

**PSUPA Flatwater Level 1 Certification Pre-Course Assignment Ideas**  
**Suggested Topics to Assign to Students as Mini Presentations or to Lead as Class Discussions**  
**-and-**  
**Suggested Pre-Course Homework for Students to Bring to Class**

**Assign to every student the same pre-course homework** to get students thinking about the subject matter that you will cover in the course. **Purpose:** This could help speed up the presentation of all the information you need to cover, help improve group discussion, and change the class dynamic as you respond to the ideas they bring to class about a subject, rather than you presenting all the information and then waiting for their response.

**Assign a different land-based mini presentation and/or discussion topic to each student to lead** prior to coming to class. **Purpose:** They need experience presenting information to a class and this will help mix up the land-based class dynamic. The IT and the class should provide feedback after each demonstration on what each student did well and could improve on.

**Assign on-water paddle skills to each student to be prepared to demonstrate and teach a mock lesson.** **Purpose:** All students should be prepared to demonstrate they can teach any of the water skills listed here prior to receiving a certification, but there may not be enough time. The IT and the class should provide feedback after each demonstration on what each student did well and could improve on.  
NOTE: Consider asking students at any time during the water-based course to demonstrate a skill they may not have pre-prepared to teach.

Give students as much lead to prepare mini presentations and indicate timeframe. Include assignments in your class information / welcome packet and make sure students understand their assignments.

Here are some topic suggestions, but assign any topic you plan to cover in class that is appropriate. For on-water skills / mock lessons – every student should be able to teach any of these skills.

**Land-based Class Presentations – About Five Minutes**

Purpose of leash and how to attach to board

How to carry a SUP board.

How to car top a SUP board.

Have a student bring his/her paddle to class and name the parts of the paddle, how to properly hold it, and how to properly size it.

Have a student bring his/her board to class – or an illustration of a board – and name the parts of the board and share info about each part.

Have a student talk about the different types of boards out there and what they are for (surfing, racing, etc.), and how to pick the right board for an activity and the paddler's size.

What is hypothermia and how can it be prevented?

## **On-Water Skills Demonstrations and Mock Lessons – About Ten Minutes**

### **Basic Paddling Skills Instruction**

How to correctly hold a paddle  
How to safely launch and land from a beach and/or dock  
How to correctly fall off and get back on the board  
How to stand up on board and proper stances  
How to brace – Static Brace or Low Brace or Sweeping Brace  
How to paddle straight  
How to paddle over boat wakes & small wind waves

### **Directional Control Skills Instruction**

Forward Stroke  
How to Stop  
Forward Sweep Stroke  
Reverse Sweep Stroke  
Cross Bow Turn  
Pivot Turn  
Backwards Paddling  
Side Draw (paddling sideways)

### **Water Safety Skills Instruction**

Self-Rescues – what are they and how to do them: paddle sitting; paddle kneeling; prone paddle  
Towing: Discuss towing systems and demonstrate how to tow (any one option)  
Demonstrate a non-towing rescue method  
Flip Rescue – NOTE: this may take longer than 10 minutes if it's a new concept to students.

## **Discussions to Lead - Students should be prepared to start and lead the discussion and IT will moderate and keep at about 10 minutes.**

Safety talk about lifejackets (PFDs).

Fins – how they work and how to attach to board.

Paddling clothing – ask a student to share the types of paddling clothing available for warm and cold water temperatures.

Water and/or environmental hazards – what are potential hazards and how should students avoid them.

Paddling with marine animals – what are the rules in your area.

## **Pre-Course Homework Assignments – Assign the Same Homework to Every Student in Class**

Bring to class a list of what you would cover in a 1 hour and/or 2 hour flatwater beginning class.

Bring to class a list of what you would include in an on-water First Aid kit.

Bring to class a list of what you would include in an on-water Safety Kit (beyond First Aid).

Think about any issues you know about in your paddling areas regarding SUPs– any restrictions or reactions to SUPs in their area. (Leads into Importance of Public Relations and SUP ambassador topic)

Think about and write down how you would evaluate your students paddling skills.

Think about and write down what leadership skills you think are important in teaching SUP.

Think about what methods you would use to handle a group lesson in which there are different ages and levels of experiences.

Think about water and environmental hazards in your paddling areas, and be ready to share what these hazards are and talk about how you would handle these in a class situation.

Think about what factors you would use to evaluate whether or not to cancel a class or tour.

What phobias do you think you might encounter in a student while teaching a water sport – write them down and think about how you would handle this as the instructor in a group class situation.

**Please share your ideas with us, and we'll continue to grow this list.**