

Discipline Support Module Syllabus – Stand Up Paddleboard

This document provides details of the British Canoeing Awarding Body Stand Up Paddleboard (SUP) Discipline Support Module for course organisers and candidates.

Prerequisites

The module is aimed at anyone who is interested in developing their SUP knowledge. There are no registration requirements before attending the course.

Candidates need to be aged 14 or over.

Course Length

6 hours.

Overview

The SUP Discipline Support Module is designed to assist participants' understanding of the specialist discipline of SUP. The course introduces and explains the fundamental techniques and strategies for SUP paddlesport. The course is a mix of theory and practical activity.

Module Aims

- Provide a background to the various disciplines within SUP;
- Introduce different types of equipment including the issues of equipment design, size and modification to suit all individual requirements;
- Introduce and develop the knowledge of SUP specific techniques and tactics;
- Explore some SUP safety and rescue specifics.

Delivery

The module includes both practical and theory sessions as detailed below. Theory sessions should be embedded with practical examples where appropriate.

Learning Outcomes

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

- Understand the worldwide development of the sport and the role of the various bodies on the field, including British Canoeing Awarding Body, Academy of Surfing Instructors (ASI), British Stand Up Paddleboard Association (BSUPA), Sport England and Adventure Activities Licencing Service (AALS);
- Understand equipment design, size and modification to suit individual requirements;
- Provide a background to the various disciplines within SUP paddling and the specific techniques that apply to each;
- Understand the different types of Board available, their characteristics and the different techniques used on them;
- Understanding of handling an SUP efficiently.

Lesson Plan

The session timings are a guide of how the session content can be delivered in the 6-hour courses. Course Directors are at liberty to alter the training programme but **MUST** cover all of the syllabus content.

Session	Objective	Learning outcome
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1. SUP Background (30 mins.) Provide an insight into SUPs in the UK with a brief overview of the range of disciplines, the competition structure and recreational aspects: <ul style="list-style-type: none"> • BC, BSUPA, ASI and WSA; • AALS and Outdoor Centres; • Touring, WW, Racing and Surf. 	Theory and Background Knowledge	The participant understands: <ul style="list-style-type: none"> • The qualifications available, their benefits and limitations; • When the SUP may be licensable with the AALS structure; • The various disciplines within SUP.
2. Introduction to Equipment and SUP Environments (30 mins.) Provide an introduction to equipment design; including the issues of type, size and modification to suit individual requirements and an understanding of common design features: <ul style="list-style-type: none"> • Board Design and Specification • Paddles Design and Specification • Softwear Design and Specification • Leashes • Helmets • Shoes/Boots • PFDs • Risk Assessment of SUP Venues 	Theory and Background Knowledge	The participant understands: <ul style="list-style-type: none"> • Basic design concepts of different SUPs and the relevance to different environments • How different paddle types, sizes and shapes affect performance • Wetsuits and Drysuits • Advantages and attachment points • Advantages and disadvantages for different venues and activities • When and when not to use PFDs • How to analyse suitable SUP venues utilising a risk/benefit approach

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<p>3. Foundation skills on a SUP (120 mins.)</p> <p>The primary aim of this session is to take the foundation skills and apply them to the SUP whilst discussing and relating to the transferability to other paddlesport disciplines:</p> <ul style="list-style-type: none"> • Lifting, carrying, launching and landing • Prone paddling • Kneeling and standing • Trim, edge and balance • Efficient forward paddling – bi-lateral • Turning – Step back pivot and sweeps 	<p>Practical Skills</p>	<p>The participant understands:</p> <ul style="list-style-type: none"> • Safe methods lifting and carrying, how to launch and land in different venues • How to paddle a Board efficiently in the prone position • The progression from kneeling to standing - when kneeling is advantageous • The benefits of experimenting with trim, edge and balance • The different foot positions, kneeling and high kneeling. Paddle placement – relating to different blade types • Importance of bi-lateral • How to move the Board sideways – taking into account edge and fins • The application of different steering strategies • Application of SUP specific turns

Session	Objective	Learning outcome
4. Running an introduction to SUP (90 mins.) Provide the participant with skills and knowledge to organise and safely run an SUP session in the sheltered water environment: <ul style="list-style-type: none"> • Getting on the water • Key elements of efficient and effective SUP paddling • Games applicable to skill development on an SUP 	Theory and Coaching Practices	The participant understands: <ul style="list-style-type: none"> • How to safely get an SUP group on the water and give relevant safety briefings • How to introduce core skills and use different delivery strategies • What games can be played on an SUP and how do they contribute to skill development
5. Rescues specific to SUP (60 mins.) Provide participants with the skills and knowledge of how to rescue an SUP paddler in difficulty: <ul style="list-style-type: none"> • Assisting tired paddlers • Recovering a paddler back onto their Board • Removal of an unresponsive paddler from the water • Swimmer recovery 	Practical Skills	The participant understands: <ul style="list-style-type: none"> • Use of leashes and lines for towing • Use of the Board roll method • Board roll followed by prone recovery • Recovering a swimmer from the water and back to shore
6. Further Action (30 mins.) <ul style="list-style-type: none"> • Reading and resources • Action planning • Feedback 	Background knowledge	The participant is able to define an action plan for their own development