

## **Discipline Support Module Syllabus – Sprint Racing**

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

### **Prerequisites**

At the point of registration the following prerequisites are required:

- £17.50 Registration Fee for Delivery Centre Comprehensive Members;
- A British Canoeing Awarding Body Coaching Qualification;
- Age 16 years of age, or older.

Note – Coaches new to sprint canoeing techniques are advised to complete the British Canoeing Awarding Body Sprint Discipline Support Module. Experienced sprint coaches/athletes are recommended to undertake the Racing Coach Award.

### **Course length**

6 hours.

### **Overview**

The British Canoeing Awarding Body Sprint Discipline Support Module is designed to assist coaches who want to gain more knowledge about the specialist discipline of sprint. The course introduces and explains the basic techniques and strategies for coaching sprint techniques. 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 syllabi written to focus on coaches who are likely to be supporting the beginners.

### **Delivery**

Practical activities will be in context of the core skills covered in the British Canoeing Awarding Body Sprint Technical Manual. Coaches will work towards understanding these core skills, whilst building sprint 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 foundation skills of sprint, some 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 Sprint Canoeing performance;
- Recognise and understand the key elements of basic sprint techniques, including training zones;
- Recognise and understand the key elements of basic Crew boat techniques and the use of Ergometers;
- Recognise and understand the elements of preparation, delivery and review within a competition environment (linked to British Canoeing Awarding Body Level 1 and/or Level 2 Coaching Syllabi).

During the course, participants will also:

- Have been introduced to the basics of planning and organising a sprint session;
- Have experienced sprint coaching in a small group;
- Have decided what they need to do next as a sprint coach, and where to find help and more information.

## **Further reading**

Canoe Sprint Coaches Manual Level 1, 2 and 3

[www.canoeicf.com](http://www.canoeicf.com)

BCU Coaching Handbook

Franco Ferrero (ed.) 2006. ISBN: 0-9547061-6-1

Chapter 1, Coaching

Chapter 12, Forward Paddling

Chapter 20, Racing

Session	Objective	Learning Outcomes	Key Content
<b>1. Canoe Sprint explained</b> <ul style="list-style-type: none"> <li>• Sprint canoeing and understanding regattas</li> <li>• What are the key demands of Sprinting?</li> <li>• What are the Core Skills of Sprinting?</li> <li>• Introduce Paddler Pathway</li> </ul>	Theory and background knowledge	<b>The coach understands:</b> <ul style="list-style-type: none"> <li>• The essence of Sprint Canoeing</li> <li>• The key demands of Sprinting</li> <li>• Core Skills</li> <li>• Paddler Progression</li> <li>• The principle of TTPP</li> </ul>	<ul style="list-style-type: none"> <li>• What is Sprint Canoeing</li> <li>• Understanding Regatta Race Days</li> <li>• Introduce paddler pathway</li> <li>• Regatta Entry Times</li> <li>• British Canoeing Awarding Body Talent Pathway including benchmarks, etc.</li> </ul>

Session	Objective	Learning Outcomes	Key Content
<b>2. Foundation Sprint Coaching Skills, Equipment and Managing Risk</b> <ul style="list-style-type: none"> <li>What is a Canoe Sprint Coach?</li> <li>Boat v Bank-based coaching</li> </ul> <p>Observation and Analysis:</p> <ul style="list-style-type: none"> <li>Boat, Body, Blade</li> </ul> <p>Sprint Equipment:</p> <ul style="list-style-type: none"> <li>Boat Types/Sizing/Progression</li> <li>Fittings and Points of Contact</li> <li>Paddles</li> </ul> <p>3 Point Risk Management focus:</p> <ul style="list-style-type: none"> <li>Safe</li> <li>Enjoyable</li> <li>Learning</li> </ul>	<p>Theory and coaching practices</p>	<p><b>The coach understands:</b></p> <ul style="list-style-type: none"> <li>What a Sprint coach is</li> <li>The pros and cons of coaching from the water or the bank</li> <li>Use of Markers, Flags, Noise and Rhythm</li> <li>The issues of equipment type, size and Specification on coaching Sprint at an introductory level</li> <li>Site Specific Risk Assessments</li> <li>Dynamic Risk Assessments</li> <li>Creating a learning environment for the skills to be taught</li> <li>What makes a Sprint session enjoyable?</li> <li>Rescue options - managing the site and group</li> </ul>	

Session	Objective	Learning Outcomes	Key Content
<b>3. Warm Up/down</b> <ul style="list-style-type: none"> <li>Basic Physiology of warming up and warming down</li> <li>Demo warm up for Sprint</li> </ul>	Theory, coaching and background knowledge	<b>The coach understands:</b> <ul style="list-style-type: none"> <li>How to direct a warm up appropriate to the activity</li> </ul>	<b>Warm Up:</b> <ul style="list-style-type: none"> <li>Increase body temperature and blood flow</li> <li>Preparing muscles for the appropriate level of use in session</li> <li>Co-ordination - speed/range of movement</li> <li>Technique preparation - stroke kinetics</li> <li>Sharpening Mental Focus on the session</li> </ul> <b>Warm Down:</b> <ul style="list-style-type: none"> <li>Aids dispersion of chemicals in body</li> <li>Lowers body temperature in a controlled way</li> <li>Allows arousal to drop and regain mental calmness</li> <li>Opportunity to recall and reinforce good technique</li> </ul>

Session	Objective	Learning Outcomes	Key Content
<b>4. Forward Paddling</b>	Practical Coaching Theory	<p><b>The coach understands:</b></p> <ul style="list-style-type: none"> <li>• The fundamentals of Posture, Connectivity, Power Transfer and feel</li> <li>• Use of Observation and analysis skills</li> <li>• Technical, Tactical, Physiological and Psychological aspects of the session</li> </ul>	<p>Discuss TTPP and the effects each can have on the session.</p> <p><b>Forward Paddling (Posture, Connectivity, Power Transfer and Feel):</b></p> <ul style="list-style-type: none"> <li>• Blade - top hand controlled</li> <li>• Good rotation in trunk</li> <li>• Placement of Blade on entry (A-Shape)</li> <li>• Pressure kept on blade face</li> <li>• Drive down with top arm</li> <li>• Drive with legs allowing boat to pass the paddle</li> <li>• Exit at hips</li> </ul> <p><b>Observation and Analysis:</b></p> <p>Practical application of:</p> <ul style="list-style-type: none"> <li>• Markers: Allow us to measure performance and create more athlete awareness, use of tape to mark paddle entry, etc.</li> <li>• Noise: paddle/boat</li> <li>• Rhythm: Are the bow waves even? Is the paddle stroke rhythmical?</li> </ul>

Session	Objective	Learning Outcomes	Key Content
<b>5. Race Starts</b> Use of a training video specific to Race Starts	Coach Led theory	<b>The coach understands:</b> <ul style="list-style-type: none"> <li>• Observation and analysis</li> <li>• Understanding the need to look beneath the surface - what is required of the paddler for a good start?</li> </ul>	Understanding all the components that create a good start, including: <ul style="list-style-type: none"> <li>• Posture</li> <li>• Balance</li> <li>• Strong Core</li> <li>• Connection</li> </ul>

<p><b>6. Crew Boat</b></p> <p>Use of a training video specific to crew boats</p>	<p>Student Led-theory</p>	<ul style="list-style-type: none"> <li>• Accurate Observation and analysis</li> <li>• Students facilitate what is good technique whilst paddling a crew boat</li> <li>• Using session plans from Canoeing Level 1 students plan sessions in small groups ready to deliver them in the next session</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of British Canoeing Awarding Body Level 1 Session Plans</li> <li>• Revise IDEAS method of creating a session plan</li> <li>• Students understand the complexity of the task and how each area can be broken down</li> </ul> <p>Crew boat paddling technique, including:</p> <ul style="list-style-type: none"> <li>• Trim</li> <li>• Posture</li> <li>• Connectivity</li> <li>• Power Transfer</li> <li>• Compatibility</li> <li>• Timing</li> <li>• Feel</li> <li>• Produce a session plan and continue to look for links to the next session</li> </ul>
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Session	Objective	Learning Outcomes	Key Content
<b>7. Practical Coaching</b>	Practical	<b>The coach understands:</b> <ul style="list-style-type: none"> <li>• Basic session plan format</li> <li>• Coaching through the IDEAS framework</li> <li>• Break down of basic techniques and methods of achieving this</li> <li>• Using good observation technique</li> <li>• Delivering feedback</li> <li>• Safe practice</li> </ul>	<ul style="list-style-type: none"> <li>• Key principles when formatting a session plan</li> <li>• Safe practice</li> <li>• Delivering the session</li> <li>• Coach reflection - stop, start, continue</li> </ul>
<b>8. Session Review</b>	Theory	<b>The coach understands:</b> <ul style="list-style-type: none"> <li>• How to reflect on a session and the importance</li> <li>• Tips and tricks to aid further sessions</li> </ul>	Introduce simple facilitation techniques: <ul style="list-style-type: none"> <li>• Spiders webs</li> <li>• Working with numbers - athlete using numbers to mark performance</li> </ul>

Session	Objective	Learning Outcomes	Key Content
<b>9. Ergometers, Training Zones, Stroke Rates</b>	Theory and Practical	<b>The Coach Understands:</b> <ul style="list-style-type: none"> <li>• How to use the Ergometers safely</li> <li>• Good practice and example sessions</li> <li>• Training zones</li> <li>• Stroke rates</li> </ul>	<ul style="list-style-type: none"> <li>• Where you can gain access to Ergometers</li> <li>• Risk assessments for using Ergometers</li> <li>• How and when Ergometers are used throughout the season</li> <li>• Ergometer programmes and example training sessions</li> <li>• Linking training sessions to heart rates and understand the basic principles of training zones - demonstrate physically</li> <li>• Stroke rates and how that can be transferred back to Race Day</li> </ul>
Session	Objective	Learning Outcomes	Key Content
<b>10. Further action</b> <ul style="list-style-type: none"> <li>• Introduce the Logbook</li> <li>• Coaching pathway and future courses/ opportunities</li> </ul>	Background knowledge  Coaching practices	<b>The Coach Understands:</b> <ul style="list-style-type: none"> <li>• How to complete the Logbook</li> <li>• Future pathways and contacts</li> </ul>	How to complete the Logbook and what to do once it is completed

## British Canoeing Awarding Body Sprint Discipline Support Module

### Example Programme

This example programme illustrates how the above session content can be delivered in the 6-hour course. Course Directors can alter the training programme but **MUST** cover all of the syllabus content (as above).

Time	Content	Notes
<b>0900-0930</b>	Arrive and complete any relevant paperwork	Complete Course Schedules
<b>0930</b> Classroom	Course Introductions and what you want from the Course	Director to Facilitate
<b>0940</b> Classroom	What is Canoe Sprint - Core Skills, Race Rules and Paddler Pathway	PowerPoint Presentation
<b>1015</b> Classroom moving Outdoors	Foundation Sprint Skills  1. Analyse video footage- focusing on observation skills Boat, Body, Blade.  2. Equipment  3. Planning a Sprint session - Risk Assessment	Use Club Athletes or Coaches on the Course during the practical sessions
<b>1100</b> Practical	Warm Ups - what should be included and the importance	Land and Boat

<b>1115</b> Practical	Coach led Forward paddling technique session bringing the earlier classroom session to life	Coaches to use IDEAS when delivering if possible
<b>1215-1245</b>	Lunch	
<b>1245</b> Classroom- Coach Led	Review morning sessions Chunk down Race Starts - video What does it entail? Re-focus on observation skills	Get the group to chunk down the technique - go as far as they can
<b>1315</b> Classroom- Student Led	Talk through planning a session Split into 2 groups- Chunk down Crew Boat Technique in the groups and plan a session to deliver	As above but student led
<b>1400</b> Practical	Using information from 2 sessions earlier deliver planned sessions around Starts, Crew Boats - coach facilitated	Using the IDEAS method of delivery (link back to British Canoeing Awarding Body Level 1 Course)
<b>1445</b>	Review Practical Session Revise simple Coach/Athlete Facilitation Tools	Introduce Spiders Web type tools Markers
<b>1500</b> Classroom	Introduce Ergometers- Training Zones, Strokes Rates	Safe Use Sessions used

		HRM Graphs for Training Zones Using Stroke Rates
<b>1540</b> Classroom	Question and Answer Session Introduce the logbook Recommended Future pathways and Courses	
<b>1630</b>	Course Close	