

## Development of Lesson Plans

### Outcome Examples – Paddles, Forward Line

Lesson plans can be tricky when you have no idea of the starting point or material to use. Although the instructor manual has suggestions for lesson development and a few templates for creating plans we thought a 'real' working example would be useful for instructor candidates.

When working on lesson plans keep in mind the whole course and think about the amount of time that will be required. Lessons should build on material already covered or known by the participants.

The following two lesson plan outlines follow the 'Tell Me' or 'IDEAS' method suggested by Paddle Canada for teaching theory or active skills. These lesson plans were setup as examples and the process for the development is discussed in the following two YouTube videos:

- Creation process for a lesson plan – Paddles: [http://youtu.be/JQvm2M\\_HSj4](http://youtu.be/JQvm2M_HSj4)
- Creation process for a lesson plan – Forward Lines: <http://youtu.be/Zc6ou-ZTuEE>

Both of these lesson plans are directed toward the Introductory Lake level.

Charles Burchill – May 26, 2013

## Paddles and Paddle Shapes

TELL ME Method (Theory Topics) LESSON PLAN

Course Name: \_\_\_Introduction to Lake\_\_\_ Date: \_\_\_May 20, 2013\_\_\_

Site location: \_\_\_MPC – PFD Porch\_\_\_ Topic: \_\_\_Paddles\_\_\_

Students: 4 – teens/young adults.

Teaching Aids: \_\_\_Paddles – Ottertail, standard, bent shaft (possibly WW), at least one paddle for each student (short/long), at least one of each wood and aluminum/plastic\_\_\_

\_\_\_General course handout:

[http://home.cc.umanitoba.ca/~burchil/pm\\_canoe/hand\\_out.pdf](http://home.cc.umanitoba.ca/~burchil/pm_canoe/hand_out.pdf)

Includes parts and how to hold.

Time to complete: less than 10 minutes (5 would be optimal)

Background resources:

- Paddle Canada Lake Program manual
- MPC Tandem Canoe manual (pp 19-21)
- Path of the Paddle (pp 10-11)
- The Happy Camper (pp 272-274)
- ACA Canoeing (pp 49-53)
- WWW
  - o <http://www.paddling.net/message/showThread.html?fid=advice&tid=1490384>
  - o [http://www.edinformatics.com/math\\_science/simple\\_machines/lever.htm](http://www.edinformatics.com/math_science/simple_machines/lever.htm)

**TELL ME WHAT YOU'RE GOING TO TELL ME (Introduce: short/quick)**

- Paddles are required to move the canoe. They are made out of a variety of materials, and have a variety of blade shapes. Each have strengths and weaknesses.

**TELL ME (Content/body: involve group, props, interactive)**

- Use – moving canoe
  - o Grip, shaft, blade
  - o How to hold – including size (over the head/bent arm), Bent shaft, size for person is measured by 'shaft' length.
- Material (wood, plastic metal)
  - o Include comment on care
- Blade shape
  - o Standard
  - o Otter tail – deeper water, flex, less area at tip (think lever)
  - o WW – shallower water, more area at tip/shorter blade (think lever)
- Bent shaft – why an advantage, think back to how the paddle is held
- Pivot point on a paddle – lever and fulcrum, teeter-totter
  - o Demonstration balance paddle on finger, add weights to blade, move the fulcrum

- Have students try to hold weights on the paddle blade from different positions.
- Ask – how do you think different blade shape will impact the work required?
- Reach, and strength required

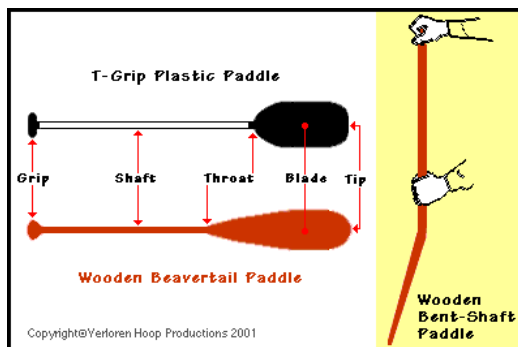
### TELL YOU WHAT THEY LEARNT

- Parts of paddle – identify the tip, throat, shaft
- What is common WW blade – why
- How do you hold a paddle
- What is the proper size
- How is a paddle a lever - implications

### TELL ME WHAT YOU TOLD ME (Summary/Conclusion: short/quick)

In conclusion – paddles move the canoe. Paddles should be matched for the right size for the purpose and person. Length and blade shape.

### Hand out Material – added to general course handout



## Forward Lines

### IDEAS Method

Course Name: \_\_\_Introduction to Lake\_\_\_\_\_ Date: \_\_\_May 20, 2013\_\_\_\_\_

Site location: \_\_\_MPC – Front Bay (sheltered), dock\_\_ Topic:\_\_\_Forward Line\_\_\_\_\_

Students: 4 – teens/young adults.

Required Equipment: Canoe, PFD, Paddles, other safety equipment

Teaching Aids: Dry bag, Buoy (placed 25m off of end of dock), canoe model

Time to complete: less than 20 minutes (15 would be optimal for this size of class)

### Background resources:

- Paddle Canada Lake Program manual
- MPC Tandem Canoe manual (pp 19-21)
- Path of the Paddle (pp 10-11)
- The Happy Camper (pp 272-274)
- ACA Canoeing (pp 49-53)
- Canoeing The Essential Skills and Safety (pp55-57, 66-75)
- WWW
  - o [https://www.youtube.com/watch?v=\\_N5fpusab4A](https://www.youtube.com/watch?v=_N5fpusab4A)
  - o <https://www.youtube.com/watch?v=kSOu0jyugN8>
  - o [http://home.cc.umanitoba.ca/~burchil/pm\\_canoe/subtle\\_correction.html](http://home.cc.umanitoba.ca/~burchil/pm_canoe/subtle_correction.html)

### IDEAS Method

#### Introduce (1-2 sentences):

Forward lines critical for all paddling, control, safety.  
Need to paddle out to buoy, pivot (reminder), return, stop.  
Canoe turns away from stern paddler (usually) – why?  
How would you correct – demonstrate with canoe model.  
Does trim matter?

#### Demo (remember do not to speak through the demo):

Hop in canoe with XXX and paddle out to buoy, return, stop.

#### Explain (3-4 key points that must be passed on)

Forward stroke  
J (or rudder) – critical blade pushes canoe, blade perpendicular to water surface  
Do dry land J practice out of water.  
Quarter Sweep (draw to back) or straight through

Watch down the lake (or destination) – J when bow person away from you paddling side, sweep when bow person to your paddling side.

Stop with back paddle/check

Stern Paddler does minor corrections (e.g. J) bow paddler involved in turns (e.g. pivots)

**Action/Activity (NOTE this has to be done twice, once with each paddler in stern).**

Get in canoes; paddle out to buoy, pivot (with draws), return.

- Make suggestions on paddling
  - o most common problems are associated with:
    - trim – difficulty maintaining line, many over corrections
    - Ineffective J (blade out of water or not perpendicular).
    - Over correction – remind that when done properly J or sweep only a little, possibly every two/three strokes.
    - Watching boat/paddle not destination
    - Remember keep it simple and watch for actual issues (don't guess), look at boat, body, paddle, blade.

Once everyone returns and has had a try send all boats out to near buoy and play red light/green light.

### **Summarize:**

Straight lines are critical for most paddling skills.

Ask what was the most common problem? How did they correct.

### Error Detection and Correction (Critical Feedback)

- Trim
- Posture, up right and looking down lake.
- Body rotation during paddling
- Length of stroke (bow/stern) – often too long
- Paddle vertical in water, close to canoe – often grip hand is too low and inside canoe
- Rotation of blade for J portion – often not rotated so inefficient (see next), look for thumb pointed to gunwhale.
- Blade in water is perpendicular, done next to stern (push out in J, pull in quarter sweep). Sometimes it helps to look at blade during J (correction)
- J/sweep only every few strokes
- Try - have stern paddler try stern pry, stern draw to see how canoe moves (when sitting still/stopped)
- Look for positive things – length of stroke, body position/posture, and movement of canoe. Point out these things during feedback.