

Kayaking Unit Activities & Assessments



Depending on whether you are running a community kayak program at your pool or are putting on a program for your Physical Education class, your assessment needs will be different. The following assessment tools have been taken from the **Alberta K-12 Physical Education Guide to Implementation** and have been combined with the resources developed by CanoeKayak Canada using the LTAD model. We have adapted them to be useful when teaching and assessing a kayaking unit in a more comprehensive, curriculum-linked way. Pool staff who are putting on a community program should find the tools helpful as well.

The main resource for the kayaking program is the **Passport to Paddlesports**.

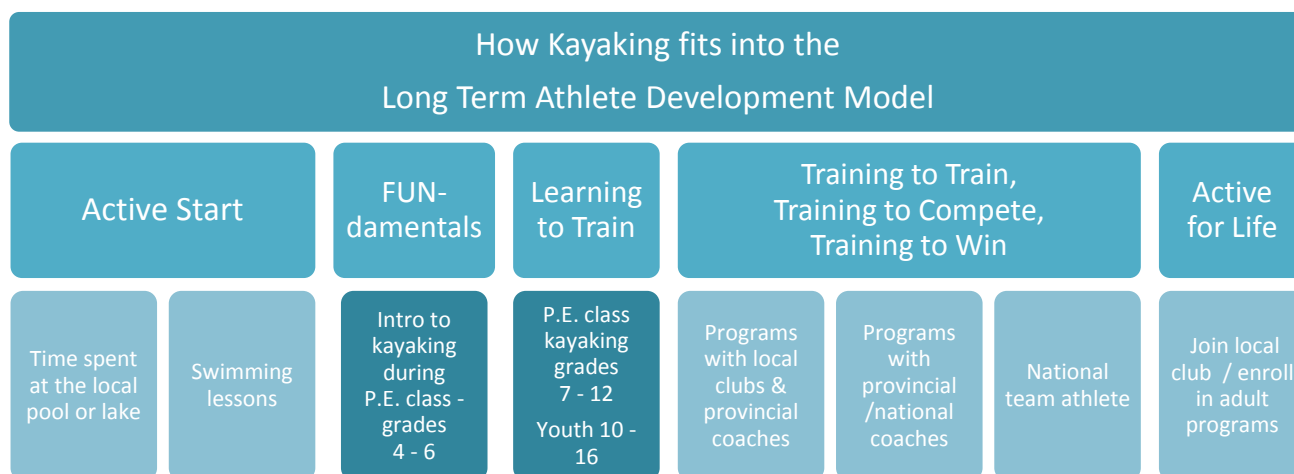
Full-colour paper copies of the Passports are available for a nominal cost if you would like to distribute one to each of your participants. They are like "report cards" for the kayaking unit and show students what skills they have mastered and what the next steps are. There is also a series of 9 posters in a 13" x 19" format, available for free for any school or pool that would like to order them.



When introducing kayaking to children & youth, either through P.E. class or through a community initiative, the first 3 Paddlesport Passport skill sets will normally be covered. These are the FUNdamentals 1, 2 and 3.

In a more advanced class, perhaps with a high school group, the Developmentals 1 skill set will be touched upon.

When students are keen to continue their kayak skills development even further, we suggest they get in touch with a local kayak club or the provincial governing body for the sport, the Alberta Whitewater Association (albertawhitewater.ca). With the help of more experienced coaches, students can progress through the rest of the Developmentals stages and into the Transformations stages using the local lakes and rivers.



PADDLESPORT PASSPORT - BASIC SKILLS CHECKLIST

Student: _____

Instructor: _____

Location: _____

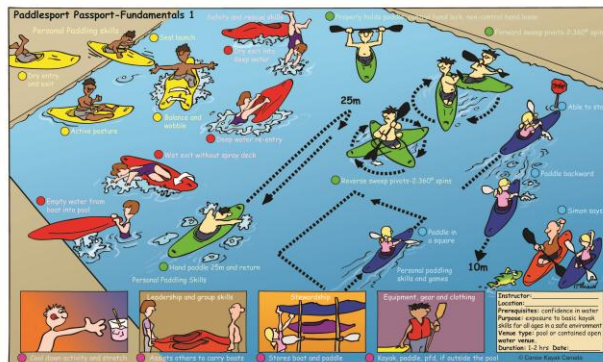
Date(s): _____

Prerequisites: Confidence in water

Purpose: Exposure to basic kayak skills for all ages in a safe environment

Venue type: Pool or contained open water venue

Duration: 1 - 2 hours



FUNDamentals 1

	Criteria	1 st Observation		2 nd Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
		yes	no	yes	no
Personal Paddling Skills	<ul style="list-style-type: none"> • Dry entry and exit • Active posture • Seal launch • Balance and wobble • Properly holds paddle: control hand locked, non-control hand loose • Hand paddle 25 m and return • Forward sweep pivots • Reverse sweep pivots • Cool down activity and stretch 				
Safety and Rescue Skills	<ul style="list-style-type: none"> • Dry exit into deep water • Deep water re-entry • Wet exit without spray deck • Empty water from boat into pool 				
Personal Paddling Skills & Games	<ul style="list-style-type: none"> • Paddle in a square • Paddle backwards • Able to stop • Simon says 				
Leadership and Group Skills	<ul style="list-style-type: none"> • Assist others to carry boats 				
Stewardship	<ul style="list-style-type: none"> • Put away boats and paddle 				
Equipment, Gear and Clothing	<ul style="list-style-type: none"> • Ready with kayak, paddle, and PFD if outside the pool 				

PADDLESPORT PASSPORT - BASIC SKILLS CHECKLIST

Student: _____

Instructor: _____

Location: _____

Date(s): _____

Prerequisites: FUNdamentals 2 skills

Purpose: Exposure to basic kayak skills for all ages in a safe environment

Venue type: Pool or open water venue

Duration: 1 - 2 hours



FUNdamentals 3

Criteria	1 st Observation		2 nd Observation	
	Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
	yes	no	yes	no
Personal Paddling Skills <ul style="list-style-type: none"> Select appropriate sprayskirt & PFD Dry entry Low brace High brace Tilt & hold boat on edge while paddling forward 10 m; change edges With boat in motion, redirect boat 90° using bowdraw/forward stroke combo Move boat 10m sideways using draw with underwater recovery & sculling draw Paddle boat in a straight line for 200m, weave boat around 50m obstacle course Cool down activity and stretch 				
Safety and Rescue Skills <ul style="list-style-type: none"> Perform T-rescue Perform set-up roll Perform roll after 2nd attempt Perform random roll 				
Personal Paddling Skills & Games <ul style="list-style-type: none"> Canoe polo / kayak football Flatwater team races Summer games selection test 				
Leadership and Group Skills <ul style="list-style-type: none"> T-rescue support for others 				
Stewardship <ul style="list-style-type: none"> Respect for pool / beach facility 				
Equipment, Gear and Clothing <ul style="list-style-type: none"> Ready with kayak, paddle, sprayskirt, PFD, paddle jacket, fleece, booties 				

PADDLESPORT PASSPORT - BASIC SKILLS CHECKLIST

Student: _____

Instructor: _____

Location: _____

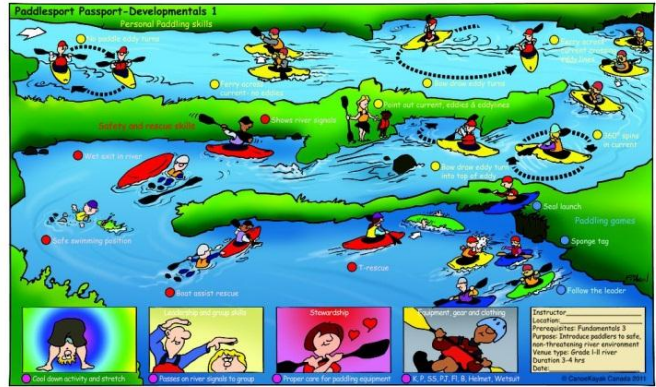
Date(s): _____

Prerequisites: FUNdamentals 3

Purpose: Exposure to basic moving water kayak skills for all ages in a safe environment

Venue type: Grade II- River

Duration: 1 - 2 hours



Developmentals 1

	Criteria	1 st Observation		2 nd Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
		yes	no	yes	no
Personal Paddling Skills	<ul style="list-style-type: none"> No paddle eddy turns Ferry across current - no eddies Bow draw eddy turns Ferry across current crossing eddy lines 360° spins in current Bow draw eddy turn into top of eddy Point out current, eddies & eddy lines Cool down activity and stretch 				
Safety and Rescue Skills	<ul style="list-style-type: none"> Shows river signals Wet exit in river Safe swimming position Boat assist rescue T-rescue 				
Paddling Games	<ul style="list-style-type: none"> Seal launch Sponge tag Follow the leader 				
Leadership and Group Skills	<ul style="list-style-type: none"> Passes on river signals to group 				
Stewardship	<ul style="list-style-type: none"> Proper care for paddling equipment 				
Equipment, Gear & Clothing	<ul style="list-style-type: none"> Ready with kayak, paddle, sprayskirt, & PFD if outside the pool 				

This evaluation strategy can facilitate achievement of the following outcomes:





General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
	✓	✓				✓		✓	✓	✓	✓		

Journal Entry

Name: _____

	After the first kayaking session	After the last kayaking session
1. My strengths:	1.	1.
2. My challenges:	2.	2.
3. I feel good about:	3.	3.
4. My goals are:	4.	4.
5. My plan is:	5.	5.

This assessment strategy can facilitate achievement of the following outcomes:

	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
General Outcomes			✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
			✓		✓	✓				✓		✓	✓

Safety in Physical Education

Name: _____ Date: _____

Your physical education teacher has asked you to explain the safety rules for kayaking to a new student who is arriving next week. He/she wants you to cover all the rules about such things as using equipment, moving in the pool area, and working with a partner and a group. You decide to make a list of five rules for the new student, and to explain why it is necessary to have these rules. Write your list below.

Rule No. 1: _____

Why? _____

Rule No. 2: _____

Why? _____

Rule No. 3: _____

Why? _____





Rule No. 4: _____

Why? _____

Rule No. 5: _____

Why? _____

This assessment strategy can facilitate achievement of the following outcomes:





General Outcomes													
	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
Specific Outcomes						✓				✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
						✓	✓		✓		✓		

Sample Goal Setting Checklist

Student's name: _____

Criteria	Yes	No
Clearly states goal		
Clearly states criteria/evidence for successful completion		
Lists actions to achieve the goal		
Lists resources for support		
Establishes a plan to monitor progress		
Creates a timeline for attainment		

This evaluation strategy can facilitate achievement of the following outcomes.





General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily... For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
												✓	

Sample Journal Entry Checklist

Student's name: _____

Criteria	Yes	No	Comments
States a reaction that reveals understanding and makes connections to the activity			
Written in the first person			
Expresses views, ideas and emotions			
Shows insights by describing the interesting and unusual			

This evaluation strategy can facilitate achievement of the following outcomes. (Depends on topic)





General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily... For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓							

Sample General Outcomes C and D Checklist (e.g., communication, leadership, teamwork, effort, safety)

Student's name: _____

Criteria	Yes	No
Listens to, respects, elaborates on ideas of others		
Stays on task		
Displays enthusiasm		
Deals constructively with disagreements		
Provides encouragement to others		
Makes suggestions that move the group toward completion		

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
						✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓		✓	✓	✓	✓		





Interest Inventory/Learning Log/Oral Communication

Student Name: _____ Date: _____

Student Questions	Teacher Comments
<p>A. Did you gain an understanding of the physical education outcomes for this activity/unit?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>B. How did you feel about your participation?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>C. Did you enjoy working with your classmates? Why or why not?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

<p>D. What physical activities do you do away from school—with family, friends, self?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>E. Could you see yourself kayaking in the future? Where and with whom?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

This assessment strategy can facilitate achievement of the following outcomes:

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
					✓				✓	✓		✓	✓

Personal Fitness Program

Name: _____ Date: _____

Complete this fitness and nutrition questionnaire and hand it in at the end of the unit with your completed fitness package.

What are five fitness goals that you would like to achieve during this unit? (Include both physical fitness and nutrition goals.)

1. _____
2. _____
3. _____
4. _____
5. _____

According to *Canada's Food Guide to Healthy Eating*, how many servings per day should you be having of:





1. Fruits and Vegetables _____
2. Milk Products _____
3. Grain Products _____
4. Meat and Alternatives _____

Based on this guide, are there any foods that you need to eat more of or less of and for what reasons?

(continued)

What specific activities do you plan to undertake to improve your fitness level?

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes													
	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
Specific Outcomes			✓							✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
			✓		✓							✓	

Functional Fitness Written Test

Name: _____ Date: _____

Part A – True or False

	1. A good exercise heart rate for your age is between 20 and 24 beats/10 seconds.
	2. Aerobic fitness is developed in running.
	3. The best way to cool down is to go outside.
	4. Arms should be bent at a 45° angle when you run.
	5. The more fit you are, the quicker your heart rate returns to its resting heart rate (RHR).





Part B – Multiple Choice

1. Cardio-respiratory fitness is the fitness of the:
 - a. heart
 - b. lungs
 - c. blood
 - d. blood vessels
 - e. all of the above
2. How should you begin cardiovascular training, if you have not been active recently?
 - a. once every two weeks
 - b. gradually
 - c. 5 minutes a day
 - d. hard and steady
3. Anaerobic means:
 - a. with oxygen
 - b. without oxygen
 - c. breathing heavily and constantly
 - d. loss of weight due to heavy exercise
4. If your neighbour wants to do aerobic exercises, which should he or she not pick:
 - a. sprinting
 - b. weight lifting
 - c. jogging
 - d. kayaking

5. How hard should your neighbour exercise for cardio-respiratory fitness:
 - a. elevate the heart rate to correct intensity
 - b. do stretching exercises
 - c. run 1500 m daily
 - d. walk only

6. Which test for cardio-respiratory fitness would you suggest:
 - a. 100 m run
 - b. 1500 m run
 - c. 12-minute run
 - d. lifting weights

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓							✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
			✓		✓					✓		✓	

Kayaking 101

Name: _____

Date: _____

Draw a kayak and **label** the following parts:

bow

stern

cockpit

thigh braces

grab loops

seat

foot rests

hip pads

Explain what the following kayaking terms mean:

(This could also be done orally with a partner or group):

Active posture: _____

Seal launch: _____

Spray deck / spray skirt: _____

Community Use Activity

The following follow up activity has been adapted from the Teacher Resources of *Physical Education Online*.
http://education.alberta.ca/physicaleducationonline/teacherresources/daily/examples/d7-9/t9_31d.asp

What's Out There? Outcome D (7-9)-8



When organizing a kayaking unit, introduce the students to community recreational facilities or local companies and clubs that offer kayaking or even canoeing programs. Organize a field trip to the pool or lake and participate in one or more of the activities. These classes include kayaking, but you could also fit in some swimming lessons, aerobics, indoor climbing, weight training, squash, tennis, beach volleyball, or yoga, depending on

what is offered in or near the facility and depending on what kinds of experts you can find to teach the sessions.

When the class returns from the community facility, ask the students to complete a "Community Use Form". This completed form will be put on a bulletin board outside the gym so that other students in the school are aware of community programs suitable for teens.

Assessment: These are clues that you have reached the outcomes ...

Students are aware of programs outside the school that encourage active living.

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
													✓