

Activity: Can You Canoe Safely?

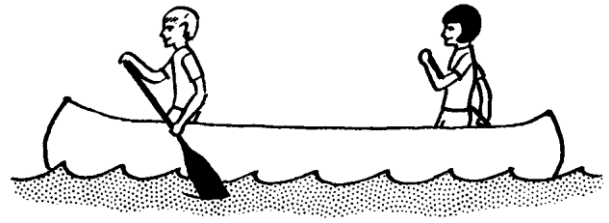
Grade Level: Grade 5

Major Emphasis: Small Craft Safety

Major Curriculum Area: Physical Education

Related Curriculum Areas:

Refer to Outdoor Education Curriculum Matrix 3-5:
Human Relations
Language Arts
Social Studies



Program Indicator:

1. The students will demonstrate an awareness of the relationship of safety practices and activities.
2. The students will apply appropriate safety practices to physical activity.

Student Outcomes:

The student will:

1. demonstrate appropriate safety practices while participating in activities in and around the waterfront/boating area.
2. demonstrate the ability to work together and communicate verbally with a partner in order to operate a canoe.
3. demonstrate the ability to maneuver a canoe.

Readiness:

1. Introduce vocabulary:

P.F.D.'s

Personal Flotation Device
buoyancy
Type I
Type II
Type III
Type IV
throwing assist

Strokes and Self-Rescue

stay low
backstroke
push away stroke
hand paddle
go slow
forward sweep
draw stroke
wrist-to-wrist hold
forward stroke
reverse sweep

Canoe Terms

canoe	bowperson
keel	sternperson
deckplate	tandem
thwart	solo
gunwale	paddle
painter shaft	
stern	throat
starboard	grip
port	tip
bow	communication

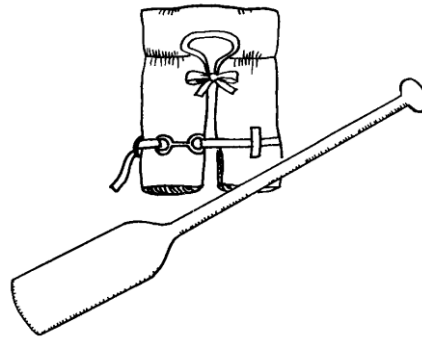
2. Discuss each PFD type. Include its purpose and importance.
3. Demonstrate how to put on a PFD and give students an opportunity to put on PFDs.
4. Discuss parts of the canoe and paddle. (See Supplement A)

5. Demonstrate procedures for choosing a paddle of the proper size.
6. Discuss basic safety rules for participating in a canoeing experience:

! Stay low in canoe	! Always kneel - never stand in a canoe
! Stay with the canoe	! Go slow
! Do not overload the canoe	! Stay over the keel of the canoe
! Always wear a PFD	

Materials:

- PFD's
- life ring
- paddles
- buoys
- canoes
- whistles
- water safety poster
- parts of a canoe poster



Procedures:

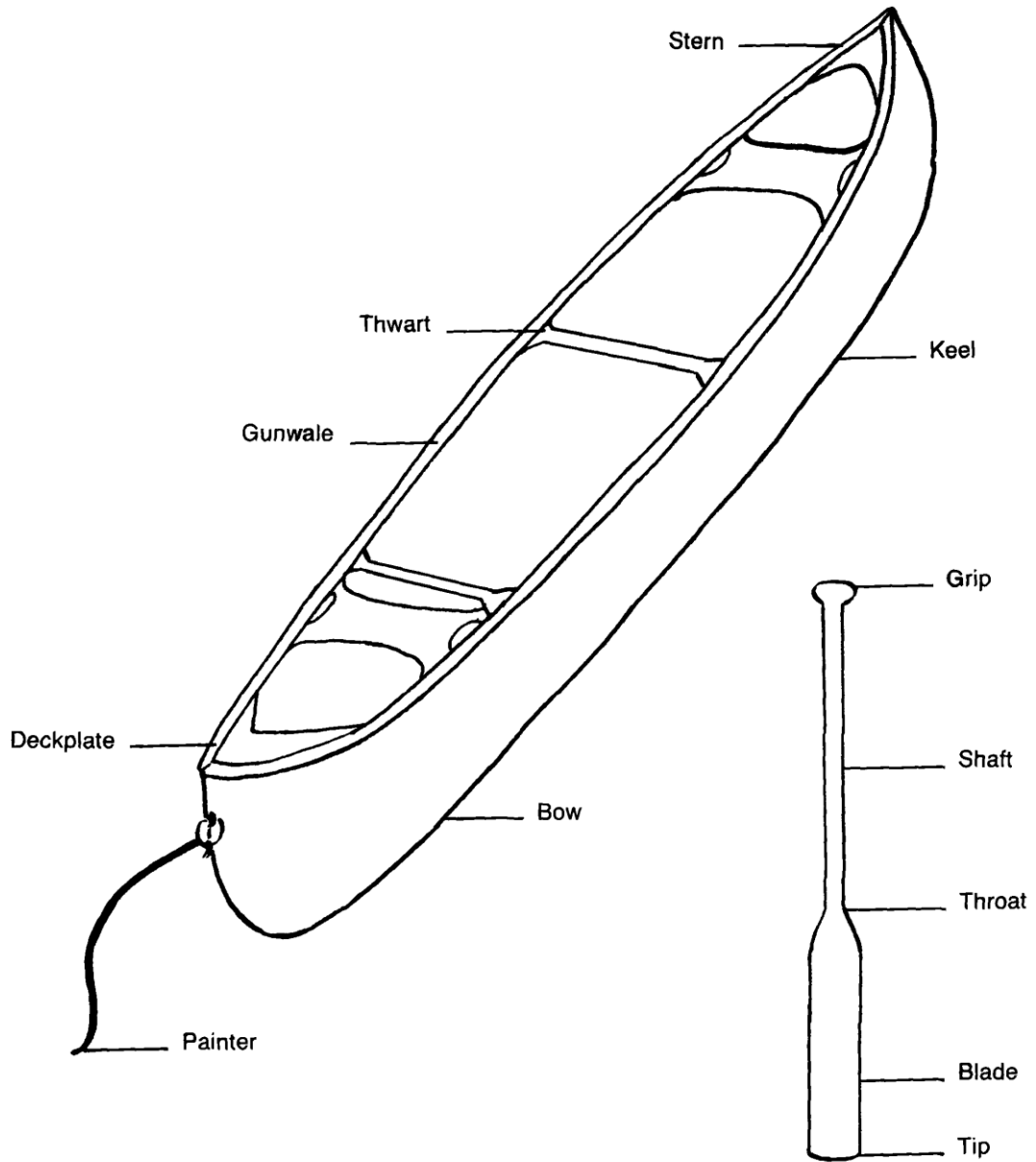
1. Meet students at dry land instruction area picnic tables, discuss activity outcome using the outcome poster.
2. Take students to get appropriate PFDs and paddles. Each student will receive these materials based upon their height and weight.
 - For PFDs: There are three kinds of PFDs: 50lbs and below, 50-90lbs, and 90lbs and above. Give each student the correct size PFD based upon their body weight.
 - For canoe paddles: Place the tip of the paddle on the top of the child's feet. The top of the paddle should be between the child's chin and nose.
3. Have students return to dry land demonstration area with their supplies in order to review water safety rules using the water safety poster.
4. Use the parts of a canoe poster in order to teach the students the different parts of a canoe and of a paddle. (See Supplement A – Canoeing Terminology)
5. Use the dry land demonstration canoe to teach students how to enter and exit a canoe. (See Supplement B – Canoeing Skills Outline)
6. Use the demonstration canoe in order to teach students the following strokes: forward stroke, back stroke, push away stroke, and draw stroke. (See Supplement B)
 - Demonstrate each stroke using the demonstration canoe and paddle.
 - Discuss what should be happening to the canoe as each stroke is executed.
7. Have students put on their PFDs and proceed to the canoeing area.

8. Before having students enter the canoes, point out the different areas of observation (see Supplement C).
 - Tell them to pay attention to the shorelines they see from their canoe. Can they find three different kinds of shorelines? What's different about them?
 - Tell them to pay attention to the plants on either side of the cove. Ask them to notice any differences between the two sides.
9. Point out buoys to students and explain the canoe path.
 - Students should not canoe past the buoys; however, they should canoe into the inlet.
10. Pair up students so they may enter the canoes, keeping the heavier or more experienced student in the back.
11. After canoeing take group back to the boat house to put away their paddles and PFDs.
12. Return group to the dry land demonstration area in order to discuss the environmental observations and Chesapeake Steward discussion questions (see Supplement C and back of the outcome poster).
13. At the end of the day, please make sure the canoes are put back on the racks and the chain run through. Also make sure all PFDs and paddles are put away.

Notes to the Instructors:

- ~The sand spit is an excellent location to see and/or communicate with those canoeing in the inlet.
- ~On very windy days, the wind tends to blow into the inlet making it easy to canoe into. On these days it can be quite tricky to for groups to canoe out of the inlet.

Supplement A



CANOEING SKILLS

I. CHOOSING PROPER PADDLE AND PFD

A. Paddle:

1. Place the tip of the paddle on top of your feet. The top of the paddle should be between your chin and nose.

B. PFD

1. All Type II PFDs are sized according to the weight of the wearer. Have students pick the PFD that corresponds to their weight.

II. ENTERING A CANOE

- A. Keep body low and move slowly, trying to keep body in the middle of the canoe.
- B. Board directly into your paddling position whenever possible.
- C. Kneel in the canoe with your back resting against the seat. **DO NOT SIT ON THE THWARTS!!!!**
- D. One person enters the canoe at a time.

III. HOLDING THE PADDLE PROPERLY

- A. If paddling on the right side of the canoe, the left hand grips the top of the paddle with fingers of the left hand facing away from the body. The right hand is placed comfortably on the shaft of the paddle with knuckles facing out.
- B. If paddling on the left side of the canoe, reverse the above so that the right hand is the top hand and the left hand is the bottom hand.

IV. FORWARD STROKE

- A. Paddle enters the water ahead of the paddler.
- B. Top arm is bent, bottom arm is extended.
- C. Place blade of paddle in the water.
- D. Top arm begins to extend as the bottom arm pulls the paddle through the water – PUSH PULL motion.
- E. Pull straight alongside the canoe.
- F. Stroke ends when the top arm is fully extended with the lower hand near the hip.
- G. Turn the paddle sideways and feather (blade parallel to the water) and return to the starting position.

NOTE: When paddling forward, stroke on the right side, the boat will have a tendency to turn to the left.

V. BACKSTROKE

- A. Blade enters the water just behind the paddler and is flat to the surface.
- B. Top arm is extended; lower arm is bent, with hand near hip.
- C. Stroke begins by pulling toward body with top arm and pushing forward with lower arm – PULL PUSH motion.

D. Pull straight alongside the canoe.

Supplement B continued

E. Stroke ends comfortably in front of the paddler with bottom arm extended forward and top arm bent with grip near head.

VI. PUSHAWAY STROKE

- A. Paddle enters the water directly alongside the paddler.
- B. Shoulders are rotated toward paddle side, with top arm extended out over the water and the lower arm bent.
- C. Paddle pushes with back face away from the canoe perpendicular to the keel line.
- D. Paddle should be nearly vertical throughout stroke.
- E. Recovery can be done by lifting the blade from water and swinging it toward the stern or slicing the paddle through the water.
- F. Canoe should move sideways away from the paddling side.

VII. DRAWSTROKE

- A. Paddle enters the water directly to the side of the paddler, blade parallel to the keel line.
- B. Paddler's body is rotated toward the paddle side, lower arm is nearly extended and top arm is cocked overhead.
- C. Top arm punches out over the water as the lower arm pulls toward the canoe.
- D. Recovery begins when the paddle is about six (6) inches from the canoe.
- E. Slide the blade out of the water or through the water.
- F. Canoe should move directly sideways toward the paddle side.

VIII. RE-ENTERING A SWAMPED CANOE

- A. One person re-enters at a time.
- B. Use your hands on the bottom of the canoe.
- C. Push and kick until your hips are over the gunwale.
- D. Roll onto your back.
- E. Swing your legs on board last of all.
- F. Lean back and steady the canoe as your partner enters the canoe following the above procedure.
- G. Hand-paddle the canoe to shore.

IX. WRIST-TO-WRIST HOLD

- A. Canoe partners get on opposite sides of the upside down canoe.
- B. One person holds the wrists of the other person.
- C. The other person holds the wrists of his/her partner.
- D. The procedure should be used in warm water when help is not far away.

Environmental Observation Supplement

Shoreline Comparison

What different shorelines do you observe?

Rip rap (large stones)

Bulkheads

Grasses

Which is the best way to prevent shoreline erosion?

The best way to prevent shoreline erosion is to restore natural shorelines with native grasses. These dampen waves from boats and storms which cause shoreline damage. Grasses also slow down and filter storm water runoff from the land. Grasses also provide habitat for aquatic animals. Rip rap and bulkheads help prevent erosion but they don't dampen the waves. They provide only limited habitat, and they don't filter or slow down runoff from the land.

Wetland Observations

As you canoe into the cove toward the wetland, what do you notice about the plants on the left when compared to the plants on the right?

There is less diversity on the left than on the right. The plants on the left are a nonnative, invasive species called phragmites. (There is a native kind of phragmites that is not so aggressive.) When phragmites grow in a marsh, they do not allow other plants to grow. Native marsh plants, such as cordgrass and cattails, are more important as food and shelter for wildlife. Phragmites can also threaten rare and endangered plants.

The right side of the cove is a natural wetland with many different kinds of plants. These provide food for animals (pollen, nectar, fruits, and seeds) and provide more habitat for birds, insects and other animals.