

FITNESS FOR PADDLESPORTS

LEVEL / TIME:

Level 1 and 2 coaches – 3 hours

BACKGROUND / AIMS:

This module is designed to introduce racing and recreational paddlers to the key concepts of fitness for canoe sport – training, nutrition and physiology (TNP). It is intended as a standalone module such that paddlers and coaches can attend with no prior knowledge of sports science should be able to attend and access all the delivered material. The terminology used by deliverers should be based around maximising access for all participants. The trap of using terms such as VO_{2max} , anaerobic threshold etc. should be avoided, unless working with specific groups who have prior sports science knowledge.

LEARNING OUTCOMES:

By the end of this module participants should be able to:

- Provide the details of a normal balanced diet
- Explain the links between diet and performance
- Discuss conditioning training for their canoesport discipline(s)
- Identify the benefits of strength training for canoe and kayak
- Describe the reasons behind planning for and regularly monitoring a fitness programme for a paddler.

COACHING THE MIND

LEVEL / TIME:

Level 1 and 2 Coaches and anyone following a CPD programme in Paddlesport.
3 hours

BACKGROUND / AIMS:

To introduce paddlers to the role of mental skills in paddlesport development and performance and To relate the area of mental skills training to coaching and paddler development and provide some working definitions.

- Introduce the concept of mental skills training to coaches in the paddlesport environment.
- Introduce the basic concepts of imagery training
- Introduce the basic concepts of concentration training and styles.
- Introduce the basic concepts of optimal arousal and arousal control strategies.

LEARNING OUTCOMES

By the end of this module participants should be able to:

- Paddlers should understand the place and value of mental skills training in paddlesport
- Paddlers should understand processes and practices necessary to develop mental skills
- Describe applications of imagery in paddlesport training and performance arenas.
- Understand multi sensory nature of imagery & internal/external perspectives
- Experience exercises in imagery training.
- Understand the various styles of attentional focus and the appropriateness to paddlesport situations.
- Experience exercises in concentration training.
- Understand the concept of optimal arousal and its application within paddlesport.
- Explore strategies for lowering arousal and practice a basic relaxation technique.
- Explore strategies for raising arousal and practice a basic 'psyching up' technique

PERFORMANCE PLANNING FOR PADDLESPORT COACHES

LEVEL / TIME:

Level 2 or three coaches wishing to develop their ability to improve a performers development be it for club development or PDP purposes. 3 Hours.

BACKGROUND:

This module intends to develop a vocabulary in coaches to understand how to articulate a three phase breakdown of the performers needs. Firstly the accurate breakdown of the type of paddling in focus, secondly complete a performance profile of a paddler and thirdly to the construction of a development plan to move the paddler accurately forward in the desired context. This ambition is not a narrow one and might be based purely a desire to be a 'better' paddler physically, skilfully or mentally or it may have competitive intentions. For instance it could be based on a future holiday trip for which fitness is an issue, a first attempt at a slalom event or the Exe decent or it may be that the jump to the next class of water needs a stronger mental attitude which at the moment is lacking. The detail will be closely aligned to chapters 2 and 18 of the coaching handbook.

AIMS/OBJECTIVES:

At the conclusion of this module coaches should understand:

- The accurate science based description of the activity in focus i.e. DW long distance, 24 hour aerobic and endurance event
- Terminology in the context of physiological profiling
- Terminology in the context of skill based profiling
- Terminology in the context of psychological or mental profiling
- Periodisation and its application in improving performance
- Some of the age and gender issues when improving performers
- The key issue of prioritisation or targeting weakness's

LEARNING OUTCOMES:

The ability of a coach to accurately profile a paddler and then using a judgment based on priority and ambition create a development plan underpinned by training and sports science principles is invaluable to the coaching world.

This module will identify the basic vocabulary necessary to complete the above. Using sports science and accurate terminology based on current best practice. The level of this module is intended to be the initial attempt of a coach to assess and plan for development of a paddler. The emphasis in this short module is to describe the type of activity involved in accurately; assess the profile of the performer matched against the activity and develop a coherent development plan or schedule to allow for improvement.

This is the initial step in organising performance development

MENTORING FOR PADDLESport COACHES

LEVEL / TIME:

Level 2 or three coaches wishing to develop mentoring skills for club or PDP purposes
3 hours

INTRODUCTION:

The module intends to equip coaches with a definition of modern mentoring. Identifying its principles, elements of best practice and the vocabulary which current mentor education embraces.

AIMS/OBJECTIVES:

At the end of the module coaches should understand:

- Mentoring is a skill and therefore can be learnt
- Effective mentoring has a process with a definite form
- There are rewards and challenges when taking on the role of the mentor
- The need to identify a clear vocabulary for accurate mentoring
- Where in their own coaching relationships could they explore practical opportunities to develop their mentoring skills

LEARNING OUTCOMES:

Becoming a mentor is challenging and rewarding in equal measures. It is challenging because you are actively involved in the professional development of the coach and the long term improvement of paddlesport coaching.

There is therefore a responsibility to be as knowledgeable and enthusiastic about recent developments in coaching and coach education. It is rewarding because as a mentor you will have opportunities to articulate your own perspective, views and beliefs about coaching to another coach effectively reflecting on your own thinking and practice.

As the mentor to another coach you will inevitably become involved with their delivery of coaching, touching along the way on personal and professional activities associated with the coaches development.

This interaction will stimulate your own understanding of coaching, bringing professional activity and debate into the process. In conclusion there is a profit for both parties engaged in a mentoring process and it should be appreciated that this is an exciting and demanding context in which a coach can develop professionally.

Outdoor Education and Paddlesport

LEVEL / TIME:

Level 1 and 2 coaches – 3 hours

BACKGROUND / AIMS:

What is Coaching in the outdoors ? Many definitions exist but general agreement within research and literature suggest that outdoor education is: Education in the outdoors, Education for the outdoors and the Use of resources outdoors to meet educational goals.

This module is designed to introduce Paddlesport Coaches to the key concepts of Paddlesport Coaching in the outdoors.

LEARNING OUTCOMES:

- To consider the role of paddlesport in outdoor education
- To appreciate the importance of current research to support our work as coaches
- To raise the importance of setting clear outcomes to meet our goals in outdoor education
- To identify how we might categorise goals so that we can develop better strategies to meet them
- To develop your own ways forward to incorporate the key ideas from this presentation into paddlesport coaching relating to the individual, group or environment

COACHING YOUNG PADDLERS

LEVEL / TIME:

Level 1 and 2 coaches – 3 hours

BACKGROUND / AIMS

This module has been introduced in recognition of the hundreds of thousands of young people who are instructed by BCU coaches every year and the importance of providing the best support and help to meet their needs. It is designed to help coaches who may work with young people aiming at Olympic success or those providing someone's very first experience in paddlesport. It aims to help coaches deliver sessions in a way that meet young paddlers needs, so that they want to come back for more and that they help young paddlers to be the best they can be, whatever their ability or aspirations.

LEARNING OUTCOMES:

- Describe the benefits of adapting practice and behaviour to meet the needs of young people
- Plan and deliver coaching sessions to maximize learning and enjoyment
- Recognise young peoples needs based on their physical, social and psychological development
- Recognise the diversity of Paddlesport and the benefits to young people
- List the BCU, SCA, WCA youth initiatives and have discussed methods and issues relating to implementation at their club/centre
- Apply good practice when coaching young people