



The British Canoe Union



Coaching Young Paddlers

Resource Booklet

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Acknowledgments

The information contained in this document is a culmination of the combined efforts of the BCU Young Peoples Programme, and the coaches, volunteers and helpers who not only contribute to keeping our sport alive by nurturing and encouraging young paddlers, but also by sharing their experience and knowledge are constantly improving the way we all teach and coach paddlesport. This document is an introduction and is by no means exhaustive; it is up to you as a coach to constantly review and improve your coaching skills, to ensure you are an inspiration to the next generation of paddlers.

Section One - Introduction

Most prospective level two coaches will probably spend a large proportion of their coaching career working with children and young people, it is therefore important that coaches understand that a different approach is required when coaching young people compared to coaching adults. In the past children were almost seen as 'mini adults' and coached as such.

Children undergo massive changes in their physiological, psychological and cognitive development, the modern coach needs to understand how to utilise these changes in order to develop the talents of young potential athletes and to maximise their own coaching skills to enable them to provide stimulating, inspirational and fun sessions for young people which will whet their appetites for a future within paddlesport. This module was designed to help prepare coaches for this seemingly mammoth task and signpost them towards sources of assistance and advice.

Paddlesport is a hugely diverse sport – which can cater for many tastes and abilities from paddling on a pond, to raging torrents, to adventure and leadership challenges, individual achievement and teamwork, to competition and Olympic success – a fairly impressive range!! This module is not about any one aspect of the sport –instead we would like coaches to approach all aspects of the sport with an open mind – learn and benefit from the experience of other areas and coaches so that we can give our young paddlers a broad based introduction and encourage them to be the best they want to be!

Paddlesport and Young People

Exercise

As a coach you will probably spend a large proportion of your time teaching paddling to young people, why do you think it so important to provide quality coaching geared towards these youngsters?

Section Two - Characteristics of Young People

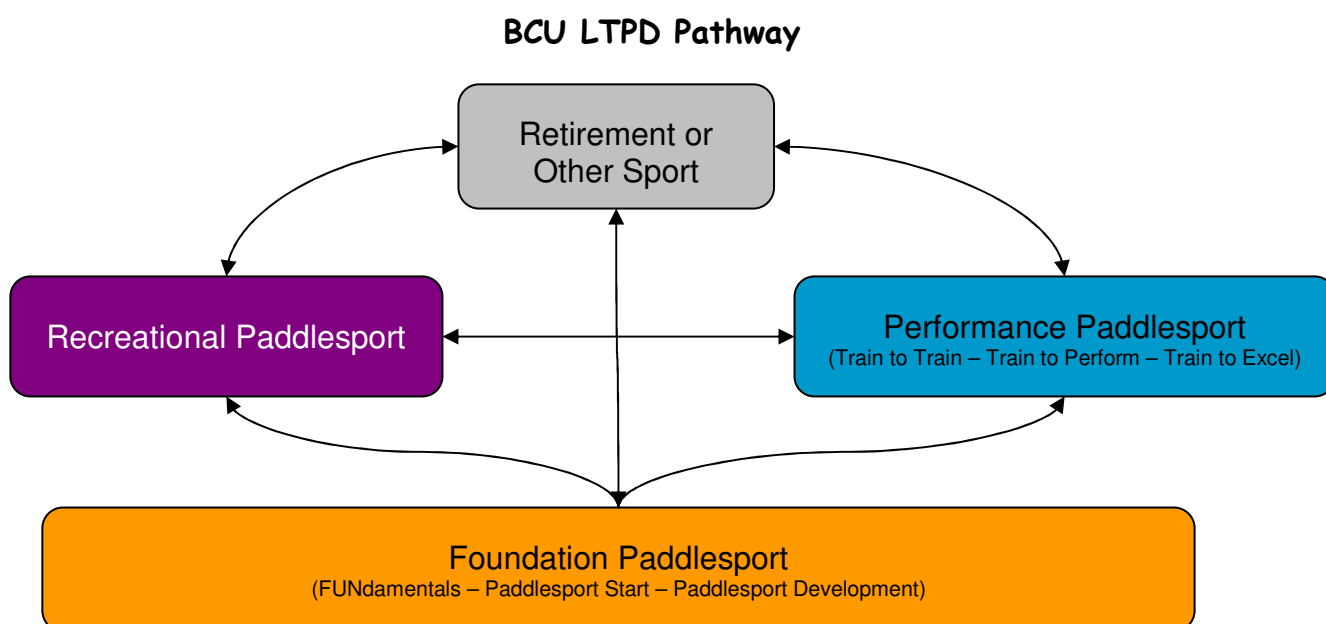
2.1. Long Term Paddler Development

Over the years researchers have identified key factors that encourage children to become long-term participants in sport and to achieve their full potential. In recent years the work of Istvan Balyi has strongly influenced many sports both in the UK and abroad with his Long Term Athlete Development Models. In paddlesport we are working to a framework of paddler pathways that encompasses these ideas for both competitive and recreational/lifestyle paddlers. Our aim is to give children the opportunity to achieve their potential in any aspect of sport - should they wish.

The Long Term Athlete Development (LTAD) Model

Bayli's LTAD model promotes sport as a valuable activity which is enjoyable and which contributes to a healthy lifestyle. It forms a pathway of development, coaching and training opportunities that helps participants improve skill, and achieve their potential. The BCU have adapted the work of Dr Istvan Balyi to create a paddlesport specific model that caters for paddlers from all disciplines and with varying levels of personal goals. These stages are:

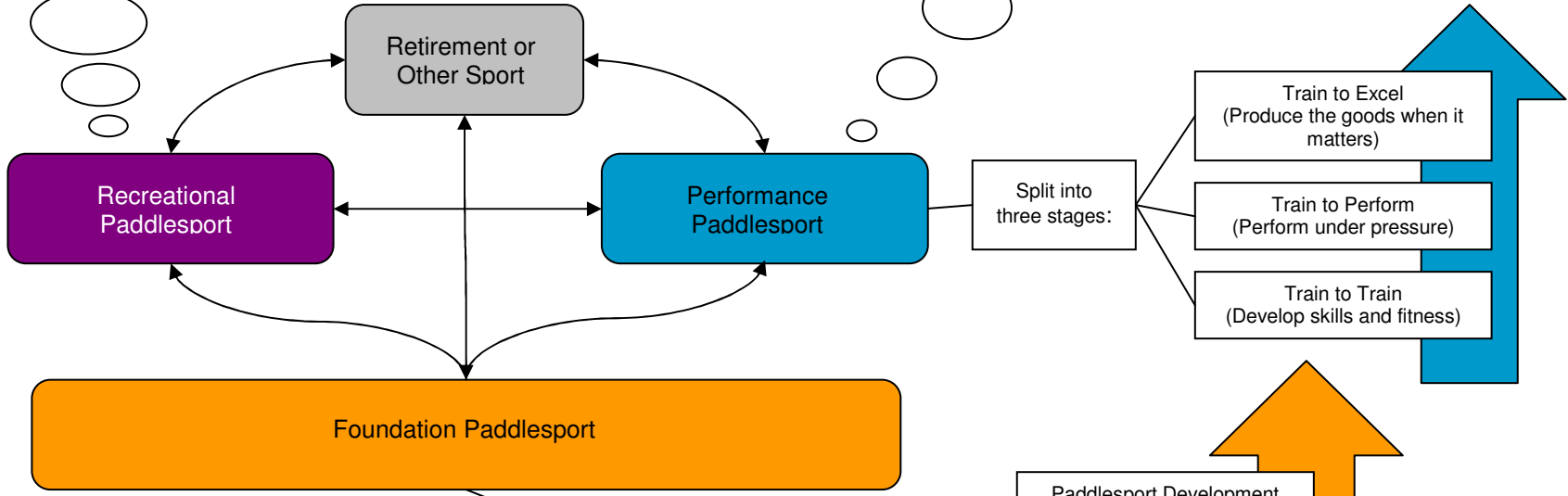
Istvan's LTAD	BCU LTPD
FUNdamentals	FUNdamentals
Learn to Train	Paddlesport Start & Development
Train to Train	Train to Train
Train to Compete	Train to Perform
Train to Win	Train to Excel
Retirement / Retention	Recreational Paddlesport
	Retirement or Other Sport



This is applicable to paddlers who wish to achieve personal goals. For example:
 Enjoy a surfing holiday
 Be able to paddle class 3
 Complete the Exe descent
 Use paddling as a fitness session
 Take the kids on a canoe camping trip
 Get into slalom division 2
 Win local polo tournament

Paddlers who come into these categories include those with high aspirations in the competitive strands of paddlesport, or those wishing to pursue a recreational discipline to the highest level, for example, a solo sea kayaking expedition or a first descent.

The Recreational Paddlesport stage aims to give paddlers opportunity and skills to maximise their enjoyment and satisfaction from the sport to whatever level they desire. The Long Term Paddler Development model can be used as a goal setting and evaluation tool helping individuals and coaches to identify specific areas that need development in order to reach these goals.



The Foundation Paddlesport stages are designed to develop a strong core of skills through enjoyable and appropriate activities. They aim to give the young person a base to progress into either recreational or performance paddlesport or into other sports depending upon their aspirations.

At each stage within the model specific principles and guidelines for physical, psychological, technical, tactical and ancillary development are identified. Once competencies have been achieved at one level, they form the foundation for the next level. The model takes the paddler from basic to complex skills, from general to specific, and from beginner to expert. It considers what the paddler should be doing and when, providing the best possible programme to ensure individuals come into the sport, stay in the sport and achieve performances that reflect their potential / aspirations.

The following is a generic summary of the stages:

Foundation Paddlesport

There are three stages in the foundation paddlesport phase:

- 1.1 FUNDamentals - learn to move
- 1.2 Paddlesport Start - learn to play a range of sports including paddlesport
- 1.3 Paddlesport Development - Focus on paddlesport skill development

The focus of the Foundation Stages is to develop co-ordinated control and competence (physical literacy), quality skills and improved performances, and help to prepare the individual for lifelong participation and health. This should set the paddler up for a successful paddlesport career, whether recreational or high performance, competitive or non-competitive.

Ideally young people should pass through these stages before they reach puberty. Any pre-pubertal child should follow the guidelines here, as these first stages are all about skill development rather than physical training / development. The age bands stated in each stage are ideal for developing future excellence, however the guidelines in these three stages also apply to anyone in their first few years of paddling. If paddlers fall outside these age bands they may have developed some of the skills already and can quickly move onto the next phase. The BCU LTPD Pathway document states key outcomes for each stage, if most of these have been fulfilled, the paddler can move onto the next stage with appropriate goals set to cover any gaps.

Stage 1.1 - FUNDamentals

The FUNDamental stage should be structured and fun! The emphasis is on developing basic movement literacy and fundamental movement skills in a positive and fun environment. The skills to be developed are:

Locomotive skills: Walking, running, jumping, leaping, hopping, galloping, sliding, skipping, climbing, spinning and gliding.

Manipulative skills: Throwing, kicking, punting, striking, volleying, bouncing, rolling, catching, and trapping.

Stability Skills: Bending, stretching, twisting, turning, swinging, floating, balance, body rolling, starting, stopping, dodging, and inverted supports.

Coordination skills: Spatial awareness and coordinated movement.

Agility: Balanced and coordinated movement at speed.

Confidence: Development of water-confidence, movement-confidence and self-confidence (remember confidence comes from skill not survival!)

These skills are essential for an individual to become good movers and to develop into good sportsmen/women. This stage is the first stage in athletic development; it would usually last for about 3 years between the ages of:

Girls: 4 to 9 years
Boys: 5 to 10 years

As paddlesport coaches, many paddlers we encounter fall outside of these age bands and have not had the opportunity to develop such skills. We need to be able to recognise if an individual has these skills and how we can use our sessions to further develop them. This can be achieved on the water using games that develop the feelings of sliding, gliding, floating, spinning, spatial awareness, starting, stopping and stability skills. For example, games that involve getting in and out of the boat develop balance and the ability to transfer weight from a solid medium (i.e. the bank) to a moving object (i.e. the floating boat). Warm-up games, land based exercises, or sessions in the gym are a really good opportunity to develop the other fundamental movement skills.

Exercise

Lead a small group through a basic warm-up activity you use and discuss how it develops the skills mentioned above.

Can you adapt the activity to maximise the benefit to the paddlers involved?

Stage 1.2 - Paddlesport Start

Age at start of phase: Girls 7 to 9 years
Boys 8 to 10 years

Age at end of stage: Girls 8 to 10 years
Boys 9 to 11 years

The key focus during paddlesport sessions at this stage is to provide an enjoyable / fun introduction to the sport that enthruses people to want more! It is important to recognise that this will differ from person to person (see section 2.2 social and psychological).

During the Paddlesport Start stage, young people should begin to develop a range of sport specific skills. Young paddlers should be encouraged to be involved in at least three sports in order to develop diverse and transferable skills across a broad range. During this stage of development young people are particularly good at learning skills and coaches should ensure sessions are focused on high quality skill development, this can be delivered in a structured manner and through fun and games.

The key paddlesport skills that should be developed include:

- Feel for how the boat moves, how the paddle and the body are used to create power, turning, balance and momentum
- The ability to choose effective and efficient skills to manoeuvre the boat around the water
- Correct posture

(See page 17)

Stage 1.3 – Paddlesport Development

Age at start of phase: Girls 8 to 10 years
 Boys 9 to 11 years

Age at end of stage: Girls 11 to 13 years
 Boys 12 to 14 years

The key focus during this stage is still high quality skill development, and FUN, but taken in more diverse environments. It is recognised that varied paddling experiences will aid sound skill development. For example, paddlers should be encouraged to participate in a wide range of paddlesport, canoe and kayak, in different environments. This needs to be taken in context of local opportunities; it is obviously restricted by availability of venues, boats and coaches. Paddlers should be encouraged to specialise in areas where they show particular talent and interest.

Key paddlesport skills that should be developed in varied environments include:

- Sound forward paddling technique.
- Posing – looking good!
- Feel for how the boat moves and balances.
- Feel for how the body (upper body, lower body, trunk & core) are used to assist turning, power and balance.
- Feel for how the paddle is used for power, turning and support.
- The ability to choose effective and efficient skills to manoeuvre the boat around the water.
- Correct posture.

Paddlers should move on from this stage when they start puberty. This can be monitored through measuring their growth spurt. (See section 2.3 Physical Factors and Skill Development).

Recreational Paddlesport

This phase of the LTPD pathway aims to provide guidance to those involved in ‘recreational’ paddlesport. It outlines how the principles of LTPD can be practically applied to help any paddler, no matter what their age, ability, aspirations, or specific interest. It outlines the LTPD approach to helping paddlers build on the generic Foundation Stages to maximise enjoyment and satisfaction in the time they have available for paddlesport.

This is applicable for any paddler (adolescents and adults) wishing to achieve personal goals. Activities for children should always be focused around the Foundation stages. Reference should be made to the Performance phase, using the guidelines as a template for goal setting, toning the guiding principles to suit individual needs and cherry picking the relevant information. For example, a paddler identifies a need to improve their strength, they can refer to the Performance phase to establish the most effective method of doing this based on their development.

Examples of who would benefit from the guidelines in this section:

Non-competitive recreational paddlers:

- Enjoy a surfing holiday
- Paddle class 3
- Enjoy a family canoe camping trip

Competitive recreational paddlers:

- Get promoted to slalom division 2
- Enter a Peak Challenge
- Complete the DW race

This section bases its guidelines around establishing commitment, performance expectations and motivations that drive a person to paddle, and then setting suitable goals that will help them achieve personal targets.

Performance Paddlesport

The Performance Paddlesport stages are applicable to anyone wishing to maximise their potential. They apply equally to the competitive and non-competitive disciplines and are split into three stages:

- 3.1 Train to Train - develop skills and fitness
- 3.2 Train to Perform - learn how to perform under pressure
- 3.3 Train to Excel - producing the goods when it matters

The Long Term Paddler Development model can be used as a goal setting and evaluation tool helping individuals and coaches to identify specific areas that need development in order to reach these personal goals.

We are only going to look at Train-to-Train stage here, as the next two stages (Train to Perform, Train to Excel) are applicable to adults and high performing youngsters. The details of these stages are discipline specific and the age ranges can vary considerably from one discipline to another.

Stage 3.1 Train to Train

Age at start of phase: Girls 10 to 13 years
 Boys 11 to 14 years

Age at end of stage: Girls 12 to 15 years
 Boys 14 to 17 years

Paddlers should follow the guidelines through this stage when they are passing through puberty. It is vital that height is monitored regularly to ensure peak height velocity can be pinpointed and training set appropriately. (See section 2.3 Physical Factors and Skill Development and the BCU LTPD Pathway Document).

Paddlers in this stage would be expected to specialise and use other sports and other paddlesport disciplines to help them develop as good all round athletes. The focus during this stage is physical development of aerobic, strength and speed based on windows of opportunity. (See appendix 1 of the BCU Long Term Paddler Development Pathway Document). Skill development is continued along with learning the finer details of the discipline involved.



For further information regarding the BCU Long Term Paddler Development Pathway, please refer to the Pathway Document.

See also:

www.bcu.org.uk

www.worldclass-canoeing.org.uk

The BCU website has links to other reading material and useful websites.

2.2 Social and Psychological

There has been lots of research carried out regarding participation in sport and why young people drop out of a particular sport or activity, research conducted by Southampton University in 1996 concluded that less than 1% of all young people who are introduced to canoeing actually take up the sport. Considering how many children take part in taster sessions through adventure holiday organisations, BCU Approved Centres, school activity days, youth clubs, scouts, guides, etc, the number of people taking up the sport is probably way below 1%.

Exercise

In pairs, or small groups try to establish what young people enjoy about taking part in paddlesport and why their reasons for participation may change or why they may drop out of the sport.

Over the past few years there have been numerous references to the 'tick box' mentality of today's young people, trying an activity, 'ticking it off' then moving on to the next. Another important recent change is the way technology has influenced youngsters lives, computer games, internet and mobile phones can all contribute to less interest in physical recreation.

At the Institute for Outdoor Learning National Conference in April 2003, Rod Carr opened the Conference with a rousing keynote speech of "Converting a One-off Experience into a Lifelong Passion". He outlined that Outdoor Education was competing with the 'electronic bedroom' and the 'pick & mix' culture which we had to match by giving young people excitement, lively fun, young friendly instructors and also a realisation that some do not like to be scared or out of control.

There are other factors which may detract from a young persons dedication to paddling, a newfound interest in members of the opposite sex, other sports and hobbies, peer group pressure, part time jobs, school commitments or simply becoming bored with canoeing. With girls, a lack of female coaches or other female paddlers can often contribute to 'drop out'. As a child gets older, their perceptions of leisure and their interests change, as a coach it is important that you can adapt your coaching practice to ensure your sessions are fun, challenging and stimulating enough to inspire young paddlers to keep turning up to your sessions.

You may, at times, need to adapt sessions to meet specific needs such as:

Pleasure and enjoyment, friendship and acceptance, sense of achievement, demonstrate competence and independence, improving health and fitness, changing attitudes at different stages of development.

How athletes feel about themselves (self-image) is important. If they don't feel good about themselves in a particular setting they avoid that environment – they don't come paddling again, or do not perform to their potential. You play a large role in the development of an athlete's self-image.

Know their names and use them (first names) when addressing them

- Establish eye contact.
- Smile - often and readily.
- Give approving nods, winks, thumbs up.
- Develop a 100 ways to say "well done" (and remember to add their name)!
- Applaud effort not just results.
- Be enthusiastic, energetic.
- Involve them in decisions.
- Let athletes assume leadership in an appropriate situation.
- Spend time with everyone.
- Give them responsibilities.
- Remind them of their achievements.
- Treat them like you'd like to be treated when you are learning or being evaluated on some new task or skill.

There are numerous strategies within paddlesport to fulfil these aims such as the benefits of team boats v single boats – types of challenge – competition etc. For example, many girls find paddling team boats more attractive than paddling solo. The Youth Programme has developed a number of initiatives that you can utilise which will be discussed later.

Further details can be found in Sports Science texts such as:
Physical Education and the Study of Sport, Bob Davis, Mosby, 2000.
Science for Exercise and Sport, Craig Williams, David James. Routledge, 2000.
Or coaching websites such as www.brianmac.demon.co.uk

2.3 Physical Factors and Skill Development

Refer also to section 2.1 Long Term paddler development.

Physical growth is a process that is associated with steady increases in height, weight and muscle mass. Development refers to the functional changes that occur with growth. As we are looking to coach paddlers sometimes from a very early age, it is important that we have an understanding of paediatric exercise physiology.

Growth spurts

As children develop, they experience growth spurts where parts of the body grow at differing rates, the legs tend to grow faster before puberty and the trunk grows faster in the later stages of puberty. Adolescents can have disproportionately long limbs, and can appear clumsy and have difficulty in controlling their movements. These effects can often be minimised by co-ordination and agility exercises and supportive coaching. An example of this was when young tennis hopeful, Anna Kornacova, who could no longer hit the ball when her arms had grown so much. She could easily have been lost to the sport if a coach had not understood the reason and worked with her to resolve the problem.

A major growth spurt occurs at the time of puberty. Around age 8 to 13 in girls and 10 to 15 in boys, children enter puberty, which lasts from about 2 to 5 years. This growth spurt is associated with sexual development, which includes the appearance of pubic and underarm hair, the growth and development of sex organs, and in girls, the onset of menstruation.

By the time girls reach age 15 and boys reach age 16 or 17, the growth associated with puberty will have ended for most teens and they will have reached physical maturity. Physical changes to the shape of the child also take place, boys develop wider shoulders as girls develop wider hips, boys gain muscle as girls develop more fat. These changes alter biomechanics of movement, change the centre of gravity of a child, and alter strength to weight ratios- this can lead to a post-pubescent loss of performance, especially in girls which can be very frustrating and upsetting to the young athlete. Girls who found they could beat the all the boys in, for example Lightning sprints at ten years old, could well be very disappointed to find that as the same boys mature and become stronger, she can no longer keep up, it is important for coaches to be aware and sympathetic to these changes.

Another important consideration for coaches is that not all children develop at the same rate, there can be as much as four years difference in developmental age between children of the same chronological age. This is further compounded by the way we take a specific reference point for age qualification. For example, when the BCU Young Peoples Programme run an event the age is taken at 1st Sept. to ensure school classmates are together. Children in the same event may have almost a year age gap, therefore a potential five year developmental age gap. Coaches can quantify growth spurts by measuring young athletes at regular intervals. (See Appendix 2 of the Long Term Paddler Development Pathway Document).

Bone development

Bones develop from cartilage growth plates, called epiphyseal plates, at each end of the bone shaft. These growth plates divide the calcified head of the bone (epiphysis) and the calcified shaft (diaphysis). The bone lengthens as cartilage is calcified into bone on the diaphyseal border, thus lengthening the shaft. At the same time, cartilage continues to grow on the epiphyseal border, so the epiphyseal plates retain a constant width of cartilage throughout. Growth ends when the plate eventually calcifies.

Growing bones are sensitive to stress so repetitive loading should be avoided. The epiphyseal plate is susceptible to injury and therefore a fracture to the epiphyseal plate prior to full growth could be a serious injury as it could disrupt bone growth.

A more common kind of epiphyseal plate injury, and the one coaches must take care not to cause, is called epiphysitis. This is a repetitive-strain injury that occurs when excess loads are placed on the tendons that attach to the epiphysis, causing an inflammatory response. The way coaches can avoid these kind of injuries is to make sure that the young paddlers are using the right equipment, long heavy paddles with looms so wide the child's fingers hardly meet are very likely to cause injury over long term paddling as well as being very uncomfortable and unwieldy.

Strength and flexibility

Strength is dependant on muscle type and size, hence as a child grows, their muscles enlarge and they become stronger. Smaller children are generally not only weaker but disproportionately so, therefore as a coach you cannot expect them to perform strength activities in the same way as adults or more mature children. This is especially relevant when children are helping to transport heavy boats, better to have a little army working as a team moving boats one at a time than risk injury.

As far as training goes **it is a myth that children should not participate in resistance training until they have stopped growing** due to the danger of damaging the epiphyseal plates of the growing bones. The risk is only an issue if the young person is lifting exceptionally heavy weights i.e. maximal lifts, or if they don't have enough rest between resistance sessions. (Children should undertake a maximum of three resistance sessions per week; remember some paddling sessions will be classed as resistance work).

There are far more arguments to promote the concept of young people undertaking resistance training:

- To strengthen muscles / tendons / ligaments and bones to prepare the body for the demands of paddling and to reduce the risk of injury.
- To learn correct techniques involved in lifting weights.
- To learn how to train safely with weights and develop a training concept.
- To reduce muscular imbalances developed as a result of paddling.
- We need strong sitting muscles for paddling, without which a poor posture and ineffective paddling technique can lead to back problems.
- The shoulder joint needs a strong set of muscles to keep it stable.
- Resistance training can be used to develop the muscles neglected by paddling and help create a balanced muscular system. Wherever there is muscular imbalance there is a risk of injury.
- Strength training as a youngster makes the bones stronger by increasing bone density and reducing the risk of injury. This is especially good news for the girls, as high bone density can decrease the risk of osteoporosis in later life.

Paddling puts a heavy demand on the muscular system, a suitably designed strength-training programme can help develop these muscles, forming a strong base – safely. The demands on strength are far greater on the water, than they will be during an appropriately designed resistance training sessions.

Pre-pubertal children will become stronger from resistance training, by making improvements in movement efficiency, learning movement patterns and through improved muscle activation. The muscles do not increase in size because of training, but become better at doing their job.

Think low weight or no weight before the puberty, with an increase in weight and decrease in reps after the growth spurt. Be aware some children may experience a strength 'lag' during the growth spurt and so may not be as strong as their physical size might suggest.

Flexibility and stretching before an activity and as a cool down afterwards are very important to improve range of movement and reduce risk of injury, however because the epiphyseal areas of immature bones are prone to damage through over-stretching, it is important that the coach adapts sessions to avoid ballistic or bouncing stretches. See section 3.

(See Appendix 1 of the Long Term Paddler Development Pathway Document for details of the Strength Window of Opportunity).

Thermoregulation

The body needs to maintain an optimum operating temperature to function properly; as we exercise we burn calories, producing excessive heat that is then dissipated through increased blood flow to the surface and evaporation of sweat. Children have a large surface area when compared to adults and so are not so efficient at maintaining their optimum body temperature. They overheat very quickly, sweating more and so becoming prone to dehydration and heat exhaustion. In cold conditions they lose heat quicker than an adult. These points are very relevant to us as a capsized on a hot day can take a young paddler to potentially dangerous extremes very quickly. All canoeists are aware of how much heat is lost through the head, so a child whose head is proportionately larger than adults is especially vulnerable and on cold days should wear some sort of insulating hat.

Exercise

Write down a list of precautions you would take when taking a group of youngsters paddling on a hot day, and a cold day

Hot day

Cold Day

Aerobic/anaerobic capabilities

Aerobic exercise in simple terms is low intensity, prolonged activity such as marathon paddling, this is sub maximal and if repeated often with rest periods will result in increased endurance fitness in both adults and children. An adolescents aerobic system is particularly trainable, aerobic work should be specifically trained from the start of the growth spurt for approximately 4 years. (See Appendix 1 of the Long Term Paddler Development Pathway Document for details of the Aerobic Window of Opportunity).

Anaerobic exercise is high intensity, short duration, bursts of activity, this utilises carbohydrates stored in the muscles without the use of oxygen, this has the side effect of producing waste products such as lactic acid, which result in fatigue. Children often do not cope well with this sort of training and a coach should use it sparingly until a child's capacity for anaerobic work has gradually increased. It is generally better to increase a child's fitness aerobically. Pre-pubertal children should work hard in the 5-15 sec range, and over 2 minutes, but avoid 15 sec – 2 min length sprints / hard work until after puberty.

Information processing

There are three stages to learning a new skill, these are:

- Cognitive phase - Identification and development of the component parts of the skill
- Associative phase - Linking the component parts into a smooth action
- Autonomous phase - Developing the learned skill so that it becomes automatic

The learning of physical skills requires the relevant movements to be assembled, component by component, using feedback to shape and polish them into a smooth action. Rehearsal of the skill must be done regularly and correctly. In the first phase of learning children are concentrating very hard on the movement, hence it appears 'jerky' or un-coordinated, and parts of the movement are missing or incorrect, such as not twisting the paddle-shaft between alternate strokes resulting in one blade constantly skimming the surface and the boat spinning. Young paddlers rely heavily on coach feedback at this stage, simple commands such as 'right', 'wide', 'low', 'twist' may be repeated until the child starts to advance into the next phase. In the associative phase feedback can be delayed a little to allow the performer to experiment and experience the way the skill is working, however incorrect technique does need to be corrected during this phase.

PRACTICE MAKES PERMANENT- NOT ALWAYS PERFECT.

In the final phase the skill can be produced time and again without much thought, allowing the performer to concentrate on tactics, strategies, reading the water etc. the performer should not need so much feedback now as they should be in a position to recognise their own mistakes and correct them accordingly.

Skill Development



Rudimentary Skill Development

During the first two years of life children gradually develop voluntary movement control. For example, they develop the skills to crawl, walk, stand, sit, reach and grasp. By 12 months most children are walking independently and achieve a mature walking gait by 5 years of age.

Fundamental Skill Development

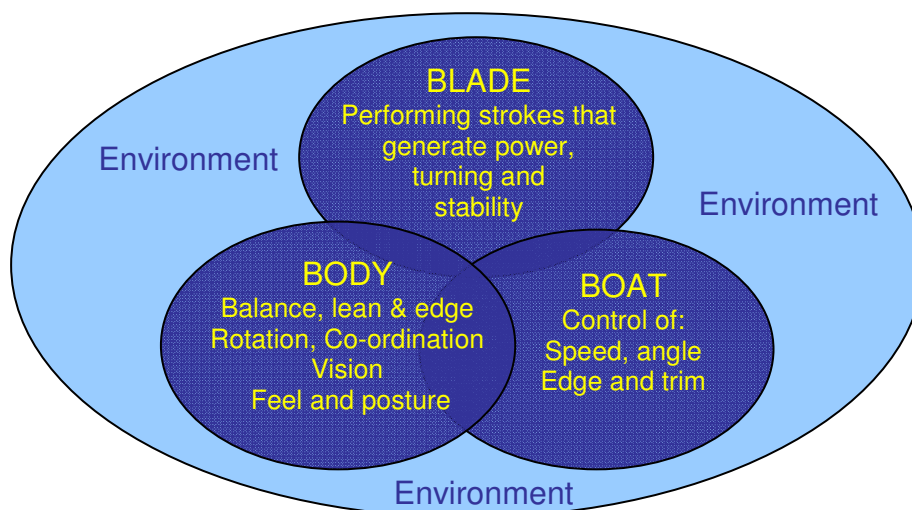
Once a child has learnt to walk, a door is opened to a completely new world. Improvements in balance and co-ordination mean the hands are no longer required for support and can be used for a whole range of new skills (see page 6 'stage 1.1 Fundamentals')

The movement patterns for these skills are usually at a proficient level by the age of 6-8, but often take longer to reach a fully mature state; this is especially true of the skills that require higher levels of co-ordination, i.e. catching or hitting.

Specialised Movement Skills

The fundamental movement skills form the foundation upon which more complex movements and combinations are subsequently formed. Through practice and instruction the fundamental movement skills are refined and developed, the basic movement patterns are integrated into more complex skills that are fundamental to many games and sports.

Within paddlesport we can categorise the generic foundation skills as follows:



Reaction time and Co-ordination

Children have slower reaction times than adults and so cannot react to situations as we would, their co-ordination is sometimes lacking, especially during growth spurts therefore they often struggle to perform smooth and accurate motor tasks. When setting tasks the coach needs to be aware of these limitations, making the tasks fairly simple initially, with few decisions to be made by the young person, e.g. simplifying polo rules, making the pitch smaller, gradually making slalom courses more complex, and explaining the importance of lining up for the next gate.

Adapting sessions for young paddlers

As coaches we need to be aware of the limitations of young paddlers, with reference to the previous sections try to think about considerations you would make when coaching young paddlers. For example, one issue that has been raised on a number of occasions is high kneeling C1 and C2 paddling; the general consensus of opinion is that the young paddler should alternate paddling sides often during training. Ergos are often used to develop technique with close feedback from the coach, this allows the paddler to concentrate purely on one element of paddling without being distracted by the boat wobbling or going off line etc.

It is vital that high quality skills are developed during the childhood years, these will stay with the paddler for the rest of their life. (See section 2.1 Long Term Paddler development)

With specific disciplines with their unique potential problems it is vital that you keep abreast of the latest research and best practices.

Exercise

In small groups discuss and list how you could adapt equipment, boats, paddles, or games, drills, pitch sizes (polo) etc for young paddlers. Discuss with the group any problems (or successes) you have encountered.

Further details can be found in Sports Science texts such as:
Physical Education and the Study of Sport, Bob Davis, Mosby, 2000.
Science for Exercise and Sport, Craig Williams, David James. Routledge, 2000.
Motor Learning and Performance, Richard A. Schmidt, Craig A. Wrisberg, Human Kinetics Europe Ltd, 1999.
An Introduction to Sports Physiology, Martin Farrally, Coachwise Ltd, 1995.
Or coaching websites such as www.brianmac.demon.co.uk

2.4 Summary Characteristics of Young People

Some groups of youngsters require a little more consideration:

Girls - As previously mentioned, girls develop differently to boys and as a result sometimes lose proportionate strength, this, coupled with hormonal changes can make them self-conscious around boys and so sessions may need to be adapted to take these needs into consideration. Girls often respond better to female coaches. The BCU is currently developing a scheme called Girl Power.

Gifted and Talented – As a coach you have a moral obligation to place a young athlete where they are most likely to excel, sometimes this is difficult for a coach, to 'lose' a promising athlete to another club or coach.

Low performers – Some children are not quite so quick to learn as others, slow things down, break the skills into manageable chunks, make the sessions fun and reward effort as well as results.

Disability Groups – this is a complex area, but one that should not be overlooked, the BCU is keen to encourage anyone to paddle, and so runs disability awareness courses. The key issue is to see past the disability and concentrate on the paddler. Young people with learning difficulties especially gain personal self-esteem and experiences from paddling sessions. As a coach you should be able to find ways to enable anyone to paddle.

Ethnic groups – some religions and cultures make participation in sports difficult for some youngsters, parents sometimes discourage their children from playing certain sports. A lack of swimming ability or inbred fear of water, sometimes makes paddling seem an impossible pastime for some children, it is important to reassure both the parents and the children that the sport is safe, and discuss any misgivings either may have. Special Consideration may need to be given to religious practices.

Points to remember

- Children are not mini adults
- Your sessions should be youth focussed and paddler centred, each paddler should be treated as an individual and sessions will need to be differentiated to allow everyone to benefit from coach input.
- Every child is different, some develop quicker than others, each one is an individual case.

Section Three - Coaching Young People

Why do you coach young people? Make a list

Hopefully top of the list was for enjoyment. You should be having fun, the children should be having fun.

Having fun doesn't only mean splashing and falling in the water – having fun is achieving a goal set by the coach, managing to keep the boat in a straight line, getting around a slalom course cleanly, winning a medal for the club, etc.

There is tremendous satisfaction for a coach when young paddlers do well, but you must remember to keep your sessions enjoyable.

Coaching Children

You may have many years experience of coaching children or you may be a novice, below are listed some guidelines that may be useful

Response and Adaptation to Exercise

1. Give a correct warm-up, young children should not realize it is a warm-up, it should be in the form of a game, the warm-up should be activity specific – that means that some of the warm up should be done on the water. The best warm ups start with some cardio-vascular activity to raise body temperature and so warm up muscles and prepare not just physically but mentally. Dynamic flexibility and mobility must play a large part in the warm up.
2. Finish the session with a cool down including gentle paddling and static stretches, this may reduce muscle and joint tightness throughout the week.
3. Children become warmer earlier than adults when exercising, this affects hydration, it is therefore very important that you stop your group for a short water break every 20 minutes.
4. Whilst the children may not be under your direct control at meal times continually stress the importance of good eating habits, you are what you eat, exercise needs fuel. The most important meal is breakfast. Don't forget it is very important to eat after exercise, preferably within twenty minutes and consisting predominantly of carbohydrates.
5. Sleep is of paramount importance also, please stress this to young paddlers

Learning Techniques and Developing Skills

DO:

1. Work within the children's limitations.
2. Use four guiding principles:
 - 2.1 Explain what they are trying to do clearly and simply
 - 2.2 Demonstrate, suggest how they might do it, Instruct through visual information as well as verbal information.
 - 2.3 Give enough time for practice
 - 2.4 Be patient and correct errors-one at a time.
3. Communicate slowly in simple terms with one key factor or sub skill/component at a time.
4. Keep corrective feedback simple - no paralysis by analysis.
5. Point out the important things to attend to.
6. Help children evaluate their own performance. Question
7. Keep practices shorter with younger children.

DON'T:

1. Expect too much too soon.
2. Give them too much to think about.
3. Talk in technical jargon: who are you trying to impress?
4. Be critical when giving feedback: be positive.

Psycho-Social Development

DO:

1. Try to get maximum involvement for everyone.
2. Be sensitive to the adolescent who seeks independence and identity.
3. Give confidence by encouraging children to try new things.
4. Give everyone some success during a session.
5. Pay attention to everyone, not just the stars".
6. Change the rules to suit.

DON'T:

1. Expect children to understand the activity completely.
2. Put them down for trying.
3. Make children specialise too early.

What do children like in their coaches?

Young athletes have preferences about how they are treated and the sort of things they like in their coaches. In principle, it is important to treat them with respect and not as if they were objects. They like you to listen and take notice of their feelings and opinions.

A recent series of interviews with 140 young athletes in different sports gives an idea of those aspects of coaching which young athletes think are important. The opinions, which were given, may change according to sex, age, and sport; these are just the general comments.

Knowledge. Coaches should know their sport well and most children prefer coaches who have participated in the sport. It provides them with credibility.

Personality. Children like coaches who are friendly, happy, patient, understanding and have a sense of humour.

Authority. Children like coaches to be firm but fair, and while boys, particularly, like to be worked hard they don't like to be shouted at.

Taking personal interest. As they get older and more able, many young athletes like coaches to take an interest in the things they do besides sport.

Reaction to performance. When they do well, children like the coach to say "Well done" but they don't like them to "go over the top." (OTT) When they do poorly, they like to be given some encouragement and told what went wrong. They want to be told how to correct mistakes and not to be shouted at or ignored.

Encouragement. Most children, particularly in team sports, like to have the coach shout encouragement to them when they are competing.

Decision making. Few young children express a wish to have a say in the decisions which affect them; they expect coaches to coach and trust them to make the right decisions. As they get older and more experienced, they are more likely to want to be consulted. This may be the case with 13+ children

Organisation. Children like coaches to be organised and present structured coaching sessions. They also like them to take responsibility for seeing that they are in the right place at the right time

Instruction and feedback. Children do like to be shown what to do, how to do it and to have mistakes corrected. In short: teach them!

Further details can be found in specialist texts such as: Coaching Children in Sport: Principles and Practice, M.J. Lee, Spon Press, 1993. Working with Children (Introductory Study Pack) Coachwise Ltd, 1996.

Section Four – Paddlesport

BCU Young People's Programme

The BCU Young People's Programme aims to tackle the challenges and develop strategies to provide a comprehensive Paddlesport programme that meets the needs of young people in the 21st century. The key aims of the programme are:

- Translating taster activity into regular paddling
- Supporting clubs and centres to develop safe, effective, child friendly programmes and encourage better links with each other
- Helping clubs, centres and other organisations to develop quality programmes that offer a range of paddlesport experiences
- Recruiting and training more volunteers to provide quality experiences and coaching to young people
- Providing more opportunities for young talent to improve and progress
- Provision of appropriate equipment for youth locally and regionally

The BCU Young People's Programme has developed a number of initiatives to support the above – such as the Paddlepower Scheme, Cadet Leader Award, Top Club, Cross Stream Challenge, and the Curriculum at Key Stage 2 & 3 Documents. To assist with implementation there are a number of Paddlesport Development Officers (PDO's) working at a local level and who can help providers who wish to develop more opportunities for youth.

Details of all BCU Young Paddlers initiatives and details of the nearest PDO to you can be found on the youth pages of www.bcu.org.uk

PADDLEPOWER

Paddlepower is an exciting scheme that has been designed to meet the needs of young people. It's colourful and youth centred approach aims to -

Encourage more young people to come into and stay in the sport.

Provide progression and reward achievement in a wide range of topics.

Show them all aspects of the sport – both competitive and adventurous.

Provide signposts into Clubs where their skills and development can be nurtured.

Provide a flexible structure for delivery according to venue/situation.

The scheme has recently been revised and now comprises of 5 Awards to support a young paddler's introduction and progress in Paddlesport.



The PaddlePower Awards

PaddlePower Start – an entry level award suitable for taster sessions or as part of a series of sessions.

PaddlePower Passport – four progressive levels based on 24 topics which can be grouped into Safety Awareness, Paddling Skills, Varied Experiences, and Supporting Knowledge. The award is equivalent to 1 Star.

PaddlePower Discover – this follows on from Passport with a further 4 levels to take the young paddler to equivalent of 2 star standard.

PaddlePower Explore - three different levels take the paddler on an extensive journey exploring the great variety Paddlesport, with topics focused on participation in events and journeys in the competitive and non-competitive disciplines.

PaddlePower Excel - three levels to test the paddler on all elements of paddlesport including being responsible for self and others, participation in journeys, coaching sessions, training, events/competitions in a variety of disciplines, background knowledge of the sport; access, rules, environmental, nutrition and goal setting.

HOW DOES IT WORK?

At PaddlePower Start there is a certificate which is awarded by the coach. This also has space for an organisation to add their contact details to signpost the paddler to future courses.

For each award after Start there is a colourful 6 page Progress Card for the young paddler to record their progress and to encourage them to move to the next stage. On completion of the award the youth sends the Progress Card to the BCU to receive a certificate.

Who can deliver the Awards?

A Level 1 coach can deliver PaddlePower Start, after that a Level 2 coach is required. For Explore and Excel a Level 2 coach can deliver with support from a discipline specific coach/s.

How is Paddlepower Different from the Star Awards?

Paddlepower has been designed around the needs of young people – fun, colourful and with easily identifiable progression mapped to the Long Term Paddler Development framework. The BCU recommend PaddlePower as most suitable for young people aged 14 or under and the Star Awards for most paddlers aged over 16.

New Paddle Power Coaches manual available to download from the BCU website- this now contains the progression tables for start, passport and discover.

A starter pack containing, a Paddle Power Start Certificate, a Paddle Power Passport Progress Book, a Paddle Power Discover Progress Book, a sample of the 'well done' sticker and the coaches manual can be purchased from the BCU e-shop or by contacting paddlepower@bcu.org.uk

The certificates and progress cards are not available on the e-shop but can be ordered via the resource order form.

For more information contact the Young People's Programme on youth@bcu.org.uk or telephone 0845 370 9520.

CADET LEADER AWARD



The Cadet Leader Award aims to encourage and introduce young people into leadership roles within Paddlesport, through a training programme based at their own Club, Centre or the organisation where they paddle. Many young people have much to offer their Club, bringing a variety of skills, willingness and enthusiasm - they provide a valuable role model for younger paddlers. This scheme hopes to encourage their involvement, development of skills and recognise those already helping out.

The Cadet Log Book and Coach Guidance notes give specific detail of the areas to be covered in the training and assessment – the following gives an outline of the modules.

WHO IS IT FOR AND HOW DOES IT WORK?

- The award is aimed at youth aged 13 to 16 - youth are eligible for an award up to the age of 19 – but no award will be made until a youth is 14.
- There is no entry skill level – it is anticipated the youth would be working to or have achieved 2 star, Paddlepower Green Award, or have equivalent experience.
- Training is based at the Cadet's own Club/Centre and should be supervised by a Level 3 coach. (Club/Centres without a Level 3 coach should contact your RCO or PDO for assistance and advice.
- The Award is modular based – with the emphasis on flexibility and meeting individual needs. Each module (or part of) can be completed in any order when the Cadet is ready with informal assessment based on demonstration and questioning.
- The Modules are based on practical experience and include Organisation, Safety, Skills Instruction, a Personal Skills and experience log, Role of the Cadet Leader and a two-part project of their choice – see Cadet Leader Award Syllabus on the BCU website

LIMITS, LINKS AND PROGRESSION

The award is only valid for the Club/organisation where the Cadet completed the award. If the cadet moves to another Club there is an additional short module to complete to help them learn about the safety and ways of operating at their new club.

Other National Youth Awards can be linked to this Award such as Duke of Edinburgh, JSLA and school qualifications as well as Paddlepower Two challenges or disciplines specific awards. Details available with Guidance Notes for Coaches on BCU website.

This award replaces the Junior Instructor qualification. When the Cadet Leader reaches 16 they can move onto the National Coaching Scheme - Level 2 training and assessment at 18.



Working together to develop and recognise your club

CLUB MARK.....TOP CLUB

Does your club work with young people?

Would you like help developing your club?

Would you like your club to be publicly recognised?

The Canoe England Top Club and Sport England Clubmark schemes are available to all Canoe England Clubs and Centres working with young people throughout England. Together these schemes provide a quality kite mark to recognise clubs within and across sports for agencies working in sport, local authorities, schools and parents.

CLUBMARK – “SIGN OF A QUALITY CLUB”

Clubmark is the Sport England accreditation scheme that sets standards across all quality sports clubs in England. It represents higher standards of safety, coaching, and management. To bring greater benefits to our clubs, Canoe England have worked with Sport England to match core criteria of the Clubmark scheme with our Top Club scheme so that a club can gain accreditation for both schemes at the same time. For more details about the **Clubmark scheme** – www.clubmark.org.uk

WHAT IS A TOP CLUB?

The Top Club accreditation scheme is based on the principle that clubs demonstrate:

A commitment to young people

Provision of safe, quality activity and coaching programmes

For clubs that have achieved the standards it gives public recognition – for clubs that wish to improve what they do it is like a blue print – or model to help and guide which areas to work on. The Top Club award is not just for clubs – BCU approved centres in England can work towards the award and we welcome any who would like to participate in the scheme.

BENEFITS OF ACCREDITATION

The most important reason that clubs state for being a Top Club is always **PUBLIC RECOGNITION**. This in itself brings many benefits – there are also benefits from clubs working towards accreditation – they all add up to

Increasing membership

Being able to demonstrate that you have addressed issues such as equity and child protection gives confidence to schools and parents choosing a club for their children.

Developing your club

By encouraging and attracting young members, you are building a strong future for your club.

Developing your coaches and volunteers

As part of the accreditation scheme, you'll be given help and advice in developing the skills of everyone involved in your club. You'll also receive help to fund coach training and development.

Raising your club's profile

Once accredited, your club will be listed on a range of local, national databases/ websites, and in other sporting directories that will help you attract new members and to grow. We will also promote your club within the BCU to recognise your efforts.

Priority Support

Accredited clubs will receive additional support from our Paddlesport Development Officers. In addition they will be given priority status with respect to funding programmes and support.

HOW DO I GET STARTED?

Firstly you need to register your club – you can download a form now or contact the Participation Programme. We will then send you a Club Resource pack and Assessment File.

We will then contact your nearest Paddlesport Development Officer (PDO) to let them know you have registered and are working towards Top Club. They will contact you to arrange a visit and go through the criteria and then provide on-going support to help you through the process. Details of your nearest PDO can be found on the BCU website.

Cross Stream Challenge



A FUNtastic, Flexible, Paddlesport Challenge
Cross Stream Challenge aims to develop and challenge boat handling skills, develop strokes and moves, whilst blending Slalom, Freestyle, Polo, with a touch of Wild Water and Flat Water Racing maybe a bit of surf. The Cross Stream Challenge has been designed around the BCU Long Term Paddler Development Programme, offering something for everyone.

What underpins the Challenge is the total flexibility in its delivery, focusing on the paddler, not just the boat. The challenge will help to provide paddlers with developing skill based around a predetermined course in managed and measured environment. The challenge will fully open the doors of our sport for all paddlers, providing an opportunity to experience the many different disciplines and helping coaches spot where an individual is most motivated.

There are 5 starter challenges and a further 25 mover Challenges. Each Challenge has that little extra that will make a difference just when you really need to make that move happen.

Team Challenge, designed for two or more paddlers to paddle together over the same course.

Head to Head, some of the challenges will allow 2 boats (or teams) on the water at the same time. First team across the line is the winner.

Equipment

Any Canoe or Kayak will do; single or double. You will also need 5 sets of slalom gates and 3 lines or, 5 sets of buoys if you cannot hang slalom gates.

Where can I deliver the Challenge?

The challenge has been designed to fit in to a variety of environments. The challenge has the flexibility to be adapted for use on your local stretch of water.

The Scheme can be delivered by a BCU Level 1 Coach under guidance or BCU Level 2 Coach or above.

The Cross Stream Challenge for sale at BCU [eshop](#)



For more details contact youth@bcu.org.uk
Tel: 0845 3709520

WAVEHOPPER

What is the Perception Wavehopper Challenge Series?

Going as fast as you can downstream, it's great for learning more about rivers and developing skills - even better as its challenging, fun and exciting!

- A fun series of events are held around the country, to introduce young people to Wild Water racing. The races are either over two short runs or one slightly longer run. The age categories are U12, 14, 16 (1st Jan)
- Wavehopper Kayaks can be provided through the community boat scheme, contact your Regional Paddlesport Development Officer for details, to start with however you may wish to use a Kayak that you are more used to so long as it's under 4 metres in length, just bring along your buoyancy aid, paddle, helmet and spraydeck
- Paddlers should be at least one star standard or Paddlepower One Level 3
- Most events run along side national events catering for all ages
- The events can include, free coaching, racing, great prizes and Certificates for all, together with training opportunities to progress towards national junior races and beyond!



To find out more about the Wavehopper Challenge Series go to www.bcu.org.uk/youth/wavehopper.htm. For information about the Kayaks, please visit the Perception website at www.perception.co.uk

Pyranha Lightning Cup Series

The Lightning Cup is a series of Sprint and Marathon events, timed to run alongside some of our main National Sprint and Marathon competitions. The regattas are designed to cater for youngsters (boys & girls) under the age of 12 on 1st Jan. and who are not competing in the main event. The aim of these events is to encourage the participants to train, improve and to compete together.

Points will be awarded for each event culminating in the final event where double points will be awarded. Trophies will be awarded for the Sprint Cup and for the Marathon Cup to the best overall junior in each class and the club with the most points at the end of the series.



To find out more about the Lightning events and series go to www.lightnings.co.uk for details of the kayak, please visit the Pyranha website at www.pyranha.com

Rocket K4

Rocket into Flat Water Racing with the NEW Rocket K4!



You've seen the Lightning, you've paddled the double now shoot into speed with the rocket K4, The Canoe England development team and Marsport have combined forces in an exciting project to develop an introductory junior K4 as a development from the highly successful lightning and Mini K2 boats.

The Rocket has been designed as a one class boat aimed at helping more young people experience Flat Water Racing. It has been designed in collaboration with club coaches and manufacturers and taken into account the principles of Long Term Paddler Development. It also helps to support other Canoe England schemes such as Cross Stream, Paddlepower, Top Club and Clubmark. There is national research from other sports that people that learn in crews stay with the sport longer and having a stable platform to learn from aids the learning process. The boats are designed with the possibility of a coach sitting in seat 1 or seat 4. Canoe England have purchased a national fleet of 8 boats to be used at the Nottingham sprint regattas and to be stationed throughout the country based in each of the North, Central and South development areas.

To access these boats contact Ollie Harding- Junior Equipment Officer,
ollieharding@mac.com Tel: 07886 010288

The Senior Development Team are also keen to assist any club with funding applications to purchase these boats.

It is hoped to create a series of local marathon events to introduce these fantastic boats to the areas in line with the Geoff Sanders trophy.

"Fantastic – when can we have one" Eastern region junior paddler

"Why did we not have these years ago" Andy Club Coach Eastern Region.

"Totally Cosmic" Howard Blackman Head of Canoe England Participation Program

THE BELLBOAT

The Bell Boat is a team boat for all, which has been used by every section of the community. It is nine metres long and the catamaran design makes it very stable - this enables safe transportation of up to 8 adults or up to 14 children plus a helm/coach. It can be used by all ages and any ability – it truly is a boat for ALL!

The Bell Boat is ideally used as a school on water and gives those taking part a greater understanding of teamwork, individual strengths and co-operation. Above all, it's fun!



Bell Boat Events

The BCU Young People's Programme run a series of Bell Boat events throughout the year around the country. These are fun events in which all ability levels are welcome. There is also an annual Bell Boat National Championships each year with prizes for age classes and scout/guide groups. For more details see Events, on the youth pages of www.bcu.org.uk

Paddle for Life

This is a Paddle scheme created for young people introduced to Bell Boating. School children are provided with a paddle kit, that before it is assembled resembles a sword and shield – this is then linked to a story about parliament and democracy. The children then assemble their own paddle often painting their own design on the blade. In some areas children have planted willow trees to provide paddle shafts for future generations and learn lessons about the carbon cycle and the environment. For more details of these schemes see The Curriculum at Key Stage 2 and Paddlesport on the youth pages of www.bcu.org.uk

The Bell Boat Helm Award

This award is specifically aimed at teachers to enable them to take youth on the water. A teacher with no previous paddling skills can qualify as a helm after a two day course (this includes 4 hours first aid). Courses are available through the Coaching for Teachers scheme. For more details of the Bellboat Helm Awards, and Coaching for Teachers see the youth pages of www.bcu.org.uk

Accessing Bell Boats

There are a number of "community" Bell Boats around the country which can be accessed on agreement with the organization where they are based. For details of location and see Community Bell Boats on the youth pages of www.bcu.org.uk.

Bellboats can be purchased new direct from the Manufacturers - for full details and prices contact **Main Sport on 01386 861034 Fax 01386 861008** or their website www.bellboat.com

Freestyle Series

Enter the Worlds top Youth Freestyle Series!

Freestyle is the dynamic sport of wave and hole riding. Flip, throw and spin your boat into vertical and aerial moves on the wave. Compete with other freestylists to impress the judges and more importantly the crowd!



To get you started we've got a special series of youth events with free coaching on freestyle, river running and river safety.

There's also a fun competition which forms part of a national series – with the best three results counting...

Enter the Worlds top Youth Freestyle Series!
Free coaching workshops from the GBR Team!
Under 12's, Under 15's and under 18's categories!
Loads of prizes!

For more details, entries, updates & info don't forget to check out

Website: <http://www.youth.ukfreestyle.com/>

For more information on the Youth Freestyle series and freestyle generally go to www.ukfreestyle.com

Canoe Polo



Polo is a great way for young paddlers to develop their boat handling and paddling skills – chasing the ball often challenges stability, speed and directional abilities - and thus provides a great incentive for improvement. But above all of course it's FUN!

The BCU Polo Committee run an Under 18 league – in addition the BCU Young People's Programme have run Under 14 and Under 16 events in several regions. These events are usually played over a small pitch size and with the goal at a lower height - equipment provided. In some regions there are boats available should your club wish to try polo for the first time.

For more details of polo see www.canoepolo.org.uk

Paddlesport and the Curriculum

Paddlesport at Key Stage 2

Paddlesport can meet many aspects of the Key Stage 2 Curriculum and not just outdoor and adventurous activity. Aspects such as games, history, geography, science, technology and, importantly environmental aspects can be enjoyed more through taking the classroom onto the water.



Lessons can include any of the following -

- Take a trip up a river – discover its local history as well as the wildlife and birds in your area
- Re-enact the Viking or Norman invasions
- Learn how to make your own paddle from growing a willow tree
- Take part in races against other boats
- Play mini canoe polo in the swimming pool, a great team game.
- Learn about the affect of water on your craft
- Learn about what things are dangerous to the environment

There is a BCU booklet which is full of ideas and guidance entitled The Curriculum at Key Stage 2 and Paddlesport which includes 10 resource lesson plans as listed below. For details go to the BCU web site www.bcu.org.uk

Resource Card 1 – Physical Education, PH&SE - a Four Week Programme

Resource Card 2 – Forces, Friction and Flotation

Resource Card 3 – Mathematics

Resource Card 4 – A River Study

Resource Card 5 – Life Processes on the River

Resource Card 6 – Paddlesport & the Environment

Resource Card 7 – Making a Paddle

Resource Card 8 – History of Canoeing & Paddlesport

Resource Card 9 – The Weather, Water and Paddlesport - materials used in Paddlesport

Paddlesport at Key Stage 3

Paddlesport can meet the requirements of the National Curriculum at Key Stage 3 in the following areas:

1. Outdoor & Adventurous Activities

Plan and carry out canoe journeys. Link it to the Duke of Edinburgh Award.

2. Athletic Activities

Train for and try out some short sprint time trial events at school or in your local club

3. Games

Why not try Canoe Polo. A great game, for 6 or more people. You can play in a swimming pool or take part in a local junior league.

Paddlesport at Key Stage 4

Canoeing can be an integral part of your curriculum. The various disciplines within the sport cater for all demands made by the National Curriculum at Key Stage 4. All you need is access to canoes and the water, appropriately qualified coaches and the willingness to offer your pupils the excitement and diversity of the sport.

As with KS3, various aspects of the National Curriculum can be easily and comprehensively met.

Outdoor and Adventurous Activities comes quickly and easily to mind, but other aspects, sometimes overlooked, can also be included.

Games are played in canoes up to international level – canoe polo.

Running with your arms in linear, competitive and recreational, the same as other linear athletic activities - marathon and sprint canoeing.

Inclusion of the activity as part of Duke of Edinburgh Awards is also popular.

GCSE Examinations are also included in the possibilities for your pupils. All examination boards have specifications including canoeing, and if contacted can advise on content and assessment procedures.

Clubs are only too happy to help with candidates wishing to use canoeing as part of their GCSE and Paddlesport Development Officers can offer further advice and help.

ERGO Paddling Machines



A resource pack is available which is aimed at assisting coaches and paddlers in getting the best use out of ergo paddling machines, which are now seen in more and more clubs, centres and local gyms.

Introduction to the pack

The pack is aimed at 'Paddlesport Start' in the Long Term Paddler Development Plan and will fit into the LTPD 'Learn How to Train' phase of a paddler's development. The target age range of young people in Paddlesport Start is 8 to 10 years for boys and 7 to 9 years for girls, these exercises and drills will, however, benefit anyone in their early years of paddling participation and development regardless of their age.

It is certainly not intended as a replacement for the coach, but more of a means of assisting those with less of a racing and coaching background than others and who are not in a situation to gain the knowledge and experience from years of racing paddling, training and coaching.

To find out more download the pack from the BCU website.

Paddlesport Developments Officers (PDO)

These are professional staff that work in the Regions and focus on local areas to achieve the aims stated in BCU Young People's Programme. Their role is to initiate and facilitate activities to promote and support the development of youth opportunities and progressions in Paddlesport. They work with clubs, centres and youth organizations and run a range of workshops and events for coaches and youth. To contact your local PDO please check the list on the BCU web site or Year Book

For all paddlesport theory refer to the BCU Handbook and keep updated by regularly checking the BCU website www.bcu.org.uk

Section Five - Duty of Care & Responsibilities

Duty of care

The BCU wishes to ensure that all those taking part in canoeing are able to do so protected and kept safe from harm while they are with staff, coaches and / or volunteers. This is particularly true in respect of children and vulnerable adults.

With this in mind the BCU recognises that they have a duty towards all those taking part in paddlesport activity and to any club providing paddling opportunities ensuring that support is provided to ensure all can do so with the highest possible standards of care.

All coaches and clubs should have a clear understanding of operating within an appropriate code of ethics, aware of what their 'duty of care' is and how this relates to their position in providing activities and being responsible for others.

As the organisers of activity, there is a possibility of someone being harmed. In a small percentage of cases action may be taken against you if the person decides to make a claim. This action may result in financial losses but can also harm your reputation or the reputation of your club and the BCU itself.

A good definition of 'duty of care' is:

"The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of any person involved in any activity for which that individual or organisation is responsible"

In an activity such as canoeing, safety and keeping people safe is all about risk assessment and minimising the risks involved at all levels of participation. While all taking part in activity have a duty to their neighbours, in organised activity we all have a heightened duty of care and as such we should be aware that the principal risks extend to the quality of control exercised by those in charge. Trainers, coaches, referees, umpires or administrators should all take 'reasonable' steps to safeguard those directly taking part in activities and at any time they may be deemed responsible for those in their charge - in vehicles, during journey's to and from the activity, during events, team training events and camps etc.

The Coaches Charter

1. Coaches must respect the rights, dignity and worth of every person and treat everyone equally within the context of their sport.
2. Coaches must place the well being and safety of the performer above the development of performance. They should follow all guidelines laid down by the British Canoe Union and hold appropriate insurance cover.
3. Coaches must develop an appropriate working relationship with performers, especially children, based on mutual trust and respect. Coaches must not exert undue influence to obtain personal benefit or reward.
4. Coaches must encourage and guide performers to accept responsibility for their own behaviour.
5. Coaches should hold up-to-date nationally recognised governing body coaching qualifications.

6. Coaches must ensure the activities they direct or advocate are appropriate for the age, maturity, experience and ability of the individual.
7. Coaches should at the outset clarify with performers, and where appropriate their parents, exactly what is expected of them and what performers are entitled to expect from their coach.
8. Coaches should co-operate fully with other specialists (e.g. other coaches, officials, sport scientists, doctors, physiotherapists) in the best interest of the performer.
9. Coaches should always promote the positive aspects of their sport (e.g. fair play) and never condone rule violations or the use of prohibited substances.
10. Coaches must consistently display high standards of behaviour and appearance.

This Charter is reproduced by courtesy of Sports Coach UK. For more information on guides for sports coaches visit www.sportscoachuk.org

BCU Child Protection and Vulnerable Adults Policy

It is recommended that all coaches make themselves familiar with the BCU Child protection policy, available to download from the website. Regular CP workshops are held at coaching forums and Sports Coach UK offer a CP workshop which is well worth attending – details from www.sportscoachuk.org.

You may wish to consult the following for additional information.

BCU Coaching Directory
BCU Coaching Code
Sports Coach UK Code of Conduct
BCU Duty of Care policy
BCU Harassment Policy
BCU Articles of Association and Disciplinary Procedure

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Section Six - Where To Next

Action Plan

As a result of this course, you now need to develop an action plan based on how your coaching young paddlers can improve. Discuss in small groups then identify 3 key action points and list them below.

1.

2.

3.

APPENDICES - Other Useful Information

PADDLESPORT DISCIPLINES

Canoe Polo

Canoe Polo is the fastest growing competitive canoeing discipline not only in the UK but also worldwide. Fabulous to play, and full of spectator interest, Polo combines paddling and ball handling skills within an exciting contact team game where tactical and positional play are a fascinating ingredient of this thoroughly entertaining sport.

The game requires excellent teamwork and promotes both general canoeing skills as well as a range of other techniques unique to the sport. Two teams, each with five paddlers on the pitch at any one time, compete to score goals in their opponent's net which is suspended 2 metres above the water. The ball can be thrown by hand, or flicked with the paddle. Pitches can be set up in swimming pools or any stretch of flat water.

Canoe Polo is an integral part of the BCU Coaching Service, with its own version of the Star Tests that provide a structured programme for those seeking an introduction to the sport and a formal progression route to advance their knowledge and skills. However, many people learn to play in a more informal way and then go on to join a Regional League or play in one of the friendly tournaments that are organised locally. In addition to the programme for players, there are Polo Coaching qualifications, which are being made more accessible to encourage even more coaches into the sport.

The Canoe Polo Yearbook contains a wealth of information about the sport and is an excellent source of reference for anyone who would like to learn more about the game. For details about polo and how to obtain a year book go to www.canoepole.org.uk.

Slalom

Slalom is intended to test river-running skills in a safe and friendly environment. Entry level to Canoe Slalom is Division 4 and these slaloms are generally held on calm water and the courses will be simple. The object of the sport is to negotiate a course pre-defined by the course designer. The winner of the event will have negotiated the course in the fastest time, with the fewest penalties.

There are penalties for hitting and missing gates. There is usually plenty of time to practice at Canoe Slaloms. Any boat may be used up to and including Division 1. You don't need a slalom boat to come and try slalom.

Entry level for those with higher-level white water skills is Division 2. Competitors may enter a special open event at this level and apply for ranking status following the event, based on the result they achieve.

Full details about Canoe Slalom are contained in the Slalom Yearbook which is available from the Slalom Administrator; Jim Croft, 12 Holmscroft Rd, Luton LU3 2TJ e-mail: slalom.admin@bcu.org.uk Tel: 01582 651615 Fax: 01582 708834 or visit www.canoeslalom.co.uk

Sprint Racing

Sprint Racing is one of the two Olympic events in the canoe world, and takes place on flat water at regattas. Distances raced are 200m, 500m, 1000m and 6,000m. The racing kayaks and canoes have to conform to international standards and specifications. Racing takes place in singles, doubles and fours in both canoe and kayak classes.

In Britain, racing is based around five regattas at the National Water Sports Centre, at Nottingham, with an interclub championship and age group national championships being included. There are also a number of local regattas run at various sites around the country during the season. Most paddlers enter racing through a club. They race as novices locally, and at national regattas at junior and senior level, in classes for men, women and veterans (o.35). These classes are graded according to ability.

Full details of how to register as a competitor and take part in the BCU National regattas at the National Watersports Centre Nottingham are to be found in the Racing Handbook. This can be obtained from Diane Bates e-mail: diane.bates@btinternet.com

Marathon

Marathon racing is an event combining skill, stamina and tactics and can be enjoyed by paddlers of all ages and abilities. It attracts large numbers of canoeists onto the rivers, canals and lakes of the UK throughout the year in a wide variety of craft.

Marathon covers a wide range of events with distances from a few miles to over 100. Many longer races are divided into classes based on age and gender of competitor and type of craft. Races forming the Hasler Trophy competition in England cater for single and double canoes and kayaks and are raced in divisions based on ability. Novices compete over distances of about 4 miles and the most experienced race over distances of up to 12 miles. Promotions and demotions between divisions are based on individual performances. Race details are obtained by sending a SAE to the race organiser whose address can be found in this publication or the Racing Year Book. Entries can be accepted in advance or on the day of the race.

A free leaflet "Marathon Canoe and Kayak Racing" can be obtained by sending a SAE to the BCU office. Other information can be obtained from the Marathon web site: <http://marathon.bcu.org.uk>

Surf

Surf competitions are tremendous fun, and are a great way to meet like-minded paddlers and improve your personal skills. We have a programme of competitions for 2003 at some of the best surf breaks around the country, and offer a warm and friendly welcome to all newcomers. There are separate classes for ladies, masters (over 35) and juniors (under 18). The Hi Performance class is virtually unrestricted and will allow and cover all the different kayak lengths and hull designs that the international class does not cover; including all forms of plastic kayaks (wave skis and sit-on tops are not allowed).

Information on competition rules, competitions, entry forms, surf forecasts and surf courses can be found on the BCU Surf website at: <http://www.the-watershed.co.uk/bcusurf/index.htm> and in the 2003 Surf Yearbook.

Canoe Sailing

Sailing the International 10 Square Metre Canoe is the most exciting challenge in single-handed dinghy sailing, and it is also one of the oldest forms of the sport. The pioneer was John MacGregor in the second half of the 19th century with his "Rob Roy" canoe, which was fitted with a simple lugsail to assist whenever the wind was favourable. In 1874 the Royal Canoe Club presented the Sailing Challenge Cup, which has been competed for annually ever since (with the exception of the war years), thus making it among the oldest of trophies which are still competed for today.

The modern International Canoe, known affectionately as the IC, is a highly developed racing dinghy and among the fastest single-handed monohulls. It has a unique feature of a sliding seat, which enables the helmsman to place his or her weight a long way out from the side of the hull. This makes the IC an exhilarating and challenging boat to sail. The hull is one-design, but the deck layout and sail plan are subject to minimum restrictions allowing the sailor to produce a boat to his own specification.

For further information contact: Secretary BCU Sailing Committee, Peter McLaren, 56 Bloomfield Avenue, Bath, Somerset BA2 3AE [01225-332299] or e-mail petermclaren@ukonline.co.uk

Freestyle

The Freestyle web site is the best place to find information about events and the judging rules. It's updated regularly and carries up to date event listings for the UK and Abroad, contacts and links to other related sites. Canoe Focus also carries regular reports on events and a freestyle information section. For more details of freestyle visit - www.ukfreestyle.com

Wild Water Racing

Do you want to experience the exhilaration of racing flat-out against the clock down stretches of the UK's top white water through unspoilt countryside, and gain a sense of achievement by successfully negotiating a demanding time-trial course? Then try Wild Water Racing – the canoeing equivalent of downhill skiing. Races take place on grade II to IV water – the exact difficulty depending on water levels. Pace yourself correctly over a 10 – 25 minute Classic event or test your speed and boat control over a 2-minute Sprint event.

New competitors should enter Div. B races where all types of kayak and canoe compete against each other for points in a single race, using a handicap system. A new class, for any boat under 3.5m long including general-purpose boats has been introduced to encourage participation. Just come to a race and try it out in your own boat or book a Wavehopper by contacting wavehopper@wildwater.org.uk

Once you have mastered the art at Div. B you can gain promotion to Div. A, where races take place on the more difficult courses and National Championship Rankings in Classic and Sprint are gained from results throughout the year. Inter-Region and Inter-Club Champions are decided on points earned by all paddlers at events throughout the season.

Full details of the sport, including detailed calendar and ranking information can be found in the Wild Water Racing Yearbook or visit www.wildwater.org.uk

Tables of the Stages of Athlete Development

Physical, Mental / Cognitive and Emotional Development

1. Late Childhood

(FUNdamental Stage, Paddlesport Start and Development)

Table 1 / a
Physical Development Characteristics and It's Implications

Basic Characteristics	General Consequences: Performance Capabilities and Limitations	Implications to the Coach
Larger muscle groups are more developed than smaller ones	The child is more skilful in gross movements involving large muscle groups rather than precise coordinated movements involving the interaction of many smaller muscles	General basic skill should be developed during this phase
The size of the heart is increasing in relation to the rest of the body. The cardiovascular system is still developing	Endurance capacity of the young participants however is more than adequate for most activities (little aerobic machines)	Short duration anaerobic activities to be planned (alactic), endurance must be developed through plays and games (lack of attention span for continuous work)
Ligamentous structures are becoming stronger, but the ends of the bones are still cartilaginous and continue to calcify	The body is very susceptible to injuries through excessive stress or heavy pressure	Slow progression in hopping bounding, own body weight, medicine ball exercises (neural recruitment)
Basic motor patterns become more refined towards the end of phase and the balance mechanism in the inner ear is gradually maturing	There is great improvement in speed, agility, balance, coordination and flexibility toward the end of this phase	Specific activities and games should emphasize coordination and kinesthetic sense, gymnastics, diving, athletics field events
During this phase, girls develop coordination skills faster than boys but there is generally there are no differences between boys and girls	Sex differences are not of any great consequences at this stage in development	Training and playing together should be emphasized at this age and phase

Table 1 / b
Mental/Cognitive Development characteristics and It's Implications

Basic Characteristics	General Consequences Performance Capabilities and Limitations	Implications to the Coach
Attention span is short and children are very much action oriented. Memory is developing in a progressive way	Young players cannot sit and listen for longer periods of time	Use short, clear and simple instructions. Children want to move and participate in action
Children in this phase have very limited reasoning ability. Later in the phase there is a growing capacity for more abstract thought	Children are generally leader oriented - loved to be lead!	Coaches should adopt a "follow me " or "follow the leader" approach and ensure that all activities are fun and well planned
The repetition of activities is greatly enjoyed. Young players improve their abilities through experience	Children do not learn the skills correctly just by trial and error	Coaches must be able to provide a correct demonstration of basic the skills required at this level
Imagination is blossoming	Experimentation and creativity should be encouraged	While playing and practicing encourage input (opinion) from the children. They love to try new things and ready to try almost anything

Table 1 / c
Emotional Development Characteristics and It's Consequences

Basic Characteristics	General Consequences Performance Capabilities and Limitations	Implications to the Coach
The child's self concept is developing at this phase by experiences and comments from others	Youngsters perceive these experiences as a form of self evaluation. "I am a good person if I do well I'm a bad person I do poorly".	On a regular basis they need positive reinforcement from the coach. This will provide strong motivation to continue with the activity.
Children like to be the centre of focus and attention	When situation becomes threatening, they quickly lose confidence	Select technical and tactical activities in which success is virtually guaranteed, gradual progress from simple to complex.
The influence of peers becomes a very strong driving force behind all activities	Acceptance into the peer group often depends upon one's abilities in physical skills and activities.	At this phase the coach must be capable of properly assessing the basic skills and providing a varied repertoire of practical opportunities for technical and tactical development and improvement.
The child begins to understand the need for rules and structure.	They can understand and play simple games with simple rules and will tend to question rules and expect thoughtful answers.	Participation and fun to be emphasized versus winning. Focus on the processes not on the outcome (and have lots of FUN)!

2. EARLY PUBERTY

(Paddlesport Development, Train to Train Stages)

Table 2 / a
Physical Development Characteristics and it's Implications

Basic Characteristics	General Consequence: Performance Capabilities and Limitations	Implications to the Coach
Significant proportional changes occur in bone, muscle and fat tissue.	During growth spurts adaptation is influenced by sudden changes of body proportions	Monitor training carefully and individualize the content of training to ensure adaptation.
Girls begin their growth spurt between the ages of 12.5-14 years, boys between 12.5-15 years. Girls attain a maximum rate of growth at an average age of 11, boys at an average age of 14 years.	Early in this phase, girls are faster and stronger than boys, later in the phase boys are becoming faster and stronger than girls.	Chronological age may not be the most appropriate way to group players.
Primary and secondary sex characteristics manifest themselves during this period. The normal range for onset of menarche for girls can be anywhere from 10-16 years.	After the onset of menarche iron levels of girls should be monitored regularly.	Situations when fear, guilt or anxiety brought about by sexual development should be avoided.
Smaller muscle groups are becoming more developed	Speed, agility and coordination are still improving rapidly during this stage.	With the improvement of fine motor movement all basic technical skills to be mastered. Players should learn how to train, during this phase, including physical, technical, tactical and ancillary capacities.
During this developmental phase the various parts of the body do not grow at the same rate. The growth rate of the legs and arms will reach a peak prior to that of the trunk.	A change in the centre of gravity, length of limbs and core strength will determine the content of training.	Some of the already learned skills have to be refined (re-learned) again, since the growth of limbs will impact the technique.
A significant increase in red blood cells occurs during this phase, especially in boys due to the male hormone testosterone.	The oxygen transportation system is still developing and aerobic endurance is continuing to increase.	The increase in body mass requires more structured aerobic training. Only short duration of anaerobic activities are recommended.
The central nervous system is almost fully developed.	Agility, balance and coordination is fully trainable.	Use the warm up to further development of CNS activities.

Table 2 / b

Mental/Cognitive Development Characteristics and It's Implications

Basic Characteristics	General Consequence: Performance Capabilities and Limitations	Implication to the Coach
Abstract thinking becomes more firmly established.	Decision-making through more complex technical training should be introduced.	Decision-making on tactical and strategical solution should be based upon the skill level of the player.
Young players develop a new from of egocentric thought. Much emphasis is placed upon self-identity.	This may result in a strong fear of failure.	Create optimum learning environment, match skill and drill levels. Introduce simple coping strategies, concentration skills and mental imagery.
Young players are eager to perfect his/her skills.	Individual specific direction and structure in the learning process is required. A variety of methods to measure success are important to maintain motivation.	Positive reinforcement is imperative. The difference between the physical and mental development can vary to a great extent, the coach must be particularly careful not to pick the early developers and neglect or de-select the late developers. The coach's ability to demonstrate specific skills is important. Audiovisual material and video feedback will help to create a mental image.

Table 2 / c

Emotional Development and It's Implications

Basic Characteristics	General Consequence: Performance Capabilities and Limitations	Implications to the Coach
There is a tremendous influence on behavior from peer groups.	Values and attitudes are being created and reinforced by the group.	The coach should exercise strong direction and supervision. A role model for young players at this phase is very important.
During this phase players are capable of cooperating and accepting some responsibility	Some players may be less responsible mainly due to a fear of failure.	Coach must have an open communication with the players.
Tension generally exists between adults and adolescent.	Communication channels should be kept open by the adult, as all teenagers need help even though they do not recognize the need, or seem grateful for the help.	Coach is usually better accepted than other adults and should always attempt to foster two-way communication. Young players should have an input into decision-making processes.
It is important that young players at this developmental level be able to display tenderness, admiration and appreciation.	Deprivation of these qualities often leads to exaggerated and/or unacceptable behavior.	Early maturers often become leaders and excel in physical performance. Coaches must not play favorites as this can have negative effects on other participants' development.
Physical, mental and emotional maturity do not necessarily develop at the same rate.	Feelings of confusion or anxiety may exist as a result.	The coach's communication skills and understanding are important in these regards.
There is a desire to have friends of the opposite sex.	Social activities are important events for this age group.	Co-educational activities are recommended.

3. LATE PUBERTY

(Train to Train and Training to Perform)

Table 3 / a
Physical Development Characteristics and its Implications

Basic Characteristics	General Consequence: Performance Capabilities and Limitations	Implication to the Coach
The circulatory and respiratory system reach maturity	These systems are generally capable of giving maximum output.	Aerobic and anaerobic systems can be trained for maximum output. Full sport specific energy system training should be implemented.
Increase in height and weight gradually lessen. Stabilization occurs in the muscular system.	Muscles have grown to their mature size but muscular strength continues to increase reaching its peak in the late twenties.	Strength training can be maximized to improve overall strength development. Neuromuscular training should be optimized during this phase.
Skeletal maturation continues in males and females.	Connective tissues are still strengthening.	Progressive overloading in training should be continued.
By age 17, girls have generally reached adult proportions, whereas boys do not reach such proportions until several years later.	Proportionally girls gain more weight than boys during this phase.	Aerobic training for girls to be optimized, as well coaches should be aware how to deal with weight gain and it's impact on figure. Players should learn how to compete including all technical, tactical and ancillary components.

Table 3 / b
Mental/Cognitive Development Characteristics and its Implications

Basic Characteristics	General Consequence: Performance Capabilities and Limitations	Implications for the Coach
Generally, by age 16, the brain has reached its adult size but continues to mature neurologically for several more years.	Players can cope with multiple strategies and tactics, particularly near the end of the phase.	Coaches should ensure the refinement of all technical and tactical skills.
Critical thinking is developing well during this phase.	The capacity of self-analysis and correction is developing.	Decision-making should be developed further through technical, tactical development.

Table 3 / c
Emotional Development Characteristics and its Implications

Basic Characteristics	General Consequence: Performance Capabilities and Limitations	Implications to the Coach
Peer group influence is still a powerful force.	Independent decision-making and leadership skills are becoming more developed.	Players should be given the opportunity to develop through participation in appropriate leadership or responsible role, (i.e. team captain, athlete representative, etc.) but strong direction and discipline must be maintained.
Players are searching for a stable, balanced self-image.	Self is still very susceptible to successes and failures. Coping techniques are useful.	Positive evaluation of performances and positive reinforcement are imperative.
Activities and interaction with the opposite sex play strong roles during this phase.	Male players must be aware that female athletes now face a problem of femininity versus sport development. Female players must be aware that male athletes now face a problem of relating performance to masculinity.	Facilitate the recognition of the former issues through education and club programs.

4. EARLY ADULTHOOD

(Train to Perform and Train to Excel)

Table 4 / a
Physical Development Characteristics and its Implications

Basic Characteristics	General Consequence: Performance Capabilities and Limitations	Implication to the Coach
Physiologically the body reaches maturity during this phase.	All physiological systems are fully trainable.	Physical training programs should employ the most advanced techniques and sport science information to facilitate maximum adaptation and minimize injuries. Ensure that all muscle groups and body alignments are well balanced, complemented with optimum flexibility ranges. State of the art testing and monitoring program to be used. Over training and overstress should be carefully monitored.
Final skeletal maturation in females occurs at about 19-20 years and in males about three years later.		Regular medical monitoring should be organised with additional blood tests for female players (anaemia).

Table 4 / b

Mental/Cognitive Development Characteristics and its Implications

Basic Characteristics	General Consequence: Performance Capabilities and Limitations	Implication to the Coach
Neurologically the brain matures about 19-20 years of age.	Players are capable of self-analyzing and correcting and refining skills. Athletes can analyze and conceptualize all facets of their sport.	Winning becomes the major objective.
	Well-developed information processing skills improve the players' ability to visualize verbal instructions.	Principles of adult learning should be implemented at this level.
There is a complete understanding and acceptance of the need for rules, regulations and structure.	However, the young adult must perceive the rules and structure as being clearly defined and fair.	Involve the players in decision making and planning of team or group activities.

Table 4 / c

Emotional Development Characteristics and its Implications

Basic Characteristics	General Consequence: Performance Capabilities and Limitations	Implication to the Coach
There is a need to be self directed and independent.	The players are ready to assume responsibility and accept the consequences of their actions.	Goal setting should be strongly emphasized to give definite direction and purpose to the athletes overall program.
Self-actualization and self-expression are important.		The athletes need to be treated as adults, with respect. Direction and structure provided by the coach is still important.
Major decision on career, education and lifestyle are priority at some point in this phase.	Major changes in interests, hobbies and physical activities occur during this phase.	Professional guidance should be made available considering off-season and educational pursuits.
Interactions with the opposite sex continue to be strong priority with lasting relationships developing.		Athletes must have ample opportunities for independent social interaction.

Glossary of Terms and Abbreviations

C1 - Solo canoe, paddler kneels, single bladed paddle, could be open (i.e. sprint/marathon) or closed cockpit (Slalom, freestyle)

C2 – Tandem canoe

Ergo – paddling ergometer, dry land paddling machine used to practice techniques and for paddling- specific resistance training.

K1 – solo kayak, paddler sits, double bladed paddle, could be open (i.e. sprint/marathon) or closed cockpit (slalom, freestyle, polo, WWR)

K2 – tandem kayak

K4 – four paddler kayak

LTPD – Long Term Paddler Development, training model based on Istvan Balyi's Long Term Athlete Development programme for training children to fulfil their potential.

PDO – Paddlesport Development Officer

Paddlepower – BCU junior paddlesport logbook based awards scheme.

Paddlesport – generic term for all types of canoeing and kayaking, any sport involving paddling a boat including rafting, dragon boating, bell boating etc.

Peak Height Velocity - is the maximum rate of growth in stature during the adolescent growth spurt

Periodisation is the method of organising the training year into phases where each phase has its specific aims for the development of the athlete.

The objectives of each phase could be as follows:

- Phase 1 - General development of strength, mobility, endurance and basic technique
- Phase 2 - Development of specific fitness and advanced technical skills
- Phase 3 - Competition experience – achievement of minor objectives
- Phase 4 - Adjustment of technical model, preparation for the main competition
- Phase 5 - Competition experience and achievement of main objectives
- Phase 6 - Active recovery - planning preparation for next season

For more details go to www.brianmac.demon.co.uk/plan.htm