

## 4 Star Touring Leader Training Notes

### Technical Syllabus

#### Part A - Personal Paddling Skills

Training will help the paddlers to skilfully control their chosen craft in the prescribed conditions through correct connectivity, posture, power transfer and feel. This will incorporate the application of the various practical techniques listed below. The training will cover paddling on both sides and helping paddlers to keep their paddling actions within the 'safety box'.

If the boat is fitted with a rudder, training should look at ways to control craft if the rudder fails. This is to ensure that the paddler can get to safety if the rudder fails.

It is required that boats should be fitted with appropriate buoyancy (e.g. bulkheads or airbags). Training should look at this area so the paddler is aware of craft limitations.

If the paddler opts to paddle a crewed boat, this has to be on the understanding that they are in ultimate control and take full responsibility for all and any decisions. Training should give them a sound knowledge of the strokes they require both their partner and themselves to be using.

##### A.1 Lifting, carrying, launching and landing

Training should cover safe lifting and carrying techniques appropriate to moving a variety of craft from a vehicle, trailer or boat rack to the launch site, using teamwork where necessary to limit the risk of accident and injury.

The training should look at launching from a variety of situations to include (but not exclusively); waves, rocky foreshores, pontoons and a variety of riverbanks. Paddlers should be made aware of their impact on the environment and seek ways to minimise the risks.

##### A.2 Efficient and effective moderate open water skills

Paddlers should be taught the importance of connectivity, posture, power transfer and feel, which should be demonstrated and reinforced throughout all the practical training tasks.

Forward paddling: paddlers need to be able to paddle forward in an efficient and effective way for their craft. Throughout training paddlers will be encouraged to work on their efficient and sustained, forward paddling in a variety of conditions. Training will aid the paddlers in the selection of a variety of paddle sizes and shapes to enable efficient and sustained forward paddling in whatever the craft they are paddling.

Manoeuvring: training should be given to allow paddlers to manoeuvre their craft in a variety of circumstances to include (but not exclusively); in a tight group, confined spaces, in reverse, with (and without) the use of rudders and in craft specific rafts.

Paddling with the wind: paddlers need to be taught and experience how to paddle in the wind, and where practicable to use the wind to their advantage. Training to look at ways to control the boat while travelling with the wind to include (but not exclusively); stern rudders, edging / leaning and

downwind ferry gliding i.e. angles. Again explore the use with and without rudders as well as in rafts where appropriate.

Paddling against / across the wind: training needs to exam a variety of issues including change of strokes, length and cadence of strokes, trim (including moving kit and people in the boat) and edging.

Supporting: paddlers should be taught a variety of methods to be able to prevent capsizing. Training should look at the variety of options available for the strokes used for the appropriate craft.

### **A.3 Efficient and effective moving water (river) skills**

Training should look at the following areas:

- Reading water and choice of lines whist travelling downstream.
- Upstream and downstream ferries.
- Break in and out of simple eddies.
- Moving around obstacles (bridge pillars, rocks etc.).
- How speed, angle and edge affect all the above manoeuvres.
- The strokes and tactics involved in carrying out the above in the environments described.

Paddlers should be taught a variety of methods to be able to prevent capsizing. Training should look at the variety of options available for the strokes used for the appropriate craft.

### **A.4 Environmental concerns**

Training should be offered in the practical use of the environment which should not be treated as an obstacle to overcome, but something to be work with.

Training should look at the following areas (but not exclusively and may be craft exclusive):

Ropes:	This may involve using ropes - lining past or around obstacles.
Portaging:	Portaging skills that will involve the use of a team approach.
Sailing :	Training should look at sailing options as a solo paddlers and in rafts.
Rafting:	When rafting canoes training should cover the use of spars.
Poling:	Poling and Stubbing should be covered.

### **A.5 Navigation**

Training needs to cover the necessary skills so that paddlers can navigate in open water. This will include the use of map and compass where they have the ability to paddle on a bearing and use the map for fine navigation.

Training also needs to help paddlers with their navigation skills on the river, which includes the ability to use a map and pinpoint their position accurately.

Training should include the ability to navigate across land to demonstrate evacuation routes.

This will also include the ability to use and understand the environment from a map and navigate themselves and their group safely following the advice that avoidance is better than cure.

## **Part B – Rescue Skills**

Practical training should be given in the skills that the paddler acquired during their FRST course, and extended to and practical application in both environments and in dealing a variety of different craft that the paddlers may be leading.

This does not mean that the paddler has to acquire the ability to personally rescue every type of craft; the emphasis is more that the paddler can be an effective leader of a team that can look after themselves and others while paddling in the environments as stated.

### **B.1 Manage the application of appropriate boat and bank-based safety and rescue skills - Open Water:**

Self-rescue: training to cover the need for the paddler to be able to recover themselves from being in the water. The importance of keeping hold of their equipment should be emphasised throughout the training. Training should cover issues to do with emptying water, clothing, paddle storage and the importance of what next. At assessment paddlers are required to demonstrate an effective self-rescue in their chosen craft.

Deep water rescue: training to cover the rescues of like to like craft. Training should be given in the effective rescues of other craft, and should cover open and closed cockpit kayaks, and canoes as a minimum.

Swamped raft: care should be taken while setting this up but paddlers need to be aware of the issues and have an appreciation of the dangers involved but should leave training with a clear understanding of how to deal with this.

Man over board while sailing: paddlers should leave training with solutions to deal with man over board while sailing. Training should look at options of how to deal with a man overboard while sailing.

Towing including rafted towing: paddlers should leave training with a range of systems using equipment as well as improvised options. The training should aid the paddlers in their understanding of the importance of the quickness of setting up and releasing the system.

Carrying a swimmer: training to look at options for transporting swimmers.

### **B.2 Manage the application of appropriate boat and bank-based safety and rescue skills - Moving Water:**

Throwline rescues: training to recap or introduce the throwline in rescuing a swimmer from moving water. Knowledge of where to stow the throwline, where to stand and throwing options to be covered.

Rescue of capsized paddler and equipment: training to cover chase boating as well as being at the bottom of a section of moving water. Training needs to include how to manage the rest of the group in a rescue scenario and what to do next.

Trapped boat recovery: training to cover how to deal with kayaks and canoes that are trapped in the current. Given the environment paddlers are going to operating in. Simple and safe is key.

### **B.3 Incident management and first aid in the 4 Star environments**

At assessment paddlers are expected to be able to deal with an incident scenario, in both environments. Scenarios will involve people, equipment and/or rescues.

Paddlers will be required to attend assessment having previously undertaken a 16 hour first aid course.

Training should therefore look at and cover a wide variety of incidents and work on the practical aspects of dealing with the situations with various pieces of equipment and being prepared to manage any incidents, which could occur during the course of the journey. In particular training should cover:

- The process of maintaining an overview of the situation so that the safety and well-being of the whole group is never forgotten.
- Various strategies for group control, leadership styles and positioning.
- Moving groups in more challenging situations.
- Judging the conditions and the standard of the group and making appropriate decisions about the planned route along with the need to modify plans as required.
- Incidents that involve people – e.g. seasickness, hypothermia and physical injuries to group members etc.
- Incidents that involve equipment – e.g. boat repair, paddle repair, lost hatch etc.
- Rescue scenarios.
- The necessity of carrying and having easily accessible a suitable means of summoning help in an emergency and a first aid kit, along with familiarity with the use of the first aid kit contents.

### **B.4 Effective team leader and team member in rescues and incidents**

Paddlers need to be taught the skills to be an effective team leader during rescues and incidents and contribute to the team's successful trip out on the water in both environments.

## **Part C – Safety, Leadership & Group Skills**

During the training opportunities should be created to allow the paddlers to lead a group of 3-4 other paddlers of at least 3 star standard in both environments, where practicable this group should include at least one canoeist and one kayaker.

These skills will be blended throughout the assessment, and include:

### **C.1 Skilful application of leadership principles (e.g. CLAP) to include both on and off the water activities**

Training should cover various leadership strategies in each of the environments and paddlers should practice using these during the training.

Paddlers will need to have an understanding of how to lead their group and create confidence in their ability to achieve the days proposed objectives, in more challenging conditions, which may include route selection around headlands or down particular stretches of river where the conditions may have changed or line of sight is challenging.

Training is to include group leadership while scouting and portaging. This should look at keeping the group safe especially while moving around hazardous environments with heavy boats.

Portaging should be approached as a skill rather than a chore.

### **C.2 Appropriate leadership strategies, judgement and decision-making to include how to deal with being caught out overnight**

Paddlers need to understand different leadership strategies and be aware of the actions that could result from their decision. Providers therefore need to discuss decision-making processes and consequences.

Appropriate leadership strategies should be covered, as well as how to communicate with the group when choosing a line down a river and identifying hazards or crossing open water.

Training needs to include the 'what if' caught out unplanned overnight, the equipment need to be carried to cover this situation, the consequences if it happens should be discussed and opportunities in planning to avoid this happening before the need arises.

### **C.3 Safety awareness and risk management**

Providers need to cover safety skills and risk management that are applicable to the assessment environments.

Paddlers may need further training following on from their FSRT into these new environments, moving and open water, In particular, dealing with picking up swimmers from both the boat and bank, man overboard from a raft, trapped boats on a river, trapped paddler on a river and efficient deep water rescues in the new environment should be covered.

Paddlers may be signposted to further training opportunities. This may include British Canoeing White Water Safety and Rescue Training or Coastal Navigation and Tidal Planning courses.

### **C.4 Group control and dynamic management**

Training to cover how to use and understand risk assessment and group management.

Further training to help paddlers with their knowledge of the environments so that they use sound judgement to lead a group in the required environments.

## **C.5 Equipment**

Training to aid paddlers in their ability to link the theoretical understanding outlined above with its practical application. They should leave knowing how to evaluate any equipment they use and the importance of how it should be maintained and carried or worn when in use. Ideally through training the paddlers will experience a wide range of craft and paddles.

To include:

- Personal clothing, spare clothing and waterproof kit bag: develop the skills to choose appropriate personal clothing relative to the prevailing conditions. Have knowledge of suitable alternatives available and how it may be carried within their boat.
- Simple first aid kit, repair kit and emergency equipment for personal use: know simple but effective solutions to the most common or most likely incidents that they may have to deal with.
- Sling, karabiner, whistle, throwline, towline and an appropriate knife: have knowledge of practical uses of each and where to keep them.
- Food: be able to choose appropriate food for the trips to be undertaken: they also need to be made aware of the importance of good hydration and the benefits that might be gained from a hot drink.
- Spare paddle(s): paddlers need to be able to choose, and know how to carry, a spare paddle(s) appropriate for the craft and conditions.
- Suitable equipment with which to summon outside assistance: paddlers can choose an appropriate means to call for outside assistance and be aware of how to use it/them and the limitations.

Note: paddlers should be made aware that they have a free choice of the craft they use for this award; however they will be required to take whole assessment in the same craft. Any equipment borrowed for the purpose at the time of assessment will be treated as the paddlers own.

## **C.6 Intervening strategies**

Training should cover strategies to solve potential problems early before they become an issue. This may include:

- The skilful application of the CLAP leadership model.
- The decision to rest / scout or portage.
- The decision to change tactics or techniques.

Training should cover these areas and ensure that the paddler understands their options and how to intervene at the right time to ensure that potential problems don't escalate.

## **C.7 Controlling and managing outcomes**

Paddlers need to be aware that they can, and at times should make changes to plans and how to have strategies in place to change the outcome of the journey. This may include:

- Route planning and trip choice.
- Change of route plan in either of the stated environments.

- Use of emergency action plans.
- Use of safety briefs.

Training should cover these areas and ensure that the paddler understands their options and how to manage the outcome successfully during the trip to ensure the safety of all concerned.

## Part D – Theory

Paddlers should be made aware of potential risks, safety precautions and safety thresholds pertinent to leading groups on moderate open water, sheltered tidal water and moving water with a discernable green flow. They should also gain background theory as appropriate throughout the training and where appropriate are shown a list of information resources.

### D.1 Equipment

When training paddlers the provider should endeavour to provide paddlers with knowledge and experience of using a range of equipment including the most up-to-date. They should also provide them with an understanding of how and why modern equipment has evolved and which use each piece of equipment best serves.

Training will link the theoretical understanding outlined above with its practical application. Training will help paddlers evaluate any equipment they use and the importance of how it should be maintained and carried or worn when in use. Ideally through training the paddlers will experience a wide range of craft, paddles and associated equipment.

Identify the key features of a buoyancy aids and helmets, and how they should be worn. Buoyancy aids and helmets are not compulsory but the paddlers should be made aware of British Canoeing's policy and have the ability to risk assess their use or otherwise within this remit. The paddler should leave the training course with their own policy identified and be prepared to justify it.

### D.2 Safety

Training to help the paddlers:

- Be aware of the dangers and problems associated with paddling on moving water, and the position that should be adopted if swimming in fast moving water.
- Have simple solutions to common problems that they may encounter whilst paddling moving water and larger sections of open water.

This should include undertaking dynamic risk assessments for them and the group they are paddling with.

### D.3 Weather

Training to help the paddlers:

- Be aware of any likely effect and interaction of any current and wind. The paddlers also need to understand how fetch can affect things as well.

- Be aware of a variety of sources of weather forecast. Be able to interpret such weather forecasts and be mindful of the conditions actually.
- Understand how to call outside agencies.
- Be able to identify and manage weather cause potential hazards (environmental and other water users).

#### **D.4 Hypothermia and first aid**

Linked with sound safe judgment providers should ensure paddlers are trained to deal with the most likely injuries that may occur as part of paddlesport activities in the intimated environments. It should be evident that they can deal with an incident and see it through to its conclusion, including simple evacuations, dealing with emergency services and group care. This training should complement any other first aid training where it exists. Paddlers should be encouraged to hold a current recognised 2-day first aid certificate; see prerequisites for assessment.

#### **D.5 Access**

Providers need to make paddlers aware of the range of access issue that exist throughout the UK and where they can find additional information.

#### **D.6 Environment**

An appreciation of the environment we paddle in is a key underpinning principle for many in paddlesport. Paddlers should be helped to gain maximum enjoyment form this natural environment and how to protect it.

Awareness level knowledge of typical flora and fauna expected to be found in the intimated environments.

#### **D.7 Planning for an overnight camp; including leader's equipment and how to deal with being caught out**

At the time of assessment paddlers need to be able to plan a day journey in an unfamiliar area using appropriate resources i.e. maps and river guides etc.

Training to cover what questions to ask and how to go about organising a day out both on and off the water and produce a route plan that can be communicated to others including the group.

Understand what is involved in planning a trip down a river such as access and egress, equipment requirements, significance of a weather forecast, shuttle procedures, lunch stops and contingency plans.

Training to cover knowledge of what equipment paddlers would need to carry for being caught out overnight.

## **D.8 Portaging skills**

Training to cover what is involved if the group were to portage a particular stretch of river or headland. This would be group management, equipment issues and how to work as a team to solve the problem.

## **D.9 Group awareness and management**

Training to cover:

- Being a productive member of a paddling group.
- What questions to ask themselves and others and how to go about organising a day out both on and off the water.

## **D.10 Dealing with outside agencies**

Training to cover what is involved when dealing with outside agencies such as rescue teams, ambulance service or the police? This will include how to contact them, the best means to do this, and what information they may require from you.

## **D.11 Navigation**

Training to cover:

- Ability to identify potential hazards and check points on a proposed trip from a map.
- Pinpointing position on a map.
- Ability to use a compass to paddle on a bearing.
- Ability to plan an escape route overland with the aid of a map and a compass.

## **D.12 Etiquette**

Training to cover the need to promote a positive image for paddlesport with other water users and local residents.

## **D.13 General**

Training to cover:

- Being introduced to and have an understanding of the types of canoeing in which they are involved, and know something about the range of activities, which the sport incorporates.
- The history of paddlesport and current developments.
- Knowledge of the advantages, range and application of specific equipment e.g. kayaks skegs and rudders, canoes, paddles, clothing and safety equipment.

## **D.14 Leadership responsibilities**

Training to cover responsibilities as leader, especially with minors. Paddlers may be directed to Safeguarding and Protecting Children training.

#### **D.15 Water features and hazards**

Training should include the identification of all water features likely to be encountered as well as features that could become hazards and how to manage the risk these hazards present.

#### **D.16 Personal paddling skills**

The Fundamental Paddlesport Skills should be covered, (posture, connectivity, power transfer and feel) along with an awareness of paddlers safety, injury management.

Paddlers may be signposted to the British Canoeing Fundamental Paddlesport Skills Foundation Module for further training.