

## 3 Star Touring Canoe Assessment Notes

### Technical Syllabus

The 3 Star paddler can consider themselves as an intermediate paddler rather than a beginner; they have demonstrated personal competence as a member of a group paddling in a variety of venues. These venues include open water in conditions of winds up to force 3, and/or ungraded rivers that have a discernible green flow.

Please note - the provider should use their discretion on elements of the syllabi when due to the craft being paddled, the syllabi request something inappropriate. For example; high kneeling sprint canoe paddlers are not set up to perform skills on both sides; paddlers using composite boats should be allowed reasonable adjustments to rescues to allow them to complete the task without damaging their craft.

### Part A – Personal Paddling Skills

The emphasis for the paddler is that they have a holistic approach to paddling. The manoeuvres and strokes should be blended as appropriate. The assessment should not be seen as a tick box of skills.

It is expected that paddlers are able to perform all skills on both sides, in all environments.

It is required that boats are fitted with buoyancy (e.g. bulkheads/airbags) sufficient to ensure that the boat stays at the surface and supports equipment in the event of a capsized.

#### A.1 Lifting, carrying, launching and landing

Paddlers should demonstrate good, safe, lifting and carrying techniques appropriate to moving a canoe from a vehicle, trailer, or boat rack to the launch site, using teamwork where necessary to limit the risk of accident and injury. The paddler should understand and be able to demonstrate safe lifting and carrying techniques. The paddler should be able to launch and land safely and efficiently from any simple launch/landing site with the boat afloat. The paddler should be aware of their impact on the environment and seek ways to minimise the risks.

#### A.2 Efficient forward paddling

Paddlers will be able to show the key points of good forward paddling technique and the importance of engaging the larger muscle groups of the body, not just relying on the arms.

Paddlers should demonstrate an effective range of forward paddling techniques including:

**Cruising:** Paddlers will have an efficient and effective forward paddling stroke. They will be aware of the effect the length of a stroke has on its performance, as well as how corrections made using the gunnel, and without touching the gunnel affect outcome. They will have an awareness of how boat trim and edging can enhance this stroke.

**Trim:** Paddlers will have an appreciation of wind speed and direction and how it affects the boat. They will understand how boat trim, paddling side, wind speed and direction affects performance. The paddler will have a range of techniques to enable them to adjust their trim and optimise their performance e.g. their seating position, carrying a load etc. These techniques should include tactics to deal with winds of up to force 3 as well as paddling a range of types of canoe and whilst paddling solo and tandem. The provider may use a triangular course to enable paddlers to demonstrate their awareness and use of trim. Trim should be a key underpinning point throughout the assessment.

**Knifed strokes:** Paddlers will be able to knife the strokes and use this to aid control of the canoe.

**Acceleration:** Paddlers should demonstrate the ability to accelerate the canoe whilst on the move within 3-4 strokes. The need for a vertical paddle shaft should be appreciated as well as a short, sharp correction to keep the boat on course.

### **A.3 Efficient reverse paddling, stopping and accelerating**

Paddlers should understand the key points of good reverse paddling technique and the importance of engaging the larger muscle groups of the body, not relying just on the arms.

**Trim:** Paddlers should demonstrate their awareness of the importance of adjusting trim when reverse paddling.

**Stopping and acceleration:** Paddlers should demonstrate the ability to stop the canoe and then accelerate in reverse within 1-2 boat lengths. This is an essential skill should the paddler wish to descend rivers where they may need to check their speed and set the boat up for a reverse ferry glide. A vertical paddle shaft and effective cross-deck correction stroke should play key roles in this manoeuvre.

### **A.4 Turning whilst on the move**

Paddlers should be able to turn the canoe 360 degrees in both directions, by using sweeps and pivot turns, in conjunction with edging to assist the manoeuvre.

The following moves must be performed on both sides (switching or cross deck strokes are acceptable):

**Tight turns/open turns:** Paddlers should show an appreciation of how to carry or lose speed during a turn. They should understand the effect that speed, boat edge and hull shape will have on the shape of their turn. In addition they should be able to use appropriate strokes to assist in tightening a turn up or opening it out.

Areas the paddler should be aware of and apply:

- Paddle blade covered, arm extension, elbow slightly bent. Blade placement and length of stroke.
- Turning the canoe using edge control and with different paddle positions e.g. vertical and horizontal shaft.

#### A.5 Moving sideways, both static and on the move

Paddlers will be able to move the canoe sideways both toward and away from the paddle. A balanced application of the stroke is required in order to avoid the canoe rolling or yawing. A range of strokes including draw, sculling, and pry strokes should be in evidence. The upper body should be rotated toward the paddling side, with the blade deep for maximum efficiency.

**Draw on the move/hanging draw:** The aim is for the canoe, whilst moving forward, to be pulled sideways from its course without turning. This should be at least a boat's width for the draw stroke and 2-3 meters for a hanging draw. Forward paddling should be maintained after the draw stroke

Additionally, when on the move fine adjustments of blade angle and its position should be made to maintain the sideways movement.

The boat should be moved sideways in both directions, for the paddlers off side, pry strokes, cross-deck draws or switching are all acceptable.

#### A.6 Supporting

Paddlers will have an understanding of a good brace position, loose hips, firm blade placement, and upper body movement back inside the boat.

- Low recovery strokes, stationary and on the move and on both sides. The canoe should be off balance and the paddler should keep their actions within their 'safety box'.
- The ability to keep the boat moving via forward paddling and maintain balance while the canoe is on edge (solo only).

#### A.7 The ability to deal with environmental concerns (i.e. wind, current, wash hanging and trim)

**Wash hanging:** Paddlers should be able to surf the bow wave of a lead boat. They should have an understanding of how wash hanging can help cover larger distances.

Paddlers will be able to demonstrate their ability to wash hang while journeying.

**Trim:** Paddlers will show an appreciation of wind speed and direction and how it affects their boat. Paddlers should also understand how boat trim, paddling side, wind speed and direction affect performance. Paddlers will have a range of techniques to enable them to adjust their trim and optimise their performance e.g. their seating position, carrying a load etc. They will be able to utilise areas such as winds of up to force 3, and understand that different types of canoes behave differently.

#### A.8 Beyond the paddle - sailing, poling and ropes

**Sailing:** Paddlers should be able to produce or improvise a sail to move downwind.

**Poles:** Paddlers will be able to demonstrate the use of the pole in either shallow or deep water to propel the canoe over 25m, as well as turning to the left and right.

**Ropes:** Paddlers will be able to demonstrate the use of ropes tied onto the canoe as a means to move the boat around.

Examples:

- Headlands.
- Up or down moving water.
- Rafting boats together.
- Tethering the canoe to the bank or storage rack.

### **A.9 Securing**

Paddlers will have a number of methods to secure boats; this securing may be temporary such as a pier, jetty, riverbank, or shoreline, as well as for storage or transport (boat racks, roof racks and trailers). Any system is acceptable, but if rope is used it must be an efficient recognised knot.

## **Part B – Rescue Skills**

The emphasis for paddlers is that they can be an effective member of a group. This includes being able to look after themselves and others. Paddlers should act as the rescuer, and be rescued during this element of the assessment.

### **B.1 Deep-water rescue**

Paddlers will be able to perform a safe, timely, and appropriate deep water rescue of a capsized paddler in the same type of craft as them, using appropriate dialogue with the person whilst maintaining control of the rescue.

In performing any rescue paddlers should be aware of the importance of safe lifting techniques and how to best use the person in the water to assist in their own rescue.

### **B.2 Towing**

Paddler must demonstrate a push or pull contact tow.

The paddler will also demonstrate a simple tow using a towline/tow system and demonstrate an emergency release. The paddler must indicate that they are aware of the inherent dangers of towing.

Paddlers must be able to move a ‘tired paddler’ across a short distance of approximately 50m on flat or very gently moving water.

### **B.3 Capsize, swim and self-rescue**

Paddlers should be confident in being able to sort themselves out after capsizing 25m from shore.

Paddlers should be able to swim back to shore with craft and paddle; climbing back in with assistance or climbing back on and reaching the bank to empty and recover are all acceptable.

## Part C – Safety, Leadership & Group Skills

During the assessment paddlers should show they have the ability to contribute to a successful trip/tour. These skills will be blended throughout the assessment. These skills will include:

### C.1 Personal risk management

Paddlers will show they can apply the theory from Part D.

Paddlers should show ability in identifying hazards and choosing suitable lines.

### C.2 Awareness of others

Awareness is important here; both of what is happening to the individual paddler and to others around them. Paddlers do not need to be responsible for others, beyond a normal duty of care, but they should work together and help each other through communication and physically moving out of the way to allow others to perform manoeuvres.

### C.3 Paddling as part of a led group

Paddlers should understand their role within the group while on the water. This should include the following areas:

- Communication: how the group are going to keep in touch with everyone. This is specifically important when dealing with an incident.
- Line of sight.
- Avoidance: how the group are going to avoid issues. This could include areas such as safety equipment, communication strategies, areas that are paddled, weather etc.
- Positioning within the group: where group members need to position themselves so they can be of help in the following incidents: getting in and out of the water, during an incident, travelling down the river, going around a headland.

## Part D – Theory

The emphasis of the assessment is that the paddler can show the required knowledge of an intermediate paddler. This should be blended throughout the assessment.

### D.1 Equipment

Paddlers should have knowledge and experience of using a range of equipment. They should know how and why equipment has evolved and how best to use it.

*Sample subject areas:*

- Choice of different types of paddle.
- Spare equipment required.
- Towing systems.

## D.2 Safety

Paddlers should have a sound safety framework with use of practical, dynamic risk assessments.

*Sample subject areas:*

- Choice of clothing.
- Water features on river and open water.

## D.3 Weather

Paddlers should be able to understand and interpret weather forecast information from a variety of sources.

*Sample subject areas:*

- Where to gain up-to-date weather information.
- Important elements of a forecast for touring.

## D.4 Wellbeing, health and first aid

Paddlers should understand the factors that contribute to hypothermia and have strategies to avoid it. They should be able to deal with the most likely paddlesport injuries.

*Sample subject areas:*

- Prevention, signs and treatment of hypothermia and hyperthermia.
- Importance of first aid for touring.
- Choice of first aid courses.

## D.5 Access

Paddlers should be aware of the range of access issues throughout the UK and where additional information can be found.

*Sample subject areas:*

- Current access situation around the UK.
- Paddlers' rights & responsibilities.

## D.6 Environment

An appreciation of the environment we paddle in should be a key underpinning principle for paddlers. Paddlers should be aware of their environmental impact and be proactive in minimising this.

*Sample subject areas:*

- The paddlers' role in protecting the environment.
- Leave No Trace principles.

## D.7 Planning

Paddlers should know what questions to ask and how to go about organising a day out.

*Sample subject areas:*

- Where to find information on touring trips available.
- Using and interpreting guidebooks.

## D.8 Group awareness

Paddlers should be a productive member of a paddling group and understand different roles within a group of paddlers on the water.

*Sample subject areas:*

- Navigation along rivers and canals.
- Communication within a group paddling.

## D.9 General knowledge

Paddlers should have a wide general knowledge of all aspects of the sport.

*Sample subject areas:*

- Understanding of looking after equipment.
- Spares required.
- Other aspects of the sport.

## D.10 Navigation

Paddlers should be able to use a map and compass to identify obvious features and identify their position and escape routes overland.

*Sample subject areas:*

- Use of maps and compass.
- Understanding of water features/hazards and weather on their journey.

## D.11 Etiquette

Paddlers should promote a positive image for paddlesports with other river users and local residents.

*Sample subject areas:*

- Understanding river etiquette and/or other users.
- General awareness of others coming into eddies and the paddler's own positioning.

## D.12 Personal paddling skills

Paddlers should have knowledge of the personal paddling skills in Part A.

*Sample subject areas:*

Understanding of key concepts such as:

- Correct shape and form.
- Future water.
- Fundamental Paddlesport Skills (posture, connectivity, power transfer, feel).