

## BCU Awarding

### Level 2 Certificate in Coaching Paddlesport

#### Workbook

#### Candidate Details

<b>Candidate Name:</b>	
<b>Home Nation Association Membership Number:</b>	
I confirm that all evidence provided within this workbook is my own.	
<b>Candidate Signature:</b>	<b>Date:</b>

## Contents

---

1.	Long Term Paddler Development .....	4
2.	Skill Development .....	6
3.	Behaviour Management .....	8
4.	Equality.....	9
5.	Inclusion .....	10
6.	Nutrition and Hydration.....	12
7.	Physical Conditioning .....	14
8.	Injury Prevention.....	16
9.	Coaching the Mind .....	17
10.	Code of Conduct.....	19
11.	Duty of Care and Insurance.....	21
12.	Drugs in Sport.....	22
13.	Safeguarding and Protecting Children and Vulnerable Adults .....	23
14.	Summary of Further Information.....	25

## Introduction

---

This Level 2 Workbook is written for candidates working towards their Level 2 Certificate in Coaching Paddlesport. The resource explores a selection of topics relevant to the Level 2 coaching role. You can fill in the Workbook in your own time. The numbered activities (see below) form part of your overall assessment evidence. It is open book and you are expected to research to find the answers. The 'further Information' signposts can be followed if you wish to further your knowledge in any one or more of these areas.

### 0. Example Activity:

The numbered activities in boxes like this form part of your overall assessment evidence. Answer all questions before your final assessment.

On your Level 2 training course tutors will help and support you in the use of the workbook, and provide guidance in completing the various activities.

You need to hand your finished workbook to your final assessor. They will make sure that it meets the minimum standards. Once it has been checked you are advised to keep your work for future reference.

## 1. Long Term Paddler Development

The BCU Long Term Paddler Development pathway identifies the important focus areas for paddlers at different stages of development. The pathway supports paddlers from the first day they get into a boat over a span of many years. It aims to provide a logical progression of programme planning and skill development from the young paddler to the experienced performer. It seeks to make sure that individuals who come into the sport, stay in the sport and achieve performances that reflect potential and aspirations. As coaches we should be applying the principles of LTPD into all our delivery; we will explore some topics in the rest of this section.

### Developmental Effects on Learning

It is important that you understand your paddlers' physical and psychological capabilities. Indeed, it is one of our core responsibilities to make sure that the activities we set and our delivery style meets the needs of our participants.

There are some key differences between the way that children and adults learn. Understanding these general rules can set you up in the right direction with your coaching sessions.

#### 1. Identify whether these characteristics are generally more typical of children or adults:

Characteristic	Children	Adults
Shorter attention span	<input type="checkbox"/>	<input type="checkbox"/>
Longer attention span	<input type="checkbox"/>	<input type="checkbox"/>
Prefer doing to listening	<input type="checkbox"/>	<input type="checkbox"/>
Like to be led	<input type="checkbox"/>	<input type="checkbox"/>
Want to be independent	<input type="checkbox"/>	<input type="checkbox"/>
Like variation	<input type="checkbox"/>	<input type="checkbox"/>
Enjoy repetition	<input type="checkbox"/>	<input type="checkbox"/>
Have more vivid imaginations	<input type="checkbox"/>	<input type="checkbox"/>
Better able to picture instructions	<input type="checkbox"/>	<input type="checkbox"/>
Rely on past experiences to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>
Success needs to be virtually guaranteed	<input type="checkbox"/>	<input type="checkbox"/>
More aware of the consequences of an activity	<input type="checkbox"/>	<input type="checkbox"/>
Limited reasoning and decision making ability	<input type="checkbox"/>	<input type="checkbox"/>
Good reasoning and decision making ability	<input type="checkbox"/>	<input type="checkbox"/>
Influenced more heavily by peers and role models	<input type="checkbox"/>	<input type="checkbox"/>
Independent social interaction is important	<input type="checkbox"/>	<input type="checkbox"/>

## Physical Stages of Development

**Late Childhood (approx. 8 to 10 years of age):** The body is still growing. The heart, lungs, muscles, bones, ligaments are not yet fully developed. Coordination skills are still developing. Complicated movements are often difficult for children to master. Boys and girls physical abilities are similar.

**Puberty (approx. 10 to 18 years of age):** Growth spurts change the proportions of the body affecting balance and coordination. The physical systems are adaptable to training. There are differences between boys and girls physical capabilities. Boys become faster and stronger as they move through puberty, this happens at varying ages (normally between 13 and 18 years of age). Sexual development is occurring.

**Adulthood (approx. 18+ years of age):** Physical maturity is reached. The effect of aging can start to show as young as 40. Hearing, vision, bone strength, short-term memory, energy levels, flexibility and mobility often decline as the body ages. Physical activity can help slow the decline or improve quality of life for the aging paddler.

### 2. Describe how the general characteristics outlined above (and on page 4) impact on what and how you coach:

(Target your answer around the development stage/s of the paddlers you normally coach)  
(Consider coaching behaviours and/or the technical, tactical, physical, psychological elements)

### Further Information

Detailed information on paddler development and how it influences coaching sessions is available in the 'BCU Long Term Paddler Development Pathway Document' available from Home Nation Associations websites to download, or purchase from [www.bcushop.org.uk](http://www.bcushop.org.uk)

## 2. Skill Development

---

Quality skill development is often a high priority within paddlesport coaching sessions. Strong tactical and technical skills allow paddlers to get more out of the sport. With some core skills essential for paddlers to participate even at the most basic level. For example, paddling forwards, turning, stopping, steering etc. As a result coaches are often helping paddlers develop their skills, supporting development through the different stages of learning.

### Stages of Learning



#### Novice/Awareness (Cognitive)

- major errors can be seen
- most skills only just learnt
- jerky and fitful style
- needs demonstration and praise
- needs lots of concentration



#### Practising/Improver (Associative)

- builds patterns and joins up learned skills
- hit and miss style
- some errors still evident
- Needs different environments to develop skill adaption



#### Skilled/Expert/Acquired (Autonomous)

- few small errors can be seen
- builds and refines existing skills
- fluid style
- can transfer most learning to novel situations
- little deliberate concentration needed

Adapted from BCU Coaching Handbook (2006) Page 157.

### Some useful definitions

<b>Skill coordination:</b>	the ability to sequence movements
<b>Motor skill:</b>	a learned sequence of physical movements to master a task
<b>Skill acquisition:</b>	the ability to learn and develop skills
<b>Skill retention:</b>	being able to repeat the skill long-term
<b>Transferable skills:</b>	existing skills that can influence the learning of a new skill

### 3. Describe what the performance of a paddlesport skill would look like in the different stages of learning:

The Skill: \_\_\_\_\_ (e.g. paddling forwards, turning, steering etc.)

<b>Novice (Cognitive)</b>	
<b>Practising/Improver (Associative)</b>	
<b>Skilled/Expert (Autonomous)</b>	

### 4. How would the stage of learning impact on how you would coach the skill described above?

<b>Novice (Cognitive)</b>	
<b>Practising/Improver (Associative)</b>	
<b>Skilled/Expert (Autonomous)</b>	

#### Further Information

BCU Coaching Handbook, (2006). Various chapters.

### 3. Behaviour Management

---

Fair and consistent behaviour management is important so that participants know what is expected of them and feel fairly treated.

These examples may cause distress to paddlers in your sessions:

- being expected to do something they don't want to do (or can't do)
- being pressured to do something they don't want to do (or can't do)
- being bullied (face-to-face or indirectly e.g. cyber bullying)
- being made to feel left out
- being overly criticised
- being made to feel scared
- being discriminated against

It may be a coach, participant, helper, parent etc. whose behaviour is the cause of distress.

#### 5. What would you do a participant in your session was behaving inappropriately?

Describe the situation and the action you would consider taking:

#### Further Information

ScUK Positive Behaviour Management in Sport. 3-Hour Workshop.

ScUK Positive Behaviour Management in Sport, (2009).



## 4. Equality

---

The Equality Act (2010) makes it unlawful to treat people unfairly based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

The BCU Equality Policy highlights coaches responsibility to make sure all sectors of the community have genuinely equal opportunities to participate in canoeing at all levels. The BCU Equality Policy also states that any member found guilty of unlawful discrimination will be liable to disciplinary action. The BCU Equality Policy is available to download from your Home Nation Association Website.

Providers of paddlesport activity (e.g. clubs, centres, schools etc.) should have their own equality/equity policy that the coach should be familiar with.

The BCU Code of Ethics includes guidelines on issues of responsibilities and of competence. This provides coaches a framework to work within, to help maintain standards and inform/protect participants.

### 6. List some typical barriers that may stop people taking part in paddlesport:

### What could you do to minimise one of these barriers:

### Further Information

ScUK Equality in your Coaching. 3-hour Workshop.

Equality in your Coaching, (2010).

## 5. Inclusion

---

Paddlesport provides fantastic opportunities for people to enjoy participation and success. The natural environment can provide an enjoyable challenge for people from all backgrounds. People with a range of impairments can enjoy all that our sport has to offer, with coaches often in a position to provide the support they need.

This section provides general guidance only, helping you consider strategies to be more inclusive. No two people are the same, and your first step is always to understand the individual abilities and never to assume.

In order to provide safe and enjoyable opportunities it is important to establish:

- the individual needs
- how to adapt the environment/equipment/activities to accommodate individual needs
- any support needs (for you and/or the participants)

Paddlers may have a hearing, speech or sight impairment that would affect your communication methods. Learning difficulties/disabilities may affect the way you coach skills and communicate to develop understanding. While paddlers with physical impairments may need modified equipment/skills/activities, or specific access arrangements.

### Case Study - A paddler in your group has a moderate hearing impairment:

#### Characteristics of the impairment:

- they may not be able to filter out background noise
- they may be able to hear noise, but not recognise speech
- they may not want to wear hearing aid on the water due to risk of damage
- they may hear sounds at particular frequencies, e.g. high pitched voices being easier to hear
- their balance may be affected
- their speech may be affected

#### Questions you might ask when you meet them:

- what can you hear?
- is it the same on both sides?
- what can I do to make my communication clear for you?

#### Coaching strategies you may consider:

- partner them up with someone who can relay messages for you
- write things down, draw pictures
- find ways to get their attention (e.g. tapping their boat)
- use visual signals
- use facial expressions, gestures, body language
- get eye contact when you speak
- think carefully about instructions you give before you send paddlers away to do something

**7. Choose one impairment and consider these questions:**

<b>What is the impairment?</b>	
<b>Describe some characteristics of the impairment:</b>	
<b>What questions would you want to ask?</b>	
<b>Coaching strategies to consider:</b>	

You may want to consider a speech or sight impairment, a learning difficulty/disability, or a specific physical disability.

**Further Information**

Canoeing for Disabled People, (1995).

BCU Canoe and Kayak Handbook, (2002). Chapter 10, Inclusive Canoeing and Kayaking.

BCU Foundation Module, Paddle-Ability. This 3-hour classroom-based workshop for coaches and volunteers who work with disabled paddlers. The module aims to develop your perception of people with disabilities; your attitude towards this sector of the population, and; to consider how you may adjust your coaching /approach to be more inclusive.

## 6. Nutrition and Hydration

---

### Nutrition

It is important that coaches understand basic nutrition principles so they can help participants. A diet with the right balance of food groups will help keep the body in good working order, make sure the body has enough energy, help repair tissues, and help maintain an appropriate body weight.

General nutritional advice recommends a balanced diet, including:

- Plenty of fruit and vegetables. They provide essential vitamins and minerals, and natural sugars for energy.
- Plenty of potatoes, bread, rice, pasta and other starchy foods. Choose wholegrain varieties when available and keep the skins on potatoes to add more fibre. Starchy foods are a good source of energy. The fibre helps our digestive system function well.
- Some dairy products. Choose lower fat options to provide protein and calcium. The protein helps our body grow and repair, and the calcium helps keep our bones strong.
- Some meat, fish, eggs, beans. These are good sources of protein, vitamins and minerals.
- A small amount of foods and drinks that are high in fat or sugar. Avoid too many cakes, sweets, biscuits, and sugary soft drinks. Sugar and fats are very high in energy and can lead to excess weight gain. The cholesterol in saturated fats (meat, butter, cheese, cream) is not good for us; however the fats from oily fish, nuts and seeds are much better. Fats are also slow to digest and should be avoided in the run up to exercise.

It is important for everyone that their diet provides the right energy levels for the activity they undertake, and that their diet provides suitable nutrition to promote recovery. It is also important to get calorific intake/expenditure levels right for any weight management goals (e.g. to increase, decrease, or maintain weight).

**Before activity:** (and during long duration activity) eat snacks low in fat and protein and high in carbohydrate. These foods are easy to digest, and provide necessary fuel for exercise. This includes for example; bread, rice, potatoes, pasta, fruit and vegetables.

**After activity:** eat food high in protein to help the body repair, and carbohydrate to help the body refuel. This includes for example; bread, rice, potatoes, pasta, meat, fish, beans and dairy products. Sugary foods (in moderation) can also provide quick energy to refuel.

### 8. Recommend a meal that would be suitable for a paddler you coach, and explain why:

## Hydration

Hydration plays an important role in keeping the body in good working order, and affects our efficiency and effectiveness to perform. When you exercise you lose fluid through sweating and in the air you breathe out.

### 9. What are the signs and symptoms of dehydration:

(Think about things the person may see/feel, and how performance may be affected)

General sports nutritional advice suggests that you need to get the right amount of fluid before, during and after activity to stay hydrated.

Most non-alcoholic drinks help prevent dehydration, although plain water and drinks with low sugar/caffeine content are normally best. Isotonic sports drinks have added salts that help the body take on the fluid quickly. Drinks with high sugar content take longer to absorb and are not as good at keeping the body hydrated. Tea and Coffee are both OK in small amounts, but they normally include caffeine, that should be avoided in excess.

### 10. What can you do/recommend to the paddlers you coach to help them stay hydrated:

## Further Information

BCU Coaching Handbook, (2006). Chapter 2. Physiological Principles.

BCU Foundation Module, Fitness for Paddlesports. This 3-hour classroom-based workshop introduces coaches to the key concepts of fitness training, nutrition and physiology.

## 7. Physical Conditioning

---

Understanding the physical demands of the paddlesport activity that you coach and being able to evaluate your participants' physical capabilities are both important considerations for you. This will help you deliver suitable activities for the individual(s) and help identify if there are any mismatches between current capability and aspirations that you can address.

### Components of Fitness

The different components of physical fitness have varying degrees of importance depending on the type of paddlesport activity.

- Muscular Endurance - the ability of a certain muscle or muscle group to maintain repeated muscular contractions against a given resistance
- Aerobic Capacity - the ability of the body to produce energy for exercise involving the whole body over a relatively long period of time
- Anaerobic Power and Capacity - the ability of the body to do short bursts of high intensity exercise (this includes Speed, Strength, and Power)
- Mobility - the range of motion about the joints of the body

Definitions taken from BCU Coaching Handbook (2006) p52-54.

### 11. Identify one significant fitness component of a paddlesport activity and explain why it is important:

First describe the activity:

Choose from: Muscular Endurance, Aerobic Capacity, Anaerobic Power, Mobility

### Improving and Measuring Performance

You may find that an individual's ability to achieve their goal/s is limited by one or more of the components of fitness. If this is the case you may want to include (or signpost) activities to improve their fitness. In simple terms we do this through overload. You can overload the bodies system by doing more activity (frequency), doing the activity for longer (time), or making the activity physically harder (intensity). On-the-water activity is really important for improving fitness, as this develops paddlesport specific physical capabilities.

**12. Describe a paddlesport activity that could be used to deliberately overload one component of fitness:**

Choose from: Muscular Endurance, Aerobic Capacity, Anaerobic Power, Mobility

In order to see if a paddler is achieving their aims we need to be able to measure performance. The test used to measure a component of fitness should be specific to the paddlesport discipline, recorded and produce meaningful results.

**13. Which component of fitness could these measures be used for?**

The time taken to paddle 5km	
The distance travelled in a 10 stroke all out sprint	
How far forward the paddler can reach down the front deck of their boat (in centimetres)	
The number of paddle strokes taken in each of five 30-second all out sprints (30-second recovery between each sprint)	

Choose from: Muscular Endurance, Aerobic Capacity, Anaerobic Power, Mobility

It is important that the activities you set in your coaching sessions do not accidentally overload physical fitness. This could lead to injury, less enjoyment, frustration, breakdown of skills etc. It is also important to use cool-downs, hydration and nutrition, and active rest to enhance recovery when the body has been physically stressed.

### Further Information

BCU Coaching Handbook, (2006). Chapter 2. Physiological Principles.

BCU Foundation Module, Fitness for Paddlesports. This 3-hour classroom-based workshop introduces coaches to the key concepts of fitness training, nutrition and physiology.

## 8. Injury Prevention

---

Coaches need to take reasonable care to avoid injury, harm or damage to themselves or to others when taking part in paddlesport activities. This is part of your Duty of Care discussed in section 12. The topics covered elsewhere in this Workbook may give you some ideas.

### 14. List 4 different things that could increase the risk of injury to a paddler:

Example	A Possible Consequence
e.g. Using a paddle with a blade that is too large	Increased strain on the muscles could cause injury to the muscles or tendons

### 15. How would you support a paddler who regularly complains of a sore shoulder:

#### Further Information

BCU Canoe and Kayak Handbook, (2002). Chapter 6. Safety and Leadership.

Sports Injury: Prevention and First Aid Management. ScUK (1999). ISBN 1-902523482.



## 9. Coaching the Mind

---

Psychological factors play an important role in paddlesport. Just as with Technical, Tactical and Physiological aspects paddlers can practice and improve these skills, and coaches can support their development.

Capability	Improved by:
<b>Confidence</b>	Setting suitable goals Using self-talk or imagery to build/re-play positive experiences Being in an environment where success is the norm and is celebrated
<b>Concentration</b>	Focusing on the right things at the right time Controlling/changing what you are concentrating on
<b>Motivation</b>	Being in an environment where success is the norm and is celebrated Setting own goals and make own decisions Avoiding boredom by having lots of variety
<b>Arousal Control</b>	Recognising own arousal levels Recognising 'ideal' state of arousal Being able to increase or decrease arousal levels
<b>Cohesion</b>	Spending time together with paddling group Being in a supportive environment with open and honest communication Being in a respectful environment where individuals needs are taken account of

### Improving and Measuring Performance

You may find that an individual's ability to achieve their goal/s is limited by one or more of these psychological components. If this is the case you may want to include (or signpost) activities to help them improve. Just as with other skills (Technical, Tactical or Physical) the process is the same:

- identify the important skills for the activity
- be able to evaluate strengths and weaknesses in these areas
- use (or sign-post) activities to help the paddler improve

**16. Describe a situation when you think these skills maybe useful:**

<p><b>Imagery:</b></p> <p>This is a form of mental practice where images are replayed in the mind.</p>	
<p><b>Attention Control Training:</b></p> <p>Learning to control and change where you focus/look.</p>	
<p><b>Positive Self-Talk:</b></p> <p>Using positive self-talk to build up expectations of success. Stopping negative self-talk.</p>	
<p><b>Relaxation Techniques:</b></p> <p>Developing strategies for relaxing the mind and body. E.g. music, imagery, breathing exercises, or relaxation exercises.</p>	

**Further Information**

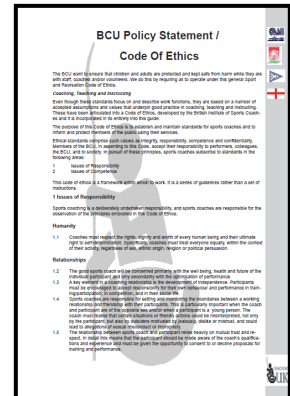
BCU Coaching Handbook, (2006). Chapter 3. Psychological Principles.

BCU Foundation Module, Coaching the Mind. This 3-hour classroom-based workshop introduces coaches to the role of mental skills in paddlesport development and performance and relates the area of mental skills training to coaching and paddler development.

# 10. Code of Conduct

Coaches have a responsibility to maintain suitable standards of personal conduct and project a positive image of paddlesport.

The BCU Coaches Code of Ethics meets national standards for sports coaches across the UK. It sets standards for coaches and provides information to participants about what standards are expected. The BCU Coaches Code of Ethics is available to download from the Home Nation Association Websites.



**17. Summarise the guidance in the BCU Code of Ethics about appropriate 'relationships':**

**18. Summarise the guidance in the BCU Code of Ethics about 'integrity':**

**19. Summarise the guidance in the BCU Code of Ethics about referring participants to others:**

**20. List three consequences of not maintaining suitable standards of personal conduct:**

**21. Describe a situation where you have handled confidential information and describe what action you took to make sure it was treated correctly:**

Confidential information may include; medical information, personal details (e.g. address, date of birth, phone number), or financial details (e.g. credit card number).

## 11. Duty of Care and Insurance

---

A Coach has a duty of care to make sure that all reasonable steps are taken to ensure the safety of others. Duty of Care is a legal commitment, and extends to everyone a coach comes into contact with or has an effect on. This responsibility increases when coaches are in responsible roles, in specialist environments', where someone has greater level of knowledge or ability than those around them, and when responsible for children or vulnerable adults. The BCU Duty of Care policy outlines a general and basic view of our duty of care.

### **Public Liability Insurance (also known as Civil or Third Party Liability Insurance)**

If someone becomes injured or suffers loss or damage, because a coach has failed to meet their duty of care, they can make a claim against the coach. It is important (although voluntary) that coaches have public liability insurance to provide cover against claims of negligence. Public liability insurance for canoeing activities' (including coaching) is currently part of full Home Nation Association membership. You should check the exclusions within these policies to make sure you are covered. If you are working for someone else their insurance may cover your coaching activities, again you should understand what is/isn't covered. If you think you are covered through your Home Nation Association membership, you can find out the name of the insurance provider and details of the cover provided on their website. Insurance companies normally require those covered to report any known incidents or injuries; coaches who have cover through their Home Nation Association need to do this using the BCU Incident Report Form.

### **22. What is the name of your public liability insurance provider and how much cover do you have for canoeing related activities?**

### **Employers Liability Insurance**

Employers are responsible for the health and safety of their employees while they are at work. The Employers' Liability (Compulsory Insurance) Act 1969 requires employers to have insurance cover against any such claims. Employers need to display a copy of their insurance certificate where employees can easily read it. If within your canoeing activities you employ others you may need Employers Liability Insurance. In some cases this is provided through Home Nation Association Insurance; however you must check this covers you if it is being relied upon.

**Important Note:** This information only provides a guide to help you understand what is required, it is not a legal interpretation and has no formal legal status. Your insurance provider can confirm the details of your cover. If you have any doubts, you should seek legal advice.

## 12. Drugs in Sport

---

Cheating by taking banned performance enhancing drugs in sport is taken very seriously. Ethically participants should compete fairly and not put their health at risk in order to gain an unfair advantage. As well as banned substances there are also legal drugs (such as alcohol and caffeine) that coaches should be aware of.

The World Anti-Doping Agency publishes a list of prohibited substances (see web link below). This includes substances that are prohibited at all times, prohibited in competition, and prohibited in particular sports.

It is important that you are aware of the different types of drugs that could be used by paddlers in your care. For example:

- banned substances that are taken deliberately (e.g. anabolic steroids)
- banned substance that are taken accidentally (e.g. over the counter cough/cold medicines)
- legal drugs used to enhance performance (e.g. anti-inflammatory drugs)
- drugs that are illegal in the wider sense (e.g. cannabis)
- other legal drugs (e.g. high caffeine drinks or alcohol)

The consequences of taking drugs in sport are wide ranging. There may be negative physical side effects, disciplinary action, or the stigma of being labelled a cheat.

### 23. Explain what you could do to discourage the use of drugs by paddlers you coach:

#### Further Information

- [www.bcu.org.uk](http://www.bcu.org.uk) (canoeing specific advice)
- [www.ukad.org.uk](http://www.ukad.org.uk) (UK anti-doping in Sport)
- [www.wada-ama.org](http://www.wada-ama.org) (World anti-doping agency)
- [www.teachpe.com](http://www.teachpe.com) (Useful educational information)

## 13. Safeguarding and Protecting Children and Vulnerable Adults

---

The 'BCU Child and Vulnerable Groups Protection Policy' outlines the responsibility we have towards protecting children and vulnerable adults from abuse. All BCU coaches have both a moral and legal obligation to make sure that when given the responsibility they provide the highest possible standard of care. The BCU provide a number of resources to support coaches, available on the Home Nation websites.

**Child Protection Training:** The BCU ask all coaches (except BCU Level 1) to do child protection training. All coaches who work regularly or alone with children (under 18) need to attend ScUK Safeguarding and Protecting Children 3-hour workshop. Coaches for whom this does not apply need to do the BCU Paddlesafe online Child Protection course instead (a link to Paddlesafe is available on your Home Nation Website). If you have done other Child Protection Training this may be acceptable, check with your Home Nation for recognised alternatives. This training is an essential part of your Level 2 qualification. Evidence of completion is required in your Candidate Portfolio: Part 2. Assessment Prerequisites.

**Criminal Record Checks:** There are legal requirements for people who have regular contact with children and adults at risk to meet the disclosure rules of their home country. For further support please refer to the safeguarding/child protection section of your Home Nation Association website, or discuss with the person responsible for child protection within your organisation.

Download these two documents from your Home Nation Association Website and keep a copy with your other coaching materials. These will form a useful reference for the future and will help you answer the questions in this section of the workbook.

- BCU Safeguarding and Protecting Children Guidelines; Coaches and Officials Code of Conduct
- BCU Child and Vulnerable Groups Protection Policy

These documents provide guidance on appropriate behaviour to help protect children and vulnerable adults in your care, and to help protect you against allegations.

### 24. List three possible signs of abuse:

**25. What are the BCU Guidelines on these matters:**

Touching when a coaching technique benefits from physical contact or support:

If it is necessary to do things of a personal nature for a child/vulnerable adult (e.g. helping them get changed):

If you accidentally hurt a child:

If a child tells you that they are being abused:

If you have an allegation of abuse made against you:

**Further Information**

BCU Coaching Handbook, (2006). Chapter 10, Coaching Young People.

Safeguarding and Protecting Children: A Guide for Sportspeople, (2006).



## 14. Summary of Further Information

---

### Useful Downloads

(available from the Home Nation Association Websites):

- BCU Long Term Paddler Development Pathway Document
- BCU Safeguarding and Protecting Children Guidelines; Coaches and Officials Code of Conduct
- BCU Child and Vulnerable Groups Protection Policy
- BCU Equality Policy
- BCU Code of Ethics

### Books

BCU Canoe and Kayak Handbook, (2002). Ed, F. Ferrero. ISBN 0-9531956-5-1.

BCU Coaching Handbook, (2006). Ed, F. Ferrero. ISBN 0-9547061-6-1.

Canoeing for Disabled People, (1995). G. Smedley. ISBN 0-900082-08-9.

Equality in your Coaching, (2010). ScUK. S. Kirkland, A. Sharma & M. Patel. ISBN: 9781905540808.

Positive Behaviour Management in Sport. (2009). ScUK. N. Fuller, S. Jolly, and J. Chapman. ISBN: 9781905540679.

Safeguarding and Protecting Children: A Guide for Sportspeople, (2006). ScUK. N. Slinn. ISBN: 978-1-905540-26-6

Sports Injury: Prevention and First Aid Management. ScUK (1999). ISBN 1-902523482.

### BCU Foundation Modules

The BCU Foundation Modules are available to support coaches' development and knowledge in specialist areas. The modules are open to anyone interested in the topic areas, although they are targeted at coaches. Most of the modules are 3-hours in length, with the exception of Strength and Conditioning at 6-hours. Dates of the Modules can be found on your Home Nation Association Website.

- |   |  |
|---|--|
| • Coaching the Mind                                     | • Mentoring for Paddlesport Coaches            |
| • Coaching Young Paddlers                               | • Outdoor Education and Paddlesport            |
| • Fitness for Paddlesports                              | • Strength and Conditioning                    |
| • Fundamental Paddlesport Skills                        | • Performance Planning for Paddlesport Coaches |
| • Paddle-Ability  | • Swimming Pools and Paddlesport (New in 2014) |
| • Fundamentals of Movement in Paddlesport (New in 2014) |  |

### Sports Coach UK Workshops

Sports Coach UK (ScUK) run 3-hour workshops across the UK for coaches covering a variety of generic coaching topics. Further details can be found at [www.sportscoachuk.org](http://www.sportscoachuk.org).