

A GUIDE TO TRAINING PROGRAMMES FOR YOUNG PEOPLE

HOW MUCH HOW OFTEN?

A question often asked is “how much training should a young person undertake – is it enough – is it too much? Whether a coach or parent - how do we train and support young people on the road to elite performance whilst taking account of the needs of a growing mind and body – supporting ambition and avoiding burn out? This is a complex issue with no easy answers. It requires experienced and appropriately qualified coaches working with the paddler and parents to establish the most appropriate training for the child based on the Long Term Paddler Development Framework.

The BCU Long Term Paddler Development (LTPD) pathway gives a clear framework to guide coaches, volunteers and parents in this respect. The framework has been established based on the principles behind human growth and development and maximises the opportunities this offers to paddlers. The model aims to provide a base of Paddlesport movement skills that will give individuals the opportunity to enjoy Paddlesport and to achieve at the level they chose. At each stage of the LTPD pathway specific principles and guidelines for physical, psychological, technical, tactical and ancillary development are identified.

Planning the Training Programme

Variety, fun, skill development and quality are essential when setting a programme. At all levels fun can be incorporated in sessions – it’s not just about playing games! The development of good technique is essential – the foundation for going faster as they progress. As with all good coaching practice the training programme will need to take account of a range of other factors, such as weather conditions, time available, discipline requirements, safety (both on and off the water) and such like. Additional factors include:

Other Sports - The LTPD framework includes guidelines on “other training”. Talented young people can sometimes find themselves training and competing in several sports/teams – all of which need to be taken into account when agreeing their training programme.

Life outside Paddlesport - Other issues that need to be taken account of to ensure a healthy balance for the young person include such things as family life, school/academic demands, and friends/social life.

Rest and Recovery – an essential part of training! Training programmes need to allow for sufficient recovery (usually one complete rest day a week) and paddlers must be encouraged to refuel and hydrate both after training and later at home.

The chart that follows is a summary of the LTDP pathway framework. Fuller guidance is given in the BCU publication LTPD Pathway which is available on E-shop and can be downloaded from the BCU website. There is also a BCU workshop and online course – details from www.bcu.org.uk. In addition the BCU Coaching Young Paddler workshop is a useful further reference for coaches as is Preparing for a Life in Paddlesport – also available from the BCU website.

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Foundation Paddlesport Model

Stage	FUNDAMENTAL	Paddlesport Start	Paddlesport Development
Key Focus	FUN! Learn to Move Applicable to all	FUN! Introduction to Paddlesport Applicable to all new paddlers	FUN! Develop Paddlesport Skills
Ideal Development Stage	Late Childhood	Early Puberty	
Age at Start of Phase*	Boys 5 – 7 years Girls 4 – 6 years	Boys 8 – 10 years Girls 7 – 9 years	
Age at End of Phase*	Boys 8 - 10 years Girls 7 – 9 years	Boys 11 - 14 years Girls 10 - 13 years	
Training Age	First 3 Years of Sporting Activity	First Year of Paddling	2nd & 3rd Year of Paddling
Ideal Paddlesport Participation	Introduced to a variety of 'wet environments' i.e. swimming, playing in water.	Approximately 4 - 6 hours / month	Between 4 - 12 hours / month
Ideal Participation	Physical activity 4-6 times per week including at least 1 water based session and occasional paddlesport. Regular participation in at least two other sports (i.e. Gymnastics, athletics, swimming)	Moving to 3 hours paddling and 3 hours of other sport per week. Exposed to a variety of venues and crafts within paddlesport	
Balance	1 wet session : 3 other Sport Sessions	1 Paddling Session : 4 other Sport Sessions	2 Paddling Sessions : 4 other Sport Sessions
Delivery		Clubs, Schools, Coaches & Centres	3 Paddling Sessions : 3 other Sport Sessions
Technique	Movement skills	Fundamental Paddlesport Skills. Moving water and/or flat water. Decision making skills developed.	Development of skills in varied environments. Decision making skills developed.
Strength	Medicine ball, Swiss ball and own body weight exercises used in fun, games, paddling and other sports.	Introduce hopping and bounding, once a base has been established.	
Speed & Anaerobic	Agility, quickness and changes of direction. 5 second bursts (land based)	Ability to change speed and/or direction on the water Land based speed work 5-15 Seconds.	
Aerobic		Through fun, games, paddling and other sports, games and relays	
Flexibility	Through fun, games, paddling and other sports	Introduction to basic flexibility exercises	
Functional Stability	Generic shoulder, elbow, core, spine and ankle stability developed	Generic and Discipline specific stability progressed	
Psychology	Self-confidence, water confidence and movement confidence developed. Concentration skills developed. Achieve success and receive positive reinforcement	Introduction to mental preparation. Perseverance skills developed. Continuation of development from previous stages.	
Tactical	Introduction to simple rules and ethics of sport	Key rules understood	
Attitude	Positive attitude to sport and fair play	A responsible attitude towards own and others safety.	Take good care of equipment. Accept the need for discipline and structured sessions.
Ancillary Capacities	Knowledge of basic sports equipment, footwear and clothing.	Learn how to train / practice. Be introduced to basics of warm-up/cool-down, stretching, hydration & nutrition, recovery, relaxation and focusing. Paddlepower Logbook or diary kept.	
Corrective		Address any gaps from FUNdamental stage.	Address any gaps from previous stages.

Note: This model represents the ideal developmental pathway. If the age bands are not relevant to your needs have a look at page 13 to see how the model can be adjusted to suit older paddlers.

*Age ranges are given to help accommodate early and late developers.

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Performance Paddlesport Model

Stage	Train to Train	Train to Perform	Train to Excel
Key Focus	Physiological and technical development	Optimising physiological and technical skills	Producing high level performances
Ideal Development Stage	Growth Spurt	Late Puberty	Early Adulthood
Age at Start of Phase*	Boys 11-14 years Girls 10-13 years	Males 14 -17 years Females 12 -15	Males 17 - 21 years Females 15 - 20
Age at End of Phase*	Boys 14-17 years Girls 12-15 years	Males 17 - 21 years Females 15 - 20	n/a
Training Age	First 3 Years of Sporting Activity	First Year of Paddling	2nd & 3rd Year of Paddling
Ideal Paddlesport Participation	From 3 - 8 paddling sessions / week	7-14 specific training sessions / week.	Individualised
Ideal Participation	Supplementary land training. Participation in other sport as appropriate.	Retain other paddlesport/land based activity as appropriate.	Individualised
Delivery		Clubs, Squads & Coaches	
Periodisation	Single or Double	Double or triple	Multiple as necessary
Technique	Generic moving water / flat-water skills. Discipline specific skills. Decision making skills developed.	Discipline specific and individualised. Aiming for consistency in performance. Decision making skills developed.	Individualised
Strength	Learning basics of Strength training before Window of opportunity. Olympic lifts during window.	Maximum Strength and Power Development. Free weights and Olympic Lifts.	Individualised
Anaerobic	Second Speed Window – 10 – 20 sec. sprints Before PHV learn how to do aerobic training. From onset of PHV specific aerobic capacity training.	Land and water based anaerobic training 10 sec – 2 min	Individualised
Aerobic		Maintenance. Aerobic Power training.	Individualised
Flexibility	Dynamic mobility and static stretching	Part of regular training routine.	Individualised
Functional Stability	Generic and Discipline specific stability progressed		Individualised
Psychology	Effective goal setting introduced. Relaxation techniques developed.	Preparation for performance. Long-term goal setting. Focus and control, effective imagery.	Individualised
Tactical	Sport specific tactics used & understood.	Individual, event, position and environmental tactics used effectively.	Individualised
Attitude	Sportsmanship / moral development. Develop patience, control and communication skills.		Individualised
Ancillary Capacities	Effective time management Training diary kept. A disciplined approach to practice. Knowledge of training principles.	Plan for career/education. Balance of work : training : social addressed.	Individualised
Corrective	Address any gaps in technical, psychological, tactical or physiological development	Address any gaps in technical, psychological, tactical or physiological development	Individualised

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Safeguarding and Protecting Children Guidelines - G16