

# 1 Star Assessment Notes

## Technical Syllabus

The assessment itself needs to encourage safe practice, regard for the equipment and should be fun. The emphasis on skill development should result in an understanding of what is efficient and effective.

## Part A – Personal Paddling Skills

### A.1 Lifting, carrying and launching

The paddler must demonstrate safe lifting and carrying principles, avoiding twisting when lifting. Paddlers should work towards the 'spine in line' ethos and keep the load close to the body (**assistance is recommended**). The boat should be floating unless bank conditions prevent this.

The paddler should demonstrate that they have planned ahead and have positioned according to direction of travel when leaving the bank.

The paddler should demonstrate the use of simple draws, rudders and short power strokes to manoeuvre away from the bank.

### A.2 Forward paddling over a distance of 100m

Paddlers must show that they can control their boat in a straight line over a distance of 100m. Some directional instability is likely to occur but without complete loss of forward movement. Canoeists may switch sides to generate initial momentum.

Paddlers should:

1. Demonstrate an appropriate paddle grip and stroke length.
2. Show an active posture, using the larger muscles of the body and showing some rotation of the body.
3. Place the paddle in the water with an extended front arm, dependant on style of boat.
4. Show evidence of foot/knee pressure and connectivity.

### **A.3 Steering and controlling**

Paddlers should demonstrate:

- Stopping both forwards and backwards. Stopping within 4 strokes.
- Rotating 180 degrees in both directions. Turning the boat using forward and reverse sweeps; body rotation needs to be evident.
- Reverse paddling over a distance of approximately 5m, to a fixed point. Paddlers need not make contact with the point but should be within half a metre of it. Rotating at the waist and looking over the shoulder(s) must be in evidence.
- Turns to both the left and right, with the boat tracking a course and maintaining forward movement. Paddlers should use a combination of sweeping and forward strokes, or the use of a rudder to negotiate through a controlled turn.

### **A.4 Return to the bank and get out**

The paddler should make a controlled and appropriate approach to the bank or shore, demonstrating an understanding of the use of draws, rudders and short power strokes.

Once at the shore the paddler must show a controlled and safe method of getting out of the boat and taking it out of the water.

## **Part B – Rescue Skills**

### **B.1 Capsize the craft and be rescued or swim to the shore (whichever is most appropriate to the craft and conditions)**

The paddler should capsize 15m from the bank and either be rescued or swim to shore towing all their equipment.

The paddler must demonstrate a calm and relaxed exit from the boat, with a clear attempt to retain contact with boat and paddle in evidence.

The paddler does not need to be able to demonstrate a rescue of another paddler. They need to demonstrate that they can be a proactive part of being rescued.

### **B.2 Emptying boats**

Paddlers should be aware of and demonstrate the principles of safe lifting when emptying boats at the water's edge. The amount of water would be small i.e. a slight amount after a paddling session. Paddlers should not be emptying excessive amounts of water, though knowledge of how to safely empty a swamped boat at the shore should be understood. Care and concern for the boat should also be shown, particularly when a light racing boat is used.

## Part C – Safety, Leadership & Group Skills

### C.1 Personal risk management

Via theory questions e.g. equipment.

### C.2 Awareness of others

Via theory questions e.g. safety.

### C.3 Provide evidence of one journey of about 1 hour (3 km) duration

All the above are covered via theory and a logbook or by questioning paddlers about a basic 3 km journey they have undertaken. Providers should ensure that paddlers understand the basic communication signals, the importance of looking out for each other's safety and well-being, as well as what to do in the event of a capsized.

## Part D – Theory

### D.1 Equipment

### D.2 Safety

### D.3 Wellbeing, health and first aid

### D.4 Access

### D.5 Environment

### D.6 General

The paddler should only be asked questions that reflect the boat and equipment that is being worn or used, for example: 'Why and when should you wear a buoyancy aid?' 'What are toggles for?' A detailed knowledge is not required at this level.