British Canoeing Sprint Discipline Support Module (Part 2) Syllabus

This document provides details of the British Canoeing Sprint Discipline Support Module (DSM) Part 2 for course organisers and candidates.

Introduction

The Sprint DSM (Part 2) is designed to assist coaches who want to gain more knowledge about the specialist discipline of sprint. The course introduces and explains the intermediate techniques and strategies for coaching sprint. The course is a mix of theory and practical activity to ensure everyone has time to try things out. The module seeks to support the continuing process of good coaching practice on the riverbank, with the syllabus written to focus on coaches who are likely to be supporting the intermediate development athletes.

Prerequisites

At the point of registration the following prerequisites are required:

- A completed Sprint Discipline Support Module (Part 1) Log Book
  (or British Canoeing Sprint Discipline Support Module Part 1 Certification)
  (or British Canoeing Racing or Marathon Discipline Support Module)
- £17.50 Registration Fee for Home Nation Comprehensive Members
- A British Canoeing Coaching Qualification
- Age 16 years of age, or older

Note – Coaches new to sprint techniques are advised to complete the British Canoeing Sprint Discipline Support Module (Part 1) and the associated logbook prior to Part 2. Experienced sprint coaches/athletes can by-pass Part 1 with a reference from a current British Canoeing Sprint Support Module Director, HN Coaching Manager or approved referee. A reference section is available in the Sprint Discipline Support Module (Part 1) Logbook.

Course Length

14-hours training course.

24-hours mentored activity.

Delivery

Coaches will work toward understanding core sprint racing skills, while building specific coaching tools to aid the delivery of fun and productive sessions. The course will involve both bank and water based practices. The content will include the core and specific skills of sprint, training theory and discipline specific coaching practice.

Learning Outcomes

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

- Identify the key demands of canoe sprint performance
- Observe and analyse key components of sprint racing techniques
- Recognise and understand the key elements and the skill set required for Sprint Canoeing
- Recognise, understand and implement various race strategies dependant on distance
- Recognise and understand the elements of preparation, delivery and review within a competition environment (linked to BC UKCC Level 1 and/or Level 2 Coaching Syllabi)

During the course participants will also be introduced to:

- The principles behind delivering effective reviews from video analysis
- Use of modern technology within the sport
- Planning sessions
- Profiling and training charts

Further Reading

BCU Coaching Handbook. Franco Ferrero (ed.) 2006. ISBN: 0-9547061-6-1.
- Chapter 1, Coaching
- Chapter 2, Physiological Principles
- Chapter 11, Use of Video
- Chapter 12, Forward Paddling
- Chapter 20, Racing
- Chapter 21, High Performance Coaching

ICF Canoe Sprint Coaches Manual Level 1, 2 and 3
www.canoeicf.com

Sprint DSM (Part 2) Training Course

See also example programme (page 19 and 20).

Key Content	Delivery Mode	Learning Outcome	Key Content
Forward Paddling	Theory and Practical	• Dynamic Risk Assessment • Re-visit observation and analysis skills • Coaching process • Understand technical input	• Understand the Risk Assessment process • Safety implications; likelihood vs consequence • Coaching Styles; link to Level 1 and 2 • Discussion of what you see; critical of both Coach and athlete • Understand Posture, Connectivity, Power Transfer and Feel
Forward Paddling-Kayak	Theory	Definition of fundamental principles: • Power stroke • Core technique • Connections Practical considerations for coaching 200m - 1000m	• Lock the blade • Weight on the blade • Make "pivot" • Drive with the hips • Lock the frame • Rotate around the blade • Review connections • Dynamic catch • Ballistic action
Forward Paddling-Canoe	Theory	Definition of fundamental principles: • Power stroke • Core technique • Connections • Practical considerations for coaching 200m-1000m	• Recovery and build into the 'Set Up' • 'Set Up' for the 'Catch' • The 'Catch' • 'Drive 1' • 'Drive 2' • Steering and exit

Key Content	Delivery Mode	Learning Outcome	Key Content
Start Techniques	Theory and practical	• Understand the biomechanics of starting • Key characteristics of starting • The first stroke • Coaching start techniques • Start technique practises • Increase knowledge of observation	• Fundamentals of body movement • Loading the core muscles • Strategies and techniques • Skills and drills to improve starts-transferable to all boats
Facilitating Feedback	Theory and practical	• Understand how observation and analysis are used to inform feedback • Understand video analysis • Understand the importance/role of self-gained feedback	• Creating objective measuring tools - athlete /coach scoring system • Use of questions to engage the athlete • Benefits of using video analysis • Measuring performance • Collating data and recording
Using Technology	Theory and practical	Understand how using HRM, GPS, Stopwatches can help your coaching	• HRM Training Zones and using the knowledge to develop training programmes • Using GPS to measure distance travelled and pace • Using stopwatches to measure strokes per minute and distance travelled • Using data/profiling charts (e.g. charts to breakdown of times vs distance) and profiles • Using video (smart phone, IPad or camera)

Key Content	Delivery Mode	Learning Outcome	Key Content
Use of Ergometers and Sliders for Technique Training	Theory and practical	• Revise forward paddling from previous day • Benefits/disadvantages of using these machines • Understand all the features of the Slider	• Good technique on the ergo • Coaches reflections from experiences • Safe practise when using the Slider; do's and don'ts • Warm up • How and when to use Ergo/Slider in the training cycle
Organising Specific Sprint Sessions	Theory and practical	Bring to life level 1 and 2 coaching behaviours in coaching sprint	See Level 2 Assessment Guidance, and Coaching Behaviours – Profiling Tool.
Understand Train to Train and Train to perform	Theory	Understand how to train: • Aerobic capacity • Anaerobic systems • Strength • Power • Functional stability	Basic physiological requirements and training methods. Technical/tactical considerations in boat-based physical training. Functional Stability is often neglected. Its importance in minimising muscular/skeletal stress where structures are working in their range and position should be highlighted. Along with highlighting the importance of conditioning, enabling a more holistic approach to a paddlers overall strength, power and flexibility development.
Understand Training Zones	Theory	Understand the following training zones, and how/when they may be used within the training cycle: • Core Aerobic Pace (CAP) • Threshold Pace (THR) • Sub Race Pace (SRP) • Race Pace (RP) • Peak Race Pace (PRP)	CAP: General endurance. Improvements to aerobic system. Improving fat metabolism. Technique Foundation. THR: Specific Aerobic Conditioning. High Intensity aerobic improvements. Start of some aerobic work and lactate tolerance. Acceleration off the blade. SRP: Aerobic Power. Maximum ability to consume

Key Content	Delivery Mode	Learning Outcome	Key Content
		• Max Pace (MP)	oxygen. Increase lactate tolerance. Consolidation of near race pace technique.
			RP: Race Endurance. Race practice, increasing ability to sustain high work rate. Maximum oxygen consumption. Improving Race Technique.
			PRP: Peak Race Pace. Improving ability to sustain maximum speed. Improving anaerobic system and lactate tolerance. Keeping strong technique.
			MP: Max speed and power development. Improving anaerobic abilities, lactic and ATP-PC. Increasing maximum stroke rate.
			Overview of how this can be programmed into different phases of the racing season.

Sprint DSM (Part 2) Logbook Requirements

After Sprint DSM (Part 2) Training candidates are provided with a logbook to guide them through various elements of mentored practice. There are three sections in the logbook; further details of the requirements follow here. In order for a mentor to sign the different components they need to gather evidence that the coach has accurate understanding in each topic area. During the process the mentor should help develop and support the coach as they learn more about these skills and techniques.

Logbook Section 1 Requirements

Understanding the Wider Sport (8-Hours)

This section can be signed off by a British Canoeing Performance Coach, Home Nation National Coach, or British Canoeing (UKCC) Level 3 or 4 Sprint Coach.

When candidates are the lead Coach, the session should not directly represent one previously observed. It must be individualised, structured and meet the needs of each of the athletes.

Session	Objective	Learning Outcome	Key Content
1.1 Observe a coach delivering a forward paddling technical session	Theory Coaching	To understand the complexity of delivering a technical session and to challenge the students understanding of the coaching process.	**Questions for the coach/mentor:** What planning and preparation went into the session? What were the intended outcomes? How did the coach measure improvement in performance? How did the coach deliver feedback to the athletes? What observation markers did the coach use? How did the coach bring the session to a close? What reflections did the coach take away from the session? How did the Coach make maximum use of time?

Session	Objective	Learning Outcome	Key Content
1.2 Observe a coach delivering a technical sprint session (any)	Theory Coaching	To improve knowledge of Sprint paddling.	**Questions for the coach/mentor:** What planning and preparation went into the session? What were the intended outcomes? What tips and tricks did the coach use? What reflections did the coach take away from the session? What areas did the coach focus the feedback on? How the coach links sessions and what was to be carried forward to the next session? How did the Coach use the environment to assist in the delivery of the session?
1.3 Observe a coach delivering a technical crew boat session	Theory Coaching	To develop an increased knowledge of delivering crew boat sessions and delivering feedback to a crew.	**Questions for the coach/mentor:** What planning and preparation went into the session? What were the intended outcomes? How did the coach measure improvement in performance? How did the coach deliver feedback to the athletes? Is the coaching, athlete centred or group learning? Are all athletes receiving the same amount of feedback? What tips and tricks did the coach use? What observation markers did the coach use? How did the coach bring the session to a close? What reflections did the coach take away from the session? How did the Coach make maximum use of time?

Session	Objective	Learning Outcome	Key Content
1.4 Observe a coach delivering a technical crew boat session	Theory Coaching	To develop coaches skill set and knowledge.	**Questions for the coach/mentor:** Why did the coach choose to deliver this session at this time? What observation markers did the coach use? How was the athlete's performance measured? How did the Coach engage with the athletes? What tips and tricks did the coach use? What reflections did the coach take away from the session?
1.5 Deliver a technical crew boat session	Coaching Practical	The coach can deliver a session that addresses the development of specific techniques. The coach understands the importance of planning the session.	**Questions for the coach/mentor:** Was the session plan appropriate? Did the session match what was intended? How was the session delivered? Did the athletes improve? Was the feedback appropriate?
1.6 Deliver a technical forward paddling session	Coaching Practical	The coach can deliver a session that addresses the development of specific techniques. The coach understands the importance of meeting athlete's needs.	**Questions for the coach/mentor:** Was the session plan appropriate? How did you engage with the athletes? Was appropriate feedback delivered? Did you use appropriate coaching styles? How did you reflect on the session delivered? What did the athletes take away from the session? What areas will you carry forward into the next session/s? (SMART Goals?) Were the needs met for all the athletes within the group? Did the tips and tricks demonstrated work for the athletes?

Session	Objective	Learning Outcome	Key Content
1.7 Observe a coach delivering a benchmarking/ profiling Session	Theory	The coach understands what is required of the athletes as they progress through the athlete pathway.	**Questions for the coach/mentor:** How were the risks managed? How was the session organised and delivered? How was the information recorded? How will the data be used? How does the session link to athlete profiling?

Logbook Section 2 Requirements

Understanding the Wider Sport (8-Hours)

This section can be signed off by a British Canoeing Performance Coach, Home Nation National Coach, or British Canoeing (UKCC) Level 3 or 4 Sprint Coach.

When candidates are the lead Coach, the session should not directly represent one previously observed. . It must be individualised, structured and meet the needs of each of the athletes.

Session	Objective	Learning Outcome	Key Content
2.1 Observe a full session where a coach is using video as a feedback tool	Theory Coaching	The coach understands how to use video effectively and the pitfalls of using video as a feedback tool.	**Questions for the coach/mentor:** What areas were focused on when using the video camera? What are the pros and cons of using video? How did the coach avoid letting the video camera distract from a quality session? How feedback session delivered? If you were to create a template to deliver concise video feedback, what might this look like?

Session	Objective	Learning Outcome	Key Content
2.2 Deliver a technical session using video as a feedback tool	Coaching	The coach understands how to use video footage to deliver feedback.	**Questions for the coach/mentor:** How was the feedback delivered? How were the athletes briefed before the session? What action points were recorded? What SMART Goals were set?
2.3 Observe a C1/K1 session (must be in the non preferred discipline)	Theory Coaching	Continued development of knowledge on the wider sport.	**Questions for the coach/mentor:** Discuss why the coach delivered the session and the thought process behind why the particular content/style was chosen. Discuss with the coach their reflections after the session. **Also consider:** What markers did the coach use? What tips and tricks did the coach use? Keep a record of these for your coaching toolbox. What are the building blocks for good performance?
2.4 Observe a C1/K1 session (must be in the non preferred discipline)	Theory Coaching	Continued development of knowledge on the wider sport.	**Questions for the coach/mentor:** Discuss why the coach delivered the session and the thought process behind why the particular content/style was chosen. Discuss with the coach their reflections after the session. **Also consider:** What markers did the coach use? What tips and tricks did the coach use? Keep a record of these for your coaching toolbox. What are the building blocks for good performance?

Session	Objective	Learning Outcome	Key Content
2.5 Observe a C1/K1 session (must be in the non preferred discipline)	Theory Coaching	Continued development of knowledge on the wider sport.	**Questions for the coach/mentor:** Discuss why the coach delivered the session and the thought process behind why the particular content/style was chosen. Discuss with the coach their reflections after the session. **Also consider:** What markers did the coach use? What tips and tricks did the coach use? Keep a record of these for your coaching toolbox. What are the building blocks for good performance?
2.6 Deliver a C1/K1 technical paddling session (must be in the non-preferred discipline)	Coaching	The coach can deliver a session that addresses the development of specific techniques.	**Questions for the coach/mentor:** Did the session match what was intended? How was the session delivered? Did the athletes improve? Was the feedback appropriate? How was the session reviewed?

Logbook Section 3 Requirements

Paracanoe and Race Day Coaching

This section can be signed off by a British Canoeing Performance Coach, Home Nation National Coach, or British Canoeing (UKCC) Level 3 or 4 Sprint Coach.

When candidates are the lead Coach, the session should not directly represent one previously observed. It must be individualised, structured and meet the needs of each of the athletes.

Session	Objective	Learning Outcome	Key Content
Paracanoe 3.1 Understand the various Paracanoe categories and pathways	Theory	Understand classifications and the Paracanoe pathway.	**Paracanoe Categories:** KL1: Athletes with no or very limited trunk function and no leg function and typically need a special seat with high backrest in the kayak. KL2: Athletes with partial trunk and leg function, able to sit upright in the kayak but might need a special backrest, limited leg movement during paddling. KL3: Athletes with trunk function and partial leg function, able to sit with trunk in forward flexed position in the kayak and able to use at least one leg/prosthesis. Non-Paralympic competitions including Va'a events use the same system of classification (V1 VL1, V1 VL2, V1 VL3). There are 3 eligible impairment types for Paracanoe: • Impaired muscle power • Impaired range of movement • Limb deficiency Athletes with a Cerebral Palsy CP-ISRA 4 classification are eligible for the VL3 class. **Paracanoe Talent Pathway:** Coach to familiarise themselves with the current Paracanoe opportunities available.

Session	Objective	Learning Outcome	Key Content
Paracanoe 3.2 Observe a Paracanoe technical session	Theory Coaching	Understand the particular requirements of a Paracanoe coach.	**Discuss with a Paracanoe Coach:** What were the logistics of getting paddlers on/off the water? What were the particular hazards? What technical adaptations were required for the individual? How were the athlete's individual physical needs supported by the coach? What were the individual workloads appropriately managed?
Paracanoe 3.3 Observe a Paracanoe session and reflect on the specific responsibilities of a Paracanoe Coach	Theory Practise	To understand the complexity of delivering a technical session and to challenge the coaches understanding of the coaching process.	**Discuss with a Paracanoe Coach:** The particular session preparation required The intended outcomes How improvement in performance is measured How feedback was delivered to the athletes The technical performance and key observation markers How the session is bought to a close? The coach's reflections from the session? Time management
Paracanoe 3.4 Observe a Paracanoe technical session in Va'a craft	Theory Coaching	To develop coaches skill set and knowledge.	**Discuss with a Paracanoe Coach:** Why the coach delivered the session and the thought process Why the particular content/style was chosen. Their reflections after the session **Also consider:** What markers did the coach use? What tips and tricks did the coach use? Keep a record of these for your coaching toolbox What are the building blocks for good performance?

Session	Objective	Learning Outcome	Key Content
Paracanoe 3.5 Deliver a technical session with Va'a or K1 participants	Coaching	The coach can deliver a session that addresses the development of specific techniques. The coach understands the importance of meeting athlete's needs.	**Coach and Mentor to reflect and discuss:** Did the session match what was intended? How was the session delivered? Did the athletes improve? Was the feedback appropriate? How was the session reviewed? How did the coach engage with the athletes? What action points were recorded? What SMART Goals were set? How were the individual athletes' needs met? Was the session Athlete Centred/Coach driven; and what coaching behaviours were used? Could the session have been improved? Is there anything you would change?
Race Day 3.6 Complete, and implement, a race day plan for club athletes	Theory Practical	The Coach is able to demonstrate what he has put into place to allow athletes to perform at their best.	**Consider:** • Time table of events • What time do the athletes need to get on to complete warm ups etc. • Delegated responsibilities to other club member/parents etc. • Role of the Coach • Coach recording data at the event • Food and hydration at the event • Where will the coach be at the event? • What support do individual athletes require? • Tactical, Psychological effects

Session	Objective	Learning Outcome	Key Content
Race Day 3.7 Deliver feedback to the athletes between heat/race and demonstrate a method of recording that data	Coaching	The Coach understands his/her responsibilities at the Race.	**Consider:** • What is important to individual athletes • How does the athlete require the feedback • Will tactics/visualisation be different for the next race • How will any data taken at the event be recorded and used later • Creating a positive attitude

Sprint DSM (Part 2) Example Programme

This example programme illustrates how the above syllabus content can be delivered in the 14 hour course. Course Directors are at liberty to alter the training programme but MUST cover all of the syllabus content (as above).

Day 1

	Time	Content	Notes
1	0900-0930	Arrive and complete any relevant paperwork	Complete Course Schedules Collect completed/stamped CR Forms Cover Health and Safety matters Wellbeing whilst on the course Any learning difficulties / medical?
2	0930 Classroom	Course Introductions and what you want from the Course	Director to facilitate Create rapport within the group Understand each other's strengths and areas to develop Establish what individuals want from the course Check individual expectations Create a contract of what individuals expect of the course and what the Coaches expect of the candidates
3	1000-1045 Bank Based	Watch a technical session being delivered	Course Tutors to facilitate what we are seeing around Forward Paddling/Coaching Behaviours and any other areas of the session: • What did you see? • What does Forward Paddling look like? • What might you have done differently?
4	1100-1200	Canoe-Forward paddling	Practical Classroom session Requirements: • Knee Blocks • Paddle shafts
	1200-1230	Lunch	
5	1230-1330	Kayak-Forward Paddling	Theory
6	1330-1445 Bank Based	TTPP Drills and skills to improve start techniques	Introduce TTPP and get the group to breakdown: • How would you coach the Start of the Race? • What elements do we need to coach?
	1445-1500	Break	
7	1500-1630	Organising Sprint Specific Sessions	Bring to life level 1 and 2 Coaching Behaviours in Coaching Sprint See Level 2 Assessment Guidance, and Coaching Behaviours – Profiling Tool

| 8 | 1630-1700 | Review the day | Reflect on the day revisit session 2 |
| | | | Confirm plan for Day 2 |

Day 2

	Time	Content	Notes
9	0900-1030 Practical	Profile Paddlers using Kayak Technique Evaluation Sheet	Small groups watching a session
			Review feedback-what did we see
			Boat-body-blade
	1030-1100	Break	
10	1100-1200	Ergometers and Sliders	Benefits/Advantages of using these machines
			What can they give you extra?
			Safe Practise
			Areas to watch for
	1200-1230	Lunch	
11	1230-1400	Using Technology whilst Coaching: • Stop watches • GPS • Video (use of smart phone, IPad or camera)	Introduce various tools
			Delivering an effective review
12	1400-1600	Train to Train-Train to perform Annual Planning	Different physical training methods/zones
			How and where these all fit
			What could this look like at your club?
13	1600-1700	What Next? Understand the Sprint Part 2 Logbook and how to move forward through the mentoring phase Know where and how to find further information. Understand the current paddler pathways and opportunities	Hand-out Sprint Part 2 Logbooks
			Identify key contacts to help on the coaching pathway
			Revisit the Paddler Pathway documents
14	Closing address	Happy Customers!	Re-visit initial Course Contract, have individual requirements been achieved?
			Question and Answers
			Course Feedback