

# **“Learning, initiation and perfection of the technique of kayak with Guidebow”.**

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## **Introduction:**

Traditionally, in the technique learning of kayak the children learn using the test-error method, so changeable of time employed can be long or short according to natural selection.

We have comprobated that all the children emit different motor-cognitive habilities according to the experience that they have had in his life, so certain analytical movement are learn more quickly or more slow, o basically they do not learn with ease. In this point, it is mandatory compliance try to see how the efectiveness of the time dedicated to the training can be improved, explain the athlete to the best terms of deliverate practice(Lorenzo and Sampaio, 2005).

Guidebow helps to accelerate the adquisition of kayak technical movement in the initiation contributing to the canoist internal and propioceptive feedback very accurate, increasing the external feedback that the coach brings.

In this study shows a methodological approach of teaching of the kayak technical with Guidebow with children between 8 and 10 years old which began in canoeing on calm waters when they never had climbed to kayak. Beside some exercises of improvement to the balance.

## Material and Method:

The sample in this methodological approach corresponds to children of benjamin category with any experience in the kayak technical. The participants and guardians, give his consent to the realization of this experimental methodological approach.



We used different basic tools like a metal and empty stick, a shovel of kayak , medicinal balls a wood table , some benches, abdo gain domyos and the technical tool, the Guidebow. We recorded in 25 FPS whit a videocàmera SONY model HDR-PJ620.

We used a table like support in height on two benches to can shovel. The medicinal balls used like as support points of the table and equilibrium. Two mat to the sides in the floor as prevention and security to the equilibrium exercises.

## Protocol:

First we stand up, like a mirror, in front of to the children. They are placed a Guidebow in each arm, limiting them to 90 degrees maximum the flexion of the elbow, on the other hand limiting them the extension of the same to 160 degrees approximately.

Later, we ask to the kids, as if it were a slow-motion sequence, which imitates us to feel the limit of Guidebow, which will not let him flex more the limit, in such a way that they learn unconsciously to neuromuscular level and proprioceptive the place where the arms have to go.

- This learning corresponds beginning to the next sequence:

**1º)** Flex the right elbow at the height to the shoulders, leaving the arm parallel to the floor. The student feels the click to make a quick and dry blow.



**2º)** Flex the left elbow, repeating the same sequence as the previous time.

**3º)** Once placed, like a doll, we ask him to do the same exercises and search the click, but in this time with the right arm extended, leaving the left arm in flexion.

**4º)** The extension of the left arm is performed in the same way as the previous time, leaving now flexing the right arm.



**5º)** Once the time comes, we try work some sequence followed, combined the extension of the right arm with the flexion of the left arm in the same time, in such a way

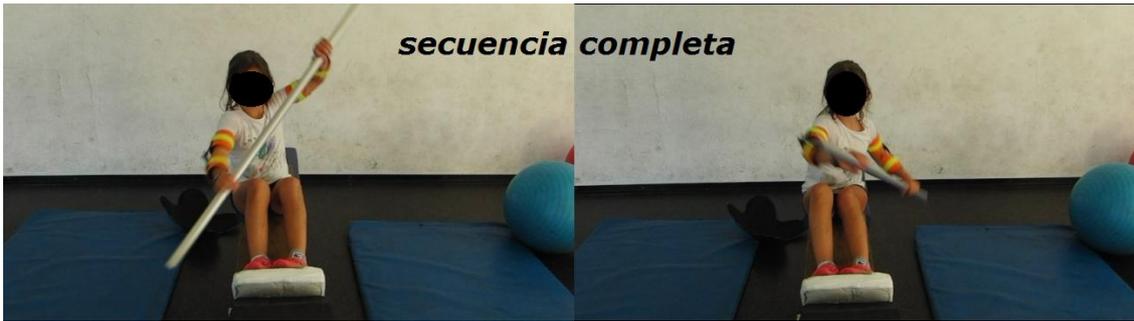
that sometimes the student focus the attention in feels the metallic click of the flexion and sometimes in the extension. In this step, depends of the development of motor coordination, some kids just need repetitions and others kids some repetitions more.

**6º)** Below realizes the same exercise with a light stick, as a hole aluminum stick or a wood thin stick. We focus the attention in combine the flexion of the elbow and the extension of the left side and right side.



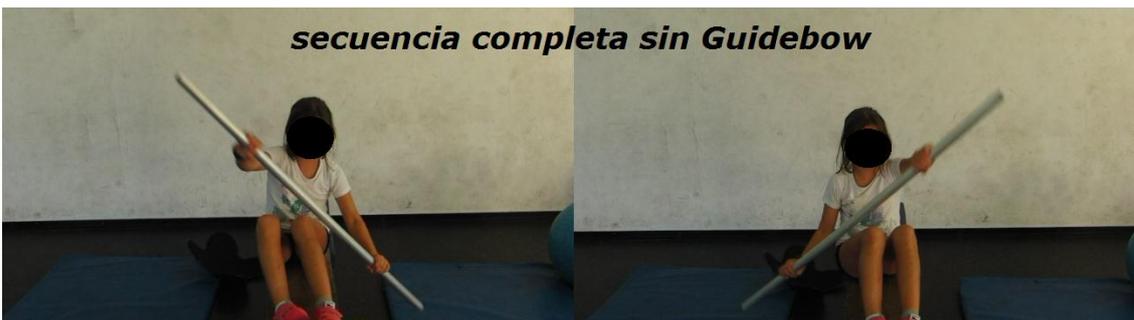
**7º)** Once purchased with ease this movement, we teach the movement commonly known as making the bike, doing a supination with the doll of the flexioned arm, similar to the action of accelerate a motorbike.

**8º)** It runs as a full action shovel seated in the wood table (this table, at the same time, supported between two benches) in this way the student has internalized in a little time a unnatural movement, when the student ride in a kayak in the water for the first time.



We try that the student start to have internal images of the sequence, that after will work in the water. We are not our intention that the student teach a analytic, complete and exact movement but our goal is that the student get internalize movement for after be know when they demand a technical movement more effective.

This work can realice in own sesion and less 20 minutes so we would fulfill the objeive to minimize the employed time in the session in order to children learn more quickly the entry to water and his positive experience in a psychological level. The result is perceived when they perform all the complete sequence without Guidebow in the arms.



On the other hand we work another important aspect that we believe that we must introduce separate for obtain minimize the time of learning and add positives emocional experiences that incite children to continue with the deliberated practice. This is “balance on kayak”, then this aspect condition the learning of the technique, so

traditionally delay due time that it takes in acquires a certain balance in the initiating kayak. Also, the directly worked balance on instability on this kayak and in the water, do that the first experiences of the students when fall of the kayak are emotionally negatives, mainly eliciting fear and insecurity that result negative to learning and initiation of this sport.

So, we opted to teach the balance in the earth for control this variable that conditions the time of learning and the negative experience of the kayak's overturn.

- Then, we realize the next sequence:

1. They put the Guidebow on their arms, locking the maximum flexion of the elbow to  $120^{\circ}$  for get that the students don't join the arm to stomach, typical movement of a children that is starting balance in water and only distort the technique.
2. We prepare the table on two medicinal balls, in this way we simulated the instability of a kayak and the student must bring a shovel with the Guidebow on arms, they must endure the balance on the table. At least the medicinal balls will be supported whit two floor mats to help for obtain more stability.
3. The instability will be increasing on the table, like we propose or of different way but giving time for the student acquire certain balance



with the deliberated practice in form of game in earth and avoiding the negative emotional experience. In this sequence, too, we teach to students to support with the shovel in the floor on similar form to the dry blow to water for keep on balance.

This increase of the difficult on the balance can work in a improvement of the same, like we see in the image, in this way we can get a sequence of cycle executed correctly, while we work forcing the balance.

### **Conclusions:**

Now whit this two works separately and interdependent we can obtain a better adaptation for the entrance to water and the children have a technical acquisition more effective.

The kinesthetic tool of Guidebow give the own proprioceptive signals that the students need feel like guide for a more deep learning and more quickly. These signals are very usable for athletes on all levels. The athletes of high level can work his proprioceptive and debug his technique to get the technical excellence, like the Olympic Champions of K-2 200 m in Rio 2016, Saul Craviotto and Cristian Toro.



## **Gratitudes:**

We gratitude the collaboration to Galician Canoeing Federation, to as Torres de Catoeira Club and, of course, to all canoeist that with desintered way access to this study.

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