National Association of State Boating Law Administrators

2009 Education & Awareness Committee

Education Standards and Best Practices Subcommittee

Final Report – Charge 2

NATIONAL ASSOCIATION OF STATE BOATING LAW ADMINISTRATORS

Education and Awareness Committee

Education Standards and Best Practices Subcommittee, Charge 2

State Members:

Marty Law, Oregon, Subcommittee Chair

Ed Huntsman, Arizona, Charge Leader

Associate Members:

Ms. Jo Mogle, U.S. Sailing

David Carter, BoatU.S. Foundation

Ms. Anne Lockwood, U.S. Coast Guard Auxiliary

Eugene Molteni, U.S. Power and Sail Squadron

Ms. Michele Zaloom, Tow Boat Foundation

Charge #2*:* Develop a set of best practices (on-water, skills-based) boating safety education courses. (NASBLA 2.2, 2.3) (RBS 3.3, 3.4)

This is a carry-over charge from FY-08. The charge group collected a list of 15 courses offered throughout the U.S. and collected copies of the course materials. After reviewing the materials, the charge group will list the best practices found in the majority of the courses. These include, but are not limited to, curriculum components, instructor competence and certification, liability insurance, context of the course setting, a list of necessary materials and equipment to teach a course, etc. A secondary product for this charge will be the development of a resolution urging the marine dealer certification board to encourage customers to take on-water training and boating safety courses.

The team was assembled on the Committee's initial conference call on Friday, December 12, 2008. Those participating in the initial committee conference call and stepping up to complete this Charge were Ms. Jo Mogle, U.S. Sailing; Anne Lockwood, U.S. Coast Guard Auxiliary; Eugene (Gene) Molteni, U.S. Power and Sail Squadron; David Carter, BoatU.S.; Michele Zaloom, Sea Tow Foundation; and Ed Huntsman, Arizona Game and Fish Department as Charge Leader.

With the assistance of Gail Kulp, a form was developed to capture what the team believed were the essential elements and key components of each of the 15 courses that were actually submitted by the previous year's committee. The fifteen courses submitted were:

1. Canadian Yachting Association Introduction to Boating
2. Canadian Yachting Association Learn to Intermediate Powerboat
3. Canadian Yachting Association Learn to Basic Powerboat
4. Canadian Yachting Association Learn to Outboard Powerboat
5. Chapman's Basic Power Boating (Course 1000)
6. Chapman's Boating Essentials (Course 100)
7. Chapman's Powerboat Handling (Course 200)
8. USCG Auxiliary On-Water Training
9. US Power Squadrons Advanced Certifier l
10. US Power Squadrons Boat Operator Certification
11. US Sailing Safe Powerboat Handling Course
12. US Sailing Basic Powerboat Cruising Course

13. US Sailing Accelerated Powerboat Course
14. US Sailing Safety and Rescue Boat Handling Course
15. US Sailing Powerboat Instructor Certification
16. US Sailing Inshore Powerboat Cruising Course

Rather than have each individual member of the team review each individual course, the courses were evenly divided between all of the members of the charge team. Where it made sense to have a member of the team review a specific course(s) that is a product of the organization they represented, e.g. the U.S. Sailing or U.S. Coast Guard Auxiliary courses of which Ms. Mogle and Ms. Lockwood are members respectively, that organizations course was assigned to that member of the team as we believed they would have a better understanding of the intricacy and nuance of those specific courses and would do a better job of evaluating them.

February 6, 2009
Collect and distribute course materials obtained during CY2008 and distribute to all members of subcommittee (either soft or hard copy, or post on NASBLA Base Camp)

March 13, 2009
Subcommittee members review materials and independently develop "Best Practices" criteria and initiate list.

April 19, 2009
The Education and Awareness Committee met as a whole in Panama City Beach, Florida April 18 – 19 and reviewed the progress that had been made so far. The team provided the background and progress thus far sharing that a total of 42 courses were identified in a survey conducted by the (original) subcommittee during 2007. A total of 15 courses were actually received by the previous subcommittee for review in 2008. Those courses were then passed on to the new team and are being reviewed for best practices exhibited in them.

During the course of the meeting of the whole, Ohio Boating law Administrator (BLA) and National Boating Safety Advisory Council (NBSAC) member Pam Dillon reported that definitions were created by a subcommittee of NSBAC that separated *advanced* and *on-water education* into two different areas.

> Defining *Advanced Education* as any course of instruction that goes beyond a basic boating safety course that is NASBLA approved. And *On-Water Education* defined as any course of instruction that is boat based for skills development, regardless of the level of the course content.

An exhibit attached to this final document is a resolution suggestion for NASBLA to adopt supporting the NBSAC definition. This definition is also an item in the recommended Best Practices for On-water, skills-based boating safety education course best practices.

Additionally during the meeting, it was noted that there were no courses listed by the American Canoe Association (ACA). Unfortunately, there were none submitted in the 2007 / 2008 time frame when courses were being solicited. However, Jeremy Oyen of the ACA was in the room and was

asked if he could submit a review of paddle course(s) for the committee checklist and Mr. Owen agreed to do so. After the committee of the whole recessed, the charge team members present met to finalize their individual lists of common themed *Best Practices* identified in the course reviewed by the current charge team thus far.

May 15, 2009
Develop final list and detail, publishing draft for review by Standards & Best Practices Subcommittee Chair, Marty Law.

May 29, 2009
Incorporate edits, corrections or changes and distribute to charge participants for review and final approval. The editing process was unusually challenging as the work group wrestled with the verbiage in the charge to stay focused solely on the best practices (not standards) found in the majority of the courses reviewed. We often found ourselves struggling with what we may have individually or collectively viewed as a best practice that may not have been in the courses reviewed. So it is important to remember that this document contains only those best practices the charge team agree were found in the courses reviewed and in no way should be considered an all inclusive list of best practices that may be found in any given or specific course.

June 8, 2009
Collected final edits / approvals from charge participants, incorporating all into final product and forward to Standards & Best Practices Subcommittee Chair, Marty Law and Gail for final review and submission.

Attachments
- *On Water, Skills Based Best Practices*
- Suggested resolution to adopt NBSAC definitions
- Suggested resolution urging the Marine Dealer Certification Board to encourage customers to take on-water training and boating safety courses

Attachment 1

Best Practices for On-Water, Skills-Based Boating Education Courses

*Prior to participating in **any** type of on-water skills-based course, a student should have successfully completed a National Association of State Boating Law Administrators (NASBLA) approved boating safety education course*.

Curriculum Components

Boats and Basic Boating knowledge

The course content should present the following items at a level consistent with the course level:

- Boat part(s) noun nomenclature and terminology
- The Engine parts and the propulsion unit parts
- Fuel system parts
- Electrical system
- Cooling system parts

Basic Maintenance

The course should cover correct parts and their maintenance. If appropriate, cover probable causes and troubleshooting various situations, such as:

- Engine will not start or is difficult to start
- Engine overheats
- Engine seems to be running well but then slows down and knocks
- Engine spits, coughs or slows
- Engine knocks excessively
- Engine stops suddenly
- Engine is running well but boat is not moving
- Excessive vibration

Preparation, Onboard Briefing and Familiarization of Boat and Equipment

The student should demonstrate

- Knowledge of filing of a float plan.
- Conducting a check of the vessel's gear and equipment with a pre-underway boating checklist. Include the reasons for proper stowage in assigned places.
- The care and maintenance of onboard equipment.
- Conducting a briefing on the location and operation of emergency, lifesaving and other safety equipment.
- The proper use of a marine head and other onboard comfort items and facilities
- The correct method of putting on a life jacket.
- Assigning duties to crew/passengers

Seamanship

The student should demonstrate

- A Type IV throwable flotation device(s)
- Tow line(s) – along with towing procedures and precautions
- Dock lines – Forward, aft, spring, etc.
- Fenders, including appropriate placement
- The correct method of heaving a line

- Making up a line and securing it while discussing the procedure
- How to belay to a cleat (round turn and figure eight, finishing with a half hitch)
- The use of a VHF marine band radio, including simulated “Pan-Pan”, “Securite” and “May Day” messages.
- Perform a weather check, and how the report might influence the day’s activities

The student should be prepared to explain

- Knowledge of federal and state regulations applying to boaters
- The items recommended for a waterproof emergency kit
- Obeying and assisting crew and skipper as directed
- The requirements when an accident or vessel in distress is observed

Navigation

The student should demonstrate

- An understanding of the USCG’s Navigation Rules
- The ability to read and interpret a navigational chart, preferably of the local operating area, and to determine distances, anchorages, depth of water, buoys and navigational aids, type of bottom, any local hazards, both those indicated on the chart and any that might not be identified on the chart
- How to identify the code flag for a vessel engaged in diving operations and discuss vessel operator conduct when such a flag is in sight
- Ability to describe six internationally recognized distress signals
- How to locate and discuss the name, color and angle of visibility of lights required for various vessels

The following should be demonstrated underway

- How to steer an assigned compass course and how to minimize the effects of deviation or magnetic influences.
- Knowledge of federal and state regulations applying to boaters

On The Water Maneuvers and Skill Demonstration

The student should demonstrate the following actions

- Plan and execute getting underway, including the effective use of communication to the crew working in various positions on the vessel
- As conditions permit, perform maneuvers under the following wind and current conditions:
    1. Wind/current parallel to dock
    2. Wind/current away from the dock
    3. Wind/current towards the dock
- As conditions permit, demonstrate the basic principles of handling a boat under varying wind and current conditions from the following points: ahead, astern, abeam and quarter. Explain the handling needed in adverse weather conditions such as zigzagging while heading broadside to the waves and while heading into the waves
- Come to a full stop maintaining the bow straight using reverse. [The objective of this maneuver is to learn how much distance is required to bring a vessel to a full stop. Vessel is to be kept on a straight course while the maneuver is being carried out]
- Bring the boat to a mooring buoy and successfully retrieve the line(s)
- Maneuver the vessel to a position alongside of, and parallel to, a dock or pier, portside and starboard side to, not more than one foot off, without the aid of lines and without the stern passing a specific given mark at any time during the maneuver
- Anchor the boat in water of sufficient depth so as to not drag the anchor when tested under engine power at idle while in astern propulsion. Use appropriate scope for conditions and type of rode. Explain holding characteristics of commonly used anchors, scope for different conditions and rodes, and how to determine if anchor is holding. Explain the features of a secure anchorage, and the dangers of a lee shore.
- Retrieve the anchor and get underway
- Demonstrate skipper's actions and commands and the crew’s actions in a simulated fall overboard by a member of the crew, until the crew is safely back aboard. Consider the crew overboard to be wearing a life jacket and able to assist him/herself. Include the following actions:
    1. Sound alarm

2. Deploy marker and/or buoyant object(s)
3. Appoint and maintain a proper look out
4. Demonstrate an Anderson, Williamson, Figure 8 or other method of return
5. Describe at least two methods of getting a person out of the water and back aboard

Making Fast and Securing

The student should demonstrate

- Securing the vessel to a dock or slip including proper placement of fenders.
- How to secure a vessel for the night using appropriate dock lines, and, when appropriate, the setting of electrical and bilge systems.

Instructor Competence and Certification

The instructor should be:

- Age 18 years of age or older
- Knowledgeable and thoroughly understand and able to relate the topics, techniques, information and subject matter being taught and discussed within the course.
- Possess a current Red Cross (or equivalent) basic first aid certificate
- Possess a current nationally recognized CPR certificate
- Possess a current nationally recognized boating education instructor certificate
- The ability to evaluate a student's performance while the student is operating the vessel at the helm, assessing the following:
  1. Smoothness and proficiency of all maneuvers,
  2. Commands to other crew,
  3. Knowledge and action regarding Rules of the Road situations
  4. Continuous display of good and prudent seamanship

Teaching and Evaluation

The instructor should be able to effectively evaluate their students on their ability to carry out all procedures and demonstrate the ability to offer constructive criticism to encourage the student to achieve their potential. Therefore, the course should offer performance objectives and require the students to know and understand them, the instructor to teach the objectives and be able to critically evaluate and coach student performance.

Recertification

Instructors should maintain currency in all required certifications

Liability Insurance

The course provider should maintain liability and other appropriate insurance coverage to cover any potential situation that may be encountered during the normal conduct of business and student instruction

Context of Course Setting

Facilities

Ideally, an on-water skills based course would offer the convenience and continuity of a dock or pier, ramp and any other facility or structure necessary to conduct the course.

- The course setting should provide all facilities necessary to effectively and efficiently conduct the course in its entirety with minimum disruptions to the continuity of presentation.
- Access to a body of water appropriate to meeting the on-the-water instructional requirements, with a launch ramp or hoist if teaching vessel(s) are not docked or on a mooring.

- Unless specifically required for the course, weather conducive to the safe operation of watercraft should be considered before any on-water course instruction is initiated.

Necessary Materials or Equipment to Teach Course

- Properly fitted boat with motor and required safety equipment
- Personal protective equipment as necessary to the level of the course being conducted.
- Access to a vehicle, trailer, ramp and waterway as necessary to the level of the course.
- Any other materials, supplies or products necessary to enhance the effectiveness of instruction to the level of the course (e.g. loud hailer, hand-held marine band VHF radio, tools, etc.)

Other

TBD

Paddling Course Best Practices

As the recognized world leader for paddling information, the American Canoe Association and their policies, procedures and established courses are referenced throughout as the standard for paddling sports Best Practices.

Canoe courses

Curriculum Components:

Course Objectives

The course should emphasize paddling skills appropriate to the course level and should offer progressive courses, increasing in challenge in the succeeding available courses, e.g.:

- Essentials of River Canoe
- Essentials of Touring Canoe
- Basic River Canoe
- Freestyle Canoe

Participant Qualifications:

Students must be able to perform and demonstrate all skills learned independently and without assistance.

Course Duration:

The course should provide a minimum of six hours or more of instruction at the instructor's discretion.

Location:

Flat water with limited wind conditions

Class Ratio:

Tandem: One Instructor to six students, two to 12 with a qualified assistant
Solo: one Instructor to five students, two to ten with a qualified assistant

The following is a *best practices* general summary of course content for an introductory canoeing course. The content and sequence of instruction should be arranged to best fit the student's needs, class location and time allowed for instruction, review and testing.

Course Content:

Introduction & Logistics:

- Welcome
- Introduction of instructors and participants
- Course expectations, limitations, and timeframe
- Review waiver, assumption of risk, and medical disclosure
- Life jacket policy (always wear one on water)
- Site specifics: regroupings, toilet facilities, etc

The Paddling Environment:

- Wind
- Waves
- Weather
- Water

Personal Preparation:

- Personal Behavior
- No alcohol/substance use
- Respect private property, litter, noise, etc.
- Proper etiquette on and off the water
- Personal Ability
- Swimming
- Fitness and warm up
- Suggested skills
- Safe paddle and boat handling
- Safety and rescue
- Personal Equipment (reviewed by instructor)

Getting Started:

- Stretching and warm up to reduce injury
- Car topping: Loading and unloading, racks, straps
- Knots: figure 8 or bowline to form loop, trucker's hitch and 2 half hitches to tie down
- Canoe carries: overhead and suitcase
- Launching and landing from land or docks
- Canoe trim
- Posture, rocking and balance
- Positions in the canoe, sitting, kneeling, etc. (students may select sitting or kneeling stance)
- Basic Terminology: onside, offside, etc.

Equipment:

- Canoe: types, parts, materials,
- Paddle: straight, bent, parts, sizing, hand position
- Life Jacket (PFD): types, materials, fit
- Care of equipment
- Optional equipment and outfitting (handout)

Safety & Rescue:

- Responsibility: Group; Individual, Rescuer; Victim
- Rescue Priorities: People, boats & gear
- Signals: Whistle, paddle and hand

- Group Management
- Cold Shock, Hypothermia: HELP/HUDDLE, clothing
- Hyperthermia: hydration, clothing
- Water confidence and comfort test
- Rescue Sequence: (RETHROG)
- How to empty a boat full of water
- Controlled capsize: All participants will be asked to demonstrate a controlled capsize and an appropriate rescue
- Swimming a boat to shore
- Deep water exits: vaulting and slide, no diving
- Demo: Canoe over Canoe rescues, re-entry, rescue sling, assisted

Strokes

- Tandem (Bow): Forward (Basic); Back; Draw; Bow Draw; Push Away; Cross Bow Draw; Bow Sweeps; Pry
- Tandem (Stern): Forward; Back; Draw; Stern Draw; Push Away; Stern Pry; Stern Sweeps; Rudder; J Stroke; Pry
- Solo: Forward (Basic); Back; Draw; Push Away; Cross Bow Draw; Stern Pry; Forward Sweep; Reverse Sweep; Rudder; J Stroke; Pry; Stern Draw

Maneuvers:

- Forward: travel in reasonably straight line.
- Stopping: stop in a reasonable distance.
- Spin: pivot in place.
- Turn: turn in arc while underway
- Abeam: boat moves sideways without headway
- Apply general paddling concepts, vertical paddle, tandem; opposite sides, in cadence, etc.

Additional Information:

- Course wrap up
- Course limitations (not a river course)
- Need for more instruction, practice, experience
- Demo advanced maneuver
- Trip planning - 6P's: Prior, proper planning prevents poor performance
- Life sport / Paddling options
- Local paddling groups/clubs
- ACA Membership forms
- Participation cards

Instructor Competence and Certification

Instructors must be currently certified American Canoe Association Level 1: Introduction to Canoeing Instructors (or higher).

General Requirements for all Certifications:

- Be at least 18 years old.
- Successfully complete an Instructor Certification Workshop
- ACA membership including the Safety Education & Instruction Council (SEIC)
- Demonstrate a general knowledge of Paddlesports and the ACA
- Demonstrate the ability to perform and teach all of the following material unassisted.

Maintenance Requirements:

- Teach at least two courses that meet ACA standards within the four-year certification period and report the results to the National Office
- Complete an Instructor Update, at the highest level of certification, during the certification period. Alternatively, at the discretion of the facilitating IT/ITE, instructors may assist an IDW / ICE or co-teach skills course at the appropriate level in conjunction with a review of SEIC policies and procedures.

- Maintain ACA membership and SEIC registration annually

Prerequisite: Completion of the ACA L1 Introduction to Canoeing Skills Course; L1 Skills Assessment Course or equivalent skills.

Level 1: Introduction to Canoeing Instructor Requirements:
This certification is for teaching canoeing on flat water, protected from wind, waves and outside boat traffic. The minimum duration of an Instructor Certification Workshop (ICW) is 16 hours.

Fundamentally, the ACA expects that paddlers should have paddling skills commensurate with the certification requirements, before presenting themselves for evaluation as instructor candidates as below:

1) ACA administrative requirements
   - How to register and report a course
   - Waivers and know the insurance plan

2) Provide a safe teaching environment
   - How to choose an appropriate class site
   - What to do in case of emergency
   - Demonstrate leadership, group management skill, experience and judgment necessary to be a safe, effective instructor

3) Demonstrate ability to paddle efficiently and comfort, in very protected calm water utilizing general purpose canoes and gear.
   - Boat stability
   - Vertical paddle
   - Safe and effective body usage: Bio-Mechanics (Body, Linkage and Rotation)
   - Parts of strokes: CPR (Catch, Power, Recovery)

4) The ability to teach and model the following canoe strokes:
   - Tandem (Bow): Forward (Basic); Back; Draw; Bow Draw; Push Away; Cross Bow Draw; Bow Sweeps; Pry
   - Tandem (Stern): Forward; Back; Back; Draw; Stern Draw; Push Away; Stern Pry; Stern Sweeps; Rudder; J Stroke; Pry
   - Solo: Forward (Basic); Back; Draw; Push Away; Cross Bow Draw; Stern Pry; Forward Sweep; Reverse Sweep; Rudder; J Stroke; Pry; Stern Draw

5) The ability to teach and model the basic flat water canoe maneuvers:
   - Launch and land (Parallel to shore, dock)
   - Forward to propel the canoe reasonably straight forward (50 YDS)
   - Reverse to stop and reverse reasonably straight backward (1 Boat Length)
   - Spins: (Onside and Offside)
   - Move canoe abeam (sideways) both directions in a reasonably straight line (20 FT)
   - Wide turns

6) Demonstrate and perform rescues efficiently and comfortably, in very protected calm water:
   - Self rescue
   - Rescue priorities: People, Boats and Gear
   - Rescue sequence: Talk, Reach, Throw, Row and Go (RETHROG)
   - Towing a canoe
   - Towing a swimmer
   - Deep water exit (Vault and Slide)
   - Controlled capsize exit from the canoe, swim to shore with the canoe and empty of water
   - T-rescue

- Side-by-Side
- Re-entry, rescue sling

7) Demonstrate knowledge of, and ability to teach, the following:
   - Life jackets (Life Vests/PFDs): Types, Usage, Fitting and Regulations
   - 5-P's of prevention concept: Proper; Prior; Planning; Prevents; Problems
   - Safety issues and hazards of flat water canoeing
   - Weather conditions important to the canoeist: 4-W's (Water, Wind, Waves and Weather)
   - Cold shock, hypothermia and hyperthermia; prevention and treatment
   - Signaling devices and safety equipment
   - Boat traffic awareness and safe practice
   - Canoe nomenclature & design
   - Canoe Paddle design and fit
   - Safety Equipment : paddle float, pump, sling
   - Bio-mechanics of canoeing
   - Leave no trace

8) Demonstrate a knowledge of teaching and learning theory:
   - Characteristics of different types of learners
   - Effective teaching methods
   - Effective prepared and impromptu presentations
   - Evaluate and provide feedback

9) Demonstrate leadership, group management skills, experience and judgment necessary to be a safe, effective instructor.

Liability Insurance:
Liability Insurance is recommended and is available to currently certified ACA instructors

Context of Course Setting:
Ideally, the course location will be on flat water with limited wind conditions

Necessary Materials or Equipment:
- Canoe
- Paddles
- Life Jacket (PFD)
- Safety Education supplements (ACA brochures / student packets)

Kayaking Courses

Curriculum Components:

Course Objectives:
Introductory kayak courses should be designed as a short program emphasizing safety, enjoyment and skills acquisition for entry level individuals in the public, private and commercial setting.

The course should be appropriate for all kayak craft, including traditional decked kayaks, inflatables and sit on tops. It is assumed the boats will be paddled solo. The instructor may want to limit the program to one type of craft, but should announce this prior to the start of the course.

All course participants should be able to independently perform all skills/rescues in the course outline

The course should emphasize paddling skills appropriate to the course level and should offer progressive courses, increasing in challenge in the succeeding available courses, e.g.:

- Kayak Touring
- River Kayaking
- Swift water Kayaking

The content and sequence of instruction should be arranged to best fit the students' needs, class location and time allowances.

Course Duration:

Six to eight hours as appropriate for the specific course of instruction

Location:

Water appropriate to the course of instruction

Class Ratio:

Tandem: One Instructor to six students, two to 12 with a qualified assistant
Solo: one Instructor to five students, two to ten with a qualified assistant

Introduction & Logistics

- Welcome
- Introduction of instructors and participants
- Logistics: Overview of the course with expectations and limitations. Sequence, class times, regrouping, alternate plans.
- Site specifics/procedures, including toilet facilities
- Waiver/Assumption of Risk/Medical Form
- Life Jackets (PFD) usage (wear at all times while on the water)
- Instructor inspects any participant-owned gear

Safety

- 3 Ws - wind, waves & weather,
- Local Environment; tide, current, traffic, etc
- Hypothermia: discussion on HELP, HUDDLE
- Regulations: Life jackets (PFDs), other equipment, litter, access, private property, etc.
- Alcohol/Chemical Substance abuse
- Signals

Getting Started:

Personal Equipment:

- Kayak: types & parts
- Paddle: types, parts, length and hand position
- Life jackets (PFDs): fit and regulations
- Appropriate clothing: comfortable / protective
- Care of equipment

- Additional Personal and Group Equipment:
  Extra paddle, bilge pump, sling, dry bags, maps, water, food, sponge, hat, eyeglass strap, whistle, foot protections, bug spray, sunscreen, first aid kit and location of equipment.
- Warm up to reduce injury
- Kayak carries
- Loading and unloading, racks, tie down
- Demo using straps or line and knots to secure craft to vehicle
- Launching/landing from land or docks
- Kayak Trim
- Posture, rocking and balance
- Basic Terminology
- Outfitting
- Land & water etiquette

Strokes

- Forward
- Back (stopping)
- Draw
- Sculling draw/brace
- Sweep (including Stern Draw)
- Reverse Sweep
- Rudder

Maneuvers

- Spin: boat pivots in place
- Abeam: boat moves sideways without headway
- Forward: boat goes forward in a reasonably straight line
- Stopping: boat stops within a reasonable distance

Rescue

All participants are to be asked to demonstrate a controlled capsize and an appropriate rescue.

- Water comfort and confidence
- Controlled capsize / wet exit
- Swim the boat to shore (short distance)
- Emptying a kayak
- Deep water exit / re-entry
- Assisted Rescues
  - Reenter & Pump
  - T / X-rescue
- Rescue Aides
  - Sling
  - Heel hook
  - Others

Conclusion / Wrap-up

- Wrap up
- Course limitations
- Emphasis on need for further instruction, practice and experience
- Guidebooks and Videos
- Need for First Aid and CPR training
- Trip planning - 6P's: prior, proper planning prevents poor performance
- Lifesport/Paddling options

- Local paddling groups/clubs
- ACA Membership and Participation cards

Instructor Competence and Certification

Instructors must be currently certified American Canoe Association Level 1: Introduction to Kayaking Instructors (or higher).

General Requirements for all Certifications:

- Be at least 18 years old
- Successfully complete an Instructor Certification Workshop (IDW & ICE)
- ACA membership including the Safety Education & Instruction Council (SEIC)
- Demonstrate a general knowledge of Paddlesports and the ACA

Maintenance Requirements:

- Teach at least two courses that meet ACA standards within the four-year certification period and report the results to the National Office.
- Complete an Instructor Update, at the highest level of certification, during the certification period.
- Alternatively, at the discretion of the facilitating IT/ITE, instructors may assist an IDW / ICE or co-teach skills course at the appropriate level in conjunction with a review of SEIC policies and procedures.
- Maintain ACA membership and SEIC registration annually

Level 1: Introduction to Kayaking Instructor Requirements:

Fundamentally, we expect that paddlers should have basic paddling skills, before presenting themselves for evaluation as instructor candidates as below:

1. The ability to teach and model the basic kayak paddle strokes and maneuvers effectively:
    - Forward to propel the kayak reasonably straight forward
    - Reverse to stop and reverse reasonably straight backward
    - Forward and reverse sweeps to turn and or spin the kayak
    - Draw and sculling draw to move the kayak sideways straight
    - Rudder to glide straight and turn to paddle side

2. Demonstrate the ability to teach and model basic rescue techniques effectively:
    - Controlled capsize and wet exit the kayak, swim to shore with the kayak and empty of water
    - T-rescue
    - Side-by-Side
    - Rafted-T
    - Scoop
    - Paddle Float with and w/o sling

3. Demonstrate knowledge of, and ability to teach, the following effectively:
    - Safety issues and hazards of flat water kayaking
    - Weather conditions important to the kayaker
    - Hypothermia and hyperthermia; prevention and treatment
    - Signaling devices and safety equipment
    - Boat traffic awareness and safe practice
    - Kayak nomenclature & design
    - Kayak Paddle fit, hand placement & design
    - Safety Equipment : paddle float, pump, sling

4. Demonstrate ability to paddle and perform rescues efficiently and comfortably, in very protected calm water.
5. Demonstrate leadership, group management skills, experience and judgment necessary to be a safe, effective instructor.

Liability Insurance:

Liability Insurance is recommended and is available to currently certified ACA instructors.

Context of Course Setting:

Ideally, the course location will be on flat water with limited wind conditions

Necessary Materials or Equipment:

- Kayaks
- Paddles
- Life Jacket (PFD)
- Safety Education supplements (ACA brochures / student packets)