



BCU Paddlepower Awards

Coaches Handbook



CONTENTS

- 04 Introduction
Acknowledgements
-

Section 1: The Paddlepower Scheme

- 06 Introduction
Alignment with Star Awards and Age Limits

 - 07 Summary of the five Paddlepower awards

 - 08 Paddlepower Pathway
Progression beyond Paddlepower

 - 09 BCU Long Term Paddler Development Pathway

 - 10 Understanding Paddlepower Levels, Topics and Tasks

 - 11 Understanding the Progress Cards

 - 12 The Link between Topics and Progress Cards
-

Section 2: Administration

- 14 Who can deliver Paddlepower?
Certification
Resources
-

Section 3: Good Practice

- 16 Role of the Paddlepower Coach
Coaches Responsibilities
Vocabulary

 - 17 Appropriate Venues /Conditions
Equipment Required

 - 18 Having Fun whilst Learning
-

Section 4: Delivery Notes

- 20 General Notes

 - 21 Paddlepower Start

 - 22 Paddlepower Passport

 - 25 Paddlepower Discover

 - 29 Paddlepower Explore

 - 32 Paddlepower Excel

 - 38 References
Contact Details
-

Appendices

- 40 **Appendix 1:** Paddlepower Start and Passport Progression Tables

 - 45 **Appendix 2:** Paddlepower Discover Progression Tables

 - 50 **Appendix 3:** Paddlepower Explore Progression Tables

 - 52 **Appendix 4:** Paddlepower Excel Progression Tables

 - 55 **Appendix 5:** Session Plan – Paddlepower Start

 - 57 **Appendix 6:** The Canoeists Code

 - 58 Paddlepower Terms and Glossary
-



INTRODUCTION

2007 saw the introduction of a new and updated BCU Paddlepower Scheme, revamped as a result of over 10 years' experience of Paddlepower delivery, feedback from coaches and paddlers, and the development of best practice.

This Paddlepower Coaches' Handbook is designed for any coach wishing to run the BCU Paddlepower Scheme and is essential to make the most of the Scheme.

The first part of the Handbook contains an introduction to the Scheme, the second part provides guidance on the administration of the Awards, the third on good practice, and the fourth section provides delivery notes for each Award. The Handbook is designed as a practical tool for coaches to use as a reference point before and after sessions, so it should be kept handy! It should be used to support and guide the structure of Paddlepower coaching sessions so coaches can enjoy delivering Paddlepower, and have fun!

Further resources are available to support delivery, for example, laminated Activity Cards, Stickers, Progress Cards and Certificates. These are all available to purchase from the Home Nation Associations.

Whilst this Handbook gives background information to assist in the delivery of Paddlepower, its success depends on the use made of it by coaches and the feedback received. Please send any comments and suggestions for future editions of this Handbook, as a continuous review, to paddlepower@bcu.org.uk.

Acknowledgements

Many people have been involved in the development of the Paddlepower Awards. Many thanks to the clubs, centres, coaches and the young people who have participated to date. Particular thanks go to; Stuart Briggs, Howard Blackman, Nigel Timmins, Sue Hornby, Lara Tipper, and the team of Canoe England Paddlesport Development Officers.



SECTION 1

THE PADDLEPOWER SCHEME



THE PADDLEPOWER SCHEME

Paddlepower's colourful and youth-centred approach encourages more young people to come into and stay in Paddlesport by providing a range of opportunities across the sport. The Scheme's flexible structure means that delivery can be at any venue or in any situation. It provides logical progressions through Topics and activities and develops supporting knowledge. It encourages paddlers to try different types of Paddlesport; to develop a broad base of experience and to help them find the area of Paddlesport they most enjoy.

The scheme consists of five Awards



How do Paddlepower Awards align with other BCU Awards?

The BCU also have a performance award scheme for adults – the Star Awards. The contents of the Paddlepower and Star Awards schemes have been compared and the BCU recognise the following equivalence:

Paddlepower Start	Paddlepower Passport	Paddlepower Discover
is considered equivalent to		
BCU Paddlesport Start	BCU One Star	BCU Two Star

Whilst the syllabi of Star Awards and Paddlepower Awards look different, the outcomes will be very similar and produce paddlers at the appropriate national standard.

What about age limits?

Whilst there are no minimum or maximum age limits on either Paddlepower or the Star Awards, the design of Paddlepower is young people friendly, and it would normally be best practice to use these awards with the young paddler.

! Paddlepower best suits most paddlers aged 14 or under BCU Star Awards best suit most paddlers aged 16 or over

Both Paddlepower and the first Star Awards have the flexibility in delivery to accommodate paddlers between 14 and 16. The coach will need to make a judgement based on the individual performer and match session content to their individual needs.

Summary of the five Paddlepower Awards

Paddlepower Start

Level 1

Designed to provide a framework for a paddler's first session this Award provides encouragement and signposting to future sessions. Coaches will normally award the 'Start' certificate at the end of the first session. This session might be a 'taster' or the first of a series of sessions, and any type of Paddlesport craft may be used.



Paddlepower Passport

Levels 2 to 5

Paddlepower Passport comprises four progressive Levels that guide the new paddler from the initial 'Start' session through various Topics. These encourage each paddler to achieve recognisable standards in a range of skills and areas of knowledge. Adults would achieve similar standards via the 'One Star' criteria. A coaching programme of approximately 8 hours is appropriate for most paddlers.



Paddlepower Discover

Levels 6 to 9

Paddlepower Discover comprises four progressive Levels that encourage the young paddler to focus on particular techniques, skills, and areas of knowledge across the sport. These will significantly develop competencies and raise their standards of achievement in Paddlesport. Adults would achieve similar standards via the Two Star criteria. A coaching programme of approximately 15 – 20 hours is appropriate for most paddlers.



Paddlepower Explore

Supporting levels 7 to 9

Paddlepower Explore takes paddlers on an extensive journey across three Levels. This Award focuses on supporting the skills acquired in Paddlepower Discover and applying them in a variety of Paddlesport activities. This is very much a participation award exploring the huge variety of opportunities found in Paddlesport, including trying different boat designs and participating in a variety of events. It is an excellent opportunity for coaches and providers, especially clubs, to network to the benefit of all participants.



Paddlepower Excel

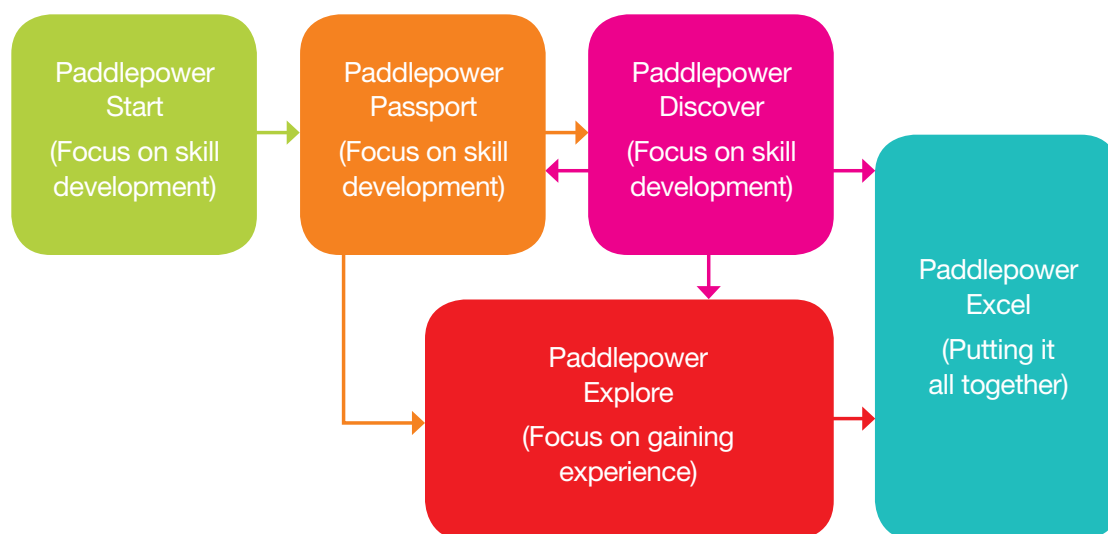
Levels 10 to 12

Paddlepower Excel is the Award that recognises and celebrates the competent, experienced, and dedicated paddler. There are three Levels. Progression through these Levels requires the young paddler to demonstrate a broad knowledge of Paddlesport and a commitment to participation to set appropriate personal goals, and to achieve high standards of performance. Young paddlers will progress to a high level in a selection of Topics first introduced in the Passport Award and demonstrate appropriate strategies to complete Tasks in a range of boats and environments similar to those visited in Explore. Young paddlers will be required to:

- Take responsibility for self and others
- Consider participation in journeys, coaching sessions, training, events and competitions in a variety of environments
- Develop an appropriate knowledge of the sport, such as access, rules, Paddlesport environment, nutrition and goal setting



Paddlepower Pathway

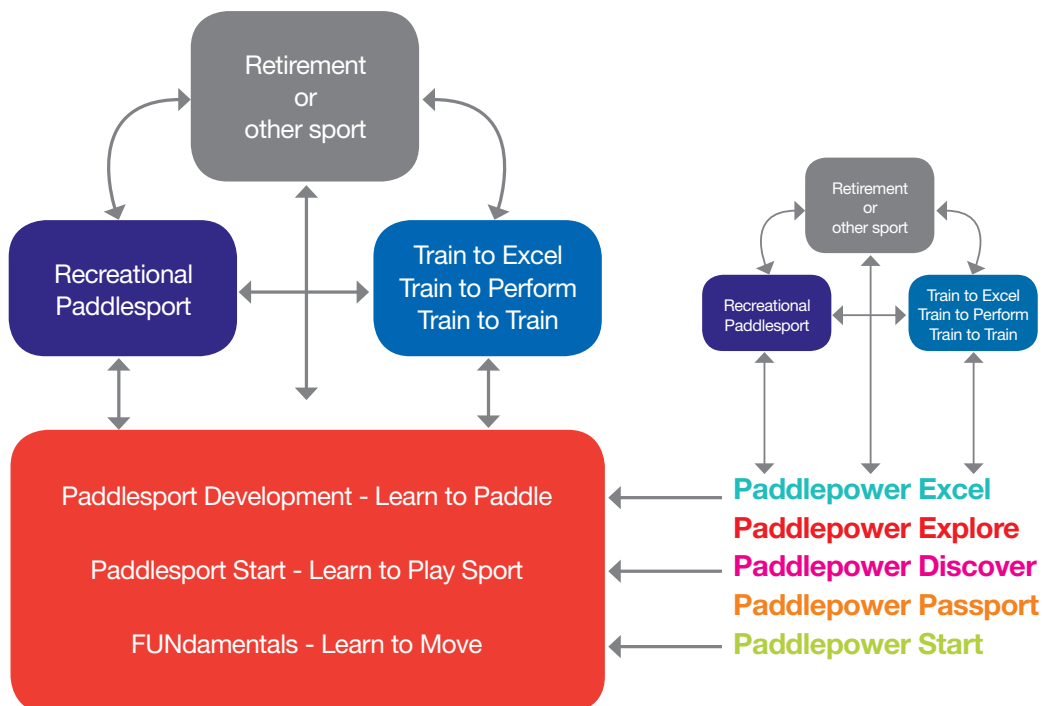


This diagram illustrates how Paddlepower Start, Passport, and Discover focus on skill development, whilst Explore is about broadening the paddler's experience. Paddlers will be able to work through Explore at the same time as completing Passport and Discover. Excel is the final Award where paddlers combine their skill development and Paddlesport experiences to engage in specific areas of the sport.

Progression beyond Paddlepower

The Paddlepower structure supports the long-term development of paddlers by developing high-quality skills through a wide range of varied experiences. It is designed to keep the physical, emotional, and mental needs of the young person to the fore. As a result, when paddlers have completed the five Paddlepower Awards they should be well prepared to make further progress in the sport, and to decide which pathway they wish to follow. The young paddlers should be helped to make informed choices. For some this will happen naturally, others may need some support. Some young people may show an interest in competitive events whilst others may be motivated by non-competitive events. Some may want to push themselves, whilst others may enjoy the participation element, or a mixture of the two. Coaches can help young people make informed decisions based on their talents, interests, and personal preferences.

BCU Long Term Paddler Development Pathway



The BCU Long Term Paddler Development Pathway provides further information about what paddlers should be focusing on within certain developmental stages. The BCU Long Term Paddler Development Pathway Document and Home Nations websites, see page 38, provide more information on this. Paddlepower Start supports paddlers in the FUNdamental and Paddlesport Start stages. Paddlepower Passport, Discover, and Explore support paddlers through the Paddlesport Start stage. Paddlepower Excel supports paddlers in the Paddlesport Development stage.



Understanding Paddlepower Levels

There are twelve Levels in the Paddlepower Awards. Each Level provides progressive steps through a range of Topics. (A 'Topic' is a skill or theme: For example 'forward paddling' or 'responsibility for self'). This enables a young person to work through each Level in small achievable steps and allows the coach to reward success at each Level.

Paddlepower Start	(Level 1)
Paddlepower Passport	(Levels 2 - 5)
Paddlepower Discover	(Levels 6 - 9)
Paddlepower Explore	(Supporting levels 7 - 9)
Paddlepower Excel	(Levels 10 - 12)

Understanding Paddlepower Topics and Tasks

In each Level of Paddlepower **Start**, **Passport**, and **Discover** there are 24 Topics, these are grouped into four Areas:

Safety Awareness

For example; dealing with a capsize, use of buoyancy aids, warm ups and warm downs, looking after yourself and others, and hygiene.

Paddling Skills

For example; getting in and out, balance, forwards / backwards paddling, stopping, steering, edging, leaning, and recovering.

Varied Experiences

For example; completing a journey, attending sessions, and making links with clubs.

Supporting Knowledge

For example; environmental awareness, hydration and nutrition, training, and practice.

The Tasks in Paddlepower **Explore** and **Excel** fall into the following four additional Areas:

- **Try Different Boats**
- **Have a Go at Events**
- **Goal Setting**
- **Attend Events / Trips / Tours**

Understanding the Progress Cards

Each Paddlepower Award (except Paddlepower Start), is achieved through the completion of a 'Progress Card'. Each card provides information about Tasks that need to be completed, and provides the paddler with space to record achievements. The card is used as evidence to gain the Certificate once all Tasks are completed.

Paddlepower Passport and Discover have identified key Topics in four Groups – Do, Develop, Challenge, and Know. Paddlepower Explore identifies Topics in four additional Areas covering Try Different Boats, Have a Go at Events, Goal Setting and Attend Events. Paddlepower Excel combines all of these Groups and Areas – Do, Develop, Challenge, and Know, Try Different Boats, Have a Go at Events, Goal Setting and Attend Events. Colour coding throughout the Awards, and across the Levels, helps the paddler and coach identify Topics and Tasks.

Paddlers need not complete a Level, before they mark progress on subsequent Levels. However, **to achieve an Award paddlers must complete all Levels.** It is up to the coach to choose how to progress through the Levels. The coach may decide to tackle a complete Level in one session. Alternatively, the coach may pick two or more Topics and take the paddlers through several Levels. Ideally, coach and paddler(s) agree an appropriate strategy.

- Appendix 1 details the full list of Topics for Paddlepower **Start** and **Passport**
- Appendix 2 details the full list of Topics for Paddlepower **Discover**
- Appendix 3 details the full list of Topics for Paddlepower **Explore**
- Appendix 4 details the full list of Topics for Paddlepower **Excel**

The Progress Cards cover only a selection of all the Topics, and are designed to record the paddlers progress. The progressions identified in the Topics (see tables in Appendix 1-4) will help coaches plan sessions, and help identify small steps to make learning more effective for the young paddler. The coach's role is to help paddlers make progress in **ALL** the Topics, not just those selected for the Progress Cards. The coach needs to have an overview of the progressions and their development, across all the Levels.



To achieve an Award paddlers must complete ALL Levels.



The Link between the Topics and Progress Cards

The extract from the Progression Tables below, shows that paddlers need to achieve the tasks highlighted in red and yellow as they are listed on the Progress Card. However, at Level 1, Level 2, and Level 4 the tasks are listed on the Progress Card. The coach must use the Progression Tables to guide session planning and delivery, and help identify key progressions. It is essential that the coach has an overview of all the Topics and not only those on the Progress Card. The coach must use the Progression Tables to guide session planning and delivery, and help identify key progressions. It is essential that the coach has an overview of all the Topics and not only those on the Progress Card. Just as important are those not on the Progress Card. They provide the coach with all the information required without overwhelming the paddler with a very detailed Progress Card.

Extract from Paddlepower Progression Table (See Appendix One)

Topics	Award				
	Paddlepower Start	Paddlepower Passport			
	Level one	Level two	Level three	Level four	Level five
Boat safety	Know what to do if you or another paddler capsizes	Know the safety drill and explain what to do if you or another paddler capsizes	Know what to do, and explain why, if you or another paddler capsizes	Explain the capsize procedure, (including a spraycover if in use)	In any suitable environment capsize without wearing a spraycover
			Know and explain the safety drill		Capsize your boat

Extract from the Paddlepower Passport Progress Card

PADLEPOWER PASSPORT LEVEL 3

Do These:

- Warm up thoroughly, and gently warm down.....
- Get into a boat without any help.....
- Show good balance in a boat whilst doing a simple task.....
- Paddle properly and close to a named point without hitting it.....
- Stop your boat from moving backwards.....
- Use your paddle to turn a boat.....
- Slowly 'wobble' a moving boat (Single-hull).....
- Get out of a boat without any help.....
- Paddle the boat a total distance of 500 metres.....
- Complete at least 3 paddling sessions.....

Develop These:

- Paddle backwards on a straight course for about 5 metres.....
- Paddle in time with the crew (Multi-hull).....

These are Your Challenges:

- Fit your own buoyancy aid.....
- Explain the advantages of warm up.....

Know This:

- Know and explain the Safety Drill.....

Progress Card action

SECTION 2

ADMINISTRATION



ADMINISTRATION

Who Can Deliver Paddlepower?

Paddlepower Start	BCU or BCU (UKCC) Level 1 Coaches, or higher
Paddlepower Passport	BCU (UKCC) Level 1 Coaches, once assessed [†] BCU or BCU (UKCC) Level 2 Coaches, or higher
Paddlepower Discover	BCU or BCU (UKCC) Level 2 Coaches, or higher
Paddlepower Explore	BCU or BCU (UKCC) Level 2 Coaches, or higher (with support from discipline specific coaches*)
Paddlepower Excel	BCU or BCU (UKCC) Level 2 Coaches, or higher (with support from discipline specific coaches*)

[†]BCU (UKCC) Level 1 Coaches can train up, and be assessed, to allow them to deliver and assess Paddlepower Passport. Coaches who wish to follow this route need to request a 'Paddlepower Passport Provider Logbook' from their Home Nation Association, and work through the tasks involved.

*In order to achieve all of the tasks set, a paddler may need the additional support of specialist coaches.

What do coaches need to deliver the awards?

Coaches need to purchase the Paddlepower Start Certificate that they can then issue to paddlers, or the Paddlepower Passport, Discover, Explore, and Excel Progress Cards. These, and other resources, are available to purchase from the Home Nation Associations – see page 38.

Certification

When Paddlers have completed all the Tasks and Levels within a Progress Card, and a Coach has signed off the page titled 'ABOUT YOU', the Card is sent to the Paddler's Home Nation office (See page 38 for contact details). The coach needs to be certain that personal details are complete and legible, that all Tasks have been completed and appropriately signed off, in order to ensure the Paddler receives their Certificate! The Paddlepower Award Certificate and the Progress Card is normally sent to the paddler. Coaches may wish to arrange, in agreement with the paddler, for Certificates and Progress Cards to be sent to the coach who can then arrange an appropriate presentation. Certification is in the all-inclusive original purchase price.

Resources

The following resources are available from the Home Nation Associations, please see page 38 for details.

Coaches Handbook

Any eligible coach can run Paddlepower, but all coaches should obtain a copy of this Coaches' Handbook to assist with delivery. The Handbook can be downloaded from the Home Nation Association websites or purchased as a hard copy.

Paddlepower Starter Pack

A pack consisting of the Coaches' Handbook, a complete set of Paddlepower Progress Cards, a Start Certificate, and an A4 Paddlepower Poster is available to purchase from the Home Nation Associations.

Paddlepower Stickers

Coaches can use these at their discretion. For example, place Stickers on Progress Cards or put on a wall chart.

Paddlepower Certificates

Certificates are available for each of the five Awards. For Paddlepower Start, the coach can issue the Certificate. For the other four Awards send the Progress Card to the Home Nation Office for a Certificate to be sent out and the Progress Card returned.

Paddlepower Activity Cards

The Paddlepower Activity Cards provide some games and activities that coaches can use to help young people learn and develop Paddlesport skills in relation to the Paddlepower Awards.

SECTION 3

GOOD PRACTICE



GOOD PRACTICE

Role of the Paddlepower Coach

Young people need help, guidance, good opportunities, and time commitment from well-motivated quality coaches! Without them, the young paddler will not be able to progress or develop within our sport. Coaches are the key to the success of this Scheme and to the successful development of young paddlers. They should be mindful of the impact they have on young people they are fortunate enough to coach!

Coaches Responsibilities

It is quite a responsibility working with young people. Coaches are expected to fulfil a variety of roles; acting as a teacher, planner, motivator, entertainer, disciplinarian, manager, friend, scientist and student to varying and different degrees. Coaches must always keep their focus on the needs of the participant, planning to match the coaching activities to the paddlers' personal needs; i.e. their aspirations, motivations and capabilities. Participants' enjoyment and well-being should always be the prime concern. Further details regarding coaches' responsibilities are available from the Home Nation Association Websites, including the BCU Coaches Code of Conduct, Child Protection Policies and guidelines. Coaches particularly need to remember to ensure the appropriate consent forms are completed if a young person's parent or legal guardian is not present, and that they are meeting the club's or centre's requirements for health and safety and child protection.

Vocabulary

All sports have their own vocabulary. Some of this is shared with other sports and Paddlepower uses generic and sport specific vocabulary as part of the learning and developmental process. Coaches are encouraged to use this vocabulary and explain its meaning to paddlers, as necessary, so that it becomes the norm.



Appropriate Venues/Conditions

Coaches can use any venue that is suitable for introducing beginners and appropriate to their remit. Some features will make some sites preferable to others, but most venues can be put to good use with a little imagination!

Coaches need to determine when and where wet skills are introduced by common sense and good practice; waiting for access to more suitable water, such as a swimming pool, or for better conditions at the usual outdoor venue is more appropriate.

Equipment Required

It is very important that young people have appropriately sized and well-fitting equipment. This applies to boats, paddles, buoyancy aids, and personal clothing.

Boat: Boats do not respond to the paddler's actions if the boat is too big and not adjusted correctly. A boat that is too big (or too small) WILL affect the young person's enjoyment and, in turn, whether they choose to come back for another go! It could make the difference between them choosing canoeing or something else. The selection of a straight-running boat, or by adapting a boat to assist straight running, will help paddlers learn good forward paddling techniques early on in their skill development.

Paddles: Small hands will have to work harder just to hold on if the paddle shaft is too big for them. If the blade is too big more strength will be required to move the boat through the water. Too long a paddle shaft is unmanageable, and too heavy will cause early onset of fatigue. It is challenging enough for beginners to learn basic boat control without adding any extra hindrances by using incorrectly sized equipment!

Buoyancy Aid: It is very important to make sure the buoyancy aid fits properly. If it is too bulky, it will become a hindrance, restricting the paddler's movement. This is a hazard and another obstacle to success and fun!

Clothing: Functional and appropriate clothing will help ensure paddlers gain maximum enjoyment from sessions! It is important to achieve the balance between maintaining an appropriate body temperature and having enough freedom of movement.



Having Fun whilst Learning!

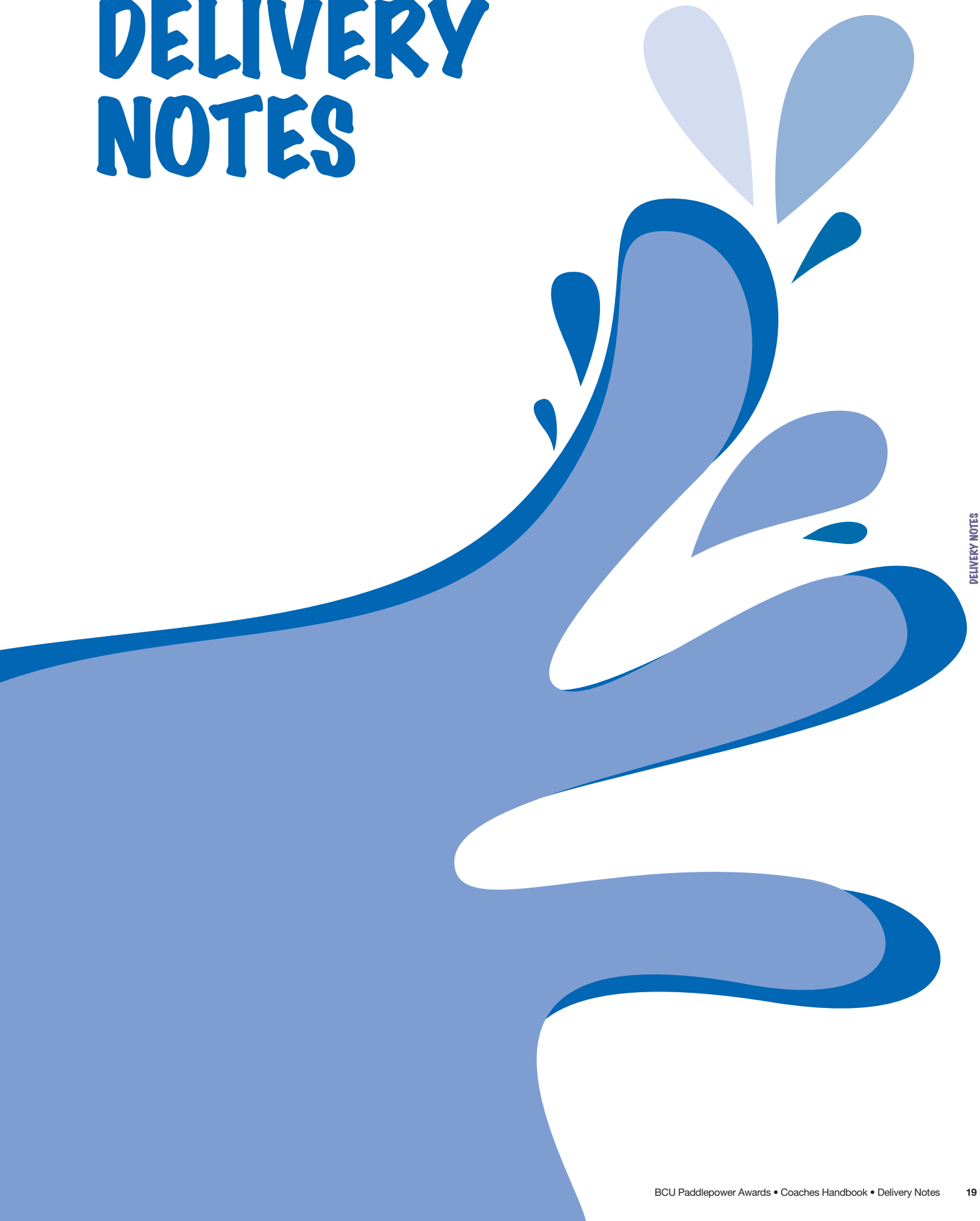
We all learn better if we are enjoying ourselves, so using games to develop learning is a great way to improve. A couple of resources that can help with this are 'Canoe and Kayak Games' by Dave Ruse and Loel Collins and the 'BCU Paddlepower Activity Cards'. The sample session plan (see Appendix 5) uses a number of suitable games from the book. Below are some ideas of how the Paddlesport Activity Cards can support some of the Topics.

Embarking	Card No 5	Portage Relay
Balancing	Card No 2	Tag
Forwards	Card No 3	Crocodiles
Backwards	Card No 9	Tunnel Trouble
Stopping	Card No 2 Card No 7 Card No 8	Tag Paddling by Numbers Imitation
Turning	Card No 10 Card No 12	Clock face Steers
Moving and Turning	Card No 2 Card No 7 Card No 8 Card No 11 Card No 13	Tag Paddling by Numbers Imitation Pals Follow my Leader
Sideways	Card No 11	Pals
Edging	Card No 1	Tipsy
Journeying Exercise, Fitness and Practice	Card No 6 Card No 4	Races to Places The Chase



SECTION 4

DELIVERY NOTES



DELIVERY NOTES

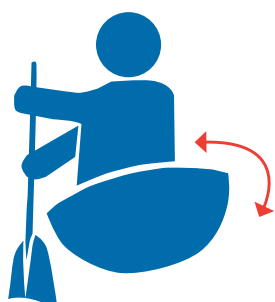
General Notes

A 'single-hull' refers to any canoe or kayak with just the one hull. It may be designed to be paddled solo or by a crew. 'Multi-hull' refers to any canoe with two hulls; these are normally paddled by a crew.

The Topics are inclusive of all types of canoe and kayak, single-hull and multi-hull, solo and crew. There are some instances where a variation, according to boat or paddle type, is sensible. This will not always be obvious on the Progress Card e.g. the Task may suggest that a spraydeck should be worn – but if this is not appropriate for the boat used, coaches can make the necessary variation.

In all the boat Tasks, Edging refers to the boat being tilted and Lean refers to movement of the body.

Edge



Lean



Edge and lean



PADDLEPOWER START

Aim

To provide a framework for a young paddler's first session. This Award provides encouragement and signposting to future sessions.



Venue and Equipment

Coaches can use any Paddlesport boat to complete Paddlepower Start (and Paddlepower Passport). This can be solo or crew, kayak or canoe, short or long boat, single or multi-hull; anything from a Bell Boat or sea kayak to a freestyle or racing boat. Paddlepower can be delivered in any appropriate Paddlesport environment: canal, river, lake, estuary, sea, pool etc, subject to the usual considerations by a suitably qualified coach. Just about every Paddlesport environment should be useable as a Paddlepower venue with just a little imagination!

The important thing is that participants use boats, paddles, and buoyancy aids of an appropriate size, with personal clothing suitable for the session and weather conditions. First impressions are so important; they form the initial perceptions of the sport and can make the difference between a paddler choosing to continue or not!

Remember that young people are more sensitive to the cold... plan first experiences in appropriate weather conditions!

Time to Complete

Coaches will normally award the 'Start' certificate at the end of their first session. This session might be a 'taster' or the first of a series of sessions.

Notes for Coaches

The Paddlepower Start Award guides young people starting in Paddlesport along the right pathway. Participants are introduced to Topics that promote Safety Awareness, Paddling Skills, Varied Experiences and Supporting Knowledge. Participants should be encouraged to have a go and rewarded for positive behaviour. This is an entry and encouragement level. The focus is on fun activities, not assessment!

Designing the Programme

Introduce the detail of each Topic (See Appendix 1) as appropriate to the session. For example, the capsize brief (Know what to do if you or another capsizes) will be different for sessions run on a canal, or on a lake, different for canoes and kayaks, different for open cockpit kayaks or slalom boats. Include in the session what is most appropriate; please do not add irrelevant detail just because it is in the syllabus!

The Paddlepower Start Certificate details only a selection of the Topics needed to develop the required skills. Appendix 1 provides more details of the Topics with progressions for the coach to use.

Comments on Specific Topics

Journeying – 'Paddle the boat 50 metres'. If this is in a swimming pool then laps of the pool are fine, or distance can be accumulated during an active session. It does not need to be a formal set-distance paddle.

PADDLEPOWER PASSPORT

Aim

To guide the new paddler from the initial 'Start' session through various Topics, providing an introduction to, and a sound foundation in Paddlesport. To meet the needs of the paddlers so they achieve recognisable standards in a range of skills and areas of knowledge.



Venue and Equipment

A suitably sheltered water venue, or swimming pool, is appropriate. Paddlers can use any type of Paddlesport craft: kayak or canoe, flat-hull or v-hull, single or crew, anything from a Bell Boat or Sea Kayak to a Racing or Freestyle Boat. Most important is that participants use boats, paddles, and buoyancy aids of an appropriate size, with personal clothing suitable for the water and/or weather conditions.

Any type of Paddlesport craft may be used and coaches are encouraged to give paddlers the opportunity to paddle different types of boats and use different types of paddles. This will give them extra opportunities to base future decisions on experience. It is recognised that providing such opportunities gives paddlers a sound foundation upon which to build; coaches should do their best to provide these opportunities as early as possible in their paddler's development.

Time to Complete

Most paddlers should be able to complete Paddlepower Passport over a 6 – 8 hour coaching programme. This may be an intensive weekend course, or several evening sessions. If working with schools it will fit into a typical half-term timescale. The best learning takes place with time to practise and consolidate; it is important to credit learning and performance within each Level so that every paddler can progress at their own pace. A paddler not completing all Levels, because more time is required, must have those achievements acknowledged and recorded on the Progress Card.

Notes for Coaches

The Paddlepower Passport Award guides young people into a high-quality introduction in Paddlesport. A well-planned programme will allow paddlers to develop skills and knowledge that will lay the foundation for a future in Paddlesport. Multi-hull craft can be used throughout this Award. The coach must ensure participants achieve and understand the full range of Tasks. Where Tasks on the Progress Card have (multi-hull) or (single-hull) alongside this indicates the appropriate craft for that Task.

Participants should be encouraged to have a go and be rewarded for positive behaviour. This is still an encouragement level, the focus being on fun activities, **not about assessment**; it is about making small, motivating progressive steps.

Designing The Programme

Paddlepower Passport Award takes the paddler through Levels 2 – 5.

The coach can choose how to progress through these Levels. In an effort to boost confidence and self-esteem, the coach may decide it would be best to concentrate on achieving a Level, and perhaps making and awarding a group Certificate for this Level. By comparison, a coach may decide that progress through one or more Topics is more relevant and so includes parts of the higher Levels quite early in the programme.

The Progress Card is designed to be used by the paddler to record their progress; whilst Appendix 1 provides details of the Topics with progressions for the Coach to use. It is the responsibility of the Paddlepower Coach to ensure that all 24 Topics (identified within Appendix 1) are included in their session planning. When a Topic does not appear on a Progress Card until one of the higher Levels the paddlers will need the benefit of the earlier introduction to that Topic so that progress is via 'bite-size' chunks!

Comments on Specific Topics



Boat Safety – A selection of a suitable capsize environment is important; ensure both pollution levels and temperature are acceptable. A spraycover is necessary only if it is part of the normal kit. As the paddler develops through the Levels, confidence with the notion of capsizing should increase, and the paddler is able to explain the techniques of what to do in the event of a capsize. However, this confidence can take some paddlers much longer to develop than others, and failing to complete this one task alone should not hinder the achievement of this Award, especially if an accidental capsize has already taken place. If faced with someone in this situation the coach needs to discuss the matter with the paddler to reach agreement to help them move forward in this area with appropriate goal setting.

Water Confidence – Encourage the paddlers to swim in typical canoeing clothes whilst wearing a buoyancy aid and to try different swimming strokes. Coaches should endeavour to provide early experiences to develop water confidence in a safe and controlled environment. A paddler may complete this at a school swimming session, for example. If completed indoors the wearing of suitable alternative clothing to that normally worn for canoeing may be necessary, for example, pyjamas or tracksuit.

Personal Safety – Encourage paddlers to fit and check their own and others buoyancy aids. Explain the use of other items, which might include throw lines, helmets and whatever is normally available in that particular environment or site. Paddlers should be able to explain the procedure adopted at Level One. Paddlers should understand why there are procedures, not merely, that they must follow them.

Warm Up and Warm Down – Plan warm up and warm down into each session. This is good practice; usually coach led until paddlers understand and appreciate their value. Encourage paddlers to plan warm ups and lead the rest of the group; simple games or more sport-specific activities. Warm up should include a whole body activity to raise heart rate and body temperature and an activity that encourages use of those joints and muscles used in the planned session. Provide a low intensity activity as a warm down. Make warm up, warm down the norm, and habitual.

Embarking – Boat checks might include buoyancy, security of fittings and personal fit of the boat. Encourage a range of techniques, the use of different places, surfaces, and heights from which to embark and the progression from 'needing help' to 'independence'.

Balancing – Establish and consolidate an effective position and good posture in the boat, why this is important and how it affects their body movements and the boat. Through good posture, paddlers will confidently show simple movements, such as rotating and looking behind, and retain balance and control. A simple Task might be touching deck markings with the paddle, or catching and throwing a ball.

Forwards – Ensure a good fit and posture in the boat, and showing a cyclical, rhythmic paddling action. Paddlers will be able to show a relevant grip, accurate boat positioning, different boat speeds and adjustment of paddling pace.

Backwards – Paddlers will be able to show a relevant grip, good body rotation, good vision, control over a 15m course, and accurate boat positioning. Control, not speed, is the essence at this stage.

Stopping – Maintain balance, and directional control, whilst stopping in either direction. Be able to check progress against the water's edge or other suitable marker. Control and the ability to avoid simple collisions are the objectives.

Turning – Select a range of simple shapes as short 'courses' using easy markers such as trees, posts, rocks etc. Sweep strokes broken down into bow and stern sweeps with use of rudder as appropriate.



Moving and turning – Increase the size, and change the shapes of ‘courses’, thus the distances to be paddled increase, so that steering is an element and there is opportunity to use different techniques including rudders where appropriate.

Sideways – Encourage a range of techniques – invite paddlers to discover how many different ways they can use their paddle to move the boat sideways. Paddlers to develop directional control through an understanding of appropriate paddle action nearer to bow or stern.

Edging – Make a strong link here to ‘fit in the boat’, posture, balancing, leaning, forward paddling, moving and turning. Control in maintaining an edge will be evident by good quality active posture in order to paddle on the low or high side.

Lean, Roll, Recover – Link this with edging – the similarities and differences. Show how a capsize is to be avoided by use of the paddle – include low, high, sculling recoveries. Discover the point of balance.

Disembarking – Encourage a range of techniques, the use of different places, surfaces, and heights from which to embark and disembark and the progression from ‘needing help’ to ‘independence’.

Responsibility to Others – Teamwork should be encouraged at all times. Use pairs for lifting boats off and onto storage racks and carrying them to and from the water. Use large groups of four, six, or more, to carry open canoes, large kayaks or crew boats. Encourage paddlers to help each other, such as putting equipment away properly and helping each other when in difficulty such as lifting a boat from the water or assisting a swimmer from the water.

Responsibility to Self – Encourage good personal preparation and organisation, off and on the water, including bringing kit appropriate to the conditions, good use of the time available, checking equipment before use, such as a properly adjusted foot bar.

Journeying – These do not have to be exact distances. Use convenient markers such as a bridge, lock, large tree, confluence or junction, waterside building etc. Laps of a circuit are fine, but provide variety where possible.

Sessions – Encourage a commitment to regular attendance.

Know Paddlesport – Provide information such as website addresses, or a print out of key information or a ‘who’s who’. Provide appropriate designations, telephone numbers and/or email addresses. Encourage paddlers to find out what opportunities are available to them at a club.

Paddlesport Environment – Encourage care for the environment on and off the water. Help identify positive aspects of the environment that canoeists can help preserve. E.g. wildlife area. Have copies of the leaflet, ‘You, your canoe and the environment’.

Care for Canoeists – Encourage paddlers to look after themselves including good practice in personal hygiene e.g. showering; warm ups and warm downs in every session, and manual handling of boats and equipment.

Food and Drink – Encourage the use of appropriate food and drinks. Include adequate re-hydration and good choices of food to bring for consumption after exercise.

Training and Practice – Encourage an awareness of the physical changes that take place during exercise. Provide opportunity for simple measurements such as heart rate by counting the pulse at the wrist (radial) or neck (carotid). Engage in discussion about resting heart rate (70) and resting breathing rate (15).

PADDLEPOWER DISCOVER

Aim

To provide development in the foundation skills, knowledge and understanding of Paddlesport. To meet the needs of the paddlers via a flexible and imaginative approach by the coach across all Topics.



Venue and Equipment

Coaches should seek and consider new venues to provide variety and appropriate challenges according to availability and the paddler's age. Equipment should be appropriate to the physique and skill development of the young person and properly reflect their progress. Young people should be gaining in confidence whilst paddling single blade and double blade, solo and crew, long and short boats.

Exchanges of equipment and exchange visits to and from other county or regional clubs and events are a means of meeting these important objectives.

Note regarding 2 Star, Canoe and Kayak: (Paddlepower Discover is considered equal to the BCU 2 Star Award). A paddler who has achieved BCU 2 Star has had personal skills assessed in both Canoe and Kayak, Paddlepower coaches should do their best to provide paddlers with opportunities in both. Coaches should also be aware that BCU UKCC Level 1 Boat Based Coaches are required to hold either 2 Star or Paddlepower Discover as a prerequisite, and are required to show 'good demonstration standard' of the 2 star skills in both Canoe and Kayak during their coaching assessment.

Time to Complete

This will vary with each paddler. The average paddler will probably require about 15 to 20 hours of quality, paddler-focussed and coach-steered, water-based time.

Notes for Coaches

The Paddlepower Discover Award guides paddlers through the next series of Tasks and challenges to meet the dual objectives of familiarity and competence in a range of craft. The coach will need to be very adept at recognising strengths and weaknesses, knowledge and understanding, whilst at the same time remaining paddler focussed and providing the most relevant guidance.

The Discover Award provides a framework in which paddlers can develop the skills and understanding they acquired earlier in Passport but will need additional support from the coach to meet the demands of this Award. Paddlers will need to be steered by the coach to transfer techniques and skills from a wide range of boats to more solo efforts and performances. This needs to be included in the planning of single sessions, multiple sessions, and 'courses'.



The Progress Card is designed to be used by the paddler to record their progress; whilst Appendix 2 provides complete details of the Topics, with progressions, for the coach to use. It is the responsibility of the Paddlepower Coach to ensure that all Topics (identified within Appendix 2) are included in their session planning. When a Topic does not appear on a Progress Card until one of the higher Levels the paddlers will need the benefit of the earlier introduction to that Topic so that progress is via 'bite-size' chunks!



Similar to Passport the focus should be on enjoyable activities, not about assessment, but about continuing to make small, motivating progressive steps that lead to a confidence in performance and an understanding of Paddlesport.

Designing the Programme

Paddlepower Discover Award takes the paddler through Levels 6 - 9. The coach can choose how to progress through these Levels. The programme design will need to reflect the following key objectives:

- To meet the needs of participants working to higher and more demanding standards
- To meet the needs of participants working on individual techniques, and skills, in single-hull boats
- To meet the needs of participants working in a range of different Paddlesport craft, and venues

Coaches should examine the Paddlepower Explore Award (Appendix 3) to determine how this can complement their Discover programme. Explore supports paddlers through Levels 7 – 9.

Comments on Specific Topics

Boat Safety – The selection of a suitable capsized environment remains important. A spraycover is necessary only if it is part of the normal kit. Coaches should advise paddlers on methods of moving with the boat and paddle, including swimming strokes on front or back, or indeed responding to a throw line! How to empty the boat, with help, is an essential part of this process. At Level 9 assisting a friend should be demonstrated from within the paddler's normal boat. It will probably be the first stages in learning a rescue technique most appropriate to the particular craft.

Water Confidence – Coaches should endeavour to arrange access to a suitable outdoor or indoor environment for tasks involving capsized and/or immersion. Climbing back in is great fun in a pool session or other clean water environment! This topic links well with others such as balance, lean, roll, recover, and edging. Coaching progressions that link these together should be used. As paddlers learn new skills encourage a change in mindset from capsized and swim, towards developing the techniques to recover from loss of balance. When covering recovery from loss of balance decide on how much the boat should be off balance based on boat design and the normal posture of a paddler.

Personal Safety – Create an awareness of personal safety and the issues that might affect that safety. These might include site-specific hazards, other water users, water-borne hazards or changes in water and weather conditions. These are ideal topics, on or off the water, for comment and discussion as situations arise and hazards dealt with.



Warm up and Warm down – This will often remain coach led until paddlers are in the ‘warm up and warm down’ habit. Encourage paddlers to contribute to warm up and warm down activities and to develop an understanding of the basic structure to a warm up: cardiovascular/whole body activity, mobility/joint activity, and sport-specific warm up. An appropriate low intensity warm down is a good way to wind down the session.

Embarking – There are good links here with ‘Responsibility to Self’, ‘Balance’, and good practice in manual handling. Use portage games for fun and skill development, these can be individual or team-based activities.

Balancing – Ergo and ‘fitball’ activities are great tools to help develop balance. They offer a new challenge, variety and fun! They are also a useful back-up if a water-based session is cancelled due to poor weather and/or water conditions. Reinforce the importance of good posture whilst balancing and performing tasks, and make the link to paddling!

Forwards – Forward paddling is a generic technique based on a technical model. Boat design and water conditions will determine modifications to that model. All paddlers will benefit from developing good forward paddling. Paddlers should demonstrate key points of technique, maintenance of good posture and form, distinct elements of ‘catch’, ‘power’ and ‘recovery’, all at a range of speeds. Have a range of ‘Coaching Tips’ at your disposal!

Backwards – All paddlers will benefit from developing control and accuracy whilst backward paddling through appropriate use of paddle and/or rudder. Good posture, body rotation, and line of sight are all essential elements. Encourage paddlers to be aware of ‘trim’ when backward paddling. Be aware of skegs and rudders! Generally raise skegs, and coach how to use rudders!

Stopping – There are strong links here with posture, balance, and trim! Keeping directional control by balancing stroke effort and steering elements is the key to success! Control and accuracy remain the main objectives. Many activities and tasks can be set to provide varied practice. This might include simple stopping practices at safe markers, such as buoys, to stopping whilst paddling ‘downstream’, and then moving into a reverse ferry glide!

Moving and turning – Encourage the full range of turning strokes and strategies; include edging and use of rudders. Provide a variety of practice opportunities requiring steering, gradual turns, tight turns, slow turns, and fast turns! Use natural courses, such as bends, winding holes, junctions, and artificial courses by using markers, bridge pillars, buoys, boats, islands, poles; anything safe and useful!

Sideways – Encourage the full range of sideways strokes to give good sideways and directional control, including ‘on the move’. There are good links with posture, balance and rotation.

Edging – Include strong links with forward paddling and moving and turning. Develop an understanding of inside and outside edge turns and how this relates to the boat shape.

Lean, Roll, Recover – Encourage a wide range of techniques including low, high, and sculling recoveries appropriate to the boat/s used. Ensure good fit and good posture to maintain a sound boat / body unit.





Disembarking – Encourage a variety of approach routes and angles to disembarkation points through sound technique and skill selection according to the boat and circumstances.

Responsibility to others – Paddlers need to learn how to assist each other when in difficulty, typically following a capsize. They should recognise when they can offer assistance and when they can take a lead in a boat to boat rescue. Practise appropriate rescue techniques according to the normal paddling environment and the equipment used. Good practice in manual handling remains an integral part of this Topic.

Responsibility to Self – Paddlers should be confident in checking the safety and suitability of equipment used, and its security on various storage systems including racks and trailers. Paddlers should be familiar with alternative means of securing boats by straps or rope. Knowledge of one or two suitable knots, such as a 'round turn and two half hitches' is very desirable.

Journeying – These do not have to be exact distances. Use convenient recognisable points as near to the prescribed distances as practical.

Sessions – Build evidence of commitment and consistency. By Level 7, for example, paddlers should be negotiating and agreeing with their coach the regularity and frequency of their paddling sessions.

Know Paddlesport – It is good practice to develop knowledge at opportune moments or as situations arise and as circumstances change. Discussions and 'Question & Answer' sessions can help paddlers to become more aware of hazards, levels of risk, and how controls can reduce risk.

Paddlesport Environment – Promote further understanding of the paddlesport environment with particular reference to actions taken by paddlers and clubs to help protect the environment e.g. this might be the provision and use of landing stages.

Care for Canoeists – Promote looking after oneself with routine tasks, such as washing. Show how hazards and risk are managed by good observation, clear communication, appropriate clothing and knowing what to do when mishaps, such as capsize, happen. Determine visual as well as audio communication to reinforce messages in, for example, windy conditions. Coach basic means of assisting each other, such as simple tows and 'nudging'.

Food and drink – Reinforce the need to eat well and re-hydrate at frequent intervals, particularly within 20 minutes after exercise.

Training and Practice – Develop an exercise vocabulary as applicable to paddlesport and to the individual. The terms, Stamina, Suppleness, Strength, and Speed are commonly used in education and sport in general. It is important that paddlers understand that Overload is a key principle in improving activity levels.



PADDLEPOWER EXPLORE

Aim

To encourage young people to venture into paddling different boats, canoe and kayak, short and long, narrow and wide. To give a basic insight into boat shape and into how the paddlesport environment influences boat design. To encourage young people to set themselves SMARTER goals in Paddlesport thus taking more responsibility for their own learning and development.



Venue and Equipment

Coaches should ensure that they offer a broad range of experiences by encouraging young people to paddle a range of boats, in as many new venues (new to the paddler) as practical. Different boat shapes and designs will show the great diversity in Paddlesport. Networking with other clubs, centres, and coaches, means this can be a cooperative and mutually beneficial development for all participants.

Boats and equipment must be a suitable size and reflect appropriate progression and development.

Time to Complete

There is no 'one-fits-all' timescale. It is very much a judgement by coaches, as to the readiness of the paddlers, and the opportunities identified for them.

It is up to the coach to make sound judgements about when a young person is ready to experience the different boats, when to try different disciplines and which events are appropriate. Indicators will be their attitude, learning, and progress. For some paddlers, beginning Explore whilst still progressing in Passport may be appropriate; for many an introduction to Explore at Level 7 in Discover will be more relevant. Indeed, the coach may wish to identify access to alternative venues, equipment, and facilities before starting to work through Paddlepower Explore. The goal setting exercise can be used as a tool to give young people ownership and responsibility for these decisions.

Notes for Coaches

Paddlepower Explore consists of three Levels; 7 – 9. Each Level includes four Areas:

1. Try Different Boats
2. Have a Go at Events
3. Attend a Local Event
4. Goal Setting

There is an introduction to Goal Setting. This is for the paddler to complete, probably in discussion with their coach, and includes the setting of appropriate long, medium, and short terms goals.

One of the key aims of Paddlepower Explore is for the coach to create opportunities for paddlers to experience a wide range of different boats, in different environments, and to participate in a variety of paddlesport events. This provides breadth to paddlers' experiences, adding hugely to the paddlers' knowledge and understanding, and also helps prepare paddlers for the diverse and exciting world of Paddlesport!

Coaches might consider the use of an Open Canoe, for example, in the 'Crew' and 'Touring' groups of 'Try Different Boats', but it would be a disservice to paddlers to use the one boat to complete two tasks.

Providing opportunity to participate in events should introduce young paddlers to the potential of Paddlesport competition. It is important that these are entry-level events and easily accessible. The concepts in Long Term Paddler Development should guide the coach in several key areas, including frequency of competition; therefore, coaches should make themselves familiar with its contents.



The Progress Card is designed to be used by the paddler to record their progress; Appendix 3 provides guidance for coaches on suitable boats, events and goals setting.

Designing the Programme

Coaches need:

- To identify opportunities to use, borrow or otherwise access a range of boats
- To identify and access several different environments in which young people can paddle
- To identify a range of low-level Paddlesport events that encourage paddlers to challenge their techniques and skills in a range of situations, including with such measurements as time, distance, score, position, or ranking
- To actively engage young people in planning and taking responsibility for their own learning through the use of goal setting

Comments on Specific Topics

Try Different Boats – Coaches should encourage comprehensive exploration of as many of the boat types and designs within the 'Try Different Boats' section as possible. Coaches should look for every suitable opportunity for paddlers to gain experience from more than 2 of the 6 boat groups, and more than one boat from any group, including exposure to, and active encouragement in, canoe and kayak activity. The types of boats that can be used are listed in the table in Appendix 3.

Coaches do not need to oversee all this personally. Opportunities taken elsewhere such as while on holiday are all great experiences! This is a good example of where clubs networking and sharing can really help their own paddlers to progress and develop without the restrictions imposed by the contents of one club boat store.

Crew Boat – Adults may offer 'Assistance' when using crew boats. This could be as a helm, or crew-member. Importantly, in crew boats, paddlers should perform the Tasks in the different seat positions; that is bow, middle, stern, left, and right, according to the boat in use, and perform the appropriate Tasks for each seat.

Flat Water – Refers to open cockpit boats including sit on tops and inflatables, in the first two Levels, progressing to the longer and narrower open cockpit boat typical in, but not exclusive to, marathon and sprint racing.

White Water – Refers to closed cockpit boats, shorter but often wider, in the first two Levels leading in level 9 to those typically used for wild water racing or slalom racing (including the lowest divisions!) The group includes canoes.

Touring – Refers to open cockpit kayaks or open canoes typically used for recreational paddling on inland and possibly tidal waters, such as simple sheltered water estuaries. These will tend to be longer and wider than white water boats, with less 'rocker' and a hull that changes from flat bottomed in the middle section to a more 'v-shaped' section at bow and stern. In the third Level of this award, Level 9, this type of boat will probably be better known as a 'stable touring K1', possibly with a rudder, or a skeg.



Short Boat – Refers to those that are short by comparison with previous groups, and often have a wide range of shapes and mouldings on deck, sides and hull. In Levels 7 and 8 these may be open cockpit kayaks that are multi-use, but differ, primarily, by their short overall length, which will certainly be less than 3 metres. By Level 9 boats will probably be quite easily associated with such ‘disciplines’ as surf, canoe polo, freestyle and river running.

Ergo – This is a brilliant tool to help young people develop their paddling technique. Coaches should fully explore the potential of using an ergo in their coaching. The ergo offers a superb way of refining technique, improving fitness, promoting an understanding of the technical, and physiological base of Paddlesport. Young people can identify with this through simple physiological measures such as breathing rate and heart rate. In this environment, it is easy to relate these factors to intensity of exercise.

For the ‘Journeying’ element, the challenge to paddle a set distance in particular types of boat is intended to be as simple as possible; return trip, one way, laps etc. Identify a suitable route for the particular site, so there is consistency in use. Use a convenient fixed marker. Make your own convenient marker if necessary. If the distance is slightly under or over that is OK!

Have a Go at Events – There are several types of events in which paddlers can either pitch themselves against others or against standard measures. An example of the former would be a polo game. A standard measure can be either a nationally agreed one or a local or club measure, such as a sprint time over 500m or 200m. There will usually be a measurement of some kind, be it distance, time, position or score. There are eight types of event to choose from, which should give many opportunities for young paddlers and their clubs to identify, or organise, events appropriate to their environment and equipment. They can be very low-level events, very easy to organise and very easy to participate in. For example, a coach could organise a simple club race, using a convenient fixed marker, such as a bridge, for a return, one way race, or laps. The BCU resource Cross Stream Challenge, could also be used as the framework for a mini competition, resources are available to purchase from the BCU website.

Coaches should provide opportunities in more than the minimum of two event types if this is practical.

Attend Local Events – This encourages further networking between paddlers, coaches, clubs and centres to the mutual benefit of all by sharing experiences, facilities, equipment etc.

Goal setting – Coaches should assist young paddlers to identify what they want to achieve in a term, which is typically about 12 weeks, or any other 3-month period (long-term goals). The coach must then help the young person break that period down into steps, or phases, that are more manageable, the first being over half a term or approximately 6 weeks (medium-term goals) and this then into achievable short-term goals over a week; and one week can of course be one or more sessions! Clearly, if a paddler is to attend once per week compared with a paddler attending twice per week their aspirations and goals are likely to be very different!

Coaches should be familiar with the acronym ‘**SMARTER**’ outlining the principles for goal setting:

Specific – a clear statement of task and outcome

Measurable – a value, such as time, distance, pulse count, etc

Agreed – negotiated between performer and coach

Realistic or Relevant – achievable and valid, technically and physiologically

Time-based – distinct start and finish period, long, medium, short terms

Exciting or Evaluated – interests the performer, motivated to achieve

Recordable or Re-do! – Objective, written (Paddlepower progress card or training diary of measured outcomes)

(See BCU Coaching Handbook)

PADDLEPOWER EXCEL

Aim

To encourage young people to make the transition from exploration of kayaks and canoes into a greater understanding of their performance characteristics, coupled with a desire to produce excellent personal performance in craft and environments of their choosing. To develop further their skills in, and knowledge of, Paddlesport, through the setting of personal goals in selected craft and events, with due regard to the diversity and opportunities available in the sport as a whole.



Venue and Equipment

The Award increases the expectation of visits to events at new venues, which continue to challenge young people. Additional exploration and understanding of boats, paddles, and other equipment, with a view to achieving excellence, will be an integral part of any Paddlepower Excel programme. Coaches should identify venues, environments, and equipment that actively challenge and encourage paddlers to progress, achieve, and excel.

Time to Complete

Excel is a coaches framework to promote progress from Level 9 in Discover and Explore. Further progress is required in key Topics from Discover and in 'Try Different Boats' and 'Have a Go at Events' from Explore. At these next Levels coaches can reasonably anticipate to be working with committed paddlers who are beginning to make their own decisions about aspects of Paddlesport to be pursued. Coaches can guide and advise paddlers and this will be individualised and personalised according to their aspirations and goals, so timescales for achievement will also be varied and individual.

Notes for Coaches

Excel is a progression from the Tasks of Explore and develops some Topics from Discover. To achieve Level 12 young paddlers will be involved in events that are attractive to paddlers from many regions or even nationally. In order for paddlers to excel coaches will need to continue the promotion of key Areas and Topics of the Discover Award, as well as the development of paddlers' understanding of performance in different boats, at different types of events in different environments. Coaches will need to arrange access to more specialist boats and may need support from coaches with more specialist knowledge. For young people to achieve their paddling potential coaches must provide a broad range of experiences in many different environments and offer appropriate and demanding challenges in order to consolidate current learning and create new learning opportunities. This is an integral and vital role of the Paddlepower Excel Coach.

Coaches need to make carefully considered judgements about a paddler's readiness to engage in Excel. Coaches must consider and address the concepts and principles within Long Term Paddler Development. For example, chronological age is not necessarily the most appropriate guide to gauge when to move from generic skill development, to specialisation. Excel encourages some specialisation but this must not be to the detriment of other aspects of Paddlesport. Coaches must consider paddlers expectations and aspirations with due reference to the LTPD model, and the windows of opportunity.

Excel encompasses many aspects of Paddlesport. It is as appropriate to the young paddler with aspirations of recreational journeying as it is to the aspirant competition paddler. The Tasks and Topics facing the 'Excel paddler' are relevant to the young person interested in Coaching, Leading, Volunteering or progressing in the Awards of other organisations.

Designing the Programme

The Paddlepower Excel Award encourages paddlers to engage in several Topics as extended activity from the Passport and Discover Awards. The Topics move on from a focus on technique acquisition or development to their application in numerous aspects of Paddlesport. This enhances the techniques, skills, and knowledge developed through Levels 1 – 9, through to the highest Levels of 10 – 12.

The Excel Award offers clear progressions to the supporting Levels, 7 – 9, in Explore. Boat Tasks require more specialist kayaks and canoes; distance paddled continues to increase, events become increasingly specific, measurable and demanding.

Progressing from Discover and Explore, the programme should reflect the desirability of introducing more specialist boats, and involvement in events of a more demanding nature, with challenges from new and more demanding groups of paddlers.

Coaches need:

- To identify opportunities to use, borrow or otherwise access more specialist boats
- To identify and access several new environments in which young people can paddle and be challenged
- To identify a range of Paddlesport events that encourages paddlers to challenge increasingly their techniques and skills in new situations
- To ensure young people have an understanding of the personal meaning of such measurements as time, distance, score, or position/ranking, and/or, more demanding Paddlesport environments
- To encourage young paddlers, through goal setting, to take responsibility for their learning
- To assist young paddlers in their planning and goal setting in order to ensure their expectations and aspirations are appropriate

The Progress Card is designed to be used by the paddler to record their progress; Appendix 4 provides guidance for coaches.





Responsibility to Others – Paddlers should be able to show a basic ability to organise peers, or perhaps those a little younger, to apply essential rules, and encourage their observation skills. Young paddlers should be encouraged to help other young people engaging in the sport.

Responsibility to self – Paddlers should be encouraged to participate in physical exercise on a regular basis. At Levels 10 and 11 at least one of these sessions will be Paddlesport. By Level 12 it may be that 3 of the sessions are in Paddlesport. The 'minutes' shown on the Progress Card refers to activity time.

Journeying – Coaches must continue to challenge young paddlers. Paddlesport is about going places and gaining increasing dependence and confidence when doing so. Initially this will be as a helper but progression will produce young paddlers capable of leading others over significant distances or time.

Sessions – Coaches should encourage paddlers to attend sessions outside their normal experience e.g. a polo club would arrange for access to an ergo and a racing club access to a pool!

Know Paddlesport – The development of Topics in the 'Do', 'Develop', 'Challenge', and 'Know' groups from Discover encourage young people to expand their knowledge and understanding of numerous aspects of the sport alongside many of their physical competence skills.

Paddlesport Environment – Young people need to increase their understanding of the environment in which they are operating, not just from a Paddlesport perspective but from an 'environmental awareness' perspective also. They are likely to access a range of Paddlesport environments and they will undoubtedly benefit the future of the sport by having some understanding of the differences, similarities and issues surrounding these environments.

Care for Canoeists – Paddlers will continue to develop their understanding of, skills in, and commitment to safety in paddlesport. Paddlers will need to show their basic understanding of hypothermia, how to avoid hypothermia, the ability to use a throw line, and deal with a simple Paddlesport incident. Coaches must continue to encourage personal and group safety and awareness.

Food and drink – Sufficient fuelling through appropriate food and drink intake and an increasing acceptance of the importance of nutrition and hydration is essential. Level 10 is an extension of the issues raised at Level 9, i.e. the avoidance of junk food and the inclusion of fresh food, such as vegetables and fruit. Level 11 seeks an extension of the link with home to encourage healthy eating. By level 12 young people will almost certainly have been introduced to the notion of a balanced diet. This is a simple check on what is actually happening on a weekly basis, such as chips once or twice per week rather than once or twice per day! The intention is to open up the opportunity with PaddleSport Coaches to discuss the benefits of a sound diet.

Training and Practice – For some young paddlers a pool session will provide a warm clean place to improve selected techniques; the ergo offers similar opportunity for the technicalities of forward paddling. The relevance of the four 'S' of fitness and the understanding of overload (Discover) may require coaches to address fitness issues for some paddlers. Coaches should not shy away from seeking further assistance from other (specialist) coaches. Attendance at Foundation Modules may help.



Try Different Boats – Coaches need to continue to search for and identify opportunities for the young paddler to access the appropriate range of boats necessary to promote their development. Encourage comprehensive use of the Tasks, with opportunities to gain experience from more than 2 of the 6 groups, or more than one boat from any group. The Progress Cards are quite specific in the type of boat most suitable at each Level and relevant to the Tasks in Level 12. This is where earlier in Paddlepower efforts networking with other centres and clubs should prove to be time well spent.

Boats used in one category, should not be used in another. For example, a K2 could not be used as the Crew Boat and Flat Water boat. The different types of boats that can be used in each category are listed in the tables in Appendix 4.

Crew Boat – The coach must give paddlers as many opportunities to experience different boats as possible. Provide variety within the boat; perform from within a mixed-crew, that is in one, or more, of the ways listed in the Progression Tables.

Flat Water – Refers to boats that are more streamlined and efficient through the water. This means the boat is likely to be more challenging for most paddlers as the demands in each level move closer to full specification-racing boats.

White Water – Refers to boats that are specifically for the conditions typical of slalom or wild water racing. At levels 10 and 11 specific boats will continue to develop; the coach must use their discretion and experience to ensure that the craft used are those most suitable for the young people, not necessarily those dictated by the rules of 'ranking competitions'! The term 'turbulent' refers to moving water, preferably with a few small 'bumps', where there is a distinct line between the flow and the eddy! 'Exit eddy' in the slalom Task includes the traditional downstream 'break-in'. The paddler should be able to demonstrate a controlled move from the relative calm of the eddy into moving water (and vice versa!).

Touring – Refers to open cockpit, large cockpit kayaks and open canoes that continue to facilitate embarking and disembarking and typically used for 'recreational' paddling. Participants could also pursue other variations on a touring theme, such as canoe sailing. For the journey use any appropriate boat, including a crew boat, that provides a relevant challenge.



Short Boat – Refers to boats that are typically less than 3 metres in length and in some cases less than 2 metres! Typically, designs are for use on surf, in pools, in ‘play spots’ and mountain-river descents! At level 12 the paddler must be able to efficiently complete the chosen challenge(s) in the appropriate boat type and environment. A coach should seek assistance from a specialist coach, as necessary, to ensure that the provision and the Task is relevant. It is imperative that coaches use their networking opportunities to facilitate this process; paddler led, coach supported!



Ergo – This is an increasingly desirable and available tool for the Paddlesport Coach. The basic models permit objective assessment of several aspects of forward paddling; when linked with the use of a simple video camera it becomes an even more powerful tool! Time non-stop paddling easily; paddle stroke rate can be checked by simple counts and times; the forward paddle stroke can be observed from all angles! With more elaborate ergos a greater variety of measurements are available; some ergos can be linked together to recreate a race! Take simple physiological measurements, link to paddling time, distance, and stroke rate. This has very strong links with the Training and Practise Topic!

‘Have a Go at Events’ – Excel encourages paddlers to participate in more demanding events whereby paddlers can continue to develop their skills and understanding. Coaches should involve paddlers in events that are more demanding; at more diverse venues, in more varied environments and alongside different participants. The coach must take some responsibility for frequency of attendance at such events by reference to the principles set out in the BCU Long Term Paddler Development Pathway.

The challenges to participate in a range of events, three at Level 10, and two in Levels 11 and 12, can be competitive or non-competitive. For some of the events the challenge is completion and achievement rather than a set standard as measured by time. For those where a challenge from Cross Stream is an option then the coach can focus on quality of performance and/or set up a competitive structure. However, the coach needs to be aware that challenges often align with national standards, such as in the case of ‘Sprint’. This is an indicator of standards of performance to be expected. By Level 12 demands are high (gold!), so coaches must be satisfied that the challenge to the paddlers is at the appropriate standard.





Engaging in events spread over a greater geographical area, supported by coaches (and experienced paddlers), will make significant contributions to paddlers' overall development, experiences, and perception of Paddlesport. The events will inevitably offer opportunities for different interactions with other paddlers and coaches, such as sharing in crew boats, and give paddlers an insight into performance levels across regions and home nations.

Coaches should actively consider, encourage and promote the notion of paddling canoes and kayaks. For many paddlers such dexterity is significant in their development and understanding of techniques; adapting these to a broad range of events is beneficial to many aspects of their performance.

Goal Setting – Coaches will need to assist young people in determining their goals; what it is they can achieve in what timescale given the other demands and pressures in their lives. In any circumstance, most will be looking for assistance in recognising what is realistic, what opportunities will excite them, and how their performance will be measured.

As young paddlers progress through Paddlepower Excel and commit to the sport Goal Setting may be in relative isolation from other aspects of their lifestyle. Identified events will demand particular levels of performance. This may mean that the planning of long, medium, and short-term goals begins to take precedence over other peer group activities and have little relationship to school holidays! Depending on the young paddlers' aspirations, the definitions of long, medium and short may need adjustment. For example, short may mean one session, whereas long might be two, or more, years! Young people will need help and support in this process.

Goals should be **SMARTER**: Specific, Measurable, Agreed, Realistic or Relevant, Time-based, Exciting or Evaluate, Recordable or Re-do! This acronym is a very useful tool but to be entirely successful it needs to mean the same thing to all paddlers and coaches engaged in the process, so coaches must clarify, and agree, with the young paddlers. More information is available in the BCU Coaching Handbook.



References

BCU Long Term Paddler Development Pathway
BCU Cross Stream Challenge
BCU Website
BCU E-Shop
BCU Coaching Handbook
Canoe and Kayak Games – Dave Ruse and Loel Collins
BCU Coaching Young Paddler Foundation Module

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APPENDICES



APPENDIX 1

PADDLEPOWER START AND PASSPORT PROGRESSION TABLES



Summary of the 5 awards

Topics	Paddlepower Start	Paddlepower Passport			
	Level one	Level two	Level three	Level four	Level five
Boat safety	Know what to do if you or another paddler capsizes	Know the safety drill and explain what to do if you or another paddler capsizes	Know what to do, and explain why, if you or another paddler capsizes	Explain the capsize procedure, (including a spraycover if in use)	In any suitable environment capsize without wearing a spraycover
			Know and explain the safety drill		
Water confidence	Know how far you can swim with or without an aid	Explain your preferred swimming stroke/method	Demonstrate your preferred swimming stroke/method	Perform a 5 metre swim on your front, and on your back, whilst wearing a buoyancy aid, in any suitable environment	Swim a minimum of 5 metres wearing your typical Paddlesport clothes, and a buoyancy aid, in any suitable environment
				Swim wearing a buoyancy aid	
Personal safety	Know what a buoyancy aid is for	Put on and attach your own buoyancy aid	Demonstrate checking and adjusting the fit of a buoyancy aid on yourself	Demonstrate checking and adjusting the fit of a buoyancy aid on another paddler. Demonstrate, if appropriate, how to adjust a helmet	Name at least two pieces of safety equipment
			Fit your own buoyancy aid		Identify two items of safety equipment
Warm up & warm down	Before paddling warm up with a physical activity for a few minutes	Show a warm up for a few minutes and a simple warm down to finish	Perform a warm up for a few minutes and demonstrate two parts to it. Warm down	Demonstrate, off and on the water, a warm up lasting for a few minutes. Warm down	Perform an appropriate warm up and warm down for the session
		Take part in a whole body warm up	Warm up thoroughly, and gently warm down	Warm up, and include paddle strokes. Warm down	Warm up and warm down, including gentle paddling
Embarking	With help get into a boat	With help put a boat on the water and show how to get into it without help	Demonstrate launching a boat, with help if necessary, and embarking without help	Perform your own checks on a boat. Launch it and embark without help if safe to do so	Perform your own checks on a boat. Launch it and embark without help from different locations
		Get into your boat as explained by your coach	Get into a boat without any help	Check your boat, launch it, and get into it	Check your boat; launch it, on a different surface get into it

Key:

Do this

Develop this

This is your challenge

Know this

Topics	Paddlepower Start	Paddlepower Passport			
	Level one	Level two	Level three	Level four	Level five
Balancing	Balance in a stationary boat, without a paddle. Show an active posture	Sit in a boat and explore the space around the boat with your hands / arms showing an active posture to remain balanced	From within a stationary boat demonstrate remaining balanced whilst completing a simple task	From within a moving boat demonstrate remaining balanced, and maintaining a dynamic posture, whilst performing a simple task	From within a moving boat explore the space around the boat with a paddle; demonstrate remaining balanced and maintaining a dynamic posture
		In your boat, show good body position, shape, and balance	Show good balance in a boat whilst doing a simple task	Show good balance in a moving boat whilst doing a simple task	Show good position, shape, and balance in a moving boat whilst doing simple paddle tasks
Forwards	Know how to hold paddles correctly	Show how to push your boat through the water with the aid of a paddle	Demonstrate forward paddling with a dynamic posture. Move to within about 1 metre of a fixed point, e.g. landing stage, buoy	Perform forward paddling at different speeds	Demonstrate an understanding of changes in pace, including short sprints for approximately 5 seconds. Demonstrate a quick start from left stroke first and right stroke first
		Hold a paddle correctly and go forwards	Paddle properly and close to a named point without hitting it	Paddle properly at two different speeds	Paddle effectively at different speeds including short sprints
		Stand up in a stationary boat holding your paddle with both hands (Multi-hull)	Paddle in time with the crew (Multi-hull)	Paddle from a forward position and set the stroke rate (Multi-hull)	Paddle left and right sides (Multi-hull)
Backwards	Experiment with moving a boat backwards	Show how to paddle a boat backwards	Demonstrate paddling a boat backwards on a reasonably straight course	Perform backwards paddling whilst rotating your upper body to look where you are going. Move to within about 1 metre of a named point, e.g. landing stage, buoy	Paddle a boat backwards along a 15 metre course maintaining directional control with paddle or rudder
			Paddle backwards on a straight course for about 5 metres		Paddle backwards along a 15 metre straight course
Stopping	Experiment with stopping a boat whilst moving forwards	Show how to stop a boat when moving forwards	Demonstrate stopping a boat when moving backwards and then paddling away	Demonstrate stopping a boat quickly in either direction	Paddling at speed demonstrate stopping a boat quickly checking with the bank, shore, edge that all progress has halted
		Stop your boat from moving forwards	Stop your boat from moving backwards	Stop your boat quickly – forwards and backwards	Stop your boat whilst moving at speed

Topics	Paddlepower Start	Paddlepower Passport			
	Level one	Level two	Level three	Level four	Level five
Turning	Experiment with turning a boat	Show the basic way of turning a boat, to the left and to the right	Perform a valid technique to turn a boat a full circle, to the left and to the right	Demonstrate turning a boat to show a simple shape such as a triangle. Demonstrate with turns to left and right	Demonstrate turning a boat to show a variety of simple shapes, such as a square, a circle, a letter 'D'. Demonstrate with turns to left and right
		Turn your boat left and right			
Moving and Turning	Turn a boat whilst it is moving	Show how to use a rudder or how to use your paddle like a rudder	Demonstrate turning a boat whilst on the move using mainly a paddle	Paddle around a variety of courses, such as letters 'N' and 'S', showing directional control	Complete a figure of eight course using at least two different paddling techniques
		Show how to steer a boat with a paddle or rudder	Use your paddle to turn a boat	Steer a boat along a simple course	Steer your boat using different paddling actions
Sideways	Experiment with moving a boat sideways	Show how to move a boat sideways	Demonstrate moving a boat sideways with a controlled continuous paddle action	Perform two different methods of moving a boat sideways. Show the effect of one method if used nearer to the bow or stern	Demonstrate two techniques for moving the boat sideways. Demonstrate one way with good directional control
		Move a boat sideways			
Edging (Single-hull)	Experiment with wobbling a boat without losing balance	Show how to edge a boat whilst stationary	Demonstrate edging a boat whilst it is moving	Edge a boat whilst moving and paddle a few strokes on the low side	Edge a boat whilst moving and paddle a few strokes on the high side, where relevant to the boat paddled
		Show a controlled 'wobble' in a stationary boat	Slowly 'wobble' a moving boat	Edge a boat and paddle on the low side	Edge a boat and paddle on the high side
Lean, Roll, Recover	Experiment with just a little lean and a very gentle rolling action of the boat	Show how to gently roll a boat with a slight lean of the body	Demonstrate recovering from a lean and rolling action by quickly leaning in the opposite direction to return to the start position	Perform two techniques for recovering from a rolling action and a possible loss of balance	Perform two techniques for recovering from a possible capsizing. One way shown with a slight loss of balance
				Show two ways of recovering from losing your balance	

Key:

Do this

Develop this

This is your challenge

Know this

Topics	Paddlepower Start	Paddlepower Passport			
	Level one	Level two	Level three	Level four	Level five
Disembark	With help get out at the side, bank, edge, or beach	Show how to get out at the side, bank, edge, or beach, without help	Demonstrate getting out of a boat without help and, with help, remove it from the water to a safe place	Disembark without help and, with help, remove boat from the water to a safe place and empty it	Disembark without help at two different locations, and with help remove the boat from the water
		Get out of your boat as explained by your coach	Get out of a boat without any help	Get out of a boat and help empty any water from it	Get out of a boat onto a different surface; help empty any water from it
Responsibility to Others	Know how to put away a boat and equipment, and help somebody else!	Show how to help put away a boat and equipment, and help others!	Demonstrate responsibility for all equipment you have used. Help others with the boats and equipment	Demonstrate responsibility for all equipment you have used. Check that it is clean and has been properly put away. Help others with the boats and equipment	Demonstrate assisting a capsized paddler from the bank
				Check and look after equipment. Help others	
Responsibility to Self	Know what appropriate personal Paddlesport kit is	Bring a complete change of clothes, including footwear and towel, to your sessions	Demonstrate responsibility for your personal kit before and after each session	Demonstrate good organisation of personal kit and personal time	Demonstrate checking and/or adjusting any two parts of a boat
					Demonstrate two checks or adjustments to a boat
Journeying	Paddle the boat 50m	Paddle the boat 200 metres without stopping	Paddle the boat a total distance of 500 metres	Paddle the boat a total distance of 1000 metres	Paddle the boat a total distance of 2 kilometres
Sessions	Complete your first paddling session	Complete at least two paddling sessions	Complete at least three paddling sessions	Complete at least four paddling sessions	Complete at least six paddling sessions
Know Paddlesport	Know the name of your nearest Canoe Club	Know how to contact your nearest Canoe Club	Where and when can you meet at the Canoe Club	What is the name of one of the following (or similar)? the Junior Organiser, Team Leader, Junior Coach, Youth Committee Chairperson	What is the name and contact number of your coach? In the event of his/her not being available state the name and contact number of another appropriate coach
		Know how to contact your nearest Canoe Club			
Paddlesport Environment	Leave a clean Paddlesport environment	If you have any litter whilst paddling what should you do with it?	What does the term Paddlesport environment mean?	Identify two good points about your Paddlesport environment	Read a copy of The Canoeist Code – See appendix 6
					Look at the Canoeists Code

Topics	Paddlepower Start	Paddlepower Passport			
	Level one	Level two	Level three	Level four	Level five
Care for Paddlers	Know why it is important to wash your hands after Paddlesport	Explain why it is good practice to shower after Paddlesport	Explain why warm up is good practice	Explain why warm down is good practice	Consistently perform good practice in the basics of handling boat and equipment
			Explain the advantages of warm up		
Food and Drink	What have you had to drink today?	What have you had to eat today?	Suggest examples of suitable food to support exercise and fitness	What could you bring with you for consumption after your Paddlesport session?	Explain an easy method of checking your hydration levels
				Bring food and drink for after your paddling	
Training and Practice	What changes have you noticed take place to your body during your first session?	What has happened to your heart and breathing Rates during your first sessions	How many times per minute does your heart beat when at rest?	What would you expect your heart rate to be after your warm up?	Why does heart rate increase during activity? How can you measure your heart rate (bpm)
				Measure your heart rate	

There are 24 Topics at each Level of Start and Passport. The highlighted boxes are those Tasks to be recorded on the Progress Card. Clearly, a Paddlepower Coach needs to include those Topics not explicit on the Progress Card in their session plans. Those not on the Progress Card require monitoring and checking by the coach to ensure that each paddler has the opportunities necessary to progressively develop in each and every Topic.

Key:

Do this	Develop this	This is your challenge	Know this
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APPENDIX 2

PADDLEPOWER DISCOVER

PROGRESSION TABLES



Topics	Paddlepower Discover			
	Level six	Level seven	Level eight	Level nine
Boat safety	In any suitable environment capsize whilst wearing a spraycover, if appropriate	Capsize; swim to the nearest shore, bank, pool edge; empty, launch, embark	Capsize; with assistance empty the boat and climb back in or climb back in then bail out	Demonstrate a method of assisting a friend back into their boat after a capsize
		Capsize and swim 5m		Help a friend back into their boat after a capsize
Water confidence	Swim with a boat and paddle a minimum of 5m to the nearest shore, bank, pool edge	Strategies for climbing back in with minimal help from others	Show how to recover from a loss of balance when holding a fixed object e.g. landing stage, poolside rail, another boat. Maintain appropriate points of contact (e.g. feet & seat)	Show how to recover from a significant loss of balance (e.g. the boat rolls to gunwale or 90 and up to 180 deg). Maintain appropriate points of contact (feet & seat)
	Swim with boat and paddle 5m		When holding a fixed object show good boat and body action to recover from a loss of balance	
Personal safety	Suggest two possible hazards on the water you are about to paddle	State and explain a rule of navigation	Explain the importance of boat buoyancy and how this can be provided	Explain the relevance of two of the following to local Paddlesport: Weil's disease, river grading, weirs, time & tide, weather conditions
	Name two hazards on the water	State and explain a rule of navigation	Explain boat buoyancy	From a list, explain two aspects of Paddlesport
Warm up & warm down	Perform an appropriate warm up, involving off the water and on the water activity. Finish with a warm down	Perform a warm up for a few minutes and demonstrate three different parts to it. Finish with a warm down	Perform an appropriate warm up including on the water activity relevant to the boat being paddled. Finish with an appropriate warm down	Perform an appropriate warm up for the session. Finish with an appropriate warm down
	Consistently perform appropriate warm up and warm down at each of your sessions	Consistently perform appropriate warm up and warm down at each of your sessions	Consistently perform appropriate warm up and warm down at each of your sessions	Consistently perform appropriate warm up and warm down at each of your sessions
Embarking	Perform your own checks on a boat; show two different methods for launching and embarking	Embark without help and without aid from a paddle	With help from a partner show two different methods of lifting and carrying a boat to the water's edge over a distance of approximately 10 metres	Without help, show two different methods of embarking. The boat must be afloat for at least one, of these methods
	Check your boat. Show two different methods for launching	Get in your boat without help	With help show two methods for lifting and carrying a boat	Get in your boat without help using two different methods, one with the boat afloat

Topics	Paddlepower Discover			
	Level six	Level seven	Level eight	Level nine
Balancing	From within a moving boat remain balanced, maintain a dynamic posture, and perform a range of tasks showing good control of the boat – body unit	Perform all propulsive tasks whilst remaining balanced and maintaining dynamic posture	Perform all propulsive tasks whilst remaining balanced and maintaining dynamic posture	Show consistently good balance and dynamic posture in all tasks and throughout regular paddling sessions
	Show good boat and body control in a moving boat whilst performing different simple tasks	Paddle your boat with good balance and posture	Perform tasks with good balance and posture in a moving boat	Show good balance and posture in all paddling sessions
Forwards	Demonstrate a minimum of five good points of technique in your paddling. Demonstrate at least three of these at speed	Show the ability to maintain a good speed over a distance of at least 200m using a cyclical and rhythmic paddle action	Show the ability to maintain good posture, use of footrest, upper body rotation etc. Paddle within 15cms of a named point	Show the ability to maintain the distinct elements of a good catch, a power phase and a recovery phase in each stroke
	Show five good points of Forward paddling at different speeds	Maintain good technique for 200 metres	With good posture and technique, position your boat accurately	Show good 'Catch', 'Propulsion' and 'Recovery' with the blade
Backwards	Paddle a boat backwards over a prescribed course maintaining directional control with paddle or rudder	Show the ability to maintain an appropriate speed over a distance of approximately 15 metres using a cyclical and rhythmic paddle action	Show the ability to maintain good posture, use of footrest, upper body rotation. 'Look where you want to go' and demonstrate looking over one shoulder and/or alternate shoulders	Show the ability to maintain good control over a 15 metre course and to direct the rear of the boat to within 30cms of a named point
		Paddle backwards effectively and at appropriate speed	Paddle backwards with good posture, direction and control	Paddle backwards effectively and accurately
Stopping	From a short sprint (e.g. six strokes) demonstrate stopping a boat quickly, retaining directional control	Forwards-cruising at a good speed show an efficient stop. Retain posture, control, balance, steerage and appropriate trim	Backwards-travelling a short distance (5m) at appropriate speed show an efficient stop. Retain posture, control, balance, steerage with appropriate trim	In both directions, show the ability to stop efficiently and effectively within four strokes. Show visual checks against the bank or shore or other relevant fixed point
	Stop quickly and maintain directional control	Stop efficiently with good posture, control, balance, and steerage	Travelling backwards – stop efficiently with good posture, control, balance and steerage	Stop effectively and efficiently forwards or backwards in no more than four strokes

Key:

Do this

Develop this

This is your challenge

Know this

Topics	Paddlepower Discover			
	Level six	Level seven	Level eight	Level nine
Moving and Turning	Paddle a figure of eight course showing a range of techniques	Paddle a prescribed course to show a variety of turning techniques and strategies. Typical course shapes: BHKMR48	Show the ability to move and turn over a prescribed course indicated by markers (poles, buoys, boats) such as typically considered in 'diamond slalom', 'Cross stream' or the 'wiggle test'	Demonstrate three clear techniques including propulsive strokes (sweeps, bow & stern draws), rudders (bow & stern), trim (edging & or dipping)
	Using several techniques steer your boat around a figure of 8 course	Using several techniques steer your boat around a course described to you	Using several techniques steer your boat around a set course	Show how to turn using three different techniques
Sideways	Demonstrate two techniques for moving the boat sideways with good directional control	Show the ability to maintain good posture, upper body rotation, paddle position/angle, blade position/angle, a constantly submerged blade, if appropriate, and directional control. Demonstrate one technique with the boat on the move	Perform efficient and effective sideways strokes over a distance of 5m and over a lesser distance whilst on the move. Show an understanding of the sculling action. Show an understanding of the effect of bow and stern draws. Show a basic ability to displace the boat sideways after backwards paddling	Show good use of sideways strokes by moving the boat to a variety of fixed and moving points (land stage, buoy, boat, ball) Show other options for moving sideways (draws, prys, pushes, crossdeck/offside)
	Move the boat sideways using two different methods		Move the boat sideways over 5m. Demonstrate sculling	
Edging (Single-hull)	Whilst edging a moving boat continue to forward paddle with alternate strokes, where relevant to the boat paddled	Using appropriate strokes demonstrate the ability to turn with the low edge on the outside	Using appropriate strokes demonstrate the ability to turn with the low edge on the inside, where relevant to the boat paddled	Show the use of edging as a positive and useful strategy during your normal paddling activities
	Maintain forward paddling technique whilst edging	Show how to paddle an outside low edge turn	Show how to paddle low edge turns relevant to the boat type	Show appropriate use of turning with edging
Lean, Roll, Recover	Show how to recover from a near loss of balance by maintaining appropriate points of contact. Perform two techniques for recovering from a possible capsize and a significant loss of balance. (All relevant to boat type)	Show dynamic posture to show good control of the boat/body unit. Show the use of the non-drive face/blade to offer additional support to the boat/body unit. One technique to be shown with the boat on the move	Low recovery to show use of blade in response to loss of balance of the boat/body unit	Low recovery to forward paddle; low recovery scull to high recovery scull; high recovery to low recovery to forward paddle; recovery on the move. (As appropriate to the boat being paddled)
	Show two paddle techniques to recover from a loss of balance		Recover from a loss of balance by use of low recovery	

Topics	Paddlepower Discover			
	Level six	Level seven	Level eight	Level nine
Disembark	Perform two different methods of disembarking, and how to remove a boat from the water without assistance	Show consistently accurate approaches to landing stage, grass bank, other boats, canal-side, beach, stepping stones etc	Show constant control and balance with the boat afloat. Show consideration for equipment and the environment by ensuring no damage to bank or beach, boat, body, blade etc	Show the use of a variety of techniques and strategies in preparation to disembark, including Stern & bow rudder, draws, edging, low brace turn, break out, etc
	Get out of a boat using two different methods	Consistently make accurate approaches to land to get out of a boat	When getting out show consideration for the landing area	Show different techniques to approach land in order to get out
Responsibility to Others	From a boat demonstrate assisting a capsized paddler	Show the willingness and ability to assist in a minor role, from a boat, with the boat to boat rescue of a capsized paddler	Show the willingness and ability to assist in a specific role, from a boat, with a recognised procedure for boat to boat rescue of a capsized paddler	Show the ability to perform one procedure for boat to boat rescue and be able to take a lead role
	From a boat help a capsized paddler		From a boat use an agreed procedure to help rescue a capsized paddler	From a boat use an agreed procedure to rescue a capsized paddler
Responsibility to Self	Demonstrate checking and/or adjusting any three parts of a boat	Show consistently sound procedures in checking the safety and suitability of personal equipment used	Demonstrate an understanding of, and the ability to use, straps and similar mechanical devices to properly secure boat and equipment to racking, trailers and roof racks	Demonstrate the ability to tie the appropriate knot when using rope to secure boat or equipment to racking, trailers or roof racks
		Make sound safety checks of personal equipment		Show how to safely secure equipment to storage or roof racks
Journeying	Paddle the boat a total distance of 3k	4k – preparations for 'out' and 'in' journeys	5k – preparations for 'in' journeys	6k – preparations for 'out' journeys
	Have you paddled this distance? 3K	Have you paddled this distance? 4K	Have you paddled this distance? 5K	Have you paddled this distance? 6K
Sessions	Complete 10 hours of Paddlesport activity	Complete 15 hours of Paddlesport activity	Complete 20 hours of Paddlesport activity	Complete 25 hours of Paddlesport activity
Know Paddlesport	What is the name of the National Governing Body for Paddlesport in the UK? Give its website address	Recognise three hazards in your normal Paddlesport environment. Who is likely to be most at risk?	From three hazards you recognise in your normal Paddlesport environment work out the ones you think create the greatest and least risk to paddlers	What controls are in place to reduce risk? What else might you consider in order to further reduce the risk level?
	Know the website address of your National Governing Body of Paddlesport; England, N Ireland, Scotland, or Wales	Recognise hazards and risks	Recognise hazards and risks	Recognise hazards and risks

Key:

Do this

Develop this

This is your challenge

Know this

Topics	Paddlepower Discover			
	Level six	Level seven	Level eight	Level nine
Paddlesport Environment	What does the term pollution mean? (links with 'assumed risk' below)	On discovering pollution in a Paddlesport environment, what should you do?	Identify a range of users in the Paddlesport environment. Do any present a risk to paddlers? If yes, what is the risk?	What measures are in place to improve your local Paddlesport environment or to avoid damage to it by paddlers?
		To whom do you report pollution?		What is done to prevent damage to your Paddlesport environment?
Care for Paddlers	Explain the meaning of "Paddlesport is an 'assumed risk sport'"	Give examples and explain the use of simple hand signals for paddlers	Give a simple explanation of Hyperthermia and how to avoid it in oneself and others	When paddling, show an appropriate method to assist a swimmer or a boat to the shore, bank, pool edge
	Recognise hazards and risks	Give examples of simple hand signals used in Paddlesport		Help a swimmer or boat to land and get out
Food and Drink	Show that you are organised to take suitable fluids and food after your Paddlesport session	Explain what you understand by a 'balanced diet'	Suggest examples of Carbohydrates	Demonstrate the use of appropriate fluid and food intake types and levels before, during and after exercise
	Bring suitable food and drink for having after your session			Have appropriate food and drink during your Paddlesport session
Training and Practise	Why does breathing rate increase during activity?	What do the words stamina and suppleness mean?	What do the words strength and speed mean?	Explain and demonstrate the principle of 'Overload' as related to the desire to improve performance
	Know the 4 'S' of fitness and the term Overload – Stamina	Know the 4 'S' of Fitness and the term Overload – Suppleness	Know the 4 'S' of Fitness and the term Overload – Strength	Know the 4 'S' of Fitness and the term Overload – Speed

There are 24 Topics at each Level of Discover. The highlighted boxes are those Tasks to be recorded on the Progress Card. Clearly, a Paddlepower Coach needs to include those Topics not explicit on the Progress Card in their session plans. Those not on the Progress Card require monitoring and checking by the coach to ensure that each paddler has the opportunities necessary to progressively develop in each and every Topic.

APPENDIX 3

PADDLEPOWER EXPLORE

PROGRESSION TABLES



Try different boats:

	Paddlepower Explore		
	Level seven	Level eight	Level nine
Try different boats	From two of the following groups paddle a boat 200m and name the type used	From two of the following groups paddle a boat 300m and name the type used	From two of the following groups paddle a boat 400m and name the type used
1. Crew	Crew boat (with assistance) Any boat designed to be paddled by two or more people. For example, K2, Tandem Open Canoe, K4, Multi-hull Boat, Raft, Outrigger Canoe	Crew boat (As Level 7 but a different boat and/or assisted by peers)	K2, C2, Tandem Open Canoe, K4. Demonstrate different paddling positions and associated roles
2. Flat Water	Any Open Cockpit Kayak (including sit-on-tops)	Different Open Cockpit Kayak	Lightning, Stable Racing K1, C1
3. White Water	Any Closed Cockpit Kayak	Different Closed Cockpit Kayak	Fox, Junior Slalom K1, C1, Slalom K1, C1, Wavehopper WWR K1, C1
4. Touring Inland & Sea	Any Open Cockpit Kayak or Open Canoe	Different Open Cockpit Kayak or Open Canoe	Stable Touring K1, Open Canoe Stable Rudder/Racing K1 River Running K1, C1
5. Short Boats	Any Closed Cockpit Kayak or Open Canoe	Different Closed Cockpit Kayak or Open Canoe	Canoe Polo, Surf, Freestyle K1, C1 White Water Open Canoe
6. Ergo	Try an Ergo	Continuous paddling for 100m or 40 seconds	200m or 1 minute 30 seconds

Goal setting:

	Paddlepower Explore		
	Level seven	Level eight	Level nine
Goal Setting	What long-term goals (12 weeks) have you set to help achieve Paddlepower Explore?	What medium-term goals (six weeks) have you set to help achieve Levels 7, 8 and 9?	What short-term goals (1 weeks) have you set to help achieve Levels 7, 8 and 9?
	Goals have been set as long-term, medium-term and short-term rather than in Levels		Score a goal by being 'SMARTER'

Have a go at events:

	Paddlepower Explore		
	Level seven	Level eight	Level nine
Have a go at events	Complete any two of the following, and record your details	Complete any two of the following, and record your details	Complete any three of the following, and record your details
	Club-Based (Canoe/Centre)	Local Waters (Time/Distance)	Inter Group (Youth/School/Community)
Freestyle	Local Mini Freestyle Competition Flat Water	Local Mini Freestyle Competition Moving Water	Cross Stream Starter
Marathon	Complete a 2k race	Complete a 4k race	Complete a 6k race
Polo	Local Mini Polo Game Shooting Challenge	Mini Polo Game (No paddles) Passing & Shooting (Minimum 10 minutes)	Cross Stream Starter
Slalom	Local Flat Water Slalom (Minimum 1 gate)	Flat Water Slalom (Minimum 3 gates)	Diamond Slalom Blue Cross stream Starter
Sprint Award	Local Sprint Race (Minimum 200m)	Sprint Award (500m) Green	Sprint Award (500m) Blue
Surf	Organised Surf Experience (Inside of break / soup)	Mini surf (1-2 feet) Catch a wave / take-off	Surfing (1-2 feet) Perform a controlled run
Time Trial	Local Time Trial (500m) Finish the course	Time Trial (1000m) Complete within 10 minutes	Time Trial Award Blue
Wild Water	Local Wild Water Sprint Race Club Time Trial (Minimum 100m)	Local Wild Water Sprint Race Club Time Trial (Minimum 200m)	Local Wild Water Sprint Race Club Time Trial (Minimum 400m)
Events Participation	Attend at least one local event	Attend at least one local event that includes another club/centre/group	Attend at least one local event that includes three or more clubs/centres/groups
Attend: When? Where? What? Other Clubs?	Attend an intra club / youth organisation / school event that includes one or more discipline specific events	Attend an inter club / youth group / school event (minimum two organisations) that includes one or more discipline specific events	Attend a multi club / youth group / school event (minimum three organisations) that includes one or more discipline specific events

APPENDIX 4

PADDLEPOWER EXCEL

PROGRESSION TABLES



Boat Tasks:

Topics	Paddlepower Excel		
	Level ten	Level eleven	Level twelve
Responsibility to Others	Organise a simple fun activity for yourself and two-three others	Organise a simple game activity for four-eight others	Organise a simple game with explicit rules for up to 10 others and act as referee
Responsibility to Self	Participate in physical exercise regularly, two sessions per week, each for at least 20 minutes	Participate in physical exercise regularly, three sessions per week, each for at least 30 minutes	Participate in physical exercise regularly, four sessions per week, each for at least 40 minutes
Journeying	Complete a self-contained journey of 10k	Help to lead a self-contained journey of 15k	Under supervision lead a self-contained journey of 20k
Sessions	Complete 30 hours of Paddlesport activity	Complete 40 hours of Paddlesport activity	Complete 50 hours of Paddlesport activity
Know Paddlesport	Know the meaning of the following terms within the context of Paddlesport: access, egress, navigation	Choose one of the following: Explain three rules from any one competition discipline Explain three examples of etiquette on the water	Prepare a five minute presentation on one of the following: 1. Local Paddlesport – Historical and contemporary 2. Paddle Ability – Paddlesport for disabled paddlers 3. Paddlesport and Competing – successes and aspirations 4. Paddlesport and Journeying – trips, tours and expeditions 5. Paddling and Achieving – BCU Performance Awards 6. Paddlesport and the Environment – fish, birds, animals, plants and trees
Paddlesport Environment	Explain how there might be some variety in interpretation (access, egress, navigation) according to the water to be paddled; canal, lake, river, estuary, sea	Explain three ways of showing consideration for the environment whilst engaged in Paddlesport e.g. time of day, season and venue	(See above)
Care for Canoeists	Show how to use a throw line to assist a struggling swimmer in deep water over a distance of seven metres	Give a simple explanation of hypothermia and how to avoid it in oneself and others	Show how to deal with a simple Paddlesport incident involving one casualty
Food and Drink	Discuss with your Coach your typical daily diet with reference to a 'balanced diet'	Negotiate with your coach and parents/carers an improved/ balanced diet	Provide a typical weekly balanced diet sheet
Training and Practice	Attend Pool Coaching Session or Attend Ergo Technique Session or Attend Ergo Fitness Session (Minimum 1 hour)	Attend Pool Coaching Sessions or Attend Ergo Technique Sessions or Attend Ergo Fitness Sessions (Minimum 3 x 1 hour)	Attend Pool Coaching Sessions or Attend Ergo Technique Sessions or Attend Ergo Fitness Sessions (Minimum 6 x 1 hour)

Key:

Do this

Develop this

This is your challenge

Know this

Try different boats:

	Paddlepower Excel		
	Level ten	Level eleven	Level twelve
Try different boats	From three of the following groups paddle a boat 500m and circle the type used	From two of the following groups paddle a boat 1000m, or complete 30 minutes continuous paddling in one boat, and circle the type used	Use the appropriate boat and circle the relevant task
1. Crew	K2, C2, Tandem Open Canoe, K4 seat position, C4, Bellboat, Outrigger Canoe, or another design	K2, C2, Tandem Open Canoe, K4 seat position, C4, Bellboat, Outrigger Canoe, or another design	Mixed Crew Paddling: Gender, age, experience stroke and helm positions
2. Flat Water	Lightning Racing K1, Racing C1 Open Canoe High Kneeling	Lightning Progressive Racing K1, C1 Full Racing K1, C1	Demonstrate 'wash-hanging' and 'mass starts' (minimum three boats)
3. White Water	Fox Slalom K1, C1, C2 Wavehopper WWR K1, C1, C2	Fox Slalom K1, C1, C2 Wavehopper WWR K1, C1, C2	Slalom: In turbulent water, break-out, pass through an upstream gate, exit the eddy and position for next gate. WWR: Run a short stretch of turbulent water, break-out and break-in
4. Touring Inland & Sea	Stable Touring K1, Open Canoe Stable Rudder/Racing K1 River Running K1, C1, Single blade crew boat	Stable Touring K1, Open Canoe, Racing K1, Sea Kayak, Open Canoe Sailing, River Running K1, C1	Journey 10km: Canal, river, lake, estuary, sea
5. Short Boats	Canoe Polo, Surf, Sit-on-top Freestyle K1, C1 River running K1, C1	Canoe Polo, Surf, Wave-ski, Specialist Freestyle K1, C1, White Water Open Canoe River running K1, C1	Freestyle: Perform two moves of moderate difficulty Polo: Perform 2 skills e.g. dribble & shoot Surf: Perform a controlled run with 2 changes of direction White Water Open Canoe: run a stretch of turbulent water, front surf a wave with one change of direction River Runner: Run a stretch of turbulent water, front surf a wave, break out and in
6. Ergo	500m non-stop or three minutes 30 seconds non-stop	1000m non-stop or 7 minutes non-stop	1000m non-stop or 7 minutes at greater than 80 strokes per minute

Goal setting:

	Paddlepower Excel		
	Level ten	Level eleven	Level twelve
Goal Setting	Select, discuss and plan with your coach three goals – long, medium and short term to help you complete Paddlepower Excel	Select two of the following topics, plan two goals from each: journeying or sessions, boat tasks, events	Reflect on what you have achieved so far and write about what you think of Paddlepower. Decide on your next goal

Have a go at events:

	Paddlepower Excel		
	Level ten	Level eleven	Level twelve
Have a go at events	Complete any three of the following challenges	Complete any two of the following challenges	Complete any two of the following challenges
	Have a go in inter-club/centre/group events. Complete any three of the 8 disciplines	Have a go in regional events Complete any two of the 8 disciplines	Have a go in national events Complete any two of the 8 disciplines
Freestyle	Cross Stream Mover x 2	Cross Stream Mover x 4	Cross Stream Mover x 5
Marathon	8k race or Cross stream Mover x 1	10k race or Cross stream Mover x 2	12k race or Cross stream Mover x 3
Polo	Cross Stream Mover x 2	Cross Stream Mover x 4	Cross Stream Mover x 5
Slalom	Diamond Slalom Bronze or Cross Stream Mover x 2	Diamond Slalom Silver or Cross Stream Mover x 4	Diamond Slalom Gold or Cross Stream Mover x 5
Sprint Award	Sprint Award (500m) Bronze	Sprint Award (500m) Silver	Sprint Award (500m) Gold
Surf	Mini Surf Competition (2 good runs) or Cross Stream Mover x 2	Surf Competition (New conditions / location) Cross Stream Mover x 4	Surf Competition (within age / ability group) or Cross Stream Mover x 5
Time Trial	Flat Water Bronze	Flat Water Silver	Flat Water Gold
Wild Water	Classic Racing Award Bronze or Cross Stream Mover x 1	Classic Racing Award Silver or Cross Stream Mover x 2	Classic Racing Award Gold or Cross Stream Mover x 3
Events Participation	Attend at least one local (e.g. county) trip, event or tour	Participate in at least one regional trip, event or tour	Participate in two trips, events or tours that attract paddlers from many regions or nationally
Attend: When? Where? What? Other Clubs?	Attend a local (e.g. county), easily accessible trip, event, or tour that may be attended by a variety of local organisations	Participate in a trip, event or tour held within an easily accessible region. It is likely to attract and include paddlers from neighbouring regions	Participate in two trips, events or tours that are likely to attract paddlers from many regions and are generally perceived to be of a national stature e.g. Youth Fest

APPENDIX 5

PADDLEPOWER START

SAMPLE SESSION PLAN



Session: 1 of 6 Date: 01/06/10 Group: Findon Primary School (x8) Ability: First Session Age: 9-11 Medical Considerations: n/a Location: Churton Mill Risk Assessment: <input type="checkbox"/> H&S Checklist: <input type="checkbox"/> Access: <input type="checkbox"/>	Equipment Required: Kayaks (Junior Masters with skeg) Paddles (Junior size) Buoyancy Aids Resources Required: Leaders safety kit Sponge (for use as a ball)
Duration: 2 hours Coach: Jane Assisting: Jack	Agreed Goals and Objectives: <ul style="list-style-type: none"> • Safe and FUN introduction to Paddlesport • Basic boat control • Paddlepower Start Award

Time	Content
0900	Arrive, introductions, equipment and kit-up - (check medical and consent forms with teacher) Introduce me and Jack What we are going to do, and where Start to learn names How far can everyone swim? The equipment – how it works and how to wear it
0920	Session Brief Check buoyancy aids correctly fitted and explain use Check everyone is feeling OK and ready to participate
0930	Preparing for the session Warm up, Journey to the moon (p18 canoe & kayak games) Introduce the boat (front/back, seat, footrest, skeg, rudder) How to carry it Match individuals to boat, teach how to adjust footrest/seat
0940	On the water – hands only How to get in and help each other Safety brief (inc. boundaries, behaviour and capsizes) How to sit in the boat “Paddle around using hands, do everything slowly...” five min experimentation, going forwards, turning etc. 1:1 Coaching, check posture and balance Hands only sponge game
0955	Skill Development Introduce the paddle (link to how used hands to control the boat) five min experimentation, with 1:1 coaching, check basic use of paddle Play same sponge game as above but now with paddles Use Game no.115 (What time is it Mrs Wolf) and Game no.142 (T Bone) to introduce turning and the basics of sweep stroke Use Game no. 263 (Amazon River Journey) to introduce and practice forward and backwards paddling, stopping, sideways, edge and lean. Meet a crocodile and shake him off your boat, lean away from a spider’s web... etc. More games / activities as appropriate to further develop general manoeuvrability

Session plan continued:

Session: 1 of 6 Date: 01/06/10 Group: Findon Primary School (x8) Ability: First Session Age: 9-11 Medical Considerations: n/a Location: Churton Mill Risk Assessment: <input type="checkbox"/> H&S Checklist: <input type="checkbox"/> Access: <input type="checkbox"/>		Equipment Required: Kayaks (Junior Masters with skeg) Paddles (Junior size) Buoyancy Aids Resources Required: Leaders safety kit Sponge (for use as a ball)
Duration: 2 hours Coach: Jane Assisting: Jack		Agreed Goals and Objectives: <ul style="list-style-type: none"> • Safe and FUN introduction to Paddlesport • Basic boat control • Paddlepower Start Award
Time	Content	
1030	Conclusion Warm down activity Summary of key learning points What did you enjoy? What didn't you enjoy? How to get out, helping each other Putting kit and equipment away, in pairs Hygiene (shower and wash hands)	
1045	Off water and changed Complete Paddlepower Start Certificates – and Progress Cards ready for next week. (Highlight nearest Paddlesport club) Discuss what we are going to do next week, any requests? Leave the paddlers wanting more!	
Notes: Remember lots of praise for positive behaviour and good practice. Discuss with coach at the end of the session any comments, and check plan for next session is appropriate in content and progression.		



APPENDIX 6

THE CANOEISTS CODE

See 'You, your canoe and the environment' leaflet.

Your canoe is a traditional craft used throughout the world for exploring wilderness areas and quietly observing wildlife and flora. By following the simple steps below you can ensure your presence is not detrimental to the environment:

- Leave the environment as you find it
- Find out about the area before you go, noting its sensitive places, species and breeding seasons
- Leave no trace of your visit and take your litter home with you
- Keep noise to a minimum
- Take care not to cause damage when launching or landing along natural banks. Float your canoe for launching and lift out when landing
- Where possible keep to any designated paths or launching points
- Gravel banks may contain fish spawn - avoid paddling over them in low water conditions
- Paddle at a distance and in a manner to minimise any disturbance to wildlife
- Be aware of Environment Agency information to help protect the fresh water environment when using canoes and equipment overseas
- Report pollution or damage to appropriate authorities

PADDLEPOWER

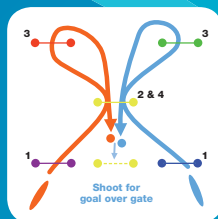
TERMS & GLOSSARY

Terms	
Paddlepower Award	The BCU Paddlepower Scheme consists of five Awards: <ul style="list-style-type: none"> • Paddlepower Start • Paddlepower Passport • Paddlepower Discover • Paddlepower Explore • Paddlepower Excel
Paddlepower Level	Each award is divided into a series of Levels. There are 12 Levels in total: <ul style="list-style-type: none"> • Paddlepower Start (Level 1) • Paddlepower Passport (Levels 2 – 5) • Paddlepower Discover (Levels 6 – 9) • Paddlepower Explore (Levels 7 – 9) • Paddlepower Excel (Levels 10 – 12)
Paddlepower Topic	The Paddlepower Awards focus on key topics. Each topic appears in at least the first 9 Levels. For example, 'forward paddling' and 'Personal Safety' are both Paddlepower Topics.
Paddlepower Progress Card	Progress through each Paddlepower Award (with exception of Paddlepower Start) is tracked on a "Progress Card". This is the paddler's record card of achievement.
Glossary	
Award	A standard of achievement recognised nationally
Level	One or more Progressive steps within an Award
Topic	A Theme, Activity or Skill within each Level
Task	A planned activity in a particular boat or event
Area	Four themes into which all Paddlepower Topics fall
Group	A collection of Topics and/or Tasks at each Level that are colour coded on Progress Cards for easy reference
Progress Card	A Record of Achievement on which Paddlers and/or Coaches track progress through Topics, Tasks, Levels and Awards
Certificate	A colourful standard format card recognising success on completion of each Award
Sticker	A self-adhesive circular logo used to indicate Levels of Progress
Poster	A colourful display for notice boards and walls
Activity Cards	Pocket-sized, laminated cards illustrating a range of games and activities for the coach
Progression Table	A complete list of Topics for each Award

WHY NOT TRY...



Fancy a new
challenge?



A FUNtastic Flexible Paddlesport Challenge

Cross Stream Challenge aims to develop and challenge boat handling skills, strokes and moves, whilst blending Slalom, Freestyle, Polo, Wild Water, Flat Water Racing and surf. Its flexibility in delivery focuses on the paddler, not just the boat, enabling paddlers to develop skills based around a predetermined course in a managed and measured environment.

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

Telephone **0845 370 9500**

Visit **www.bcu.org.uk**

BCU STAR AWARDS SCHEME

The BCU Star Award scheme provides further paddling challenges for those who have completed the Paddlepower awards. The One and Two Star Awards cover skills using different boats, encouraging paddlers to gain more experience. These awards are recognised as the equivalent of Paddlepower Passport & Discover.

The Three Star Awards can be achieved in Sea, Surf, White Water Kayak, Canoe or Touring, developing personal skills and encouraging independence on the water. The Four and Five Star awards are leadership awards which enable paddlers to lead groups in appropriate conditions.



Paddlesport
Performance Awards

If you're interested in sea paddling, kayak surfing, white water paddling, touring or open canoeing, go ahead and find out more.

Ask your coach or find syllabi at www.bcu.org.uk

