

3 Star Surf - Training Notes

These notes use the common A, B, C and D headings found in other syllabi. For clarity of understanding and following the logical sequence a surf paddler will usually experience, some of the elements appear in sections different to that of other disciplines. The intention in the surf context is to break down the physical knowledge under headings that describe in sequence the skills the paddler is acquiring i.e. wave selection / positioning followed by take-off

Part A – Personal Paddling Skills

A.1 Lifting, carrying and launching

Training should cover the safe method of picking up and carrying a boat as an individual, and the safe lifting of boats from roof racks or similar.

A.2 Control

The trainer should be aiming to equip a three star paddler with the skills to be able to move their boat with control in the surf both on broken waves and on green waves. The secondary surf zone or out back may be used. Students should understand the concept of traveling along the wave, with significant distance gained in both left and right directions, avoiding surfing straight at the beach. They should be seen to be surfing the wave rather than being surfed.

A.3 Paddle out

Students should be helped to understand areas that are easy to paddle out in, and should show stop/go strategies within their chosen route. They would be expected to work on the use of differing boat speeds and an ability to move forwards and hold position without being pushed towards the beach.

A.4 Positioning and wave selection

Training would allow the paddler to show the basic understanding of positioning the craft, so as to be able to pick a wave on which to paddle. This position should display a practical knowledge of depth and width of options to catch waves. The clear decision not attempt to catch waves from a poor position should be understood.

A.5 Take off

Students should be coached in the 'maintenance' and 'sprinting' paddling styles, it would be expected they would be able to take off in a chosen direction dictated by their interpretation of the wave.

A.6 Riding

Students should experience moving their boat along the face of the wave both left and right, using a forwards dynamic body position, and accurate rail engagement. Secondly they should look at linking left and right runs into an S transition, using appropriate rudders. They should work at controlling the boat in a sideways position in

broken water moving forwards and backwards along the pile, and be able to exit the wave on demand.

A.7 Turns

Turns should be initiated by a combination of body and rail engagement, and students should be helped to understand the principles of future water and the differences between edge and lean should be identified by practical application. Paddlers at this level should be coached in the central role of upper body and to understand the importance of paddle independence although may not be displaying these behaviours.

A.8 Ruddering

The trainer should coach the candidate in the basic understanding of the ruddering dynamic; displaying sweeping and placement strategies. This would by definition include highlighting its appropriate use, mainly at slow speeds shown in turns at the bottom of the wave and S transitions.

A.9 Supporting

The paddler should be allowed to develop through a variety of progressive exercises the low braced support position. This would illustrate active edge management elbows above the loom and a posture keeps the paddler independent of the paddle blade.

Part B – Rescue Skills

B.1 Capsize and return to shore

The training should allow the candidate to understand safe actions to take in a moving water environment. Appropriate decisions immediately on capsizing and in the time until shallow water is reached are essential knowledge for the coach to impart

B.2 Deep water rescue (Flat water)

In performing any rescue trainers should be aware of the importance of safe lifting techniques and how to best use the person in the water to assist in their own rescue. The student would be expected to be able to take part in all aspects of the rescue.

B.3 Capsize recovery

Students should be shown a number of techniques for righting a capsized craft, these would include using the hands off the bottom in shallow conditions progressing to paddle pushes in deeper water. The ability to roll is of course key at 3 Star. However it is appreciated that this skill may be new, or have been learnt in a swimming pool and rarely done outside. Therefore helping student transfer this skill into an open water setting is important. They certainly do not have to be perfect. They can 'set up' before the roll and multiple attempts are allowed. However in the end they do need to be able to roll, although they may not show consistency and versatility.

Part C – Safety, Leadership & Group Skills

C.1 Personal risk management

Students should be given a clear illustration of how a surf environment is managed and hence understand the context of other water users but not be expected to lead groups in any way. The identification of wave sizes, types of waves and hazards inherent on beaches will be necessary.

C.2 Awareness of others

Students should experience being able to fully look after themselves as part of a led group. They would learn to show through their actions, knowledge of the management issues facing the leader in a group situation and illustrate the ability to take responsibility for those actions in moments of pressure. They should be conversant with self rescue strategies appropriate to the environment.

Part D – Theory

Students should be given background theory as appropriate throughout the training and be shown a list of information resources covering the following aspects of the discipline

D.1 Equipment

Coaches should equip the students with the knowledge and experience of using a range of equipment including the most up to date examples. They should also provide them with an understanding of how and why modern equipment has evolved, including the fundamentals of craft design and other surfing equipment, pertinent to the surf environment. This will enable them to make accurate choices on equipment suitability in the future.

D.2 Tides and bathymetry

Training should develop an understanding of tides and tidal information relevant to surf. This will include swell generation, and the identification of a number of forecast sources. They should be able to identify the bathymetry required to generate waves appropriate to the remit of the award.

D.3 Etiquette

There should be an understanding of the principles of etiquette in the catching of waves and other common early engagement issues facing the surf community.

D.4 Safety

The student should be helped to develop a sound safety understanding and knowledge of and ability to carry out basic risk assessments in order to keep themselves and their paddling partners safe in the future.

D.5 Hypothermia/first aid

Development of safe judgement to ensure the student can deal with the most likely injuries that may occur as part of surf paddlesport activities (shoulder, head and neck).

D.6 Environment

The trainer should engender an appreciation of the environment we paddle in as a key underpinning principle for its many participants. Gaining maximum enjoyment from this natural environment and understanding ways in which the surfing community can protect it in simple ways should be understood.

This would be particularly relevant to water quality and pollution on our beaches.

D.7 Planning and Group Awareness

Students should be encouraged to be a productive member of a paddling group.

Understand what questions to ask and how to go about organising a day out.

Understand the different roles within a group of paddlers on the water.

D.8 General

The trainer should make the student aware of the very diverse nature of paddlesport and the rich history that canoeing has within the UK and wide