



# **Paddle-Ability Workshop**

## **Training Programme**

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Session	Time	Session Outline
<b>Introduction</b>	5 minutes	<p>Check everyone is in the right room venue. Remember to tell the group about the venue and where the emergency exits and toilets are.</p> <p>This session offers you the opportunity to introduce yourself and give the group a short piece about your experience in paddlesport and working with paddlers with a disability. Use this session to set the scene and introduce the workshop and what its aims and objectives are for.</p>
<b>Session 1: Aims and Objectives</b>	5 minutes	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding around the challenges faced by paddlers with a disability in terms of accessing sport.</li> <li>• Develop an understanding of how our sport can be made more appealing to paddlers with a disability.</li> <li>• Develop communication techniques.</li> <li>• Introduction to range of impairments.</li> <li>• Start to consider how to plan and run sessions for paddlers with a disability.</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• Ensure expectations are met.</li> </ul> <p><b>Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Invite attendees to introduce themselves; where they are from, what they wish to gain from the workshop and what experience they have of working with paddlers with a disability.</li> </ul>

		<ul style="list-style-type: none"> <li>• Describe to the group what the aims of the session are and what is going to be covered during the session.</li> <li>• Now is a good time to carry out some sort of ice breaker activity.</li> </ul>
<p><b>Notes:</b></p> <p>Many people have a misconception or lack of knowledge or understanding what disability is, how many people are affected and how broad the spectrum of disability is. This section offers the tutor the opportunity to highlight the range of impairments there are out there, beyond the perception of the wheelchair user. Many clubs and centres become hung up on wheelchair access without considering how they can provide excellent opportunities beyond this for people with a range of other impairments.</p> <p>This section will also probably highlight to attendees that they may well be working with paddlers with a disability without knowing it, especially when we start to talk about mental health and long term illness such as Cancer, Epilepsy and Arthritis.</p> <p>This section also helps the attendee to understand the types of people who are going to be taking part in their session.</p>		
<p><b>Session 2:</b> <b>Disability in the Society</b></p>	<p>5 minutes</p>	<p><b>Content:</b></p> <p>Disability infographic:</p> <ul style="list-style-type: none"> <li>• Number of people in the population who have a disability.</li> <li>• How many people are affected by which impairment groups (visual, learning, physical (ambulant), physical (wheelchair user), hearing, mental health, behavioural).</li> <li>• Statistics on hidden disability.</li> <li>• Age spread.</li> </ul>

		<ul style="list-style-type: none"> <li>• Where they are, e.g. work, education, unemployed.</li> </ul> <p><b>Purpose:</b></p> <p>To give attendees an idea of the disability market, the spread of impairments and how there are probably people that they come in regular contact with but have no idea have a disability.</p> <p>Also to challenge their perceptions of people with a disability as being wheelchair users.</p> <p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• Highlight to the group that the prevalence of disability increases with age and how this fits well with our participant profile, as well as the potential it offers us to grow interest in our sport. This is also relevant where you might have a participant who has acquired an impairment or long term health condition.</li> <li>• Challenging perceptions: Ask the group what image falls into their brain when you use the term 'disability'. Likelihood is that is the symbol for wheelchair user. This is an opportunity to explain that disability goes so much further beyond wheelchair users.</li> <li>• Talk around what people consider is disability, people may be surprised to hear that Diabetes and Cancer are considered under this umbrella.</li> <li>• To help attendees identify with the number of people affected by disability around them.</li> </ul> <p><b>Tutor Reading:</b></p> <ul style="list-style-type: none"> <li>• Document A. EFDS Talk to Me Principles in Action</li> <li>• Document B. EFDS Supporting Me to Be Active</li> </ul>
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<p><b>Session 3: Disability in Sport</b></p>	5 minutes	<p><b>Content:</b> Infographic about people with disabilities participating in sport:</p> <ul style="list-style-type: none"> <li>General participation levels.</li> <li>Impairment specific information around participation levels.</li> <li>Paddlesport participation figures.</li> </ul> <p><b>Purpose:</b> To give attendees an idea of the under representation of disability in sport but also to say that in our sport we know paddlers with a disability do not necessarily tell us.</p> <p><b>Discussion Points:</b> The key here is to highlight that there is a real under-representation in terms of people with a disability taking part in physical exercise but that, at the same time, these people clearly do want to take part in more, we just need to support them to find that opportunity. In this workshop we can look at some ways of making paddlesport more accessible.</p> <p><b>Tutor Reading:</b></p> <ul style="list-style-type: none"> <li>Document A. EFDS Talk to Me Principles in Action</li> <li>Document B. EFDS Supporting Me to be Active</li> <li>Document C. Sport England Mapping Disability</li> </ul>
<p><b>Session 4: Sociability Film</b></p>	5 minutes	<p>This is a great opportunity to use a change of media and to give the group a change from them and yourself talking. Explain that the film comes from the British Canoeing Paddle-Ability series of 4 films. Explain that this film talks about some paddlers' experience with paddlesport, what they get from it and why they love</p>

		<p>it. After the film, ask the group if they have any thoughts; hopefully they might comment that those shown in the film “did not look like they had a disability”. Does anything else challenge their perceptions of disability? What about long term health conditions?</p>
<p><b>Session 5: Accessing our Sport</b></p>	<p>5 minutes</p>	<p><b>Content:</b></p> <p>Initial quick group discussion around what they think the top three barriers paddlers with a disability might face in terms of getting involved with sport.</p> <p>Consideration of the family and friends of paddlers with a disability and how they can join in/assist.</p> <p><b>Purpose:</b></p> <p>Opportunity for participants to take part in small discussion groups/interesting to compare with perceptions towards end of workshop.</p> <p>Everyone is welcome to paddle, ask questions and listen. Let’s give individuals the best paddlesport experience.</p> <p><b>Discussion Points:</b></p> <p>Move around while the groups are discussing this. Listen to what their thoughts are? This will help you to gauge their experiences of working with paddlers with a disability and if they have a particularly polarised opinion.</p> <p><b>Tutor Reading:</b></p> <ul style="list-style-type: none"> <li>• Document A. EFDS Talk to Me Principles in Action</li> <li>• Document B. EFDS. Supporting Me to be Active</li> <li>• Document D. British Canoeing Awarding Body Paddle-Ability Research</li> </ul>
<p><b>Session 6: Barriers</b></p>	<p>5 minutes</p>	<p><b>Content:</b></p> <p>List of barriers.</p>

		<p><b>Purpose:</b></p> <p>To demonstrate to the group what the barriers are for paddlers with a disability accessing our sport.</p> <p><b>Discussion Points:</b></p> <p>It is not unusual that these are the same as those that the group have come up with. Pull out any key differences. Also highlight that these might be perceived barriers, e.g. access to equipment.</p> <p><b>Tutor Reading:</b></p> <ul style="list-style-type: none"> <li>• Document A. EFDS Talk to Me Principles in Action</li> <li>• Document B. EFDS Supporting Me to be Active</li> <li>• Document D. British Canoeing Awarding Body Paddle-Ability Research</li> </ul>
<p><b>Session 7:</b></p> <p><b>How can we limit barriers</b></p>	10 minutes	<p><b>Content:</b></p> <p>In small groups they discuss how they and their organisations could mitigate against these.</p> <p><b>Purpose:</b></p> <p>Allow for group to understand what they can do to appeal to more paddlers with a disability.</p> <p><b>Discussion Points:</b></p> <p>It is great having all the tools to coach paddlers with a disability but we need to be getting them through the door in the first place.</p> <p>While the group are doing this activity, in addition people are more likely to come back for more if they have been well looked after. You can link this back to general good customer service.</p>
<p><b>Session 8:</b></p>	5 minutes	<p><b>English Federation of Disability Sport: Inclusive Communications Film</b></p>

		This is a great film to show if you have the time, or you can signpost the group to the film, advising that they watch it at a later date.
<b>Session 9: Accessible Facilities</b>	5 minutes	<p><b>Content:</b></p> <p>The group work in pairs to discuss their journey to today's venue or from their home to their own club or centre; How accessible was that trip? How easy is it? What might be the challenges that someone without their own transport face?</p> <p><b>Purpose:</b></p> <p>Attendees conceptualise that getting to the activity is a challenge in itself.</p> <p>How can we make everyone's experience better?</p> <ul style="list-style-type: none"> <li>• Pre-information.</li> <li>• Expectations.</li> <li>• Who else will be there?</li> <li>• Let us know how we can offer support.</li> <li>• Toilet facilities.</li> </ul> <p><b>Discussion Points:</b></p> <p>Those attending the training may not find getting around their lives all that complicated. This activity allows attendees to consider the range of challenges faced by paddlers with a disability, from getting out of bed to physically getting into a building. This helps us to highlight how important it is to ensure that participants have as much information as possible in advance and that their experience at the session is key to whether or not they engage with the sport again.</p> <p><b>Tutor Reading:</b></p>



		<ul style="list-style-type: none"> <li>• Document D. British Canoeing Awarding Body Paddle-Ability Research</li> <li>• Document E. EFDS Access for All Opening Doors</li> </ul> <p>Consideration and discussions based around both manual handling and assistance. Asking, listening and then provide the support required.</p>
<p><b>Session 10: Terminology</b></p>	<p>5 minutes</p>	<p><b>Content:</b></p> <p>Exercise on what language we use when talking about people with a disability, give the group the language cards. Ask the group to sort through the cards into appropriate, inappropriate and unsure.</p> <p><b>Purpose:</b></p> <p>Let the group work together to understand appropriate and inappropriate language.</p> <p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• Has appropriate language changed with time – is this still likely to change?</li> <li>• Understanding that some people with a disability might use inappropriate language when talking about themselves.</li> <li>• As you move around the group you will get a grasp for their understanding of this language use is. If you are happy with how the group have reacted to this, there is no need to go through all the terminology, just pick out a few key words and discuss with the group. Handicap, Spastic and Retard are good examples, particularly since they are still used extensively in some other parts of the world.</li> </ul> <p><b>Activity Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 10. Activity - Terminology</li> </ul>

		<ul style="list-style-type: none"> <li>Document F. EFDS Disability Language and Etiquette</li> </ul>
<b>Break</b>	5 minutes	<p><b>If you have not already done so, this is a good time to set up the room for Session 14</b></p> <p>These activities are set up in a way that allows coaches to consider the challenges they might face working with people who have a range of impairments. The key focus of this session should be for the coaches to break down what the challenges people have and how they, as coaches, would ensure that they best include and support that individual. Set up the activities around the room. Once the group come back in from their break, quickly explain each of the activities and then send them off in pairs or threes to try them out.</p>
<p><b>Session 11:</b></p> <p><b>How Disability Affects Different People:</b></p> <p>8 activities are set up around the room and, in groups, participants move around the room trying them out.</p>	10 minutes	<p><b>Card 1 - Hearing Impairment</b></p> <p><b>Content:</b></p> <p>The key thing that participants should get from this exercise is understanding where they should stand/position themselves when communicating with people with hearing impairments and how accurate and appropriate demonstrations are key. Also discuss how they might ensure that they can remain in communication with individuals once out on the water.</p> <p><b>Activity:</b></p> <p>One person tried to communicate with other wearing ear defenders:</p> <ul style="list-style-type: none"> <li>• Standing behind them</li> <li>• With a piece of paper in front of mouth</li> <li>• Standing in front of them</li> </ul> <p><b>Discussion Points:</b></p>

	5 minutes	<p>Ask the participants how they might change to work with people affected by hearing loss. They should be thinking about where they might stand and how they are disseminating information. There is water sports specific sign language developed by the National Children's Society for the Deaf. However, will this really be needed in all cases? How are they going to ensure that they can maintain communication with participants once they are out on the water?</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 11. Activity Cards – How Disability Affects Different People</li> </ul> <p><b>Activity Resources:</b></p> <ul style="list-style-type: none"> <li>• Ear defenders.</li> <li>• Card with instructions on.</li> </ul> <hr/> <p><b>Card 2 - Visual Impairment</b></p> <p><b>Content:</b></p> <p>Give the group a quick demonstration of the traditional guiding position. In this activity, those taking part should start to develop understanding of the depth of verbal queue that they would need to give someone. Attendees should also consider how they felt and, in turn, how people attending their sessions might feel.</p> <p><b>Activity:</b></p> <p>One partner guides their blindfolded partner round the building.</p> <p><b>Discussion Points:</b></p>
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	5 minutes	<p>Ask participants how they felt wearing the blindfold? Did they feel more or less vulnerable than normal, how might this affect their confidence. Talk about the need to introduce people and letting people know if you just need to step away to get something. Ask course attendees if they have any other thoughts, how might they communicate movement and changes to technique?</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 11. Activity Cards – How Disability Affects Different People</li> </ul> <p><b>Activity Resources:</b></p> <ul style="list-style-type: none"> <li>• Blinds</li> <li>• Card with instructions</li> </ul> <hr/> <p><b>Card 3 - Visual Impairment</b></p> <p><b>Content:</b></p> <p>Using the goggles, coaches should consider how an individual's field of vision may be limited, and that while someone might be registered blind this does not necessarily mean that that person has no field of vision at all.</p> <p><b>Activity:</b></p> <p>Try on the goggles: carry out the tasks with each of the goggles:</p> <ul style="list-style-type: none"> <li>• Copying a list.</li> <li>• Pouring a glass of water.</li> </ul> <p><b>Discussion Points:</b></p> <p>How easy would it be to put on equipment, carry a boat, paddle?</p>
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	5 minutes	<p>It is important to raise that visual impairments are very varied and may affect different individuals in very different ways. Particular points to raise would be: how someone with a limited central field of vision might look at something 'from the side', the considerations for lighting and how marking specific colours might make it easier for an individual to identify you, as well as further considerations when talking in a group setting.</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 11. Activity Cards – How Disability Affects Different People</li> </ul> <p><b>Activity Resources:</b></p> <ul style="list-style-type: none"> <li>• Simulation goggles for limited peripheral, only peripheral, macular degeneration, cataracts.</li> <li>• Bottle of water and cup.</li> <li>• Instructions and list card for participants to copy.</li> </ul> <hr/> <p><b>Card 4 - Physical, Manual Dexterity</b></p> <p><b>Content:</b></p> <p>Focus the participants on how having limited manual dexterity might affect the person's ability to take part in paddlesport, equally discuss how this might be affected by fatigue and/or weather conditions.</p> <p><b>Activity:</b></p> <p>Using the tongs, gloves or your non-dominant hand to carry out the following:</p> <ul style="list-style-type: none"> <li>• Write your name.</li> <li>• Untie/take off your shoes.</li> <li>• Pick up beads and put in a pot.</li> </ul> <p><b>Discussion Points:</b></p>
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	5 minutes	<p>Highlight that this activity is to get people to start thinking about the challenges of paddling with limited dexterity, if they are struggling to carry out these tasks, how is paddling going to affect this? What could the impact of cold and fatigue be?</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 11. Activity Cards – How Disability Affects Different People</li> </ul> <p><b>Activity Resources:</b></p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Tongs</li> <li>• Gloves</li> <li>• Beads in pot</li> </ul> <hr/> <p><b>Card 5 - Physical</b></p> <p><b>Content:</b></p> <p>This activity is great because it highlights how challenging it can be to use a slide board.</p> <p>Note: In reality, it is advisable that only people who have slide board training, through their physio or other support, use slide boards.</p> <p><b>Activity:</b></p> <p>Transfer from one chair to another without using your legs. Also try transferring down onto a stool and then again down to the ground.</p> <p>It should be highlighted to attendees that only paddlers who have had training in using a slide board would normally be using one. Do use this as an opportunity to discuss where you might stand as a coach to assist someone using a slide board into a boat. Also discuss</p>
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	5 minutes	<p>other things you could use such as matting and small plastic steps. As well as other solutions for getting in and out of boats (e.g. beach entry).</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 11. Activity Cards – How Disability Affects Different People</li> </ul> <p><b>Activity Resources:</b></p> <p>Instructions</p> <hr/> <p><b>Card 6 - Balancing</b></p> <p><b>Content:</b></p> <p>Coordination and mobility.</p> <p>Poor coordination problems may result in poor balance, clumsiness, dropping or bumping into things.</p> <p><b>Activity:</b></p> <p>Carry out the following activities, keeping your hands by your side and balancing a bean bag on your head:</p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Hopping</li> <li>• Jumping</li> <li>• Sitting down/standing up</li> </ul>
	5 minutes	<p><b>Discussion Points:</b></p> <p>How did you feel about the activity?</p> <p>What were the challenges?</p> <p>What implications might balance and coordination issues have on your coaching?</p> <p><b>Card 7 - Autistic Spectrum</b></p> <p><b>Content:</b></p>

	5 minutes	<p>Autistic people can find that they are bombarded with sensory stimulus. This activity helps course attendees understand how hard it can be to concentrate when there are lots of things distracting them.</p> <p><b>Activity:</b></p> <p>One person carries out activities while other in group distracts them.</p> <p>How did you feel trying to concentrate on something while there were so many other messages going on around you?</p> <p>How might you as the coach change your style to support an autistic paddler?</p> <p><b>Discussion Points:</b></p> <p>This is great for helping people to understand how challenging it can be for an individual to focus on what a coach is asking them to do when they are being bombarded with multiple stimuli (a good example is the Chris Packham documentary <a href="https://vimeo.com/252876361">https://vimeo.com/252876361</a> where he talks about what he is experiencing when he is walking in the forest). How might a coach adapt how they are giving instructions to reduce this?</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 11. Activity Cards – How Disability Affects Different People</li> </ul> <p><b>Activity Resources:</b></p> <p>Instructions</p> <p><b>Card 8 - Learning Disabilities</b></p> <p><b>Content:</b></p>
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		<p>Ask those who attended how they found the activity, some will find processing the text easier, some the colours of the text. Are there any colours that are particularly difficult to process?</p> <p><b>Activity:</b> From the cards read out aloud, the colour of the text not the words, and then the words not the text.</p> <p><b>Discussion Points:</b> Ask the participants which they found easier/harder. This is a good exercise in showing that people find processing different types of information more or less easy. This is an opportunity to point out how we present what, and how much, information can make things easier or harder for an individual.</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 11. Activity Cards – How Disability Affects Different People</li> </ul> <p><b>Activity Resources:</b> Instructions and text.</p>
<p><b>Session 13: Equipment</b></p>	<p>20 minutes</p>	<p><b>Boats</b></p> <p><b>Content:</b> Attendees split into small groups, each group is given a selection of photographs of boats and discuss which boats they might use for which groups and why.</p> <p><b>Purpose:</b> Participants identify what equipment they already have and how they can utilise that to support their work with paddlers with a disability. They should discuss the pros and cons of each of the boats.</p> <p><b>Discussion Points:</b></p>

	<p>Some of the points but not exhaustive, let the group share their stories or experiences too:</p> <p><b>Card 1:</b> Single Sit on Top; great for getting people started, easy to get in and out, stable, using leg straps and back support can make the boat more accessible for people with spinal injuries. Just need to ensure participants do not get cold.</p> <p><b>Card 2:</b> Touring Kayak; stable, easy to get to go in a straight line, can offer better support for an amputee or someone with limited use of their core. Risk of fear of entrapment for new paddlers.</p> <p><b>Card 3:</b> Katakana, other similar options can be included in this (e.g. rafted open boats and bell boats), can get multiple people in the same craft, people can engage more or less dependent on skill and ability, in this example you can also use the middle area. This film gives a good example of where the Katakana has been used by paddlers with a disability for an expedition. <a href="https://www.facebook.com/matt.blackwell.9066/videos/10157281320990298/">https://www.facebook.com/matt.blackwell.9066/videos/10157281320990298/</a></p> <p><b>Card 4:</b> Inflatable; we have great stories from paddlers with a disability using this type of craft because they could carry them on the bus (this person was unable to drive), or even couples using one as it was easier for the non-disabled partner to carry the boat on their own.</p> <p><b>Card 5:</b> Two-person Sit on Top; this has the benefits of the Sit on Top and being a two-person craft.</p> <p><b>Card 6:</b> Open Boat; can put a bean bag in the bottom, participants higher up from the water, can raft to other craft.</p>
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		<p><b>Card 7:</b> Va'a; outrigger boat used in Paracanoe competition. Benefits of the outrigger can be discussed here, this is also a chance to talk about inflatable outriggers that are available as well as other options.</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 13. Activity Cards – Boats</li> </ul> <p><b>Activity Resources:</b></p> <p>Cards</p>
	15 minutes	<p><b>Paddles and Grips</b></p> <p><b>Content:</b></p> <p>Attendees split into small groups, each group is given a selection of photographs of boats and discuss which boats they might use for which groups and why.</p> <p><b>Purpose:</b></p> <p>Participants identify what equipment they already have and how they can utilise that to support their work with paddlers with a disability.</p> <p><b>Discussion Points:</b></p> <p><b>Card 1:</b> Wrist Attachment; the element that attaches to the wrist slides in and out of the element that is attached to the paddle; what are the challenges with this?</p> <p><b>Card 2:</b> Hand Attachment; discuss how this can be replicated with 'off the shelf' items? What might be the challenges with this item?</p> <p><b>Card 3:</b> Boat/Paddle Attachment; this is great for someone who might have limited core stability, but what are the range of motion impacts of the piece of equipment. It can also be used to 'paddle' with the feet for someone who has limited upper limb capacity.</p>

		<p><b>Card 4:</b> Canoe Paddle-Attachment; this works well for an individual who only has use of one arm, a 'homemade' version can also be created with Velcro straps.</p> <p><b>Card 5:</b> Praddle; good item for someone who might struggle with a whole paddle. Flip flop or table tennis bat can be used as an alternative.</p> <p><b>Card 6:</b> Oval Shaft; paddlers can 'feel' how they need to hold the paddle, lots of 'homemade' alternatives to this. The group will probably come back with lots of examples that they have seen/used.</p> <p><b>Card 7:</b> Variable Shaft; varying the shaft for the needs of the paddler, e.g. if they struggle to understand rotating the paddle shaft.</p> <p><b>Cards 8 and 9:</b> Children's paddles; looking at paddles that are appropriate for the size of the child but also considering the size and weight of paddles.</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 13. Activity Cards – Paddles</li> </ul>
	10 minutes	<p><b>Other Equipment</b></p> <p><b>Content:</b></p> <p>Attendees split into small groups, each group is given a selection of photographs of boats and discuss which boats they might use for which groups and why.</p> <p><b>Purpose:</b></p> <p>Participants identify what equipment they already have and how they can utilise that to support their work with paddlers with a disability.</p> <p><b>Discussion Points:</b></p>

		<p><b>Card 1:</b> Easy Grip; helps secure hand to paddle, dependent on how tightly it is strapped on a hand can pull out like a pogie, cheap and easy to access.</p> <p><b>Card 2:</b> Hoist; great piece of kit for the right place. However, most of the people that coaches will see will be far more comfortable self-transferring. Discuss the cost of maintaining the hoist and what it feels like being transferred by hoist.</p> <p><b>Card 3:</b> Foam Block; really useful to pad out stumps or add in extra support for individuals.</p> <p><b>Card 4:</b> Gaffer tape; for use with foam blocks but also can be used to make hand supports and for attaching guides onto paddles.</p> <p><b>Card 5:</b> Personal Flotation Device; talk about the different PFDs around and what would be a good/bad example for use, e.g. over the head is going to be challenging for an autistic person.</p> <p><b>Card 6:</b> Slide boards, as discussed in previous section.</p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 13. Activity Cards – Scenarios</li> </ul> <p><b>Activity Resources:</b></p> <ul style="list-style-type: none"> <li>• Adaptive seat</li> <li>• Different Breathing Apparatus</li> <li>• Hoist</li> <li>• Hand grip</li> <li>• Gaffer tape</li> <li>• Foam</li> </ul>
<p><b>Section 13:</b> <b>Planning a Session</b></p>	<p>15 minutes</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Working in small groups, you need to plan part of a session for a person who has arrived at your</li> </ul>

		<p>club/setting. You will be given some details about their needs. You need to discuss any implications or considerations and decide what you need to do.</p> <p><b>Purpose:</b> Participants have the opportunity to put everything they have learned in the session into practice.</p> <p><b>Discussion Points:</b> The key message that should come out of all of these scenarios is discussion with the individual about what they want to achieve and what kind of activity they want to take part in.</p> <p><b>Scenario 1:</b> Visual Impairment; the group should think about what information they are giving to the individual in advance, as well as what the limitations of the individual's field of vision. They might discuss how they are going to communicate information, such as paddle placement, before they get onto the water and maybe look at a progression of boats from tandem to individual.</p> <p><b>Scenario 2:</b> Hearing Impairment; this person has got in contact because they wanted to paddle. Together the group should consider this, they should discuss how they are going to communicate with the individual. NCDS have some water sports related sign language: <a href="https://www.signbsl.com/sign/water-sport">https://www.signbsl.com/sign/water-sport</a>, although highlight that Makaton signs and images could also be an option.</p> <p><b>Scenario 3:</b> Learning Disabilities; discussion should include the best forms of communication with the individual, their capacity to understand instruction and</p>
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	<p>how the coach will break down activities and instructions to support that individual.</p> <p><b>Scenario 4:</b> Wheelchair user; is this a family that want to paddle together? Considerations should be made around transferring and pressure sores, as well as session length to avoid circulation related issues.</p> <p><b>Scenario 5:</b> Older couple; assumption would be that the couple want to do this as an alternative to walking. Considerations around medication, session length, managing illness and mobility.</p> <p><b>Scenario 6:</b> Mental health; session introduction, potential outcomes, confidence of paddlers, weather you are putting people in a craft on their own or as a group?</p> <p><b>Scenario 7:</b> What are the triggers for people in the group, how can this fit into a bigger development (since it is part of a programme), craft allocation.</p> <p><b>Scenario 8:</b> Epilepsy; considerations around Epilepsy can be found here: <a href="https://www.britishcanoeing.org.uk/go-canoeing/disability-canoeing/paddling-with-epilepsy">https://www.britishcanoeing.org.uk/go-canoeing/disability-canoeing/paddling-with-epilepsy</a></p> <p><b>Current Resources:</b></p> <ul style="list-style-type: none"> <li>• Session 13. Activity Cards – Scenarios</li> </ul> <p>Activity Resources:</p> <p>Instruction cards</p> <ul style="list-style-type: none"> <li>• Visual Impairment group.</li> <li>• Hearing Impairment individual with parent.</li> <li>• Adult with learning disabilities with carer.</li> <li>• Parent who is a wheelchair user with two children.</li> <li>• Older couple, one has Arthritis, the other Diabetes.</li> <li>• Young person with Epilepsy.</li> <li>• Group of young men from a mental health group.</li> </ul>
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		<ul style="list-style-type: none"> <li>Group of young people from a school for children with behavioural problems.</li> </ul>
<b>Session 14: Conclusion</b>	10 minutes	<b>Content:</b> Coach the individual, not the disability.