



**PHE Canada**  
Physical & Health Education Canada



# canoe / kayak

in focus

TERRITORY  
NET + WALL  
RACING  
STRIKING + FIELDING  
TARGET



PHYSICAL LITERACY THROUGH GAMES AND SPORT

# ACKNOWLEDGEMENTS

Physical and Health Education Canada (PHE Canada), founded in 1933, is a national not-for-profit organization. PHE Canada's vision is for "all Canadian children and youth living physically active and healthy lives." PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to greater participation in physical activity.

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**Move Think Learn: Physical Literacy through Games and Sport. Canoe/Kayak in Focus.**

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# PART A Introduction

## Purpose

The Move Think Learn resource series has been designed to support physical educators in their planning of game-play experiences for children and youth. The series targets educators working with children and youth approximately 9–15 years of age (grades 4–9); its goal is to increase students' knowledge, confidence, and competence so they become further engaged in physical activity and/or sport.

[Physical and Health Education Canada](#) (PHE Canada) advocates for [Quality Daily Physical Education](#) (QDPE) in all Canadian schools. Well-planned opportunities to improve game-play abilities are part of a QDPE program. The Move Think Learn resource series promotes these opportunities through a Teaching Games for Understanding (TGfU) approach, contributes to the development of physical literacy, and aligns with Canada's Long-Term Athlete Development (LTAD) model.

## Physical Literacy

Individuals who continue to develop their ability to move with competence and confidence in a wide variety of physical activities in multiple environments to benefit the healthy development of their whole self are individuals who are developing their physical literacy (PHE Canada).

The concept of physical literacy refers to the ongoing development of our embodied dimension, our disposition, and our ability to move and interact in different environments (Whitehead, 2010). Fundamental to the concept is the interrelated and interdependent nature of the many dimensions of one's self. Developing physical literacy therefore can positively influence and be influenced by the development of other capabilities such as cognition, creativity, and self-confidence.

One of the many aspects of physical literacy is the development of game-play abilities, or the ability to read and respond to different situations. This aspect of physical literacy is supported by the Move Think Learn resource series. The game experiences described in the resources include all learners, are developmentally appropriate, and facilitate the refinement of movement skills. Positive, purposeful, and engaging game-play experiences in childhood can contribute to the individual's motivation and confidence to pursue physical activity opportunities for a lifetime. Provincial physical education curricula across Canada promote the development of physical literacy for children and youth.



## Resources to learn more about physical literacy

- Website and videos: [Physical literacy educational strategies](#). [PHE Canada](#) (2014).
- Article: The concept of physical literacy. Whitehead, M. (Ed.) (2006). *European Journal of Physical Education* 6(2), 127–138.
- Book: *Physical literacy throughout the lifecourse*. Whitehead, M. (2010). London, UK: Routledge.

# PART A

## Teaching Games for Understanding (TGfU)

The Move Think Learn resource series embraces a Teaching Games for Understanding (TGfU) approach. Originally outlined by Bunker and Thorpe in the 1980s, TGfU is a student-centred instructional model designed to actively engage learners in problem solving and decision making while gaining an appreciation of game strategies, tactics, and skills.

Through participation in small-sided games, students learn how tactical solutions can be transferred from one game or sport to another. Students develop the ability to make decisions about “what to do,” “when to do it,” and “how to do it” in response to game situations (Griffin & Patton, 2005). Learning games this way, students develop game literacy and gain competence in a wide range of activities (Mandigo, Butler, & Hopper, 2007).

TGfU focuses on fostering tactical awareness before skill development. Tactics refer to “what to do” during specific game-play situations (Bunker & Thorpe, 1982). Tactical problems (e.g., how to maintain possession of an object) emerge during game play and force participants to make decisions about what to do (e.g., dribble or pass? what kind of pass? to whom?). Tactics differ from game strategies, which refer to the elements of the overall game plan discussed before play begins (Gréhaigne, Godbout, & Bouthier, 1999).

To facilitate learning, games are grouped into broad categories based on common structures, features, and goals (i.e., target games, net and wall games, striking and fielding games, and territorial games). For the purpose of the Move Think Learn resource series, a “racing games” category is added to include those games with the goal of moving efficiently to cover a pre-determined distance in the shortest amount of time. The games categories can be described as follows.

## Target Games

The main goal of target games is to send away an object and make contact with a specific target (Mandigo et al., 2007). Examples of unopposed target games include archery, bowling, and golf. Opposed target games include curling and bocce.

## Net and Wall Games

The main goal of net and wall games is to send an object to the opponents so they are unable to return it or are forced to make an error (Mandigo et al., 2007). Examples include badminton, jai-alai (played using a scoop-like implement), tennis, volleyball, sepak takraw (also known as kick volleyball), and squash.

## Striking and Fielding Games

The main goal of striking and fielding games is to strike an object away from fielders in order to score points and limit the number of points scored by the opponent (Mandigo et al., 2007). Examples include baseball, cricket, kickball, softball, and rounders.



## Resources to learn more about TGfU

- Book: ***Teaching games for understanding: Theory, research, and practice***. Griffin, L., Butler, J. (Eds.) (2005). Champaign, IL: Human Kinetics.
- Website: [Teaching Games for Understanding](#)
- Website: [Playsport](#)
- Video: [Teaching Games for Understanding – Lesson Demonstration](#). The Physical Educator (2012).
- Articles: Physical and Health Education Journal. (2007). [TGfU feature issue](#).



# PART A

## *Invasion/Territorial Games*

The main goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo et al., 2007). Examples include basketball, team handball, soccer, goal ball, hockey, ringette, water polo, and rugby.

## *Racing Games*

The main goal of racing games is to move efficiently to cover a pre-determined distance in the shortest amount of time. Racing games can also involve set tasks (e.g., going through a gate, staying in bounds). Examples include cycling, speed skating, canoe/kayak, rowing, swimming, and cross-country skiing.



## *Sport as a Vehicle for Learning*

Canada's Long-Term Athlete Development (LTAD) model outlines a framework for athlete development. The seven stages of the model identify the role of play, physical education, school sport, recreational physical activity, and competitive sport in the development of athletes (Balyi, Cardinal, Higgs, Norris, & Way, n.d.). LTAD underlines the importance of opportunities for children and youth to participate in a wide variety of physical activities and sports. Many national sport organizations in Canada have designed a sport-specific LTAD model.

The sport focus of each resource in the Move Think Learn series provides a lens through which to facilitate purposeful game-play experiences. Although each resource focuses on a single sport, it emphasizes the transferability of tactical solutions from one sport to another. The small-sided games described in each resource align with the stages of LTAD by promoting participation in developmentally appropriate games as opposed to mature forms of the sport.



## *Resources to learn more about Canada's Long-Term Athlete Development Model*

- Website: [Canadian Sport for Life](#)
- Website: [PHE Canada Long Term Athlete Development Curriculum Links](#)

# PART B Planning for Teaching and Learning

## Resource Overview

Each resource in the series is organized into three sections: Move, Think, and Learn. The resources support teacher planning, but do not provide complete or sequential lesson plans.

### Move

The Move section describes four different games. Each game highlights a different tactical problem relevant to the games category of the sport in focus. These games can serve as an entry point to a lesson and are designed to help students understand “what to do” in the context of the game. The template used to describe each game is outlined below.

**TITLE:** title of the game

**TACTICAL FOCUS:** the tactical problem students will experience during game play

**OBJECTIVE:** what students will learn as a result of the game-play experience

**SPORT RATIONALE:** the relevance of the tactical problem to the sport in focus

**PARTICIPANTS:** the organization of students during game play (e.g., partners, 3 v. 3)

**EQUIPMENT:** a list of equipment needed to play

**SET UP:** how to organize the activity area for participation in the game, including diagrams

**DESCRIPTION:** the rules and details for playing the game

**MODIFICATIONS:** changes that can be made to the game to increase or decrease the level of challenge and complexity to better meet the needs of students

### Think

The Think section includes tactical questions teachers can ask students. Each series of questions relates directly to the preceding Move game, and is intended to engage students in critical and creative thinking to identify the tactical problem, solutions to the tactical problem, and the movement skills required to carry out the tactical solutions. Building on student understanding of “what to do” in the context of the game, this section explores “how to do it.”

Student answers will inform the next steps in learning that should provide an opportunity to develop the skills needed to carry out tactical solutions. These next steps can include practising motor skills, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game. Students need both tactical awareness and skill proficiency to become skillful game players. Teachers will decide the best way to engage students in skill practice based on developmental level and readiness. Providing opportunities for students to develop skills in a game-like context is an effective way to facilitate the carryover of these skills to a game situation.

The following resources describe fundamental movement skills and, where possible, sport-specific movement skills in detail to support skill practice. The movement skills are identified in the description of each game in the Move section.



### Resources to learn more about fundamental movement skills

- Book: [PHE Canada Fundamental Movement Skills Resource Series](#)
- Videos: [PHE Canada Fundamental Movement Skills Video Collections](#)
- Website: [Active for Life Lesson Plans and Resources](#)

# PART B

## Learn

Each Learn section describes two games. These games are more complex than those in the Move section, and are intended to move participants toward the mature form of the sport in focus. During game play, students apply solutions to tactical problems and decision-making abilities. These games can serve as a culminating game to a lesson or unit.

After the game description, to extend tactical awareness, the resource identifies questions to engage students in critical and creative thinking. It also identifies specific ways the tactical solutions can be transferred to other games or sports in the same category. Emphasizing the transferability of tactical solutions from one game to another in the same games category will deepen student understanding and competence, despite the fact that different movement skills are required to play different games.

**BELOW IS A SUMMARY OF WHAT TEACHING AND LEARNING COULD LOOK LIKE IN EACH SECTION OF THE RESOURCE.**

Action	What students will do	What teachers will do
<b>MOVE</b> Game to highlight a tactical problem.	Engage in small-sided, developmentally appropriate play with lots of opportunity for active involvement.	Facilitate game play in a safe environment. Observe student play.
<b>THINK</b> Questions to allow students to identify the tactical problem from the MOVE game and begin to identify solutions and required skills.	Consider and share answers to questions based on game-play experiences and ask new questions. Practise and refine movement skills and tactical solutions.	Ask questions to highlight the tactical problem and relevant solutions. Encourage multiple and varied answers, be open to new ideas, ask probing questions to refine student answers. Use answers to inform next steps in learning. Facilitate an opportunity to practise and refine movement skills needed to carry out tactical solutions.
<b>LEARN</b> More complex game emphasizing the use of tactical solutions during game play.	Engage in small-sided, developmentally appropriate play and make decisions to achieve the goal of the game.	Facilitate game play in a safe environment. Observe student play, pausing games periodically as appropriate to ask questions to support student decision making and use of tactical solutions.



# PART B

## *Pedagogical Considerations*

A number of pedagogical considerations are important to help ensure learning experiences are purposeful, engaging, and inclusive for all students. Structuring inclusive game-play opportunities that allow all students to participate in a positive and appropriately challenging way will contribute to student learning and increase confidence and competence.

The games in the Move Think Learn resource series are developmentally appropriate in that they are small-sided (e.g., 3 v. 3), allowing all students to be actively involved in the game experience. However, it is important to note that the games are merely samples. Teachers will need to ensure games are structured in a way that matches the needs and abilities of their students. The description of each game provides modifications to the equipment, space, and rules to give teachers ideas about how to increase or decrease the level of challenge or complexity to better match the abilities of students. In some cases (e.g., archery, squash, cycling, canoe/kayak), the games do not involve the use of sport-specific equipment or facilities. Teachers with the relevant training and/or access to equipment and facilities can choose to incorporate these elements as appropriate.

In a student-centred model such as Teaching Games for Understanding, it is critical that teachers be able to ask questions after a game in a way that facilitates learning and empowers students to make good tactical decisions. It is important to ask questions that help students understand what they need to do to solve a tactical problem and why, followed by questions that identify how to carry out the solution (Mitchell, Oslin, & Griffin, 2013). The type and number of questions asked by the teacher is based on the readiness of students.

*The **Move Think Learn** resource series is intended to inform teacher planning, and is not a sequential or complete series of lessons. As a result, teachers will use the resource in different ways. On the next page are two examples of how teachers could use the Move Think Learn Team Handball resource to plan a unit using a TGfU approach.*



### *Resources to learn more about effective questioning*

- Book: **Instructional models for physical education** (3rd ed.). Metzler, M. W. (2011). Scottsdale, AZ: Holcomb Hathaway.
- Book: **Teaching sport concepts and skills: A tactical approach for ages 7–18**. Mitchell, S. J., Oslin, J. L., & Griffin, L. L. (2013). Champaign, IL: Human Kinetics.

## PART B

### Example 1: Team Handball Unit

Mr. Smith plans a two-week team handball unit. The single-sport focus will provide an in-depth experience with the tactical problems associated with team handball before highlighting the transferability of tactical solutions to other invasion/territorial games (Mitchell et al., 2013).

Mr. Smith uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for his unit and matches these to provincial/territorial learning outcomes. Curricular learning outcomes inform the assessment criteria and strategies. When designing the sequence of learning, Mr. Smith uses the games in the Move section and the modification ideas to identify a game that will start each of his lessons. Then he adjusts the Think questions to match the needs of the students in his class. He is unsure of the performance cues for the overhand throw, so refers to the [PHE Canada Fundamental Movement Skills Video Collection](#) before designing game-like opportunities for skill practice. Finally, Mr. Smith chooses a culminating Learn game for each lesson that will allow students to apply the tactical solutions and decision-making abilities. Sometimes, the Learn game is a modified version of the initial Move game. Mr. Smith is ready to begin and adjust his plan as necessary to support student learning.

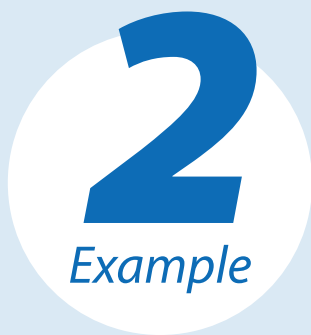


### Invasion/Territorial Games Unit

Ms. Bahn plans a two-week invasion/territorial games unit. She adopts a game sampling focus to provide a variety of game-play experiences that help students transfer learning from one territorial game to another (Mitchell et al., 2013).

Ms. Bahn also uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for her unit, matches these to provincial/territorial learning outcomes, and articulates assessment criteria. When designing the sequence of learning, Ms. Bahn incorporates the transferability ideas from the games in the Learn section into each of her lessons. Sometimes she plans for games with the same tactical focus to be played at the beginning of two consecutive lessons, or within the same lesson with different movement skills. For example, students could play Boundary Ball, throwing and catching with hands (Team Handball), then play again, kicking and trapping with feet (Soccer). Ms. Bahn also adjusts the Think questions to match the needs of the students in her class and designs game-like opportunities for skill practice. Finally, Ms. Bahn chooses a culminating Learn game for each lesson that will allow students to apply their tactical solutions and decision-making abilities. Ms. Bahn is ready to begin and adjust her plan as necessary to support student learning.

In both examples, teachers plan to facilitate a sequence of learning that will encourage students to become more skillful game players, having developed both tactical awareness and movement skills. Students gain an understanding of what to do in game situations, when to do it, and how to do it to achieve the goal of the game.



# PART B

## Safety

An inherent level of risk exists in all physical activities. A safe physical, emotional, mental, and spiritual learning environment is essential if students are to learn while participating in movement activities. Teachers must facilitate well-planned and developmentally appropriate game-play experiences to minimize the risk of accident and injury. In addition to knowing the developmental level of students and acting with common sense and foresight, teachers should have an in-depth understanding of up-to-date safety guidelines in their province/territory and jurisdiction.



## References

Balyi, I., Cardinal, C., Higgs, C., Norris, S., & Way, R. (n.d.) [Canadian Sport for Life: Long-term athlete development resource paper v 2.](#)

Bunker, B., & Thorpe, R. (1986). The curriculum model. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 7–10). Loughborough, UK: University of Technology, Loughborough.

Gréhaigne, J. F., Godbout, P., & Bouthier, D. (1999). The foundations of tactics and strategy in team sports. *Journal of Teaching in Physical Education*, 18(2), 159–174.

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# PART C Setting the Context

## Sport in Focus

The information below about the sport in focus can generate student interest and engagement prior to the first learning experience. For example, teachers can share information about canoe/kayak and

- have small groups complete a T-P-E chart (Nosich, 2009), identifying what they think (T) they know about canoe/kayak, what puzzles (P) them about canoe/kayak, and how they want to explore (E) the things that puzzle them;
- make connections with local, provincial, national, or international events.

## Sport in Context

### DID YOU KNOW?

- The word canoe comes from the Arawak language of the native Caribbeans and means dugout.
- Kayaks were built to ensure icy Arctic water did not enter the boat while hunters were hunting seals.
- World Champion kayaker, Mark de Jonge of Canada, can paddle 24 km an hour. In comparison, the average kayaker can only paddle 5.5 km an hour!
- Canoe polo is a popular game that mimics traditional water polo. Two teams of 5 players in canoes use a water polo ball to try to score into a goal that is suspended above the water.
- Paracanoe will be introduced for the first time at the 2016 Paralympic Games in Rio de Janeiro, Brazil and will include 6 different events.
- The longest recorded journey by canoe or kayak was a distance of 19,603 km completed by Don and Dana Starkell from Winnipeg to Belem, Brazil between 1980 and 1982.

### HISTORY

- Canoes were developed over thousands of years and have been made from logs, animal skins and tree bark and used for transportation, trade, and war.
- By using Aboriginal peoples' water routes and canoes, Europeans were able to travel from Eastern to Western Canada making the canoe a pivotal piece in the exploration and expansion of Canada.
- During the North American fur trade era, the Hudson's Bay Company used birch bark canoes to travel a 6,500 km route.
- The first canoeing competition, the Paddling Challenge Cup, was held by the Royal Canoe Club in London, England in 1874.
- Canoeing became an Olympic sport in Berlin in 1936.
- Throughout World War II, the British Special Forces used kayaks for military raiding missions because they were fast, quiet, and easy to fold and store when the mission was over.

### RULES

- Canoe/kayak is a racing sport using a canoe or kayak and paddles on water to propel an individual or team ahead of other teams.
- The object is for participants to move efficiently to cover a pre-determined distance in the shortest amount of time.
- Canoe/kayak events can also include set tasks like going through a gate, staying in bounds, scoring on net, or portages that count toward racers overall score or time.

# PART C

## AN OVERVIEW OF SIMPLIFIED RULES FOR CANOE/KAYAK

- Events are divided according to three categories: sprint, slalom and marathon.
- Rules for sprint:
  - o Events are held on calm water over 200m, 500 m, 1,000 m and 5,000 m.
  - o Teams or individuals in either a kayak or canoe race over the set distance.
  - o The winning boat is the first to cross the finish line.
- Rules for slalom:
  - o Events are 300 m in length down a whitewater rapid.
  - o Participants race through a series of up to 25 gates.
  - o Participants are awarded time penalties of 2 seconds if they touch a gate, and 50 seconds if they miss a gate altogether.
  - o The combined score of running time and penalties determines the winner.
- Rules for marathon:
  - o The minimum distances for international races are 20 km for men and 15 km for women.
  - o The race usually starts and ends at the same place, is divided into several parts, and includes portages (carrying the canoe or kayak).

For more information on rules, visit:

[www.canoeikayak.ca](http://www.canoeikayak.ca) or [www.canoeicf.com](http://www.canoeicf.com)

## EXAMPLES OF HOW TO MODIFY RULES FOR DIFFERENT TEACHING ENVIRONMENTS AND ABILITIES

- To maximize participation, reduce the distance of races to suit the age and ability of the participants.
- Before having participants use the boats in the water, incorporate some lead-up activities into the lesson to build skills.
  - o Practise entering, exiting and sitting in the proper position with the boat on land.
  - o Use the paddles to practise proper stroke and steering technique.
- Remove or reduce the number of gates participants must race through for the appropriate discipline to remove the pressure for beginner participants.



### CANADIAN ATHLETE HIGHLIGHTS *Caroline Brunet*

- Born: March 20, 1969
- Hometown: Québec, QC
- Event Type: Sprint Kayak (K-1 500 m)
- Five-time Olympian winning two silver medals and one bronze medal
- One of only 13 athletes to win medals at three successive Olympic Games in the same event
- Ten-time World Champion



### CANADIAN ATHLETE HIGHLIGHTS *Adam van Koeeverden*

- Born: January 29, 1982
- Hometown: Oakville, ON
- Event Type: Sprint Kayak (K-1 500 m, K-1 1,000 m)
- Four-time Olympic medalist (one gold, two silver and one bronze)
- Eight World Championship medals
- Team Canada flag bearer at the closing ceremonies for the 2004 Olympic Games and for the opening ceremonies at the 2008 Olympic Games



# PART C

## CROSS-CURRICULAR CONNECTIONS

The resource is student-centred, providing students opportunities to MOVE, THINK, and LEARN and supporting the tactical understanding for racing games. Adding cross-curricular connections is a great way to support student learning in other subject areas.

## CONSIDER THE FOLLOWING CROSS-CURRICULAR CONNECTIONS FOR THE SPORT OF CANOE/KAYAK:

- Math: Data Management—Poll students on their favourite canoe/kayak event and create a bar graph.
- History: Discuss the positive and negative consequences of the North American Fur Trade for the Europeans and for Aboriginal peoples.
- Visual Arts: Create a canoe using birch bark and other natural materials and discuss how the design of the canoe allows it move easily in the water.

### • [Fédération québécoise de canoë-kayak d'eaux vives](#)

Marathon

- [Ontario Marathon Canoe Racing Association](#)
- [Fédération québécoise de canotage long parcours](#)
- [New Brunswick Competitive Canoe Association](#)

### BIG EVENTS

- National Championships
- World Cup
- World Championships
- Olympic and Paralympic Games
- Canadian Sprint CanoeKayak Championships



## Supplementary Reading

### RESOURCES

- LTAD Resource - [CanoeKayak Canada](#)

### WEBSITES

- [CanoeKayak Canada](#)
- [International Canoe Federation](#)
- [Pan American Canoe Federation](#)

### PROVINCIAL ASSOCIATIONS

- [CanoeKayak BC](#)
- [Alberta Sprint Racing Canoe Association](#)
- [Canoe Kayak Saskatchewan](#)
- [Manitoba Paddling Association](#)
- [Canoe Kayak Ontario](#)
- [Western Ontario Division](#)
- [Canoë Kayak Québec](#)
- [Atlantic Division, CanoeKayak](#)
- [Canoe Kayak PEI](#)
- [Newfoundland Paddling Club](#)

Sprint

- [Ontario Canoe Sprint Racing Affiliation](#)

Whitewater

- [Alberta Whitewater Association](#)
- [Whitewater Ontario](#)

# PART C

## Summary of Activities

Canoe/kayak, a racing game, is the sport through which this resource will explore the tactical problems related to racing games. The goal of racing games is to move, run, or ride efficiently to cross a set distance in the shortest amount of time.

**THE MOVE THINK LEARN ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SKILLFUL RACING GAME PLAYERS ARE SUMMARIZED IN THE TABLE BELOW.**

<i>Tactical Focus</i>	<i>Move</i>	<i>Think</i>	<i>Learn</i>
Maximizing speed	To and Fro	Student answers to the tactical questions after each game will inform the next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions.	Sprint Racing
Maximizing speed	Waiter		
Accelerating after obstacles, pacing, balance	Sharks and Minnow		
Accelerating around obstacles, pacing	Fishy out of the Water	For more information to support development of the movement skills needed to play canoe/kayak, refer to the resources listed on page 6.	White Water Extreme



# PART **D** Move Think Learn Activities





# MOVE



## 1: To and Fro

### TACTICAL FOCUS:

Maximizing speed

### OBJECTIVE:

Students will determine and develop the ability to maximize speed while paddling forward.

### SPORT RATIONALE:

In canoe/kayak, athletes must paddle efficiently to maximize speed, get the most out of every stroke and complete

the race as quickly as possible. It is important to paddle at a speed that is not so slow that the boat slows down prior to each stroke, and not so fast that athletes tire quickly and do not glide.

### PARTICIPANTS:

Groups of 2

### EQUIPMENT:

Equipment for each pair:  
 ➤ 1 scooter

➤ 2 self-selected paddles (e.g., scooter paddle, floor hockey stick with rubber end, pool noodle, pillo polo stick) – 1 per student

Equipment for the activity area:

- 15 pylons
- 10–15 hoops
- hoops
- a number of small objects (e.g., bean bags, fleece balls, scarves) – 3 per student

### DESCRIPTION:

- Provide an opportunity for students to choose a paddle.
- Divide students into pairs and give each pair a scooter. Assign each pair to a space on the boundary line.
- On the signal to begin, students alternate turns paddling forward to a hoop while sitting or kneeling on the scooter, retrieving one object, and carrying it while paddling back to their partner.
- o Students must use their paddle to move forward and to stop in time to avoid contact with others and the hoops.
- Pairs collect as many objects as possible in three minutes and try to improve their speed with each round.
- Collected objects can be placed on the ground along the walls.

# THINK

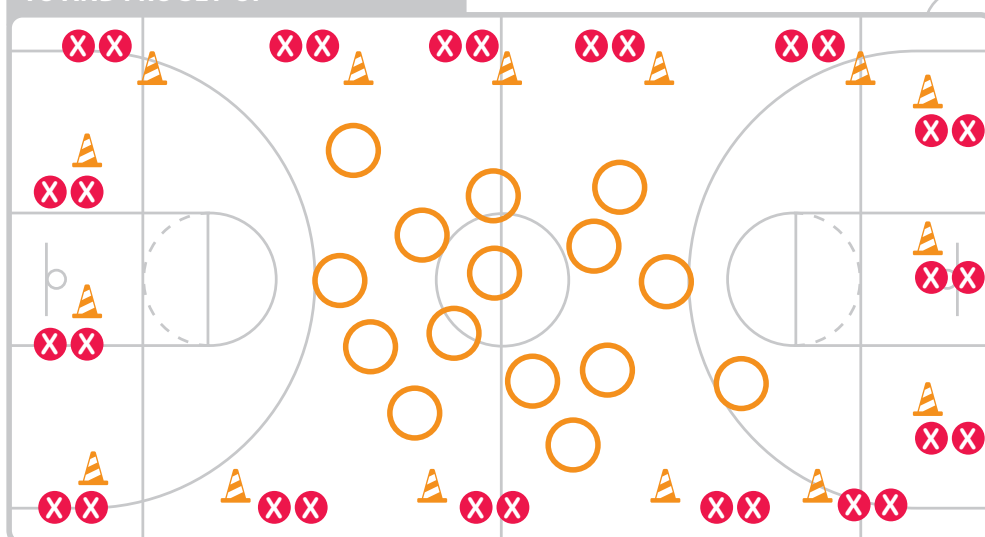


### TACTICAL QUESTIONS FOR STUDENTS:

- How did you hold the paddle to maximize speed?
- How did your balance change as you paddled or gather objects?
- What are the challenges of paddling too fast or too slow?
- How can you get to and from the hoops as quickly as possible?
- How did your choice of paddle affect your speed?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

### TO AND FRO SET-UP



Use pylons to identify a boundary around the perimeter of the activity area at least 2 m away from the walls. Scatter hoops in the centre of the activity area and place objects inside each hoop.

**X STUDENTS** **O HOOPS**

### MODIFICATIONS:

- Position the hoops to be closer or further from the boundary line.
- Limit the hoops to which groups can travel to collect objects.
- Students must travel along the lines on the floor to retrieve an object (e.g., wheels of the scooter must straddle a line).
- Students change the object being used as a paddle.
- Pairs race against one or two other pairs to collect the most number of objects.
- Teachers determine the objects each group must gather (e.g., 3 scarves, 2 fleece balls, 1 bean bag).

# MOVE



## 2: Waiter

### TACTICAL FOCUS:

Maximizing speed

### OBJECTIVE:

Students will determine and practise how to paddle forward efficiently with a partner.

### SPORT RATIONALE:

In canoe/kayak, athletes must move their boat quickly in

the water toward the finish line. It is critical for athletes to maintain balance and paddle powerfully and efficiently to maximize speed, experience success, and avoid tipping the boat.

### PARTICIPANTS:

Pairs in a larger group of 6

### EQUIPMENT:

- 1 scooter per student

- 1 self-selected paddle (e.g., scooter paddle, floor hockey stick with rubber end, pool noodle, pillo polo stick) per student
- 1 gym mat per pair
- 1 hoop or bucket per pair plus one for each group
- 20–30 small flat objects (e.g., floor hockey pucks, bean bags) per group

### DESCRIPTION:

- Provide an opportunity for students to choose a paddle.
- Divide students into groups of six and identify pairs within each group. Assign each group to an area along the start line.
- Instruct pairs to place one mat on top of two scooters to simulate a two-person canoe or kayak (i.e., one person sits in front of the other while both paddle to move forward).
- On the signal to begin, pairs work together to paddle forward while sitting (canoe) or kneeling (kayak) on the mat on top of the scooters toward the hoop full of objects.
- Each pair attempts to collect as many objects as possible and transport them to their hoop at the start line.
  - Partners choose to transport one to five objects at a time on the front of their “canoe.”
    - The objects cannot be touched, held, or supported while in transport.
    - If a pair chooses to transport more than one object at a time, these must be stacked one on top of another in a single pile.
- Partners cannot interfere with other groups during the race.
- Should an object fall while in transport, the pair must return the objects to the hoop (stacking is not required). Pairs begin again from the hoop with the same or a different number of objects.
- Continue the race for three minutes. The winner is the pair with the most objects in their hoop at the start line.

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

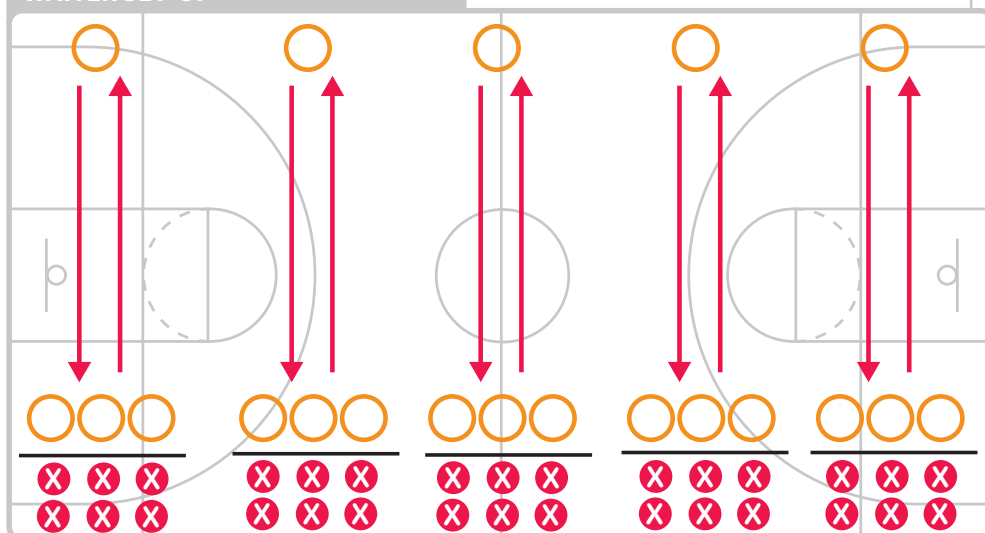
- What did you do to transport the greatest number of objects to your hoop?
- How did you decide the number of objects to take on each trip?
- How did you use your individual strengths to successfully move the objects?
- How can you paddle forward powerfully and efficiently while maintaining balance?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the same game.

### MODIFICATIONS:

- Increase or decrease the distance to the hoop with objects.
- Increase the number of objects available for pairs to collect.
- Use a variety of different-shaped objects to transport (e.g., more challenging to balance in a stack).
- Change the object being used to paddle.
- Place obstacles between the start line and the hoop around which pairs must paddle.
- Participate individually.
- Paddle on both sides of the scooter using both ends of the paddle (e.g., kayak paddle).

### WAITER SET-UP



Designate a start line at one end of the activity area. Along the start line, place a stack of six scooters, three hoops, and three mats for each group. At the opposite end of the activity area (if possible, 10 m away from the start line), place one hoop on the ground directly across from each group. Place 20–30 objects inside each hoop.

**X STUDENTS** **O HOOPS**



# MOVE



## 3: Sharks and Minnow

### TACTICAL FOCUS:

Accelerating after obstacles, pacing, balance

### OBJECTIVE:

Students will determine how to maintain or gain a lead in a race.

### SPORT RATIONALE:

In flatwater or sprint canoe/kayak events, athletes can be influenced by the position of other competitors during the race. Athletes must learn how to position themselves to maintain or regain a lead to finish in the fastest time.

### PARTICIPANTS:

Groups of 4

### EQUIPMENT PER GROUP:

- 3 scooters per group
- 2 pylons
- 4 self-selected paddles (e.g., scooter paddle, pool noodle, floor hockey stick with rubber end, pillo polo stick)

### DESCRIPTION:

- Provide an opportunity for students to choose a paddle.
- Divide students into groups of four. Provide three scooters to each group.
- Assign each group to a start/finish line. Alternate the direction the groups will be travelling.
- In each group, three students race while one student takes on the role of official. Students choose which two of the racers will be sharks and which one racer will be a minnow. The two sharks and one minnow each sit or kneel on a scooter at the start/finish line.
- When ready, the official signals (e.g., verbal sound, visual movement) for the activity to begin.
  - o The two sharks begin paddling on one side of the scooter to move forward toward the centre of the activity area.
  - o After 5–8 seconds, the official signals for the minnow to begin paddling forward.
  - o When the minnow has paddled at least 3 m from the start/finish line, the official makes a third signal (e.g., drum, hand clap, whistle).
  - o On the third signal, both the sharks and minnow turn around on their scooters and race back to the start/finish line, with the sharks trying to catch the minnow before they paddle across the line.

# THINK



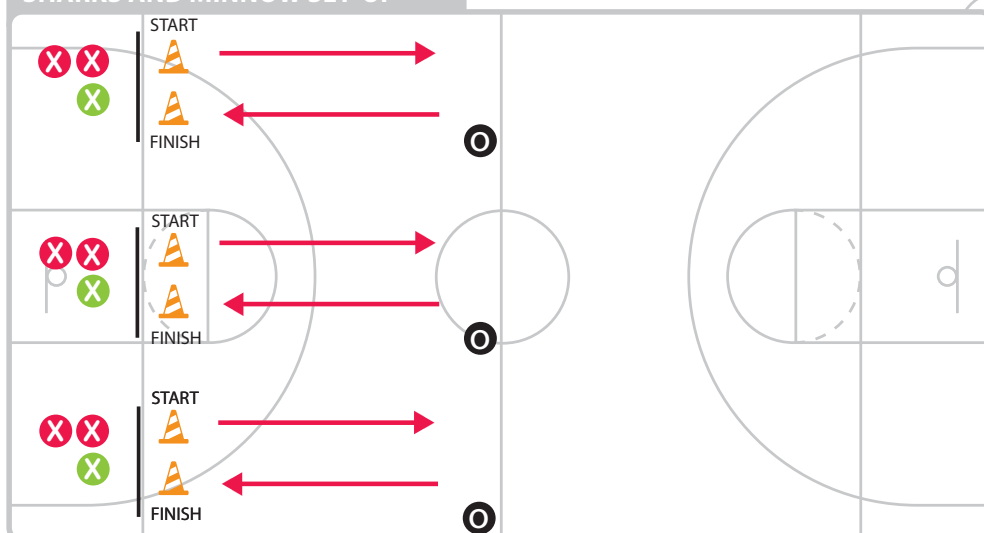
### TACTICAL QUESTIONS FOR STUDENTS:

- What did you do to win the race as a minnow?
- What did you do to accelerate after the official made the signal to turn around?
- How does your balance help you maximize your speed?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

- Rotate positions after each race (e.g., the official takes on the role of shark, one shark becomes the minnow, and the minnow takes on the role of official).

### SHARKS AND MINNOW SET-UP



Using two pylons, set up a start/finish line at each of the long ends of the activity area. Stay at least 2 m away from the walls. One start/finish line is needed for each group of four students.

**X SHARKS** **X MINNOW** **● OFFICIAL**

### MODIFICATIONS:

- Increase or decrease the distance travelled before the third signal.
- Increase or decrease the amount of time between the sharks and minnow.
- Paddle on both sides of the scooter with both ends of the paddle (e.g., kayak paddle).
- Students change the objects they use to paddle.
- Students paddle with a partner (e.g., a gym mat laid on top of two scooters, one student sits in front and the other at the back).

# MOVE



## 4: Fishy out of the Water

### TACTICAL FOCUS:

Accelerating around obstacles, pacing

### OBJECTIVE:

Students will determine how to accelerate while navigating around obstacles.

### SPORT RATIONALE:

In white water slalom canoe/kayak events, athletes move through gates while avoiding obstacles. The ability to control the boat and turn in an efficient way is essential for success.

### PARTICIPANTS:

partners in a larger group of 4

### EQUIPMENT PER GROUP:

- 2 scooters
- 8–10 obstacles (e.g., pylons, boxes, chairs)
- 2 hoops
- 4 self-selected paddles (e.g., scooter paddle, floor hockey stick with rubber end, polo stick, pool noodle)

### DESCRIPTION:

- Provide an opportunity for students to choose a paddle.
- Divide students into groups of four and identify partners within each group. Assign each group to an area along the start line.
- One student from each pair races at a time. The racers begin at the start line and paddle forward weaving through the obstacles in their lane while sitting or kneeling on a scooter.
- Racers touch the floor inside the hoop with their paddle, turn around, and return to the start, weaving again around the obstacles.
- When a racer touches the floor inside the hoop at the start line, partners switch positions and continue racing.
- Continue the race for three minutes. The teacher will start and time the races.
- The winner is the pair that completes the most laps in the given time frame.

# THINK

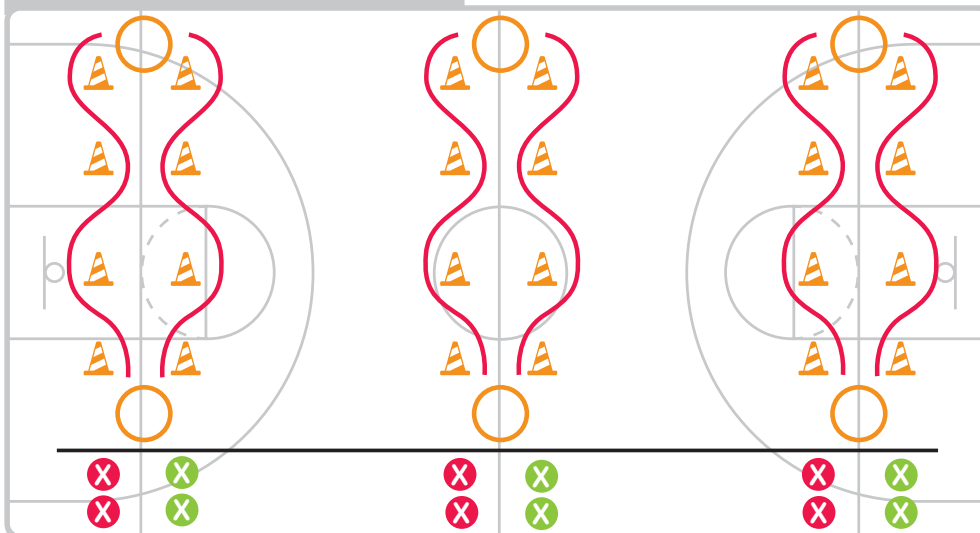


### TACTICAL QUESTIONS FOR STUDENTS:

- How did you maintain your balance moving around the obstacles?
- How did you slow down to control your pace through obstacles?
- How did your paddling change when you were changing direction?
- What can you do to maintain or gain speed while moving around obstacles?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

### FISHY OUT OF THE WATER SET-UP



Identify a start line on one side of the activity area. Stay at least 2 m from the wall. Along the start line, place two scooters for each group.

At the opposite end of the activity area, (if possible, 8 m from the start line), place one hoop on the ground directly across from each group. Between the start line and the hoop, place 3–5 obstacles (e.g., pylons) on the floor in a line through which students will weave on their scooter. Two lines of obstacles are needed for each group.

**X GROUP 1 X GROUP 2 O HOOPS A A OBSTACLES**

### MODIFICATIONS:

- Increase or decrease the number of obstacles to challenge individual student abilities.
- Change the configuration of the obstacles.
- Change the object being used to paddle.
- Count the number of laps completed and challenge each group to improve their own performance.
- Instead of a timed relay, students can race against an opponent.
- Students can sit on an object (e.g., pillow) to challenge their ability to balance.
- Complete a two-person race with a partner (e.g., use a gym mat laid on top of two scooters, one student sits in front and the other at the back).

# LEARN



## 1: Sprint Racing

### TACTICAL FOCUS:

Maximizing speed, pacing

### OBJECTIVE:

Students will propel themselves forward in a straight line as quickly as possible.

### SPORT RATIONALE:

During flatwater or sprint canoe/kayak events, athletes must paddle forward in a straight line to cover a pre-determined distance (e.g., 200 m, 500 m, or 1000 m). The ability of athletes to maximize the efficiency of their stroke while maintaining good form and rhythm for the duration of the race is critical to success.

### PARTICIPANTS:

Groups of 4–6

### EQUIPMENT PER GROUP:

- 3–4 scooters
- 2 pylons
- 4–6 self-selected paddles (e.g., scooter paddle, floor hockey stick with rubber end, polo stick, pool noodle)

### DESCRIPTION:

- Provide an opportunity for students to choose a paddle.
- Divide students into groups of 4–6 and assign each group to a stack of 3–4 scooters and 2 pylons.
- Students choose the distance of the race and designate the finish line with pylons. Ensure the finish line is positioned to create a straight racing lane.
- At one time, 3–4 students race and 1–2 students are the officials. The racers begin at the start line and paddle forward in a straight line (in their lane) while sitting or kneeling on a scooter in an attempt to be the first to cross the finish line.
- Official(s) are responsible to start the race, remind racers to stay in their lane, and determine the order in which racers cross the finish line (e.g., first place, second place, third place, etc.). To start the race, the officials ensure all racers are stationary with the tip of their scooter just behind the start line. To start the race, use verbal prompts (ready–set–go) or a sound (hands clapping, beep).
- Students cannot interfere with others during the race.
- When all students have completed the race, students pick up the scooter and carry it back to the start line.
- 1–2 racers change roles with the officials and the group begins a new race.

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

- What did you do to move as quickly as possible to the finish line?
- How did you decide if you were paddling at an efficient rate?
- How did the speed of the other racers influence your pace?
- How did your performance in one race affect your approach to the next race?
- How can the distance of the race affect your approach?

### TRANSFERABILITY:

*You could play this game again with a focus on:*

- speed skating – skating around a track in the fastest time;
- cycling – riding a bike a pre-determined distance.

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# LEARN



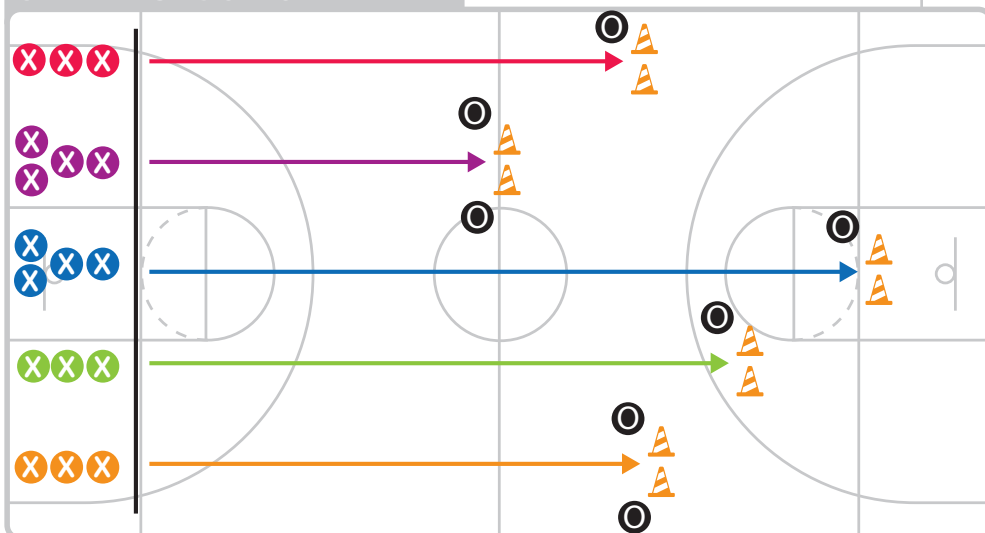
## 1: Sprint Racing (continued)

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### MODIFICATIONS:

- Increase and decrease the length of the course.
- Complete a two-person race with a partner (e.g., a gym mat laid on top of two scooters, one student sits in front and the other at the back).
- Students choose a different object to paddle through the course.
- Measure the distance of each race and keep track of personal best times.

### SPRINT RACING SET-UP



Designate a start line at one end of the activity area. Along the start line, place 3–4 scooters in a stack and 2 pylons for each group of 4–6 students.

X X X X X RACERS    O OFFICIALS    A A FINISH LINE

# LEARN



## 2: White Water Extreme

### TACTICAL FOCUS:

Accelerating around obstacles, pacing

### OBJECTIVE:

Students will determine the fastest way to move through a course with obstacles and turns.

### SPORT RATIONALE:

White water canoe/kayak events require athletes to paddle through a course while navigating through gates and around obstacles. In order to complete the course as quickly as possible, athletes must develop the ability to determine which path to take and when to turn in order to control their boat and maximize speed.

### PARTICIPANTS:

Groups of 6

### EQUIPMENT PER GROUP:

- 20 objects (e.g., pylons, beanbags, chairs, boxes)
- 4 flags or pinnies
- 3 scooters
- 2–3 stopwatches

### EQUIPMENT PER STUDENT:

- 1 self-selected paddle (e.g., scooter paddle, floor hockey stick with rubber end, pillo polo stick, pool noodle)
- 1 scorecard and pencil

### DESCRIPTION:

- Divide students into groups of six and assign each group to a space in the activity area.
- Using the equipment provided, the group works together to create in their space a white water course that simulates a white water canoe/kayak course. Each course will have 6–10 gates. At least two of the gates must be upstream gates (i.e., gates entered from the side opposite the direction of travel) and the others downstream gates (i.e., gates entered from the side in the direction of travel). Obstacles can also be added to slow down the racer, but not prevent them from moving forward.
- Groups use pylons, beanbags, chairs, and other equipment to create the gates through which students will move.
- Use a flag, pinnie, or other equipment to mark the upstream gates.
- When the course is complete, all students in the group test the course by travelling through the gates and around the obstacles.
  - o Students move through the course while sitting or kneeling on a scooter and propelling themselves forward using a self-selected paddle (e.g., scooter paddle, pillo polo stick).
  - o Students begin their turn when the person in front of them has passed through the first and second gates.
- After any needed modifications have been made to the course, each student is timed completing the course.
  - o Provide each group with 2–3 stopwatches to minimize wait times.
  - o Students can begin when the person in front of them is a reasonable distance through the course.
  - o The student with the stopwatch provides the ready–set–go starting cue.
- After each race, students record their personal best time on their scorecard. The student with the fastest time wins the race. Repeat the course trying to improve on personal scores.
- On the teacher's signal, groups rotate to the white water course created by another group and race again.

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

- What did you do to move through the course as fast as possible?
- How did you determine if you were going too fast or too slow?
- How often did you push with your paddle to maximize speed and efficiency?
- How did the direction from which you had to enter the gate affect your balance and speed?
- How can you maximize speed moving around obstacles?

### TRANSFERABILITY:

*You could play this game again with a focus on:*

- slalom –skiing down a hill around obstacles;
- steeplechase (athletics) – running over barriers and through water.

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space.

 **RACERS**       **TIMERS**       **UPSTREAM GATE**

- Increase or decrease the number of gates on each course.
- Increase or decrease the number of obstacles on each course.
- Students can sit on an object (e.g., pillow) to challenge their ability to balance.
- Students choose a different implement to paddle through the course.
- Complete a two-person race with a partner (e.g., a gym mat laid on top of two scooters, one student sits in front and the other at the back).
- Identify two small groups of three within each group of six and add the times of the students in each small group to create a group score. The group with the fastest time wins.
  - After completing all courses, create a group score by adding the personal best time of each group member.
- Combine two or more courses to create a longer white water extreme experience.