

Level Two Instructor Training Workbook



Instructor Resource Workbook

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The material found in this document is intended for supplementary learning and preparation for development courses, it is not intended to be a substitute for professional training.

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Introduction.

I have been an active member of Paddle Canada as a Sea Kayak Instructor since 2016. My experience with Paddle Canada has allowed me to teach over 100 courses ranging from basic/level one to co-instructing on level two instructor courses. I am a graduate of Laurentian University where I spent three years gaining an honors degree in Outdoor Adventure Leadership. Upon completing my degree I have focused my knowledge and skill set in the sea kayaking and paddle boarding industries, which has allowed me to work in both the Northern and Southern Hemispheres. I look forward to sharing my knowledge and passion, in hopes to inspire others.

The Level two instruction designation is a senior award in the Paddle Canada Program. Candidates will be assessed on their ability to organize and execute a 4 day + kayak program for intermediate paddlers along exposed coastlines in moderate conditions.

This manual is designed for individuals who are looking to expand their knowledge of teaching styles and challenge preconceived notions of what it means to be an intermediate level sea kayak instructor/ coach. There are no right or wrong answers, the hope is to motivate and inspire our students by giving them options and extending opportunities for learning.

This manual will have links to additional resources as well as interactive aspects to help you get a better understanding of the skills and mindset necessary to become a successful instructor at this level.



Being an Instructor

In the space below please answer the questions to the best of your ability.

Why is professional development important?

What made you want to be an instructor?

What do you look for from your instructors and mentors?

How do you learn best? (Visual/ Auditory/ Kinesthetic/Reading)

These questions are ones that we often ask ourselves as instructors and coaches. Which instructors lead me to be where I am now, what qualities did they have that resonated with me & how can I provide that same level for my students. As instructors we often wear different hats for different students, however it is important to know what your core values are. Knowing more about how you learn, will also help you figure out what environments you best instruct in.

Being an instructor is a complex role that many people don't understand, some people believe it is standing on the shoreline and yelling at the participants in the water, others believe it is spending 14 hours a day in the water with those participants. Some instructors believe their participants don't know much about the topic and therefore, it does not matter what is taught or said. Whether you spend time on the shore and hours in the water it is important that you know the people you teach all come with some level of life experience and our goal as instructors is to tap into that and use it to benefit the way they learn.

Learning requires both the instructor and the participant to be involved in order to achieve the desired outcomes in an environment that promotes optimal learning opportunities. Richard Alexander puts it really well in his training manual "instructors are responsible to and not for the participant". That quote really puts into perspective that if one the individuals is not open to learning they will not be as successful as they could be.

So what is our responsibility as instructors? I believe that our responsibility is to be a facilitator; we facilitate learning and create classrooms in environments that provide an experience. We are open to other ideas, we are willing to be challenged and we are diligent in making sure our practices are safe and realistic. As an instructor it is our duty to ensure participants are aware of any expectations we have of them at the start of the program. In the end it is imperative to remember we are training recreational paddlers to be safe on the water.

What is the responsibility as the participant? Many instructors believe that the participant should be responsible for driving their own learning by having self motivation. They also need to communicate and be present. We call this being F.A.T. **Flexible**, being able to stop what they're doing to do something else as the environment changes, or being able to try new skills or ways of doing a skill. **Available**, paying attention and being an active participant. **Teachable**, being self motivated and willing to learn.

Great instructors create challenging environments that accelerate the individual's learning, these environments are specific to that participant and are likely different for each person in your program or course. Great instructors create realistic challenges and environments that allow participants to discover solutions and strengths in themselves.

Creating Challenging Environments

This is one of the most important aspects to running a successful Level 2 Skills course. Before introducing challenging environments in your courses it is important to understand a bit about your participants and what their experience is, on and off the water.

Creating challenging environments is a skill that often takes some trial and error. Our goal is to create a degree of perceived risk for the participant which is actually a low risk when learning so their education can be accelerated. These environments should be realistic and practical regarding the conditions a Level 2 student might find themselves in and should not deviate from the course parameters.

A challenge is necessary for learning to happen, which in the field of sea kayaking will likely contain some risk. Good instructors are always looking for safe classrooms with some degree of risk, for example; teaching a hanging draw stroke in a sheltered bay vs getting students to practice close to a rocky shoreline or between rocks. In this example there is a completely safe area with no practical association to the skill, vs a classroom choice where the skill is being practically associated with the environment.

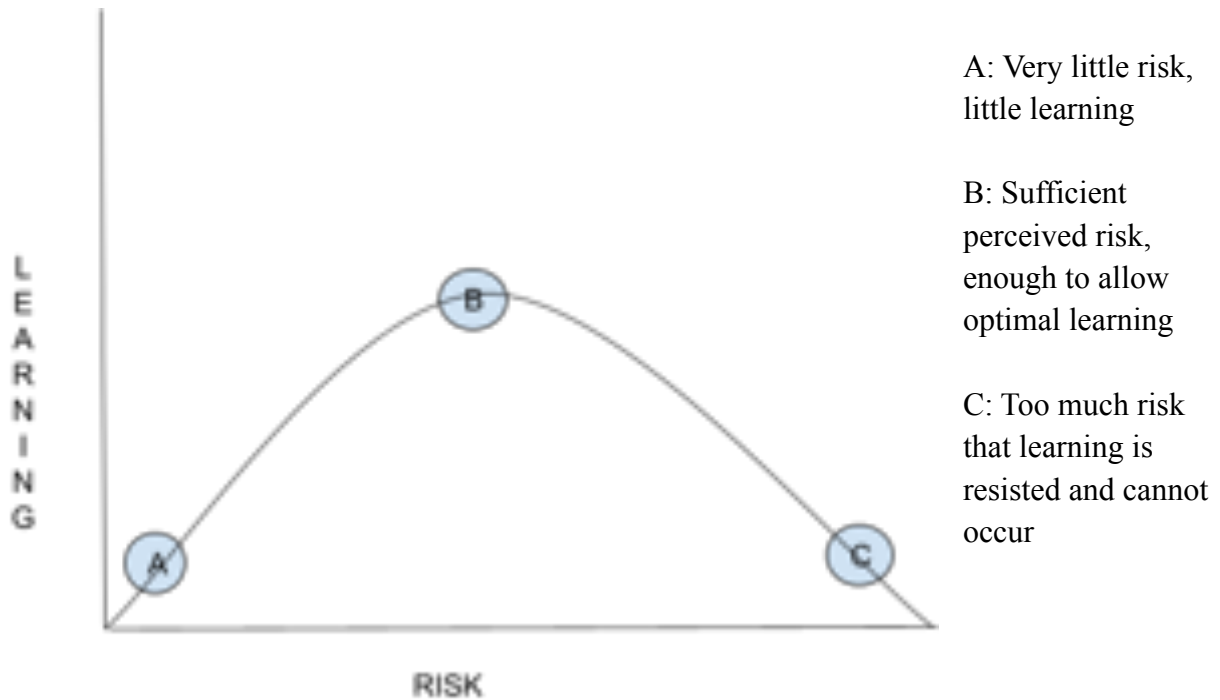
These classrooms need to be well thought out and delivered in a timely manner. For example, teaching rolling to a student who lacks paddle awareness will frustrate the participant, and also use up valuable time. Perhaps the better choice would be to teach a different skill to the whole class rather than a more advanced concept.

As Level Two instructors you will have a skill level higher than your participants and will have been exposed to more challenging conditions. This can make the task of choosing your classrooms more challenging. When finding these classrooms we are looking for areas that have safety nets; for example a clear run off and areas where other students can observe the lesson safely. You need to know that should something go wrong you are capable of keeping the participants safe. In other words, what are you going to do when *defecation hits the oscillation*?

It is of utmost importance that participants are aware that these challenges are their choice and that you would never place them in a situation you do not think they can handle. We need to continually be assessing our environment and how it changes, never be afraid of stopping an exercise or switching location because it's getting too challenging or outside the course parameters.

If the classrooms we choose are too challenging it causes anxiety and inhibits the individual from learning. In opposition if the participants lack sufficient challenges then they will become bored and not feel they are learning at the level they need. The skill is to pitch your classroom choice somewhere between the two. This concept is best illustrated using the "Risk Learning Curve" example below.

Learning Risk Curve



In your area of assessment or where you hope to teach your participants, answer the questions as outlined.

What is an example classroom of where you could teach hanging draws & why?

Where would you teach a rock garden extraction & why?

Teaching Adults

The Paddle Canada Sea Kayaking program is predominantly written with teaching adults in mind so understanding how adults learn is a key component to becoming an effective instructor. Most adults have a variety of needs and requirements as learners compared to children. Let's consider some key concepts when teaching adults that will help you get the best out of your participants and the course.

Adults are ***self directed*** and instructors should serve as facilitators and actively involve participants in the learning process. Allowing participants to assume responsibility for activities and group leadership while offering support and guidance is a big step in the right direction. Finally, instructors must demonstrate to the participants how any given activity or lesson will help them reach their goals.

Most adults during their life will have accumulated a mass of ***life experience and knowledge***, which is valuable information that an instructor can use to facilitate effective learning. This knowledge is often related to work, family and previous education. Your students will want to connect their life experiences to topics and activities during the course. You can help them achieve that by 'drawing out' the experience and knowledge relevant to the topic being taught.

Adults are ***goal-orientated***. When adults sign up for a course they will have some defined goals they want to achieve. Therefore, a course program that is well organized with clearly defined outcomes will be well received by most adult learners. The classification of objectives and outcomes needs to be done before the course begins and reinforced early on and throughout the course.

Adults need to see a reason for learning something, they are ***relevancy-orientated***. Lessons need to be applicable to their responsibilities as kayakers and of value to them. Activities and lessons need to take place in a setting relevant to the course outcomes to ensure participant engagement is maximized.

Adults are ***practical*** and they will want to focus on lessons they believe are most important when they are kayaking with friends or alone. They may not be interested in topics that don't really matter to them. Instructors may need to emphasize how learning a specific skill or theory topic will be useful to them in the long run.

Adults need to be treated with ***respect***. Good instructors understand this and acknowledge the wealth of experience adult participants offer to a course. Adults should be treated as equals and within reason allowed to voice their opinions or attempt a skill in a different way. Damaging someone's ***pride*** can be a course breaker, try not to trap participants into making mistakes especially in front of others. When asking questions address the group try not to single out one participant in particular unless they are volunteering the answer.

In the space below come up with specific examples of what this looks like for each principal within the Paddle Canada L2 outcomes.

Self- Directed: _____

Life Experience & Knowledge: _____

Goal Oriented: _____

Relevant: _____

Practical: _____

Pride: _____

Learning Outcomes

A hot topic in the world of instruction, who gets to decide what we teach and why did they choose what they did? The benefits of teaching for a national organization is that you don't need to make that decision but you abide by it, what is being taught gets reviewed constantly. The Paddle Canada Sea Kayak Program Development Committee (SKPDC) is responsible for editing and making changes to the manual and curriculum as the sport develops. There may be a difference in opinion about certain skills, however as a whole the progression in skill development has been well thought out.

Learning outcomes are clearly stated and should be the same across the country, the way you deliver those lessons will vary throughout. "At the end of the course your students should be able to..."(insert learning outcomes).

Consider this example;

Paddle Canada's bow rescue skill requirement *'right a kayak from a capsized position using another paddler's assistance, emphasizing the use of a hip flick, and present some portion of a rescue kayak or paddle shaft to assist a paddler in righting him or herself in a timely and effective manner'*

This learning outcome does not specify where this rescue is taught.

A way to teach this skill is in an open bay, but we assess the skill in a practical area where it is likely to be used. For example, a slot or area where there is limited space and an out of boat rescue is not ideal or timely enough.

In these examples we are taking the learning outcome and applying it to a realistic experience where the student feels that level of perceived risk and can see the practicality of the skill. Being able to apply the skills and the learning outcomes is what will carry weight with your students.

These learning outcomes should be presented before the course, at the beginning of the course and during. Your students should know what is being expected of them and where they may be falling short during the course so they have the opportunity to improve. They should not be surprised if they don't pass.

Answer the questions in the space below.

What are the essential outcomes for a L2 candidate? How will this be assessed?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Use of a conditional pass

The use of a conditional pass is when you have a student falling short on a skill but still meeting the majority of the other outcomes. We aren't in the business of failing people, we want them to keep learning. Some examples of where to use a conditional pass are;

Jon has met all the outcomes in the program except he is struggling to do his self rescue in a timely manner in conditions.

Jon has completed all his hard skills but is struggling taking a weather forecast. He can take down the information but struggles to interpret it.

In that event Jon would receive a conditional pass, leave the program and have one year to improve that skill and be reassessed. Some paddling schools offer a free training session after the course with a Level Two instructor to help them improve that skill. and get them to where they need to be. In the second example, it could be as simple as getting him to record another few days after the course in order to utilize repetition to achieve the desired educational outcome (understanding a weather forecast).

As instructors our job is to keep people safe and inspire them to learn, it is our duty to provide opportunities to get them where they need to be, even if it requires extra work.

Many of us have heard about SMART goals from our previous instructor training. These outcomes need to be specific, measurable, achievable, realistic and timely.

Specific: Clear and concise about the outcome or requirement (i.e. paddle straight for 100 m in a 10 knot headwind)

Measurable: Detail about the outcome and how its measured (i.e. three out of four rolls or 5 meters)

Achievable: Outcome must be possible to complete during the course & within the parameters of level two conditions. (i.e. rolling in 4meter seas is not an achievable outcome for a l2 paddler)

Realistic: needs to be relevant to where level two candidates will be paddling (i.e. asking l2 paddlers to perform the skill in class 2 waters)

Timely: there is a clear timeline set for the outcome (i.e. during the course)



Fill out the following in regards to making a **bow rescue** SMART.

Specific: _____

Measurable: _____

Achievable: _____

Realistic: _____

Timely: _____

Three Areas of Development

Paddle Canada has divided the program progression into three distinct categories; ***hard skills***, ***soft skills*** and ***meta skills***.

Using the Level two skills sheet give three examples of skills in each category.

Hard skills:

Soft skills:

Meta skills:

Paddle Canada is more than just a stroke skill development program, many instructors treat judgement development as their top priority. It is all good having great paddling skills, but the ability to know when/ where to go paddling is much more important.

Learning Styles

Using 100% as your learning capacity, divide that amongst the following learning styles; kinesthetic, visual auditory, and reading.

For example; Amber is **kinesthetic** 70%, **visual** 20%, **auditory** 7%, **reading** 3%

***I am kinesthetic** ____%, **visual** ____%, **auditory**____%, **reading** ____%*

As mentioned above knowing how you learn will affect how you teach. As an instructor it is important to be flexible in how you present your lessons and to be ready to change your approach with certain students.

For reference the different learning styles can be described by;

Kinesthetic: the doers, short explanations, some demonstration and mostly doing. These individuals benefit from activities and feedback more than anything else. Trial and error.

Auditory: benefit from hearing technical breakdowns and a clear explanation of the skill, likely to ask questions to confirm their understanding.

Visual: these learners benefit from demonstrations, with short explanations. Breaking down the skill into three attainable points, demonstrate and provide feedback.

Reading: many individuals compliment their learning by reading posts and prior to their programs.



Using the following examples describe how you would present this skill or set up the classroom for each learning style.

Bow Rudder

Kinesthetic: _____

Auditory: _____

Visual: _____

Additional Drawing space:

Using the following examples describe how you would present this skill or set up the classroom for each learning style.

Assisted Rescue (of your choosing)

Kinesthetic: _____

Auditory: _____

Visual: _____

Additional drawing space:

Teaching Styles

One of our greatest strengths as instructors are, or the ability to transition and change up your teaching styles.

There are many different teaching styles, we will take a look at the five most commonly used in our Paddle Canada development. The five styles of teaching that we will look at are; command, task, reciprocal, sequential and guided discovery.

Command style: characterized by the instructor or individual making all the decisions. The role of the learner is to listen, follow and perform. This style is often used when there is immediate risk involved, for example rescue near rocks.

Task Style: the most common style seen in outdoor activities. This is often the style we use at the introductory stage of the paddle canada development. Also known as the IDEAS model.

I-introduction
D-demonstration
E- explanation
A-activity
S- summary

Reciprocal Style: this style has many applications and is extremely useful when working with adults in an outdoor environment. This style empowers participants in a group and allows them to bring forth their skills and help others with their weaknesses, and also gives the instructor a little break. This can be seen when pairing up participants for different skills, assigning a strong learner of that skill with someone who is struggling. It helps solidify the strengths and provides a challenge for that individual while still providing 1:1 help for the individual struggling.

A great example of this is seen with navigation exercises. Taking a participant who has experience in the mountains with map reading, and reading a compass, pairing them up with someone who has spent little time seeing a chart.

Sequential Style: this is a progression style. Breaking down the skill into small bite size points and building on them as the participant progresses. The best example of this is breaking down the bow rescue, or teaching someone to roll

Guided Discovery Style: the queen of teaching styles (in my opinion), this style allows for the instructor to provide a scenario or opportunity for the participant to use their knowledge or previous experience to discover the skill. Guided discovery is used heavily for intermediate and advanced courses. Once the information and skills are delivered it is the participants chance to use it in a realistic manner, and the instructors duty to provide feedback as to how it could be improved or another way of doing it. This allows the instructor to take advantage of many principles of adult learning mentioned in 'other resources.

Many instructors feel that guided discovery is where most of the light bulb moments happen. Where the participants learn how to apply the skills learnt previously.

As a level one instructor you would have found that you were mostly using task teaching and command teaching, as a level two instructor that should be shifting further away from task and more into guided discovery and command. The shift in level two in regards to command style is that you as the instructor will not be the one commanding, you are looking for your participants to take control and be the ones commanding the swimmer or other paddlers.

For example, in a rescue situation at level one you as the instructor is asking the swimmer to follow your directions and in level two, the instructor is watching and there to help but is relying on the rescuer to take over that command role.

In the space below write another skill (soft or hard) and describe how you would set up your classroom for guided discovery.

Give another example of where you would use command style in a level two program (excluding the examples given above).

Another style that is often used at level two is sequential learning. In your opinion, what skills do you see yourself teaching using this style?

Do you think that task teaching can be used for certain skills at level two, if so which?

What soft skill or theory subject is most likely to be taught using reciprocal teaching, and explain what that would look like?

Team Teaching

As level two instructors you will more than likely be working alongside other instructors, our organization ratio is one level two instructor to four participants. With a small ratio many companies have two instructors teach one course so there can be additional students and the instructors have some support.

Your ability to work with another instructor can create an opportunity for you to develop in addition to providing the participants with an excellent learning environment if done correctly.

Some things to consider when team teaching is the possibility that you may have been taught to do a skill differently or have a different style of teaching. It is important that if one person is teaching the skill the other is quiet and there for demonstration, feedback or as a safety net. Contradicting one another is not professional and will confuse participants making it hard for them to know who to watch or listen to.

Before the program begins it is important to sit down with that co-instructor or assistant to discuss who leads which lesson t, and how the other will support them. This provides an opportunity if you have questions or would like to see a specific skill being taught differently. It also provides an opportunity for a level one instructor to get some experience teaching on a Level 2 before they take the course

If you were teaching ***turning strokes under momentum*** with another instructor how would you set up your classroom or utilize them so they are involved?

Additional Space:

How to Deliver a Good Theory Presentation

This can be a daunting task for level two instructors as there is a higher level of skill and knowledge required to deliver a well thought out presentation that your students will be able to understand and retain. It is easy to fall into a trap of delivering a sub-par presentation that lacks key concepts, or is overloaded with information that will dilute the importance of the key concepts you wish to teach.

When preparing your theory subjects consider what the learning outcomes are, and what key concepts do your participants need to understand to meet those outcomes.

plan your presentation to have a wow factor, a line or sentence that will draw their attention, as well as make it relevant to them. Next discuss the key concepts pertinent to the presentation making sure to keep the definitions clear and concise because the more you say the less they will understand. Keep the presentation practical and relevant.

Have a look at our example layout of a Navigation for Dummies presentation; [Navigation for Dummies](#)

List three key concepts of marine navigation and how you would deliver them in a theory presentation pertinent to level two paddlers.

Delivery method:

Develop a brain map for how you would deliver a theory topic (of your choice) to level two paddlers.

Delivery method: how are you going to set up your classroom (i.e. hull of a kayak, drawing in the sand, powerpoint)

WOW statement: what can you say or do to draw in your students

Key concepts: what do they need to walk away knowing?

Activity: what participant led activity could you use to make it practical and relevant.

Summary: in a few words summarize what you taught.

*Feel free to use the Blue Dog Sea Kayaking Manual to help:

[A Sea Kayaking Manual v5.pdf](#)

Assessment Lessons

Consider teaching the following skills in a class two environment, what features are you looking for in your classrooms. Fill in the following using your choice of assessment lesson skills (recommended two or more).

Cave extraction, complex towing scenario, separation exercise, turning strokes under momentum (on the basis they already learnt the strokes), forward stroke, bow rescue, launching and landing in challenging locations, introduction to rolling, advanced assisted rescues (3 rescues min).

See example below for more guidance;

Skill Teaching: Landing in challenging environments

Classroom features: an area along the coast that has semi submerged rocks, with some of the rock exposed

Teaching style: Guided discovery

Teaching notes/ how do you want it to look: I would like participants to approach the semi-submerged rocks slowly, assess the rock & easiest place they could pull up to get out of their kayak.

Safety Thoughts: All participants should be wearing helmets and having a buddy watch them in case a rescue is required.

Key Points: Assessing the participants judgement and place they decided to exit their kayak. What method did they do? Did they use any additional equipment (i.e. attaching tow belt to their kayak, and swimming into the rock with their kayak tethered) or did they approach and climb out?

Common Errors: Acting before they think or assess the environment.
Not considering what happens to the kayak when they get out on the rock.

Additional Notes: there is no right answer however, there are safe options and less safe. It is important to review the exercise after the group has had a chance to try it, then demonstrate the best practices and get them to try it again.

Skill: _____

Classroom features: _____

Teaching style: _____

Teaching notes/ how do you want it to look: _____

Safety thoughts/concerns: _____

Key Points: _____

Common Errors: _____

Additional notes:

Skill: _____

Classroom features: _____

Teaching style: _____

Teaching notes/ how do you want it to look: _____

Safety thoughts/concerns: _____

Key Points: _____

Common Errors: _____

Additional notes:

Skill : _____

Classroom features: _____

Teaching style: _____

Teaching notes/ how do you want it to look: _____

Safety thoughts/concerns: _____

Key Points: _____

Common Errors: _____

Additional notes:

Feedback

Feedback can be one of the more challenging tasks as an intermediate level instructor. The ability to provide feedback is an essential task for all instructors but on a level two skills course this task is elevated to a higher level. The participants and instructors are working together over a longer period of time with more skills and topics to learn, so the way you deliver the feedback could be the make or break.

Detection and Correction

This method of feedback is all about improving technique and eliminating errors. Most instructors taking a level 2 skills course will have gained some experience of this from teaching level 1 skills. It involves asking participants to perform a stroke, then identifying and correcting form and mistakes. The goal here is to improve technique and enhance performance. There are two key ways to achieve this in stroke improvement training. The first way is the simplest, repeat the demonstration again, reinforce the error and ask the participant to change their form or technique and try the skill again. The second and more challenging technique is to perform the demonstration as the participant did including the error, pointing out the error and then perform the demonstration without the error. This allows the participant to actually see what they are doing wrong.

Feedback needs to be *Motivational* by giving the participant uplifting feedback, keeping them engaged and feeling like they have your attention. “you can do it”, “your torso rotation is stellar” etc. *Reinforce* by providing specific feedback that corrects and acknowledges performance. *Strategic timing* is when feedback is best delivered, sometimes this is not immediate.

Example: Hey June your forward stroke is looking really good, why don’t you try lowering your top hand so it’s in line with your chest, otherwise your cadence and sitting stance is looking great.

Make it Motivational.

Despite the fact we are correcting errors, it is important to remember not just to focus on the negative. When an improvement is made; give praise, we all like to hear “well done” or “that’s a great job” This is motivational to the participant who will enjoy the learning experience more and want to practice longer. It is also important to start feedback with a motivational statement before following up with something that needs correcting, always try to complete feedback on a high, leaving the participant with something they did well. During a weather briefing try not to focus on what the student missed but also congratulate them on what they discovered and how they recorded that information. This will motivate them to take the weather every day even if it is not their turn.

Reinforce the good stuff.

The reinforcement of good technique throughout is paramount during a level 2 skills course. Students will need to repeat their actions so skills are enhanced, practice makes permanent. Try not to fall into the trap of thinking that once the student has learnt a skill your work is done. Difficult skills such as the forward stroke will require regular reinforcement because students can become tired and lazy. In a navigation exercise the task of “ded reckoning” may need to be practised and repeated several times before the skill is developed.

Strategic Timing

Level 2 students are not novices so allow more time for your participants to practice a skill before offering feedback. Many students on a level 2 skills course will be good at self correcting to some degree. Others will not and require feedback in a shorter time frame. Good instructors will be able to identify these different learning stages and offer feedback accordingly. When using a guided discovery teaching style it is essential to give your students time before feedback so they can “discover” which will lead to enhancement of the skill. A great example would be a navigation challenge where a student is clearly going to the wrong check point; resist the temptation to “jump in” and correct the error too soon, allow the exercise to play out, offer advice and encouragement and ask the participant to repeat the challenge again. However, when using a command style such as a rescue close to rocks more timely feedback is necessary.

Give another example of providing feedback to a student who has a great forward stroke but is struggling to get their paddle out of the water at their hip, call her May.



Group Feedback

Level two instructors will need to decide when to provide individual versus group feedback. If multiple students are making the same mistake, bring the group in to provide feedback for everyone and demonstrate how to properly do it.

Example 1: asking your students to choose a campsite and erect cooking tarp due to inclement weather approaching.

This is clearly a [Guided Discovery](#) lesson where feedback could be given to the group once the exercise is completed and knot tying to the individuals. If all the students are making the same error then this is another opportunity for group feedback.

Example 2: “Hey team, so your assisted rescues are looking great, however I would like to hear more communication. If you perform the same rescue with the rescuers being louder and taking more of a command role it will be more successful”

Good instructors will provide individual feedback plus group feedback as reinforcement in the same lesson.

Using the second example, what are some pieces of individual feedback you may give, provide a minimum of three. (hint: think of common errors in assisted rescues)

Error: _____

Feedback

Error: _____

Feedback

Error: _____

Feedback

Use of Video

Being able to watch yourself on film can make you feel like a star! But seriously, the use of video analysis to identify and correct errors is extremely powerful. Students will be able to get visual feedback of their strokes and rescues which will help them understand the errors and reinforce good technique. In today's high-tech world the use of video is easier than ever.

Example of a good video routine;

good forward stroke, stop, 360 pivot turn, stop, low brace right, low brace left, draw right, draw left, paddle backwards, paddle towards the camera doing a bow rudder, then turn around and paddle towards the camera doing a low brace turn. The goal is to have proper edges, upright stance and to maintain technique throughout the video.

Some cons to video feedback is that sometimes participants do not perform well with a camera up, perhaps that is due to how the instructor presents the exercise or a fear of being critiqued by the other students. If you feel this may be the case it is worth explaining the feedback sessions will be run 1:1. Sadly, some people just do not perform well on camera but at least they get an opportunity to critique their own strokes.

In the next segment you will see how we use video to benefit you (the instructors) by asking you to detect and correct the following strokes. Follow this link; [Detection & Correction Exercise](#)



Mid-program Check in & Final debriefs.

Here is an opportunity for the instructor and student to have a frank conversation about the course and the students' performance. Typically this conversation occurs at the end of the course, however, good instructors will often conduct a mid-course debrief as well. Let's start with the mid-course debrief; here is an excellent opportunity to let students know whether they are on track to pass the course. Providing this kind of feedback gives a student with a specific weakness the opportunity to work on and improve the skill before the course ends. Students on track should be told so and motivated to keep up the good work until the end of the course. When a weakness is identified at the mid-course debrief and the skill is not improved by the end of the course it will not be a surprise to the student should they receive a conditional pass or fail the course. If you take the right steps there should be no surprises when the participants receive their feedback.

The ongoing feedback you provide throughout the course plus making sure that a mid-course check in is done should negate this from happening. Here is some good advice that many instructors follow;

1. Do not sugar coat your feedback, give honest feedback! If you award a pass that is below standard then you are sending out someone who may be a liability to themselves and others on the water
2. Provide the course outcomes from the start; this can be done in two main ways; A well-presented course package including outcome and expectations prior to the course. Briefing at the start of the course where outcomes and expectations are laid out face to face.

For example: Self-rescue- this skill must be completed in L2 conditions in a timely manner. Take time to discuss what your definition of 'timely' means, make it so there is no room for miscommunication.

3. All good instructors really want their participants to pass the course. Inevitably there will be students who just can not complete that make or break skill. Now is the time to step in with some one on one coaching, they will really appreciate your dedication to their success.
4. As outlined earlier in this manual the use of a conditional pass is a far better option than failing a participant. When awarding a conditional pass here is an opportunity to make it positive and encourage additional training.

5. Finally, ask for feedback about the course and your performance as an instructor. Many good instructors have improved their teaching and fine-tuned their programs based on participant feedback. Most instructors will have developed a tried and tested formula for conducting final assessments. This is the 'shit sandwich' formula!

An example of questions to ask during a final debrief

“How did the course/ program go for you?”

“What is one light bulb moment you had?”

“What are three things you will take away from this course?”

“What is one thing you will continue to work on?”

“ If there was one thing you could change about how I ran the course what would it have been?”

Create some time to give them advice on next steps and how they can continue to progress, by providing them with a focus for the next months of paddling and advise them on what program would fit with where their skills are progressing.

Sometimes individuals will not enjoy your teaching style or the information you provided, try not to let this get you down. Acknowledge what they are saying but do not feel you need to change your program for each piece of feedback, but use that feedback to think about other ways to present the same ideas and add it to your tool box.



Knowledge & Exams

Paddle Canada requires you to provide some homework to your participants to ensure they are getting the same content and meeting the outcomes. One of the more challenging items of course content is creating the final exam, attached is a sample of a level two exam for our participants. It is NOT pass or fail but rather an opportunity to learn and expand the students knowledge base before the program begins and review after. It helps the students see where their weaknesses and strengths are in regards to knowledge. See an example of exam: [Intermediate Paddlers Quiz](#)

To finish off this workbook, follow this link for the Level Two Instructors Quiz: [L2 Instructors Quiz](#)



Additional Resources:

Blue Dog Kayaking Sea Kayak Manual, written by Amber Champion & David Nichols with thanks to Richard Alexander from Newfoundland Sea Kayaking:

[A Sea Kayaking Manual v5.pdf](#)

Richard Alexander's Training Manual:

[NKC instructor's resource manual.pdf](#)

L2 Instructors Quiz

[L2 Instructor Quiz](#)

Intermediate Paddlers Quiz

[Intermediate Paddlers Quiz](#)

Detection & Correction Exercise

[Detection & Correction Exercise Feedback](#)

Sample Documents to send to L2 participants:

[Expedition & Course Information](#)

Password: Courseinfo

Navigation for Dummies Presentation:

[Navigation for Dummies](#)

How to register a Paddle Canada Course:

[How to register a skills course with PC.pdf](#)

Teaching Adults:

[Teaching Adults.pdf](#)

Level Two Skills Sheet:

[Paddle Canada L2 Skills](#)