees** to PADDLE CANADA. **Manual and certification fee for instructors = \$80 plus GST.**

Day 1- Review and refine Level 1 skills

Meet at 9:00 am. 5:30 pm –.

- introductions and orientation to facilities
- registrations & waivers
- course overview and expectations PADDLECANADA program
- Introduction to teaching theory and learning
- Video – performance sea kayaking
- Evaluation and skill perfection videotaping on paddling strokes in particular
- Forward stroke
- (lifts and carries, launching and landing)
- reverse,
- stopping,
- sweeps,
- low/high braces, low brace turn, stern rudder draws
- group rescue, self rescue and assisted rescues,
- (group management, Eskimo, self and group rescue options,
- Testing for Level 1 skills
- Reading and theory follow up

Day 2

Full day including:

- Managing a group
- weather interpretation
- on water skills -towing
- trip leadership / communication
- Teaching
- Presentations by candidates
- On water practice teaching and videotaping
- On water skill teaching practice
- Prepare for next day

Day 3

Full day including:

- Evaluation of strokes
- Practice teaching
- Presentations
- Evaluating students
- Test and Debrief
- wrap up

PADDLE CANADA

Intro to Kayaking Instructor Course Summary (From PC Manual)

Aim: To provide a national certification in the instruction and administration of the Paddle Canada Introduction to Kayaking Sea Kayaking Skills course.

The I.K. instructor is certified to

- Conduct Paddle Canada Introduction to Kayaking Skills courses and certify paddlers at that level.
- Assist a Level-1 Instructor on a Level-1 Skills course.

Prerequisites

- At least 16 years of age.
- Paddle Canada Sea Kayaking Level-1 Skills certification.
- Current certification in Standard First Aid with CPR. (8 hours).

Course length: 2 days minimum.

Class ratio: 1 trainer: 6 participants

Staff must consist of at least one Introduction to Kayaking, Instructor Trainer.

Location

Enclosed and sheltered with easy landing options immediately present.
Appropriate portions of this course can be taught in a pool.

Conditions

Wind calm (< 8 knots) Sea state calm to rippled.

Evaluation of Candidate

The Introduction to Kayaking Instructor will be evaluated by the following methods:

1. Continuous evaluation (by observation) of skills throughout the course.
2. Written test of knowledge of course content of approximately one hour in length. Candidates must achieve a mark of at least 80% to pass.
3. Written and/or oral presentations demonstrating ability to communicate course content.
4. Ongoing evaluation (by observation) of the candidate's performance in the areas of safety, care of equipment, group dynamics and leadership.
5. A minimum of 2 demonstrations of teaching ability by each candidate, 1 of which shall be an on water session in which the candidate teaches a Introduction to Kayaking Kayaking skill. The candidate must select a site appropriate to the skill being taught and to the skill level of the students. In addition, development of appropriate teaching progression and strategies must be demonstrated. Teaching topics may be previously assigned or chosen, or may be assigned at short notice from a previously issued list. The course staff will determine the methods and number of tests in each content area

Teaching and Evaluation

Candidates will demonstrate knowledge of the following topics and areas, especially as applied to the teaching of psychomotor skills in general and recreational sea kayaking specifically:

1. How one learns and conditions of learning.
2. Skill, knowledge and attitude areas of learning
3. Goals and objectives.
4. Teaching strategies.
5. Lesson planning and organization
6. Class management.
7. Group dynamics
8. Evaluation techniques
9. Instructor behavior and attitudes
10. How to plan and organize Introduction to Kayaking courses
11. Games theory

Assignment

Candidates will hand in to the course staff a Course Outline for a PADDLE CANADA **Introduction to Kayaking Kayaking Course**. It should include teaching topics, rough time schedule, participant preparation information, and any other relevant information you would expect to get as a participant registered on your course. This assignment may be handed in after the instructor course, however, no certification will be issued until the assignment and all other criteria have been satisfied.

Programming and Program Development

The candidate will demonstrate knowledge of the following topics as they relate to the initiation, management and operation of a recreational Kayaking Program in Canada:

1. PADDLE CANADA policies, programs, accreditation and recertification.
2. Organization and management of courses: Introduction to Kayaking courses.
3. Other germane institutions and programs (National associations, Provincial associations, clubs, etc.) available in Canada.
4. Overview of resources (publications, manufacturers, retailers, repair persons, etc.) available in Canada.
5. Legal and liability issues affecting the instructor.
6. Safety procedures, hazard recognition, waterfront regulations and safety equipment.
7. Equipment choice, teaching sites and areas, and scheduling.
8. Development of appropriate teaching progression.
9. Knowledge of kayaking activities, games and events.
10. Staffing and staff management.

Retesting may occur at the Course Director's discretion, but must be made available to all candidates if instituted for one, in which case the second grade shall stand as the grade of record for that test. Retesting or fulfillment of incomplete test items may occur after the course and results at that time are final, unless the Course Director decides to utilize the option of post course retesting or evaluation subject to these conditions:

1. Post course evaluation may be undertaken only by the Course Director or designate.
2. It must occur within the same paddling season in which the course took place.
3. There shall be no fee for the post course evaluation from the candidate, nor may the Course Director ask any remuneration for this service except for payment of reasonable expenses.

The following grades will be used for the evaluation of each test item:

Pass Weak Fail (Skill is very weak and needs major improvement to pass.)

The course staff will outline as clearly as possible the criteria which determine Pass, Weak or Fail grading of each test to the candidates prior to the test. To achieve Introduction to Kayaking Kayaking Instructor status the candidate must achieve a Pass in all tests. One Weak may be accepted at the discretion of the course staff.

Course Content *NOTE*****

It is expected that candidates have sea kayaking experience beyond that of the Introduction to Kayaking course. Candidates are expected to perform all safety and skill items to a level that is superior to that of a student taking the Introduction to Kayaking Instructor course.

Safety

Candidates must demonstrate all safety procedures outlined in the Introduction to Kayaking courses. Candidates must also identify potential hazards in a variety of kayaking situations and state appropriate preventative safety procedures.

Skills

Introduction to Kayaking Kayak Instructor candidates must consistently show "demonstration quality" skills as outlined in the Introduction to Kayaking Kayaking course. As such, a skills demonstration by the candidate will be required. Advanced and novelty skills may be introduced at the Introduction to Kayaking Instructor course for purposes of enrichment, as time and resources allow.

The following is an optional resource offered to Instructor Trainers to aid in the assessment of Instructor candidates.

Intro. to Kayaking Skills Assessment Guidelines: the paddler will complete or demonstrate

Propulsion	<ul style="list-style-type: none">• Demonstrate torso rotation when asked. It may not be obvious at other time.
Wet exit	<ul style="list-style-type: none">• Nose plug can be worn. not diving mask.• Skirt must be in place over the cockpit.• Shows control i.e. he can stay under water and knock the hull 3 times.
T-rescue	<ul style="list-style-type: none">• Acts as rescuer & swimmer.• The rescuer keeps their arms close to the body and the cockpit is drained by slightly lifting the bow. Hands stay below the head.• The rescuer keeps a firm hold over the second kayak to stabilize the raft.• The swimmer keeps a hold on the capsized kayak or the rescuer's kayak at all times.
Lifting a kayak	<ul style="list-style-type: none">• Use leg muscles to lift the kayak.• While lifting keep a straight back and avoid flexing forward.
Safety on the water	<ul style="list-style-type: none">• Shows group awareness (stay within group limit) and comply with instructor's instructions.

Introduction to Kayaking Presentation Topics Sept 23-25, 2016

Name	Theory	Stroke	Rescue
Candidate 1	Choosing a Paddle	Forward Stroke & turning on edge(outside)	Paddle Float
Candidate 2	Staying Safe managing risks	Reverse Sweep & edging	scramble
Candidate 3	Heat and Cold issues	Reverse Stroke & Draws & pivots	T-Rescue & other assisted rescue of choice
Candidate 4	Coast Guard regulations	Low Brace	All in rescue & one of choice
Candidate 5	Boat design	stern rudder	Eskimo Bow Rescue Swimmer?
Candidate 6	Clothing for Paddling Weather concerns		Eskimo Bow Rescue=paddler Raft and Pump and one of choice

Format: 5-10 minutes consisting of the following points

Introduction:

Opening comments clear & concise, Topic clearly stated, outlines the scope and objective of the topic

Demonstration:

Does the presenter give clear examples of the application of the theory topic principles through use of lesson aids and other material, based on the basic principles or objectives of the session.

Explanation:

Voice clear and deliberate, Speaks with authority, Pacing purposeful and appropriate, breaks down the principles into digestible, understandable pieces.

Activity:

Use of lesson aids, Student participation encouraged, Students able to replicate the teacher's examples with an activity that drives home the learning.

Summary:

Concluding comments clear & concise, reviews all principles

Marking: Each category will be marked as below.

No

Somewhat

Very Clear/ meets the criteria

Lesson Planning and Teaching/Learning and Organization

PRINCIPLES OF ADULT LEARNING

Do you agree or disagree with the following statements?

Principle # 1: _____

1. Other experiences in life not related to outdoor recreation are not particularly relevant to an adult learning how to sea kayak.

Strongly Agree

Agree

Disagree

Strongly Disagree

2. Adults appreciate being used as a resource for a group's learning.

Strongly Agree

Agree

Disagree

Strongly Disagree

Principle # 2: _____

1. A group of adult learners must hold the same values about paddling in order for learning to be effective.

Strongly Agree

Agree

Disagree

Strongly Disagree

2. A challenge of adult learning is that adults sometimes challenge the prepositions of the instructors which can create uncertainty in a group and erode instructor credibility.

Strongly Agree

Agree

Disagree

Strongly Disagree

Principle # 3: _____

1. The speed of learning decreases with age.

Strongly Agree

Agree

Disagree

Strongly Disagree

2. Most adults prefer lecture to other methods of teaching as it helps develop a relaxed and non-threatening atmosphere.

Strongly Agree

Agree

Disagree

Strongly Disagree

Principle # 4: _____

1. The self-esteem and ego of adults are almost always at risk in a learning environment.

Strongly Agree **Agree** **Disagree** **Strongly Disagree**

2. Adults appreciate methods of testing such as a written exam because is a method with which they are very familiar.

Strongly Agree **Agree** **Disagree** **Strongly Disagree**

Principle # 5: _____

1. Almost all adults are interested in the theoretical side of kayaking because the seeking of knowledge for its own sake is a motivating factor of adult learners.

Strongly Agree **Agree** **Disagree** **Strongly Disagree**

2. Adults prefer the instructor, with his or her superior subject knowledge, to determine the topics in a learning program.

Strongly Agree **Agree** **Disagree** **Strongly Disagree**

Principle # 6: _____

1. Adults generally like time to allow a topic to sink in before attempting to apply it.

Strongly Agree **Agree** **Disagree** **Strongly Disagree**

2. Problems should be introduced in intermediate to advanced programming, novice to beginner programming should focus on rules and procedures.

Strongly Agree **Agree** **Disagree** **Strongly Disagree**

Teaching Plan Organization and Presentation Methods

4 Step Method of on the Water Instruction

Step 1. Prepare the student

- § Put student at ease
- § State the stroke or skill; find out what the student already knows about it
- § Place student in correct position

Step 2. Present the stroke or skill

- § Tell + show + illustrate one important step at a time Stress each key point;
- § give reasons why
- § Instruct slowly, clearly, completely, and patiently, giving more than he/she can master
- § Repeat question (Why, What, Where, When, Who, How. Check
- § Make sure the learner really learns

Step 3. Try Out Performance

- § Have the student do the stroke; correct his/her errors Have the student explain each key point
- § Make sure he understands
- § Continue until you know that he knows!

Step 4. Follow-up

- § Put the student on his/her own
- § Check frequently; encourage questions Taper off extra coaching and close follow-up

IDEAS

Introduction:

State the name and purpose of the stroke or activity. Opening comments clear & concise,

Demonstration:

Usually without talking, present the stroke in it's entirety and ask the students to observe – Body, boat, blade. If team teaching, one instructor can explain while the other demonstrates the activity.

Explanation:

Voice clear and deliberate, break down the principles into digestible, understandable pieces.

- § Return to the group and quietly point out the key elements, usually based on hand/paddle position in relation to the boat and the water. Explain what you are trying to do to the boat with the paddle, not just what the paddle is doing in isolation.

Activity:

Students able to replicate the teacher's examples with an activity that drives home the learning

- § Now it is the participants' turn - give brief instructions and designate where they are supposed to do it and away they go.

This is the time for detection and correction. Often, after a short time, you can see common errors, so stop the group and collectively remedy them. Individual corrections must be done in a positive way. Focus specifically on what they are doing well and then suggest one thing to improve on. That one thing should be something which has a major effect on the skill and is easily identifiable by the participant. Don't get picky until the major problems are solved.

Some random points

- Don't show off fancy paddling skills when they are trying to figure out how to stay afloat
- Minimize talking
- When discussing a skill, be quiet in your body/blade/boat. Otherwise they'll focus on what you are doing, not what you are saying
- Orient the group prior to a teaching moment so the sun is behind, the wind isn't an issue, and they'll be able to remain stable in their boats.
- A raft isn't essential. For speed, you can just ask they turn their boats so they can see you.
- We often get comments regarding how the participants appreciate knowing that anything that they do to get their boats to behave is OK by us. This approval is obviously comforting to them and we should nurture it. The end goal is to teach people effective ways to have fun in a boat.
- A boat improperly fitted to a participant will hinder their ability to perform skills well. Take the time to make sure they're happy and well-suited to the boat.
- Keep your voice clear but low-key. The participants have enough built in anxieties.

Typical Guidelines—coaching assessment.

1. **Choose appropriate location** - location must match the skill being taught. Consideration for environmental factors must be evident.
2. **Organize the group** - set the group up so that everyone can hear and see the instructor. Consideration for environmental factors must be in evidence. Considerations for other distractions must be evident. Keep group attention throughout the presentation.
3. **Communicate clearly and effectively** - Instructor must speak so that everyone can hear. Positive language should be used.
4. **Use lesson aids** - correct and purposeful use of lesson aids such and model kayaks, hands, paddle, body, and other objects where appropriate.
5. **Introduce the skill** - clearly and concisely introduce the topic, and relate it to the overall progression of skills.
6. **Demonstrate the skill** - the skill must be demonstrated correctly and completely and must be clearly evident to the students. Demonstrations must match introduction.
7. **Explain the skill** - why the skill is important and how it fits into the overall progression of skills and applications to practical paddling.
8. **Use activities to practice the skill** - to practice the skill. Sufficient time must be provided for paddlers to practice *independently*. The activity must be achievable and pertains to the development of the specified skill.
9. **Provides sufficient time for practice** – a predetermined duration for practice is one way to manage and limit 'Instructor-talk' and centre the activities on the paddlers in action.
10. **Maintains control and contact with group** – particular attention needs to be paid to safety and overall awareness of the group and environmental hazards.
11. **Detect and Correct common problems** - observe and identify typical errors encountered in learning each skill. Provide positive, constructive and appropriate feedback.
12. **Summarize the skill** – an appropriate summary is essential.
13. **Start and stop on time** - running over time creates many difficulties and should be avoided. Instructors need to manage questions and distractions to keep on time.

Horizons - Skills 1 Example Lesson outline

1. Introductions and collection of paper work,
2. Change rooms, washrooms, storage,
3. Lunch, schedule.

Environmental Briefing - sun, wind, cold, heat, hydration, risk and buddy system

Gear: Boat/Paddle/Paddler -

1. Paddler: Life jacket, hat, glasses, paddling wear in boat/in water,
2. **Safety** - Coast Guard regulations: Safety gear
3. **Paddle** :size, design and construction, feathered and take-apart -*not* how to use
4. **Boat** - , design, function, floatation, Deck Rigging, rudder, handles, Safety gear position, foot pegs, seat, how to size it for your comfort.

Launch and Carry - Single from shore, tandem carry, paddle entry, straddle entry

Sweep Stroke - Front and Back to pivot- low arm position, straight lower arm

Wet Exits- three taps, pull skirt, body exit position, holding paddle & boat and relaxed.

Edging - Introduce as simple skill without stroke - Grab the boat with your legs, keep body loose and use waist as a spring between upper and lower body. Keep shoulders over the waist. Hold a tray in front of you (paddle) Don't spill your drinks

Forward Stroke- Emphasize -

- \$ Short stroke in front of you- FRONT WHEEL DRIVE
- \$ Trunk rotation- ARMS STRAIGHT – KEEP SHAFT OFF OF SKIRT
- \$ entry(catch) and exit,
- \$ arm extension,
- \$ feet position-control boat with lower body, propel with upper body

Reverse Stroke – target in front, shorter stroke-DON'T CHANGE HAND OR PADDLE POSITION

Stopping - in three strokes/ Stopping in 2 strokes

Linking Strokes as required

Rescue-

- \$ **Kayak over kayak** - **Emphasize**-,leaning on the upturned kayak, Position of swimmer in water assisting the pull over on your boat at the bow, watch for rudders, entry using bow--to-stern,
- \$ **Raft and pump**,- **Emphasize** -, Secure paddle, Quick entry, secure grip, stay with swimmer,

Emphasize 1. Paddle Position, 2. Arm position, 3. Body position (paddlers box, head and legs)

- **Introduce** – why and what for
- **Demonstrate** – *without* talking – full demonstration of what you expect of them
- **Explain** – break it down the – arms, legs, torso, paddle position
- **Activity** – Get them to do it –
- Analyze and improve – using the breakdown outline – give specific feedback to each person – good and what needs to get better
- **Summary** – review purpose, breakdown and most common errors, drills to practice on your own.

**Managing Risk,
Approaches to Group
Management
and Staying Safe During a
Paddle Canada Course**

Theory of Accidents - How Accidents Occur

Dynamics of Accidents Formula (Rick Curtis-Princeton University)

Dynamics of Accidents Model



These two factors can overlap to a greater or lesser extent. The greater the overlap the higher the Accident Potential. The effect of combining Environmental Hazards and Human Factor Hazards multiplies the Accident Potential rather than simply being additive. The greater the number of hazards, the more quickly the Accident Potential can rise. For example:

Accident Potential Increase		
2 Environmental Hazards	+	2 Human Factor Hazards = 4 times higher Accident Potential
3 Environmental Hazards	+	3 Human Factor Hazards = 9 times higher Accident Potential

Here are some sample accident scenarios. Read each one and analyze it to determine the following:

- What the the Environmental Hazards?
- What are the Human Factor Hazards?
- What can be done to reduce the Accident Potential?

Write your analysis down and then check the answer page to see how you did.

Whitewater Kayaking

It's been raining steadily for several days. The rivers are rising, and local boaters are getting itchy. After all, it's been a long winter and the promise of rising water and rising temperature is too good to miss. Sarah feels it. She's a good Class IV kayaker, 29 years old, physically strong. She's a little out of shape after the winter off, but she's itching to get back on the river. One of her paddling partners calls Friday night and says, "tomorrow morning: season opener." Excited, Sarah starts digging her gear out of the closet.

The next morning, Sarah meets her four friends at the put-in. It's a Class III run they know well--a good place to warm up for the spring season. The river is higher than usual with the rain--by about a foot and a half. The water has that muddy brown color and touches the treeline, inundating most of the familiar eddies. After a careful look, they decide to make their run. The group starts to work its way down the entrance rapids generally aware of where everyone is.

After a mile, the group settles in to a paddling pace. Sarah stops to surf her favorite hole, the rest of the group continues around the bend because there are so few eddies where they can stop and watch. The hole is grabby in the high water. Sarah does a few spins and then moves to exit the hole, but gets pulled back in to the deep trough. She tries to get her bow out into the current to pull herself out, but drops back in and flips. She rolls back up but then flips over again. After three more rolls Sarah is exhausted and comes out of her boat. Before she can recover from the initial shock of the cold water, Sarah and her kayak flush out of the hole.

The current pushes Sarah and her boat toward a fallen tree at the outside bend of a turn. The water is too swift for her to swim away. She turns and swims toward the strainer and manages to pull herself up onto it. She watches her paddle and swamped kayak disappear around the bend. When the others see the boat, they quickly take out and work their way back upstream through the flooded shoreline to retrieve Sarah, shaken but unharmed, from the tree.

Sea Kayaking

John was introduced to sea kayaking about a year ago at a symposium sponsored by a local outfitter. Looking for a new sport John bought a kayak, paddle, spray skirt and life jacket. He taught himself to paddle on a nearby lake. Except for what he gleaned from a few books, he doesn't have any formal training. His most adventurous trips have been two six-mile paddles out on the bay on calm days.

John met someone at work who kayaks with a local club. She tells him the club is having a coastal trip next weekend. It's a 3 1/2 mile crossing to a small island where they'd have lunch, explore some tidal pools, and come back. John agrees, excited about his first "real" paddling trip.

John spends the next few evenings on the lake practicing his strokes and braces on power boat wakes. He buys a flashing signal light for his life jacket, and a whistle, but the paddling shop was out of float bags, so he'll have to do without.

When John arrives at the put-in the wind has started to kick up. The 3-foot waves are crashing on the gravel beach. John sees his friend among huddle of people and joins her. After introductions, people wander back to their cars to get their gear. Most people pull on dry tops or wetsuits. John pulls a paddle jacket over his wool sweater and carries his boat to the water.

After several attempts at getting off the beach, John manages to pick his way through the surf and into deeper water. He is paddling hard to catch up with the rest of the group when a wave crests over his stern. Before he can really think, John leans away from the wave on a brace. His paddle sinks and he's over. The sudden cold water on his face makes John panicky. He struggles out of his boat and pops up beside it, holding on to the grab loop and his paddle. He blows his whistle and the group quickly

responds. But the cold water and the wind have taken their toll, and by the time John is back in his boat, he's shivering violently. The group guides him back into shore to get warm.

Backpacking Trip Scenario

Sally is leading a group of ninth graders on the school's annual 4-day wilderness trip. This is Sally's fourth such trip. Dan the other teacher from the school is new this year and doesn't have any backpacking experience. But it's hard to find teachers at the school who are willing to go. Dan is young and a good athlete and seems to be learning quickly.

It's early September in the Shenandoahs and the group of 8 students and two teachers has started their second day of hiking. The temperature has soared up to the nineties with humidity around 80%. The group slept in and cooked pancakes so they got a late start on the trail. After a 2 mile hike, the group stops for lunch. Sally notices cumulus clouds starting to build. It's already after one and eager to get on to camp, they finish lunch quickly and head off for a long descent down Little Devil's Staircase, a ledgy section of rock trail along a stream gorge. The upper section is dry and the rock is slick and polished. As the afternoon progresses, the group is moving more slowly down the gorge. The smaller students are having trouble handling the steep sections with their packs and once or twice Dan has had to take a student's pack as well as his own over the difficult sections. The clouds have now become thick thunderheads and the sky is darkening. They still haven't reached the bottom trail. The wind is picking up and large raindrops are spattering here and there on the rocks. Suddenly the sky opens up and the rain is falling in torrents. Dan while carrying a student's pack, slips on the wet polished rock and falls backwards striking his head sharply against a boulder. The student next to Dan screams. Sally is out at the front, picking her way down the trail when she hears the scream. She drops her pack and scrambles up to Dan who is unresponsive when she first arrives. She quickly checks for breathing and pulse and then Dan starts to open his eyes.

Evaluation Forms and Tests to be used during the Course

Paddle Canada Instructor Assessment

Final Overview

Candidate _____ Date _____

Instructor Trainer _____

	Unacceptable		Satisfactory		Excellent
	0	1	2	3	4
General paddling skills	0	1	2	3	4
On-water coaching	0	1	2	3	4
Equipment preparation	0	1	2	3	4
Rescue & leadership skills	0	1	2	3	4
Classroom teaching	0	1	2	3	4
Materials & course preparation	0	1	2	3	4
Test results and overall knowledge	0	1	2	3	4

First Aid certification Date _____ Level _____

CPR certification Date _____ Level _____

Paddling certification Date _____ Level _____

Instructor certification Date _____ Level _____

Course Outline submitted

Information for Paddlers handout submitted

Paddle Canada Fees submitted

Comments

Qualification Awarded _____

Instructor Questions

Choose 50 of 70 questions.

Choose 10 you did not know and indicate the reference for the answer

Point form/short answer/one word acceptable.

Return by course end.

1. What are the advantages of Kevlar compared to fibreglass?
2. How long is an approved floating heaving line?
3. What are the advantages of a foot pump?
4. What is the purpose of bow and stern toggles?
5. What is a right control paddle?
6. What are coast guard requirements for kayaks during day and at night?
7. What are main differences between white water and sea kayak?
8. How would you fit a paddle to a person? What advice would you give?
9. What are five key points to teaching a lesson?
10. What are the two devices for making a boat go straight and how do they work?
11. What deck fittings should a kayak have?
12. What is the advantage(s) of a crank shaft paddle?
13. Compare the performance of a feathered paddle and a non-feather paddle?
14. What is difference between a pfd and a lifejacket?
15. What is meant by flat, curved and spooned?
16. What is meant by "feathering"?
17. What is the principle purpose of an asymmetric paddle?
18. Is your boat, a Swede or a fish?
19. What do a cup a spoon a wing and a dihedral have in common?
20. Describe a single chine boat.
21. Why might there be pinholes in your bulkheads?
22. What are thigh hooks?
23. List advantages of deck lines?
24. What is a leash for?
25. What is meant by the term rocker, as it applies to hull design?
26. What are the advantages/disadvantages of a low back deck?
27. How does the water line of a kayak affect performance?
28. Compare advantages of large and small cockpit openings?
29. Why are recessed deck fittings preferred?
30. What is the correct angle to feather a paddle?
31. List the key features of a tow line?
32. What is a contact tow?
33. When towing, how can you push with a rope?
34. What is a rip tide?
35. What causes a rip current on a beach?

36. Are tides always on time?
37. Compare a rip tide and a rip current.
38. What is the rule of twelve's
39. How do skegs work?
40. Compare dead reckoning and piloting.
41. What are the most significant areas of heat loss?
42. List 3 ways to signal for help during the day
43. What are neap tides?
44. What is meant by the phrase "Red right returning"?
45. What is the rule of thirds?
46. What is weather cocking? cause, effect, prevention
47. In assisting a hypothermic victim what actions should be avoided?
48. Name three styles of towing.
49. Where would you carry your tow line when paddling on the sea?
50. What techniques are used to keep a group together?
51. List 3 visual clues to a good forward paddle stroke?
52. List 3 visual clues to a good low brace.
53. In assisting a hypothermic victim what part of the body should be reheated?
54. What factors are to be considered in assessing the risks of going paddling?
55. Who should carry a tow line?
56. Why is good hydration important?
57. Describe towing a kayak and injured or disoriented paddler?
58. What can be done to maximize muscular endurance?
59. What should you do if you capsize and exit a kayak?
60. List 3 visual clues to a good sweep stroke?
61. How can one utilize large muscles in a forward paddle stroke?
62. A wet exit includes holding onto.....?
63. Name 3 techniques and/or strokes utilized to keep your kayak on course?
64. In a 20 minute on-water stroke introduction session, how many minutes should the instructor be talking and how many minutes should the paddlers be paddling?
65. When a new aspect of a stroke is introduced, how long should the paddler be allowed to practice before corrections are given?
66. What is the extent of navigation theory that can be covered in a level-1 course?
67. List 10 places that you would recommend a level-1 paddler to go out and practice.
68. When are bracing turns best used?
69. What is a general advantage of forward sweep turns over brace turns?
70. What is the general purpose of a stern rudder stroke?

Introduction to Kayaking Course Outline Paddle Canada

(The course you will be certified to teach once you become an instructor)



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Introduction to Kayaking Skills Course

Aim

Introduction to Kayaking introduces the novice to paddling a kayak in calm sheltered water.

Rescue techniques at this level incorporate the use of a paddling partner and it is essential for all Introduction to Kayaking certified paddlers to travel on the water with others who have been trained in the techniques of assisted rescues.

Prerequisites

None.

Course length

8 hours minimum.

Class ratio

1 instructor: 6 participants.

Location

Enclosed and sheltered with easy landing options immediately present.

This course can be conducted in a pool.

Conditions

Wind calm (< 8 knots) Sea state calm to rippled.

Assessment

Activities focus on individual safety and comfortable paddling along a calm shoreline. While there is a great deal to learn at this level, the activities should concentrate on personal progress and an awareness of the need for future learning. Paddlers should leave the course encouraged to continue their learning and aware of their individual limitations.

Overview

Rescue skills	Paddling skills	Knowledge
<ul style="list-style-type: none">• Wet Exit• Retrieving a swamped kayak• Assisted Rescue• Rafting	<ul style="list-style-type: none">• Lifting and carrying a kayak.• Forward and reverse paddling.• Forward and reverse sweep strokes.• Draw stroke• Low brace	<ul style="list-style-type: none">• Boat design• Boat outfitting• Clothing• Safety Equipment• Paddles• Injury prevention• Equipment care• Kayaking resources

Rescue skills

Rescue skills concentrate on the safety of the individual paddler while paddling near shore with easy uninterrupted landing opportunities.

Retrieving a swamped kayak

Participants should be able to swim out 25m to a swamped kayak and swim it back to shore.

Wet exit

Capsize, tuck forward, reach around boat, bang side of boat three times, move hands back and forth along the hull, pull spray skirt cord, easily come out of the boat and surface comfortably. The paddler must show confidence and control.

Assisted Rescue

In deep water, wet-exit and re-enter the kayak with assistance from another paddler. The capsize must be natural with spray deck in place. Rescue is complete when the excess water is removed from the cockpit, the swimmer is back in the boat, the spray-skirt is attached and the paddler has regained sufficient stability to paddle effectively. The participant will demonstrate as both swimmer and rescuer.

Rafting

Raft up in a group to form a stable platform.

Paddling skills

Introduce an understanding of the essentials of maneuvering and control of the kayak. Successful completion of this course indicates competence to paddle a sea kayak along an enclosed and sheltered shore in the company of a more skilled partner.

- Lifting and carrying the kayak in a safe and appropriate manner.
- Entering / Exiting the kayak, with the kayak in the water, with the kayak out of the water (beach launch).

Forward and reverse strokes

Paddle forward 100 meters in a straight line.

Paddle in reverse for 20 meters in a straight line.

Sweep stroke

Use a sweep stroke to pivot turn in both directions.

Draw Stroke

Use a draw stroke to move the kayak sideways 3 metres.

Low Brace

Simulate a capsize and demonstrate proper low brace technique.

Edging

Paddle 5 meters forward with the kayak tilted on edge.

