

Paddle Safer

Sample Programme and Session Plans

Go Paddling Paddle Safer Course

Sample Programme and Session Plans

Introduction

This document provides an example Paddle Safer course programme and the accompanying session plans for the four modules. It is intended to be used in addition to the Paddle Safer Provider eLearning resource.

In order to ensure that the content is pitched at the right level, providers are required to obtain, understand and consider the participant's current understanding, knowledge and ability, as well as the craft and typical environments that they will paddle. This can be done through introductions or part of a more formal process.

Note: This example is based on a 1:6 ratio with similar craft. For larger group sizes and varied craft, the Provider must consider timings or splitting the group. The main focus for the Provider is to ensure all participants are able to contribute, explore and practice without the overburden of specific technicalities. The 2 hour programme does not take into account introductions, information gathering, administration, getting ready or any transportation, the timings provided are for the delivery of the modules.

All modules are interactive practical sessions, discussing equipment, showing where to obtain information and exploring possible solutions to common mishaps. Module 4 is a water based session that will require participants to get into the water to practise the techniques being explored.

**PADDLE SAFER COURSE
COURSE PROGRAMME**

| Module | Time | Module Outline |
|--------------------------|-------------|--|
| Module 1 | 20 minutes | Equipment <ul style="list-style-type: none"> ● Craft overview, safety considerations and features ● Clothing and equipment worn ● Additional safety equipment |
| Module 2 | 20 minutes | Environment <ul style="list-style-type: none"> ● The sheltered water environment ● Weather considerations |
| Module 3 | 10 minutes | Planning <ul style="list-style-type: none"> ● Knowledge, experience and ability ● What to expect and what to look out for |
| Module 4 | 70 minutes | Rescues <ul style="list-style-type: none"> ● Rescue techniques ● Supporting others ● Calling for help |

PADDLE SAFER COURSE

MODULE 1

| | |
|---|------------|
| Module Title: | Equipment |
| Time: | 20 minutes |
| Module Outline: | |
| <ul style="list-style-type: none"> ● Craft overview, safety considerations and features ● Clothing and equipment worn ● Additional safety equipment | |
| Delivery: | |
| <p>One group with either their own clothing and equipment or equipment that is provided as part of the course.</p> <p>Note: It is better if participants bring their own clothing and equipment so they can practice and consider uses and limitations.</p> <p>Explore, discuss and show as a group (remembering to keep it within context of the sheltered water environment and participants).</p> <p>Craft overview, safety considerations and features:</p> <ul style="list-style-type: none"> ● Show how to carry out checks, for example, any damage, splits, worn to the structure, deflated, drain plugs, etc.; ● Explain how additional craft buoyancy can aid rescues (if applicable); ● Show relevant attachment points that need to be checked for safety and carrying, for example, grab handles, leash attachment points, canoe painters; ● Talk through checking paddles and how they could be used as a reach rescue (practical demonstration in Module 4). <p>Note: If Stand Up Paddleboards and Skis are being used, leashes must be covered.</p> | |

- Recommendation that Stand Up Paddleboarders and those paddling skis wear a buoyancy aid as well as a leash;
- Any water that has flow or is moving, a Quick Release Belt attached to a leash is recommended,

[Should I wear a buoyancy aid when Stand Up Paddleboarding?](#)

[Stand Up Paddleboard leashes: which one's right for me?](#)

[Stand Up Paddleboard leash information video](#)

Clothing and equipment worn:

- Highlight the need for considering the time of year and weather when choosing appropriate clothing;
- Discuss and show appropriate personal clothing, windproof, footwear and headwear;
- Demonstrate and get participants to fit a buoyancy aid (practical demonstration of appropriate adjustment and fitting).

[Equipment for paddling video](#)

Show additional safety equipment that is highly recommended to carry:

- Mobile phone in a waterproof case (fully charged);
- Small first aid kit;
- Spare clothing;
- Food and drink.

For a new/novice paddler, highlight that other equipment available may not be appropriate until they have gained further knowledge, understanding and ability.

Note: Remind participants that when they receive certification, they will also receive [crib cards](#) and other [resources](#) to remind them of the topics covered in Module 1.

PADDLE SAFER COURSE

MODULE 2

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|---|-------------|
| Module Title: | Environment |
| Time: | 20 minutes |
| Module Outline: | |
| <ul style="list-style-type: none"> • The sheltered water environment • Weather considerations | |
| Delivery: | |
| <p>In one group, explore and highlight what is the sheltered water environment:</p> <ul style="list-style-type: none"> • Discuss the different sheltered water environments – estuaries / beaches / slow moving rivers / lakes / lochs / canals, etc.; • Explore the potential dangers within the sheltered water environments – weirs / tidal flow / other waterway users / off shore winds / large exposed inland waterways, etc. (linked to Module 3). <p>Inland waterways video</p> <p>Weir safety a beginners guide</p> <p>Using resources, encourage the group to consider the weather considerations:</p> <ul style="list-style-type: none"> • Discuss where to obtain weather forecasts and what to take into consideration. Show apps from a phone and websites available / screenshots if no service is available; • Explain about wind strength and direction, including off shore winds / outlook and temperature. These considerations are all significant in deciding where to go and what to wear (linked to Module 3); • Emphasise why it is important to observe the actual conditions vs. forecast. Is the water and conditions aligned to the forecast? What is plan B? (link to Module 3). | |

[Weather and Tides video](#)

Note: Remind participants that when they receive certification, they will also receive [crib cards](#) and other [resources](#) to remind them of the topics covered in Module 2.

PADDLE SAFER COURSE

MODULE 3

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|--|------------|
| Module Title: | Planning |
| Time: | 10 minutes |
| Module Outline: | |
| <ul style="list-style-type: none"> • Knowledge, experience and ability • What to expect and what to look out for | |
| Delivery: | |
| <p>In a group, explain why participants need to consider their own and others knowledge, experience and ability.</p> <ul style="list-style-type: none"> • Emphasise the importance of choosing environments and conditions that are well within the capabilities of yourself and others; • Explain the vulnerability of paddling on your own and the recommendation to always paddle with others as a supportive group; • Discuss the opportunity for development by joining an affiliated club or contact a Delivery Partner to gain further knowledge and skills through formal organised training. <p>Encourage and discuss as a group why a plan is important, what to expect and what to look out for.</p> <ul style="list-style-type: none"> • Advice to plan in advance, do your research - paddle points, local knowledge, guidebooks, etc. Provide examples of resources to help inform planning and understanding the environment, consider the audience and include the use of apps and websites accessible from their phones, etc.; • Encourage to choose areas that are known and have been paddled before to gain and build confidence; • Explain the importance of informing someone where you are going and anticipated timings to be off the water; | |

- Discuss and identify known hazards, covering natural and manmade hazards such as weirs, ensuring that there is a plan to get out of the water early and walk around such hazards;
- Revisit and remind participants to check that the conditions match the weather forecast. What is plan B? If the conditions are not what was expected, just because a trip is planned, it does not mean you have to go. How long will you and others be out of the water and is the plan known by everyone?
- Explain the importance of keeping a watchful eye out for hazards when on the water, keeping away from potential issues, e.g. weirs, fallen trees, other water users, (rowers, fisherman, motor craft, etc.);
- Provide top tips on what kit to have at the end, e.g. dry clothes, changing mat / coverall robe, etc., drinks and spare food;
- Signpost to the paddler's code - considerate paddling, looking after the environment and being considerate of others.

Skills and knowledge development

- Signpost to a [Delivery Partner](#) or [Affiliated Club](#) to gain further skills and knowledge. Show Go Paddling website look up - [finding course providers](#).

Note: Remind participants that when they receive certification, they will also receive [crib cards](#) and other [resources](#) to remind them of the topics covered in Module 3.

PADDLE SAFER COURSE

MODULE 4

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|--|------------|
| Module Title: | Rescues |
| Time: | 70 minutes |
| Module Outline: | |
| <ul style="list-style-type: none"> ● Rescue techniques ● Supporting others ● Calling for help | |
| Delivery: | |
| <p>Rescues on and in the water practical session:</p> <ul style="list-style-type: none"> ● Provide demonstrations and practice of simple solutions to common mishaps that occur in a sheltered water environment; ● Show and allow participants to capsize or fall into the water and carry out self and supported rescues: <ul style="list-style-type: none"> - Provide options that will work for the individual (considering ability, fitness and agility), - Highlight the benefits of paddling with others to support during rescues, - Craft specific (the one they are using or will use), - Raising awareness of the effect of the wind if the participant is separated from their craft - use of leashes or painters and carrying a means of communication within the buoyancy aid, - Cover additional leash training if participants are on Stand Up Paddleboards or Skis - releasing a belt system with tension (to highlight the need for the right system) and locating the release mechanism (toggle or webbing); ● Demonstrate and show simple solutions if someone in the group gets fatigued or injured. <p>Calling for help and attracting attention:</p> | |

- Remind and show the use of a mobile in a waterproof case to contact the appropriate emergency services;
- Show participants of the use of a whistle in attracting the attention of those nearby that could assist.

Note: It is important that the participant leaves the course confident that they have a method of rescue and means of calling the emergency services and attracting nearby attention.