

KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

Introduction

Life gets ever more hectic for practising teachers, particularly those writing up curriculum content for the physical education department in their school.

The following is intended not only to indicate some of the ways Paddlesport (canoeing) can be used in the National Curriculum at Key Stage 3, but also to alleviate some of the effort in writing the scheme of work.

It is not intended that teachers and BCU coaches (where used) should be directed to deliver the suggested content in a specific way. The British Canoe Union Coach education programmes do a very good job of indicating how and what to cover in the specific disciplines. However, what has been offered is not a re-hash of BCU Personal Tests, but suggestions more in keeping with the progressions involved in physical education from KS2 to KS4 and beyond.

To this end there is ample white space for use by teachers/coaches to specifically tailor things to their unique situation. Where teachers will possibly have an edge is in the application of assessment levels for KS3, and they will need to assist/advise coaches, if used, in O&A centres or directly by the school.

Paddlesport offers enormous benefits where it is possible to include it in the curriculum.

Please take the time to assess whether you too can incorporate it into your programme, either with your own equipment or using a nearby centre.

KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

Paddlesport

Although the term “paddlesport” is generic and could include any of the paddling disciplines, placid water, racing, touring, etc., for the purposes of delivery of KS3 Phys Ed., there are some aspects which may be included in Games (Canoe Polo) or Athletics (Marathon, Sprint, DownRiver Racing, Slalom), as well as/instead of, Outdoor and Adventurous Activities.

Timescale: It is suggested that there should be a minimum of 12 to 18 hours allocated to this area of the curriculum.

Statutory Learning Objectives

These are the methods which should/must be used to teach the content, and how pupils should learn. Rather than the approach of utilising eg. The Star Tests or Paddlepower Awards as the final objective, and narrowly aiming all teaching/learning to the acquisition of skill to meet the BCU personal performance awards, instead, all the aspects of Paddlesport will be included under the following four headings:

Acquiring and developing skills

Selecting and applying skills tactics and compositional ideas

Knowledge and understanding of fitness and health

Evaluating and improving performance

“Acquiring and developing skills”, “Selecting and applying skills, tactics and compositional ideas” and “Evaluating and improving performance” have not been separated in the suggested schemes of work. They are used simultaneously in good teaching/coaching and are therefore linked.

Similarly, “Evaluating and improving performance” will be delivered as part of the content for specific activities and craft.

“Knowledge and understanding of fitness and health” is quite generic and has been separately covered in those sheets, but again, good practice indicates that they can, and should, be delivered to pupils as part of their programme.

Offered, are some ideas for writing a Paddlesport Scheme of Work. Necessarily, adaptation to meet individual circumstances will be required. Schools may be able to deliver specific aspects of Paddlesport themselves, or, if visiting an Outdoor Centre to take part in their O and A Activities, or a local club, then the capabilities of the centre or club will have to be assessed and taken into account.

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ACQUIRING AND DEVELOPING SKILLS

Develop and use new techniques and skills

Possible teaching activities:

- Handling equipment (lifting/shifting) - solo and group, safer manual handling techniques for removing and replacing on racks, trailer, bankside. Ask pupils how to lift/shift equipment and explain decisions.
- Sizing and fitting personal buoyancy aids. Pupils cooperate in selection and fitting. Reasons behind decisions.
- Blade selection, sizing. Pupils make final decisions and review decision after use. Left or right control, length, area, shape (wings, asymmetric).
- Personal clothing selection to suit climate and conditions. Help them plan for the conditions. Hypo/hyperthermia introduced with some symptoms.
- Assessing the site. Objective hazards (those definitely present, e.g. hard poolside's) and subjective hazards (those which could happen, e.g. the passing ferry). Teach which are the possible hazards, but ask for reasons why they have been included.
- Techniques and skills specific to the Paddlesport craft being used, e.g. closed or open cockpit, canoe or kayak, directionally stable/unstable. Teach specific techniques and allow pupils to develop skills by applying the techniques in context and improving them by practice.

Learning Outcomes:

- Show increasing awareness of personal safety in handling paddling equipment and grasp of the principles of manual handling.
- Adapt skills in selecting equipment and understand why
- Apply skills accurately to selection of personal and group equipment
- Confidently and effectively apply techniques specific to the activity and craft
- Plan and trial their efforts and decisions

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SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

Possible teaching activities.

Familiar to unfamiliar:

- Use and apply previously learned information in selection of different equipment (where available). Change stability of craft, blade types and environment. Be aware of pitfalls before allowing application of pupil knowledge to the selection, for safety.
- Change from directionally stable to less directionally stable craft. Control for straight paddling, turning. Get pupils to verbally list paddling/coaching cues for forward paddling, turning.
- Indoor to outdoor. Pool to pond/lake/river/sea. Bring in specific safety issues.
- Use of craft for adapted games. Illustrate that boats are not always used for linear journeys or static skills. Pupils invent own games or alternative activities but not implement until safety is discussed, (personal, group and equipment).
- Discuss and modify ideas. Listen to individuals or groups. Ensure involvement of all. Assist by offering a clear time scale and structure to complete their reviewing.

Learning Outcomes

- Have the confidence to attempt new tasks/techniques/skills
- Make effective decisions on equipment and skills
- Adapt their skills to suit the challenges of differing environments
- Take on roles and responsibilities within a group and show responsibility to the group

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KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

Possible teaching activities:

- Warm ups and mobilisation – stress safe practice, restrict ballistic movements.
- Moving and lifting equipment. Use of more than one person wherever possible. Teach coaching principles as part of and inclusive with all activities.
- Ask pupils to consider and discuss pre paddling needs,
 - Food – types and effects
 - Plan dry training for strength, mobility, endurance
 - Equipment selection, hardware, clothing etc.
 - Give time and opportunity to practise
- Practise skills “in context” to improve fitness for the challenge set.
- Make practises activity specific, to improve strength, endurance, techniques, skills
- Recovery from performance including,
 - Cool down
 - Stretching (safe and appropriate)
- Group debriefing to identify physical fitness aspects and health attributes
- Analyse performance for any breakdown of the above, plan remedy. Solo and as group

Learning Outcomes

- Ability to describe the physical demands of the task
- Safe handling of all equipment habituated
- Show understanding of, and be able to explain preparation requirements which will enhance their performances
- Be able to suggest, and follow, ways of improving specific areas of fitness for the appropriate activities

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EVALUATING AND IMPROVING PERFORMANCE

Possible teaching activities:

- Talk to, and listen to, pupils about your and their expectations within Paddlesport
- Help them to assess their abilities to work alone and together, when it is necessary or desirable to work in a group
- Help them to plan, carry out and review their activities to make improvements, drawing out significant points, key activities (plan, do, review – with guidance)
- Highlight tasks of delegation, tactics, safety
- Teach that there may be more than one way to complete a task, get them to consider viable alternatives
- Get pupils to lead the group, manage the activity, undertake different roles, solo, and in pairs or groups.
- Identify with pupils what went well last session
- Identify with pupils what needs to be covered in the current session
- Group by disparate or similar abilities for mentoring – pupils to organise, also buddy groups
- Help to identify individuals with specific strengths and responsibilities, e.g. Tail end Charlie or lead paddler

Learning Outcomes

Ability to plan, and review work

To identify strengths and weaknesses both individually and as a group

Be able to think of and suggest alternatives to activities to achieve the required results

Be able to identify an efficient performance

Be able to suggest ways of changing specific actions to improve performance

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SPECIFIC CRAFT / ACTIVITIES.

With the very wide range of disciplines within Paddlesport there are some very specific differences in the type of craft used, and some techniques / information / knowledge the pupil may need to acquire.

The main recognised difference is in kayak (using a double bladed paddle) and canoe (using a single blade).

In the past schools tended to use one design of boat for nearly all their activities – surfing, placid water paddling, river running and sea trips. The tendency now is towards more specialisation within the sport, but this does not prevent schools using what they have (within safety constraints) to take part in diverse activities.

However, it is recognised that within the time constraints of the curriculum it is likely that one discipline only will be used.

To enable quick and easy access to the specific activity you will find the following sections relate to differing craft and activities appropriate to the craft used. Extract just the sheets you need.

KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESPORT

SURF KAYAK

Pupils will apply and select appropriate skills – the specific environment

Pupils also have the opportunity to make decisions and choices

<u>Cross Curricular Links</u> <u>Literacy</u> • Communication skills in a group • Coaching each other producing communication skills <u>Language</u> • Specialised <u>Numeracy</u> • Calculation of wave size • Effectiveness of forward/backward paddling • Speed of boat, maximum speed, average • Frequency of strokes • Temperature • Time	<u>Familiar to less Familiar</u> • Appropriate Manual Handling of Equipment: Lifting, Carrying, Moving - boats, trailers, blades and other equipment. Choose most appropriate method to move equipment to and from the beach/across the beach. Teamwork. Choose best method of moving single boat to the water's edge. Make adjustments, unprompted, to differing conditions – winds, unstable footing e.g. sand dunes, loose sand, etc. Positioning in relation to boat, display knowledge & efficiency. Buddy system – select use and demonstrate. Weight of craft and no. of helpers selection. Offer precautionary advice to others to avoid problems. • Environment Assessment: Decide if conditions are suitable for surfing activity. Surf condition. Select best venue. Weather. Rips. Objective/subjective hazards e.g. flotsam, rocks, underwater obstruction. Clothing suited to the weather/temperature. Select best line for paddling out. Read the surf for the best place to catch a wave. Show awareness, by avoidance, of other surfers. Select correct / best method for riding a wave to the shore.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

<u>Design & Technology</u> • Boat design and performance. • Materials <u>Geography</u> • Beach morphology • Wave cut platforms • Continental shelf • Weather • Understanding of environment and the impact of recreation and leisure activity on the environment. • Swell generation <u>Physics</u> • Movement of waves	• Launching the Craft: • Use of the Paddle:	Place. Method. Show good technique for getting afloat and off the beach. Negotiating whitewater & broken waves. Show good timing in relation to getting off beach between waves. Show anticipation of wave break correct timing. Demonstrate positive penetration of waves. Choice of equipment – length, shaft size, blade area. Reasons for choice. Choice of actions (reactive and proactive). Apply feathering of blade. Dry practice. Forward paddling / support / ruddering, steering. Dry to wet.
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<u>Oracy</u> • Explain reasons behind actions	• Control on the Water: Demonstrate the appropriate skills/techniques in forward paddling in desired direction out through waves. Demonstrate timing & turning the craft to catch a wave. Penetrating waves and catching a wave. Select and demonstrate various moves on an unbroken wave. Control direction of the ride. Choose the most appropriate techniques/skills to demonstrate on a wave of choice. Make a combination of linked turns/skills on a wave run. Use of broken waves for return to beach. Craft control - balance, sideways ride, use of the blade. Capsize actions, reasons.
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<u>Science</u> • Human biology/physiology • Heart Rate – use of monitor • Effect of cold/heat on the body <u>ICT</u> • Use of databases to record activity • Heart rate monitor download • Speed/distance correlations	• Safety: Show best techniques appropriate to the situation for swimming safely ashore with craft. Positioning in relationship to wave/craft reasons. Avoid potential problems with collision on the water – show anticipation by avoidance. Speed of craft. Injury awareness. Effect of immersion/prolonged immersion. Wind on wet paddler / windchill. Demonstrate basic First Aid. Getting assistance from external emergency services. Prevention of injuries / surfers ear. Choice of ancillary equipment, buoyancy aid, spraydeck. • Rescues: Make simple choices for the appropriate method of rescue in the surf of a simple incident e.g. swimmer in break line. Choose appropriate rescue methods for deep-water rescue. Self-rescue. Swimming ashore. Assisted rescues, as casualty and rescuer.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESPORT

OPEN COCKPIT KAYAK

Pupils will apply and select appropriate skills – the specific environment

Pupils also have the opportunity to make decisions and choices

<u>Cross Curricular Links</u> <u>Literacy</u> • Communication skills in a group • Coaching each other producing communication skills <u>Language</u> • Specialised <u>Numeracy</u> • Effectiveness of forward/backward paddling • Speed of boat, maximum speed, average • Frequency of strokes • Temperature • Time	<u>Familiar to less Familiar</u> • Appropriate Manual Handling of Equipment: Lifting, Carrying, Moving - boats, trailers, blades and other equipment. Choose most appropriate method to move equipment. Use of teamwork with buddy system to share loads. Vulnerability of craft to damage – light construction, rudders. Demonstrate organisational skill in using a group of people to move equipment. Show choice of placement of equipment to avoid damage and promote safety. • Environment Assessment: Assess weather and water condition and make appropriate allowances in actions/plans. Objective/subjective hazards and avoiding/compensating actions. Show good choice of clothing suited to the conditions, degree of exertion e.g. touring /competition. Make individual selection, with reasons, of launch/egress points. Perform suitable planning for a simple journey taking into account conditions on the day.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

<u>Design & Technology</u> • Boat design and performance. • Materials <u>Geography</u> • Formation of rivers • Flooding • Water sources • Weather • Current and flow • Understanding of environment and the impact of recreation and leisure activity on the environment.	• Launching the Craft: Choice of place considering safety of paddler and craft. Use the most appropriate method to access/egress the boat. Use of stabilising aids, partners, blades (bankside and afloat). Depth of water, due regard for possible damage. Leave the bank unassisted taking into consideration wind and any flow. • Use of the Paddle: Dry practice. Blade feathering and blade size. Terminology. Degree of feather and effects on paddle action. Types of paddle – flat, asymmetric, wing and differing techniques. Choice of equipment – length, shaft size, blade area. Reasons for choice. Demonstrate the efficient use of the blade in varying situations – paddling forwards, sideways. Use of asymmetrics/wings. Stroke rate.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

<u>Oracy</u> • Explain reasons behind actions <u>Science</u> • Human biology/physiology • Heart Rate – use of monitor • Effect of cold/heat on the body <u>ICT</u> • Use of databases to record activity • Heart rate monitor download • Speed/distance correlations	• Control on the Water: Appropriate use of the paddle to achieve movement. Manoeuvring the craft under control and into suggested positions on the water. Consideration for, and avoidance of, other craft. Collision avoidance by choosing clear route and demonstrating good steering and stopping. Awareness of wind, current and other factors impinging on the performance and control of the craft. Demonstrate efficient manoeuvring of the craft using paddles and/or rudder, (if fitted). Demonstrate control of the craft in wind/waves as current. Show control of speed on the water with powerful /fast performance where needed. • Safety: Show confidence and correct action in the event of a capsize – positioning in relation to the boat. Reasons. Good choice of clothing to take into account weather and paddling activity. Effects of immersion in cold water. Windchill and methods of combating – clothing, simple shelter. Prevention of hyper and hypothermia. Demonstrate basic First Aid. Obtaining assistance from external emergency services. Fragility of composite boats – sharp edges, cracking and damaging. Check of boat for internal buoyancy and integrity.
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	• Rescues:	Self-rescue. Swimming ashore – self and boat. Egress & empty. Boat emptying – assisted – bankside and from another craft – if construction permits. Assisted rescues, as casualty and rescuer and show confidence and efficiency. If construction of the boat allows complete a deep-water rescue making suitable decisions and actions. Demonstrate, with assistance, the emptying of boats retrieved in a variety of situations.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESPORT

CANOE

Pupils will apply and select appropriate skills – the specific environment

Pupils also have the opportunity to make decisions and choices

<u>Cross Curricular Links</u> <u>Literacy</u> • Communication skills in a group • Coaching each other producing communication skills <u>Language</u> • Specialised	To improve consistency and quality of performance To be able to apply techniques effectively in situations to produce enhanced skills. <u>Familiar to less Familiar</u> • Appropriate Manual Handling of Equipment: Self and Group protection and safety. Lifting, Carrying, Moving - boats, trailers, blades and other equipment. Choose most appropriate method to move equipment. Show ability to work as a member of a team to move equipment. Demonstrate organisational skill in using a group of people to move equipment. Show awareness of potential damage to the craft in placement of boat on the ground/trailers, etc. • Environmental Assessment: Assess weather and water conditions and make appropriate allowances in actions/plans. Be aware of objective/subjective hazards and be able to produce avoiding/compensating actions. Show good choice of clothing suited to the conditions. Make individual selection, with reasons, of launch/egress points.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

<u>Numeracy</u> • Effectiveness of forward/backward paddling • Speed of boat, maximum speed, average • Frequency of strokes • Temperature • Time	• Launching the Craft: (if not already afloat or moored) • Use of the Paddle:	Place. Method. Use of stabilising aids, partners, blades. Show support to the stability of boat both as paddler and group member. Demonstrate sound method of launching and getting into the boat. Positioning. Practice on land – boat construction and surface permitting. Tandem canoe – decisions on front/back paddler and reasons for choice of individual. Choice of equipment – length, shaft size, diameter, top handles, blade area, cranked paddles. Reasons for choice. Right & left handed paddling and correct grip. Terminology – drive face, on-side strokes.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESPORT

<u>Design & Technology</u> • Boat design and performance. • Materials <u>Geography</u> • Formation of rivers • Flooding • Water sources • Weather • <u>Current and flow</u> • <u>Understanding of environment and the impact of recreation and leisure activity on the environment.</u> <u>Oracy</u> • Explain reasons behind actions.	• Control on the Water: Introduction will usually (but not necessarily) be utilising doubles. Possible, but not essential, to work towards solo paddling as a progression. Manoeuvring the craft under control and good positioning on the water. Appropriate use of the blade by each paddler to achieve movement. Paddlers to change position in craft, front to back, to cover essential knowledge and demonstrate ability - tandem. Consideration for, and avoidance of, other craft. Awareness of wind, current and other factors impinging on the performance and control of the craft. Repetition and practice until mastered. Demonstrate correct choice of paddle stroke for situation. Demonstrate choice of combination strokes to move the craft in direction required. Be able to demonstrate paddling as a member of a group of craft on a simple journey.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

<u>Science</u> • Human biology/physiology • Heart Rate – use of monitor • Effect of cold/heat on the body <u>ICT</u> • Use of databases to record activity • Heart rate monitor download • Speed/distance correlations	• Safety: Show confidence and correct actions in the event of a capsize – positioning in relation to the boat. Understand and be able to explain the reasons for their actions. Understand actions to prevent a capsize & be able to demonstrate appropriate techniques. Choice of egress point and method of reaching it Show avoidance and awareness of potential problems of the close proximity of other craft. Be aware of potential injuries from paddles clashing/impacting other paddlers, crushing of fingers on gunwhales. Knowledge of the effects of immersion in cold water. Knowledge of the effects of wind-chill and methods of combating – clothing. Knowledge of the prevention of hyper and hypothermia. Demonstrate basic First Aid. Have knowledge of obtaining assistance from external emergency services.
	• Rescues: Self-rescue. Swimming ashore with craft. Work as a pair (doubles). Choose an egress point, egress & empty. Perform assisted rescues, as casualties and rescuer. Complete a deep water rescue making suitable decisions and actions, be able to explain decision making. Boat emptying – assisted – bankside and from craft. Take appropriate action on capsize – work as a pair. Show initiative in stabilising boat for re-entry from the bank or another boat.

KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESPORT

CLOSED COCKPIT KAYAK

Pupils will apply and select appropriate skills – the specific environment

Pupils also have the opportunity to make decisions and choices

<u>Cross Curricular Links</u> <u>Literacy</u> • Communication skills in a group • Coaching each other producing communication skills <u>Language</u> • Specialised <u>Geography</u> • Understanding of environment and the impact of recreation and leisure activity on the environment.	<u>Familiar to less Familiar</u> • Appropriate Lifting/Carrying/Moving: Self and Group protection and safety. Lifting, Carrying, Moving - boats, trailers, blades and other equipment. Choose most appropriate method to move equipment. Show ability to work as a member of a team to move equipment. Demonstrate organisational skill in using a group of people to move equipment. Show awareness of potential damage to the craft in placement of boat on the ground/trailers, etc. • Environmental Assessment: Assess weather and water conditions and make appropriate allowances in actions/plans. Be aware of objective/subjective hazards and be able to produce avoiding/compensating actions. Show good choice of clothing suited to the conditions. Make individual selection, with reasons, of launch/egress points. Positioning on the water e.g. slack water upstream or resting, inside of bend upstream, reading river downstream.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

<u>Numeracy</u> • Effectiveness of forward/backward paddling • Speed of boat, maximum speed, average • Frequency of strokes • Temperature • Time <u>Design & Technology</u> • Boat design and performance. • Materials	• Launching the Craft: Selection of place and reasons why. Methods of launching appropriate to the place. Use of stabilising aids (partners, blades, support on the bank or adjacent craft). Entering the craft. Getting comfortable. Stability issues. Pupils can establish methodology in a dry environment (land based). Need to assess possible damage to craft and injury to the individual. • Use of the Paddle: Choice of paddle – length, shaft size, blade area. Degree of feather and controlling any feathering of the blade. Understand the effects of feather. Effects on physiology/paddle action. Dry/wet. Forward and reverse paddling. Stroke rate. Use of forward & backward paddling to stop/slow the craft (brakes). Demonstrate varying strokes and rate to cope with differing demands/conditions.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

<u>Geography</u> • Formation of rivers • Flooding • Water sources • Weather • Current and flow <u>Oracy</u> • Explain reasons behind actions. <u>Science</u> • Human biology/physiology • Heart Rate – use of monitor • Effect of cold/heat on the body <u>ICT</u> • Use of databases to record activity • Heart rate monitor download • Speed/distance correlations	• Control on the Water (Solo): Manoeuvring the craft under control. Appropriate use of the paddle to achieve movement. Demonstrate repetition and practice. Consideration to other craft and avoidance of other craft. Awareness of wind, current and other factors impinging on performance and control. Appropriate positioning of the boat on the water. Demonstrate appropriate choice of paddle strokes and combination. Be able to paddle as a member of a group of craft on a simple journey. • Safety: Show confidence and correct actions in the event of capsize. Understand actions to prevent a capsize and be able to demonstrate appropriate techniques. Understand and explain the reasons for their actions. Be aware of possible problems from the close proximity of other paddlers - bumping, paddles clashing/impacting other paddlers. Injury awareness. Knowledge of the effects of immersion – cold water, shock. Knowledge of the effects of wind-chill & methods of combating. Knowledge of Basic First Aid. Have knowledge of getting assistance from external emergency services. Ancillary equipment – buoyancy aid (pfd), spraydeck, throw line.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESPORT

	• Rescues:	Self-rescue. Swim to shore with craft and blade – moving onto assisted rescues to the bankside. Complete a deep water rescue making suitable decisions and actions and be able to explain decision making. Choose egress point. Act as victim/casualty and as person in charge. Display good technique for boat emptying – solo and assisted. Show understanding of safe boat emptying techniques.
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KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESPORT

GENERIC – ACROSS ALL DISCIPLINES

Knowledge and Understanding of Fitness and Health

Pupils will apply and select appropriate skills – the specific environment
Pupils also have the opportunity to make decisions and choices

<u>Cross Curricular Links</u>	Awareness and ability to devise training regimes of paddling to enhance performance incorporating: Frequency, Volume and Intensity.	
<u>Numeracy</u> • HR Monitor – down load offers chance to use graphs, charts, etc. • Measurement of time/distance and links in performance with increasing health/fitness.	• Frequency: • Volume:	Practice of same or similar movements – developing neuromuscular ability. The time spent paddling e.g. 30 min as start increasing as time goes by to in excess of 30 minutes in progressive increments.
<u>Literacy</u> • Language of anatomy and physiology. • Sport specific terminology.	• Intensity:	The same activity, but performed as a faster, harder rate. Increasing strength and speed. Progressive increments. No sudden increases.
<u>Science</u> • Human biology and physiology • Food technology – diet and fitness	• Nutrition:	What to eat – effects of physiology. When to eat – effect before and after performance. Liquid intake measurement of body mass during performance = liquid loss (amount of performance detriment). Amount needed. What to drink. When to drink. Ability to design a pre-event diet to cope with expenditure of energy.

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<u>ICT</u> - Measuring, logging, predicting - Use of video analysis <u>Design and Technology</u> - Types of clothing - Materials - Purpose	- Heart rates, speed - Technique improvement - Conditions to be met - Boats and personal equipment - Function in the environment used	Processing accumulated data on boat, paddler, etc Enabling feedback to the paddler Analysis of design and materials Design of the craft and equipment
<u>Specifity</u> - Training needs to be close to the activity performed. - Possibility of counting each and plotting relationship. <u>Citizenship and PSHE</u> - Working in teams - Co-operating - Being responsible for self and others	- Recovery: - Heart Rate: - Breathing Rate: - Stroke Rate: Ancillary Considerations	Need for rest – physical, psychological. Alternating muscle groups. Cross training – types of training, cardio-respiratory advantages, large muscle groups. Development of physiology during rest periods. Over time is there any difference in personal measurements of HR, BR? Relationship between HR and work output. Count at end of work period. Learn brachial and carotid artery sites and methods. Count over a set time Count over same time. Thinking skills, knowledge, comprehension, evaluation, analysis, synthesis.

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<u>Geography</u> • Pollution and effects • Sources of water • Weather prediction • Understanding of environment and the impact of recreation and leisure activity on the environment. • Understanding different water settings – rivers, lakes, canals etc.	• Water quality of venue: • Anglers: • Other water traffic: • Water state: • Weather:	Possibility of pollution, obstruction in water e.g. shopping trolleys in canals/ rivers. Leptospirosis. Unclean water (visibility problems). On bank and afloat. Crucial on limited width canals. Wash from moving craft on rivers/lakes. Physical dangers of collision/propellers. Pollution from exhausts/pumped fluids. Flood conditions. Low water. Hot/cold. Wind effect (possibly the <u>most</u> important). Water temperature. Weather trend.
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Delivery and supervision of all the aspects of the practical Paddlesport components of the physical education curriculum will have been by a suitably qualified coach of the national governing body – The British Canoe Union.

Suitably qualified coaches will be able to provide progression in the various disciplines within the statutory learning objectives.

Teachers will need to inform/educate coaches regarding assessment or become involved in monitoring assessments themselves, if not directly involved in the coaching process.

KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESport

ASSESSMENT OF THE ATTAINMENT TARGETS

The level descriptions provide the basis for making judgements about pupils' performance at the end of KS3.

Level 5 would be the descriptor which covers the majority of pupils at the end of KS3, working **AT** the appropriate level in any activity.

This is providing sufficient emphasis and time is allocated in the curriculum programme to allow pupils to reach the appropriate level.

Level 5

Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and composition. They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.

Pupils not reaching this level descriptor, who should be few, are still working toward the appropriate level and may be at Level 4.

Pupils exhibiting qualities beyond the broad majority may be working at Level 6. It is likely there will be fewer of these pupils, but perhaps they may include pupils for whom paddlesport is an extra curricular activity with the school or club, or their main physical activity.

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To provide an example:

Canoe – suggested Level 5.

Pupils select an appropriate method of lifting and moving the craft, with the assistance of others in the group, to the water. They select the most appropriate blades for their stature and size (if available). They select and wear correct sizes of buoyancy aid and demonstrate that they can check and advise on the wearing of aids by other members of the group.

They warm up efficiently and demonstrate they understand the necessity for warm up/cool down appropriate to the activity.

It may be that a simple grid checklist is used for each pupil e.g.

<u>CANOE</u>	<u>ACTIVITY</u>								
Name	Protection/ Safety	Lifting/ carrying/ moving	Organisational skills	Weather assessment	Awareness of hazards	Choice of clothing	Launch point choice	Etc	Average score = level
P. Newman	4	5	6	5	4	5	5		

KEY STAGE 3 – OUTDOOR AND ADVENTUROUS ACTIVITIES - PADDLESPORT

FINALLY

Please feel free to modify, adapt or change the suggested programme, or to format to suit your own circumstances.

Feedback is welcomed for the benefit of all. Changes can be made to these suggestions, and, although the perfect programme of study at KS3 using Paddlesport may not be attainable for every unique situation, we may be able to improve the document with your help.

Please feed back your ideas and comments for collation and implementation, where necessary to:

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This document has been compiled using MS Word.

The ideas/concepts and suggestions in this document have benefited from the advice of Carrie Beech - County Adviser for PE, Kent CC; Jenny Newman - Principal Adviser for School Improvement, Hertfordshire; Simon Hammond – BCU Paddlesport Development Officer, South West and Nigel Timmins – BCU Paddlesport and Coaching Development Officer, North.