

*Engage* with Curriculum for Excellence  
Delivering Excellent Learning and Teaching

# Paddle sport

## Outcomes and Experiences

Levels 2/3



*Dumfries  
& Galloway*  
COUNCIL

## Overview

Specific Outcomes and Experiences have been linked with particular activities. However there are a number of Health and Wellbeing Es and Os which are embedded into all Outdoor Activities. Participation in paddle sport will aid in progression in these areas, though it must be the professional decision of the teacher as to how the pupil is progressing as regards any particular outcome.

1. I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.  
**\*Responsibility of all**  
**HWB 2-11a/3-11a**
2. I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.  
**\*Responsibility of all**  
**HWB 2-16a/3-16a**
3. Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.  
**\*Responsibility of all**  
**HWB 2-19a**
4. I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.  
**HWB 2-22a/3-22a**
5. I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.  
**HWB 2-25a**

The following literacy outcomes also appear to be embedded in the delivery of paddlesport

1. As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.  
**LIT 2-04a**
2. When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.  
**LIT 2-02a**
3. When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.  
I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.  
**LIT 3-02a**
4. I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.  
**LIT 2-10a/3-10a**

In addition the following two Outcomes are perhaps best dealt with in a review section at the end of the sessions.

- **HWB 2-24a**

By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.

- **HWB 3-24a**

I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.

# Paddle sport 1

**Context for learning** – An introductory session or series of lessons on paddle sport. Though this is most likely to be a group of either upper primary or lower secondary pupils, the progressions outlined below would apply to an introductory group of any age.

Experiences/Outcomes	Learning Intentions	Success Criteria	Evidence/Tasks
<p>I know of actions I can take to help someone in an emergency. <b>HWB 2-42a</b></p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. *Responsibility of all <b>HWB 3-17a</b></p> <p>As I encounter new challenges and contexts for learning, I am encouraged and supported <b>to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control</b> <b>HWB 2-21a / HWB 3-21a</b></p>	<p><b>I am learning</b></p> <ol style="list-style-type: none"> <li>1. to identify the specialist items of clothing and their function.</li> <li>2. what constitutes an emergency situation in the water and how to react in such a situation.</li> <li>3. the names of the various parts of the boat.</li> <li>4. the importance of good posture in the kayak/canoe.</li> <li>5. how to enter the water safely.</li> <li>6. how to use the paddle efficiently</li> </ol>	<ul style="list-style-type: none"> <li>• I changed into appropriate clothing</li> <li>• I listened to and understood the instructions given to me about emergency procedures in the water.</li> <li>• I can demonstrate what to do if my boat capsizes.</li> <li>• I listened to the explanation about the different parts of the boat and can identify them on a diagram.</li> <li>• I was able to sit upright in the kayak/canoe and not lean too far back. By doing so I can maintain good posture.</li> <li>• I was able to get myself and my boat into the water successfully.</li> <li>• I know when and why my paddle strokes are efficient or inefficient</li> </ul>	<p>Discussion of the specialist items of clothing necessary for canoe sport.*</p> <p>An explanation of what an emergency in the water is, and how to deal with it.*</p> <p>An explanation of what the various parts of the boat are and how they relate to its functioning.*</p> <p>Discuss and describe the correct position to sit in the boat. Explain how good posture &amp; connectivity produce more efficient movement.</p> <p>Discuss and demonstrate a safe and effective technique for launching the canoe/kayak.</p> <p>Discuss and demonstrate what are the differences between an efficient and an inefficient paddle stroke.</p>

## Paddle sport 2

**Context for learning** – An introductory session or series of lessons on paddle sport. Though this is most likely to be a group of either upper primary or lower secondary pupils, the progressions outlined below would apply to an introductory group of any age.

Experiences/Outcomes	Learning Intentions	Success Criteria	Evidence/Tasks
<p>As I encounter new challenges and contexts for learning, I am encouraged and supported <b>to demonstrate my ability to select</b>, adapt and <b>apply movement skills and strategies</b>, creatively, <b>accurately and with control</b>  <b>HWB 2-21a / HWB 3-21a</b></p>	<p><b>I am learning</b></p>		
	7. how to steer the canoe/kayak	<ul style="list-style-type: none"> <li>Using the paddle I was able to change the direction in which the canoe/Kayak was facing.</li> <li>I know what sweep strokes are and can use them to make adjustments when steering the canoe/Kayak.</li> </ul>	<p>Discuss and demonstrate the correct use of the paddle in steering the canoe/kayak. This would be introduced earlier when they first get the paddle</p>
	8. how to “raft up”	<ul style="list-style-type: none"> <li>I listened to and watched my instructor so that I was able to “raft up”. I also took part in the challenges presented to me.</li> </ul>	<p>Explain the importance of “rafting up” and demonstrate how it can be carried out.</p>
	9. how to improve my awareness and understanding of how to balance in a kayak through a range of fun games	<ul style="list-style-type: none"> <li>I listened to and watched my instructor so that I was able to (“raft walk”/“walk the plank”.)</li> </ul>	<p>Explain and (if appropriate) demonstrate how to “raft walk”/“walk the plank”. Demonstrate climbing out of and onto the Kayak whilst afloat and carried out strokes in this positions)</p>

## Paddle sport 3

**Context for learning** – An introductory session or series of lessons on paddle sport. Though this is most likely to be a group of either upper primary or lower secondary pupils, the progressions outlined below would apply to an introductory group of any age.

Experiences/Outcomes	Learning Intentions	Success Criteria	Evidence/Tasks
<p><b>I practise, consolidate and refine my skills to improve my performance.</b> I am developing and sustaining my levels of fitness. <b>HWB 2-22a / HWB 3-22a</b></p> <p>While working and learning with others, <b>I improve my range of skills</b>, demonstrate tactics and achieve identified goals. <b>HWB 2-23a</b></p> <p>I have investigated the role of sport and the opportunities it may offer me. <b>I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.</b> <b>HWB 2-26a / HWB 3-26a</b></p>	<p><b>I am learning</b></p> <p>10. that practice and participation help to improve the skills I already have.</p> <p>11. about the local paddle sport organisations who can help me to develop my skills.</p>	<ul style="list-style-type: none"> <li>As the course progresses, I am getting better at the skills detailed above.</li> <li>I have access to the contact details of the local canoe/kayak sport clubs.</li> </ul>	<p>Gradual progression through the techniques outlined above. (Brief weekly diary written up to record progress).</p> <p>A list of contact details is available via the “links” tab on the Outdoor Education GLOW blog</p>

The list below details outcomes identified by at least two of the team as other areas which potentially could be covered through negotiation between individual teachers, the Outdoor Education team and perhaps specific members of the CfE team.

1. *By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.*  
**SCN 2-08b**
2. *I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.*  
**SCN 2-12b**
3. *I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water.*  
**SCN 2-18a**
4. *I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments.*  
**TCH 2-01b**
5. *Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.*  
**MNU 2-10c**
6. *Using simple time periods, I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance.*  
**MNU 3-10a**
7. *I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.*  
**SOC 2-07b**
8. *I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.*  
**SOC 2-08a**
9. *Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.*  
**SOC 3-07a**

Development of the above could be carried out with input from other members of the CfE team. Teachers would need to approach the Outdoor Education team in the first instance.