



Coach Award
Core Coach Training Programme
and Session Plans

Introduction

This document provides an example Core Coach course programme and the accompanying session plans. It is intended to be used in addition to the Coach Award Tutor and Assessor Notes.

In order to ensure that the content is pitched at the right level, Tutors must also be familiar with the Coach Award Assessment Guidance and eLearning; these will both help the Tutor integrate the relevant content and themes through the delivery of their programme.

CORE COACH TRAINING PROGRAMME

Day One		
Session	Time	Session Outline
Session 1 Classroom	30 mins.	Introductions and paperwork Overview of training course Role of the Coach Coaching pathway and journey to assessment Structure of British Canoeing Awarding Body qualifications
Session 2 Practical (Theory and Practice)	90 mins.	The learner/athlete – where coaching starts <ul style="list-style-type: none"> - a learning focused approach - how learners/athletes learn - developing learner/athlete decision making - triggers to help coach decision-making - influences on how learners/athletes learn
Session 3 Practical (Theory and Practice)	60 mins.	The learners'/athletes' journey <ul style="list-style-type: none"> - stages of learning (aware/practiced/acquired) - triggers to help coach decision-making
Lunch		
Session 4 Practical (Theory and Practice)	60 mins.	Enabling learners/athletes to learn – understanding feedback <ul style="list-style-type: none"> - self-gained and coach/peer given - developing learner/athlete decision making - knowledge of results and knowledge of

		<p>performance</p> <ul style="list-style-type: none"> - when, how and quantity
<p>Session 5 Practical (Theory and Practice)</p>	<p>120 mins.</p>	<p>Coaching to develop learners'/athletes' learning</p> <ul style="list-style-type: none"> - planning our coaching sessions - learning focussed - using coaching models (IDEAS and WASP) - using coaching styles - developing learner/athlete decision-making - coaching sessions - developing coaches' decision-making
<p>Session 6 Classroom</p>	<p>45 mins.</p>	<p>Review of day</p> <p>Reflective practice</p> <ul style="list-style-type: none"> - core principles and models - how we develop as a coach - identifying learning opportunities <p>Training course review and action plan introduced</p>
<p>Session 7 Classroom</p>	<p>30 mins.</p>	<p>Coaching philosophy</p> <ul style="list-style-type: none"> - personal coaching philosophy - British Canoeing Awarding Body coaching philosophy - peers' coaching philosophy
<p>Session 8 Classroom</p>	<p>30 mins.</p>	<p>Session planning</p> <ul style="list-style-type: none"> - adaptive - personalised (written, list, memory)

		- progressive and linked Planning 15 minute coaching session for Day 2 Coaching philosophy
Session 9 Classroom	15 mins.	Homework – planning Day 2 coaching session eLearning and resources introduced
Day Two		
Session	Time	Session Outline
Session 10 Classroom	15 mins.	Introduction to Day 2 Re-cap and questions from Day 1
Session 11 Classroom	45 mins.	Session plan peer review - content (technical/tactical) - planned delivery (coaching to meet learners'/athletes' needs) - link to coaching philosophy
Session 12 Practical (Theory and Practice)	100 mins.	Coaching sessions - peer and tutor review of coaching sessions - complete coaching session reviews
Session 13 Practical (Theory and Practice)	60 mins.	Coaches' decision-making - the purpose of our decisions (who, what, why, environmental considerations) - conscious and unconscious decision-making - heuristics and bias
Lunch		
Session 14 Practical (Theory and Practice)	60 mins.	Creating an optimum learning environment - the ethos behind an optimum environment

		<ul style="list-style-type: none"> - empowering coaching behaviours - developing learner/athlete decision making - interpersonal relationships and social interaction
Session 15 Practical (Theory and Practice)	60 mins.	Structuring practice sessions for the learner/athlete <ul style="list-style-type: none"> - chaining, sequencing and drills - constraints and shaping
Session 16 Classroom	30 mins.	Review of day Training course review and action planning
Session 17 Classroom	60 mins.	Individual debriefs and actions planning

CORE COACH TRAINING

SESSION 1

Session Title:	Introductions and Paperwork
Session Number:	1
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Make everyone feel welcome and at ease – create positive learning environment. Set the scene for the course. Introduce the Coach Award pathway, role and remit. Introduce the British Canoeing Awarding Body Coaching Pathway.</p>	
Delivery:	
<p>One large group led by the Course Director. Tutor on hand to offer individual support, answer questions, etc. Welcome and introductions:</p> <ul style="list-style-type: none"> • Welcome to venue and course (including domestic arrangements); • Introduce staff and each other, round the table intros (background to paddling, why you want to get into coaching, anything specific you want to get out of the course); • Any questions? Always feel free to ask. <p>Paperwork matters to check (maybe done whilst waiting for people to arrive:</p> <ul style="list-style-type: none"> • Hand round Course Schedule for people to fill in. <p>Introduction to the Course, Coach Award Pathway, Role and Remit, and British Canoeing Awarding Body Coaching Pathway:</p> <ul style="list-style-type: none"> • Provide an overview of the journey to Coach Award Assessment and the 	

options, along with the role and remit of a Coach;

- Provide an overview of the qualifications beyond Coach Award Assessment to allow further individual discussion as is required during the course;
- Quick run through of the programme for the course and in more detail Day 1;
- Identify resources (eLearning, books, etc.) available for them to get stuck into.

Any questions?

CORE COACH TRAINING

SESSION 2

Session Title:	The Learner/Athlete – Where Coaching Starts
Session Number:	2
Time:	90-minutes
Venue:	Classroom and Water
Craft:	Canoe and/or Kayak
Session aim/s:	
<p>To introduce the purpose of coaching – the learner/athlete and how delivery is about being learning focussed.</p> <p>To introduce two underpinning learning theories (behaviourism/constructivism).</p> <p>To understand how this affects how learners/athletes learn (link to learner/athlete decision-making).</p> <p>To confirm understanding of the ‘Plan-Do-Review-Conclude’ process, how it is continual/cyclical and how learners interact with the process.</p> <p>To explore the complexity and variety of ways in which learners/athletes learn and provide observational triggers to support meeting learners’/athletes’ needs (e.g. VAK, Learning Differences).</p> <p>To understand the influences on learner/athlete learning and learner/athlete adaptations for this (personal differences, task constraints, environmental constraints).</p> <p>To clearly understand how these can be used as ‘tools’ to help deliver variety in our coaching and make adaptations to meet learner/athlete needs based on the learning context.</p>	

Delivery:

The session is all about developing understanding that the learner/athlete is at the heart of the coaching process and, in essence, is the purpose of coaching. From this, coaches need to understand how learners/athletes learn to ensure their sessions can be learning focussed. The ethos is to help students plan and adapt sessions to meet learner/athlete needs, along with giving them a way to plan sessions that deliver balance within the session to meet a range of learner/athlete needs. The key ethos being that there is no one single method of learning; there are many and what works best depends on the task, the context and your personality. This is not about prescribing 'learning models' or 'labelling' learners, it is about supporting students to understand the complexity of learning and give them some tools to help in coaching delivery.

1. Tutor to facilitate discussion on the purpose of coaching, exploring concepts of being learner/athlete-centred and learning focussed. Tutor to introduce the session with the ethos being about exploring how learners/athletes learn and then developing observational triggers to help coaches respond to learner/athlete needs.
2. Tutor to introduce the concept of behaviourist and constructivist learning theories and how they fit with developing learner/athlete decision-making, from this to facilitate discussion to contextualise.
3. Practical session to explore behaviourist and constructivist approaches.

Examples:

- a. Tutor to show video clips that demonstrate the two learning theory approaches; tutor to facilitate group work discussion using these as a case study. Students to then work in groups to come up with a paddlesport coaching example that shows each learning approach and

- present to rest of the group;
- b. Tutor to deliver two sessions (based around the fundamentals), one in a constructivist way and another in a behaviourist. Students to observe/be coached and tutor to facilitate discussion to contextualise the two sessions and learning approaches used;
 - c. Students to work in two groups, one to come up with a session (based around the fundamentals) that shows a constructivist approach and one a behaviourist. Students to deliver the sessions to the other group, tutor to facilitate discussions to clarify learning theories.
4. Tutor to check understanding of 'Plan-Do-Review-Conclude' process and, in four groups, get them to explore and then present back the following questions (one question per group) based on each phase of the process:
- a. Key considerations for planning, when it is required more/less, learner/athlete characteristics for planning (learners need understanding of the task to project strategies for future success – they think and do);
 - b. Key considerations for doing, when it is required more/less, learner/athlete characteristics for doing (learners need to be hands on, are active and adaptable – they feel and do);
 - c. Key considerations for reviewing, when it is required more/less, learner/athlete characteristics for reviewing (learners need to combine experience with reflective observation to devise a solution, can be creative and devise multiple potential strategies – they feel and watch);
 - d. Key considerations for concluding, when it is required more/less, learner/athlete characteristics for concluding (learners need to be able to explain what has happened, often based on reflective observation – they think and watch).

5. Practical session to explore the range of ways learners/athletes learn, this should ideally be the tutor running a session in which the students are undergoing real learning – it could be paddlesport related or otherwise.
6. Tutor to facilitate reflective discussion on how the students learnt, but in particular the observational triggers that could be seen that things were working/not working using some of the following as a guide:
 - a. Visual, Auditory, Kinaesthetic sensory channels;
 - b. When learners were in the 'Plan-Do-Review-Conclude' phase, for how long, why and any preferences/differences;
 - c. When learners perhaps used any of the following to support learning: social, independent, active, systematic, needs to understand, big picture/holistic, thinks about things, musical/rhythmical.
7. Tutor to facilitate small group discussion on the influences on learner/athlete learning (personal differences, task constraints, environmental constraints) and the adaptations required by learners/athletes and coaches alike during the learning process, thus promoting the ethos that there is no one single method of learning; there are many, and what works best depends on the task, the context and your personality.
8. Tutor to conclude ensuring that students are happy with the ethos that the above are 'tools' to help us structure, adapt and modify our coaching sessions to meet learners' developing and changing needs. This all dependent on context, task and environment as opposed to a learner/athlete label.

CORE COACH TRAINING

SESSION 3

Session Title:	The Learner/Athlete Journey
Session Number:	3
Time:	60-minutes
Venue:	Classroom and Water
Craft:	Canoe and/or Kayak
Session aim/s:	
<p>To introduce the stages of learning (aware, practice and acquired) in skill acquisition.</p> <p>To develop understanding and relevance about how the stages are cyclical for learner development and link to the 'Plan-Do-Review-Conclude' cycle.</p> <p>To develop observational triggers to support coaches in identifying where their learners/athletes are in order to meet their needs.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce the concept of stages of learning (aware, practice, acquired), how the stages are cyclical for learner development (for an acquired performer to improve they must go back to the awareness or practice stage to become 'more' acquired) and link this to the 'Plan-Do-Review-Conclude' cycle to support this. 2. Practical session to confirm understanding of and develop observational triggers to be able to identify the three stages of learning. Examples: <ol style="list-style-type: none"> a. In three groups, come up with an exercise that shows a performer in either the awareness, practice or acquired stage of learning (each group choosing a different stage ideally linked to the fundamentals). The groups to then show their exercise to the other groups, identifying the observational triggers that help a coach decide what stage a 	

learner is at;

- b. The tutor to run a session (ideally linked to the fundamentals) that will put the group into all three of the stages of learners. Tutor to facilitate discussion after the session to identify the stage of learning students went through. In pairs, to discuss and present back the observational triggers that help a coach decide what stage a learner/athlete is at.
3. Practical session (ideally based around the fundamentals) to explore progressing learner/athlete learning using the stages of learning. The idea to come up with a progression that either takes them from practice to awareness and back to practice, or from acquired to awareness/practice and back to acquired. Examples:
 - a. In small groups, come up with a skill that can be performed at a practice/acquired stage of learning. Come up with a way of challenging that skill to take it back a stage, and then practices that will progress it back to a practice/acquired stage. Present back to group what was done, Tutor to facilitate discussion to ensure session aims are met;
 - b. Tutor to run a session where students are taken back a stage in their learning and then to structure practices that allows students to move back towards where they started, but with improved performance – hopefully! (e.g. if they were at practice stage in their draws on the move, challenge it to take it back to awareness stage and then structure some practices to support them becoming practiced in the challenge). Tutor to facilitate discussion to ensure session aims are met.

CORE COACH TRAINING

SESSION 4

Session Title:	Enabling Learners/Athletes to Learn – Understanding Feedback
Session Number:	4
Time:	60-minutes
Venue:	Classroom and Water
Craft:	Canoe and/or Kayak
Session aim/s:	
<p>To ensure understanding of how feedback is critical to progress through the stages of learning and how this fits with the 'Plan-Do-Review-Conclude' process.</p> <p>To develop understanding of coach/peer-given and self-gained feedback.</p> <p>To develop understanding of feedback delivery methods.</p> <p>To develop understanding of knowledge of results versus knowledge of performance.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce session and facilitate discussion on how feedback is critical to progress through the stages of learning and how this fits with the 'Plan-Do-Review-Conclude' process. 2. Tutor to deliver a session that explores coach/peer-given feedback: <ol style="list-style-type: none"> a. Students to be split into two groups, one being coached by the tutor and one observing; b. Observers are given the task to focus on the feedback delivered and its effect on learners/athletes; c. Tutor to deliver a short coaching session to develop technical/tactical ability, knowledge and understanding, e.g. hanging draw in kayak 	

- focusing on the fundamentals;
- d. Tutor to deliver the session with the feedback method being purely coach/peer given. In this, the tutor to showcase: positive, neutral, negative, knowledge of results, knowledge of performance, corrective, encouraging, non-verbal and at different times. Ensure reciprocal tasks are delivered to demonstrate peer given feedback;
 - e. At the end of the session, observers to share their observations with support from Tutors. Tutors to facilitate main session aims being achieved.
3. Tutor to deliver a session that explores student-gained feedback:
- a. The same as previous task but with the observing and being coached groups swapping;
 - b. Tutor to deliver a session with the feedback method being self-gained. In this, the tutor to use kinaesthetic awareness exercises to develop internal feelings and self-checks to allow students to confirm these feelings against performance outcomes. Aim to showcase visual, audio and kinaesthetic self-checks alongside outcomes based around knowledge of results or performance;
 - c. At the end of the session, observers to share their observations with support from Tutors. Tutors to facilitate main session aims being achieved.
4. Tutor to facilitate summary discussion to include the benefits of coach/peer-given and self-gained feedback, discussing why, when and how these types of feedback can be used to progress learners/athletes through the stages of learning.

CORE COACH TRAINING

SESSION 5

Session Title:	Coaching to Develop Learner/Athlete Learning
Session Number:	5
Time:	120-minutes
Venue:	Classroom and Water
Craft:	Canoe and/or Kayak
Session aim/s:	
<p>To confirm understanding of the Coach Award coaching behaviours.</p> <p>To develop understanding of how a planned approach to coaching helps meet learner/athlete needs and allows for a learning-focussed approach to be taken.</p> <p>To explore the continuum of learner decision making within these coaching styles, identifying the value of them all and how they fit with the stages of learning and meeting learner/athlete needs.</p> <p>To develop a tactical approach to coaching behaviours based on Mosston and Ashworth's (2002) described styles that develop independent learner/athlete decision making.</p> <p>To develop understanding of how coaches' decision making is supported by observation triggers and a tactical understanding of coaching behaviours.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to confirm understanding of coaching styles, building on those covered in Paddlesport Instructor; this should be based on Mosston and Ashworth's (2002) work and include styles A-H. 2. Tutor to facilitate discussion on value of developing learner/athlete decision making, particularly in the more dynamic environments and if wanting to develop independence within the learner/athlete. Tutor to facilitate discussion 	

on how planning using knowledge from previous sessions (constructivist approaches, supporting how learners/athletes learn, awareness of stage of learning, use of feedback, coaching styles) can support this and coaching models (IDEAS and WASP) can also support a planned approach.

3. Students planning and delivering 10-15-minute coaching sessions to support above:
 - a. Tutor to organise students into pairs, each pair to plan a session (ideally based around the fundamentals) that will deliver one of the following: a) a session where the coach does most of the decision-making; b) a session where the learner/athlete does most of the decision-making. Tutor to support this planning process and ensure half of the pairs plan option a) and half option b);
 - b. Tutor to reorganise so two groups are formed, each group with one member of the previous pairs. Students then to deliver their planned coaching session to the rest of their group;
 - c. Tutors to facilitate session reviews, allowing the coach to explain their plan and how they delivered it. Tutor to facilitate further discussion in each review reflecting on how the coached session helped achieve session aims.
4. Tutor to conclude session, in line with Mosston and Ashworth's (2002) work, that all coaching styles have equal value and can be used strategically to meet learner/athlete needs, support session management or as a continuum to develop learner/athlete decision making. In addition to this, explore the observations the coaches made in their session and the triggers that allowed them make their decisions.

CORE COACH TRAINING

SESSION 6

Session Title:	Review of Day and Reflective Practice
Session Number:	6
Time:	45-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Review the day to capture learning and understanding, considering the Who, What, How of coaching.</p> <p>Introduce the importance of reflective practice and provide some principles and models to support this.</p> <p>Explore how we can develop as coaches, identifying learning opportunities to help us do this.</p> <p>Introduce training course review and action planning process.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate interactive review of day using the 'Who' you are coaching (motivations, goals/aspirations, optimum learning environment), 'What' you need to coach (performance models, progressions) and 'How' you coach (learners learning, coaches response) model to bring the day together. Within this how the 'Environmental Considerations' have an impact. Ensuring thoughts are captured, done through the use of flip chart, discussion and note taking as preferred. 2. Tutor to introduce the concept of reflective practice and facilitate discussion around this. Making use of reflective practice models/theories to support this 	

discussion (GROW – goals/focus, reality, options, what next; reflection ‘for action’, in’ action and ‘on’ action).

3. Tutor to ensure some key reflective questions are explored as part of the process (What? So What? Now What?)
4. Tutor to facilitate group discussion on strategies to support reflective practice to help develop us as coaches, including peer-based strategies – advice seeking, joint construction and reflective transformation; and independent strategies – coaching materials, creative thought and coaching repertoire.
5. Tutor to support in clearly identifying both the formal and informal opportunities to develop as a coach, ensuring the concept of Communities of Practice is discussed.
6. Tutor to introduce the training course review and action plan, to be completed as homework.

CORE COACH TRAINING

SESSION 7

Session Title:	Coaching Philosophy
Session Number:	7
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Introduce the concept and value of developing a coaching philosophy.</p> <p>Explore and develop the coach's personal coaching philosophy.</p> <p>Introduce British Canoeing Awarding Body's coaching philosophy.</p> <p>Explore how their personal philosophy may/may not match the other philosophies (British Canoeing Awarding Body and peers).</p>	
Delivery:	
<p>This session should act as a bit of an icebreaker as well as meeting the session aims:</p> <ol style="list-style-type: none"> 1. Tutor to introduce concept of a coaching philosophy and facilitate group discussion as to its value. 2. Tutor to present a range of value/belief words for the students to choose from or add to, in this deciding on 3 that best describes them as a coach and what they believe in. 3. Students to discuss in pairs their chosen words and in this what they believe in as a coach. 4. Tutor to show British Canoeing Awarding Body's coaching philosophy and 	

facilitate discussion on how students' values/beliefs match with this, as well as match with their peers' beliefs.

5. Tutor to support students in starting to develop their own philosophy true to their values and beliefs, whilst respecting others.

Topics to consider - how does the philosophy guide the coach in matters relating to athlete/learner:

- safety
- enjoyment
- learning
- attitudes, values and behaviour

CORE COACH TRAINING

SESSION 8

Session Title:	Session Planning
Session Number:	8
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>To introduce the concept session plans that are 'coach' friendly.</p> <p>To introduce the need for adaptability within session plans.</p> <p>To support students in developing personalised approaches to session planning.</p> <p>To introduce the process of progressive and linked session plans.</p> <p>To plan a coaching session.</p> <p>To consider gathering information on 'Who' we are coaching, 'What' we need to coach and 'How' we are going to coach</p> <p>To consider how the plan links to our coaching philosophy.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate discussion on information gathering to inform a plan, considering 'Who' you are coaching (motivations, goals/aspirations, optimum learning environment), 'What' you need to coach (performance models, progressions) and 'How' you coach (learners learning, coaches response). 2. Tutor to introduce the environmental considerations that are required in the planning process 3. Tutor to facilitate 'pairs' discussion on 'how' they currently plan their coaching 	

sessions.

4. Tutor to introduce a range of ways we plan and the progression depending on how confident we are on what we are coaching (fully written, bullet point list, flow diagram, mind map, mental plans). From this, encourage students to develop a way that 'works' for them depending on what they are coaching.
5. Tutor to facilitate discussion on adaptability within session plans and strategies to support this (piste map approach, mind map approach, springboard approach, options approach).
6. Tutor to facilitate discussion on extra considerations if planning for progressive linked sessions.
7. Tutor to introduce the following day's coaching session which students will plan that evening (15-minutes based on one of the four fundamentals, with consideration on 'how' it will be delivered based on the day's sessions and ensuring it fits with the coach's philosophy of coaching – value/belief words identified by the coach in Session 7).

CORE COACH TRAINING

SESSION 9

Session Title:	Homework
Session Number:	9
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s: To ensure students are aware of evening homework required for the next day. To ensure students are aware of resources available for support.	
Delivery: <ol style="list-style-type: none">1. Tutor to ensure students know they need to complete a coaching session plan and be available to support/answer questions as necessary.2. Tutor to ensure students are aware of British Canoeing Awarding Body's eLearning and associated resources, along with providing additional resources as required to support them in their session planning.	

CORE COACH TRAINING

SESSION 10

Session Title:	Introduction to Day 2
Session Number:	10
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Confirm understanding of Day 1 learning outcomes.</p> <p>Outline Day 2 learning outcomes and structure.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor-led recap of Day 1, with opportunities for questions from overnight reflections. 2. Recap of Who, What, How and Environmental Considerations model; as part of recap of Day 1 and introducing Day 2. 3. Tutor to provide outline of the day and learning outcomes. 	

CORE COACH TRAINING

SESSION 11

Session Title:	Session Plan Peer Review
Session Number:	11
Time:	45-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>To develop personalised approach to adaptable session planning.</p> <p>To develop technical/tactical content knowledge.</p> <p>To develop delivery (coaching and learning knowledge).</p> <p>To develop understanding and application of personal coaching philosophy.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. In pairs, students to discuss their lesson plans focusing on the following: <ol style="list-style-type: none"> a. Technical/tactical content; b. How the session is planned to be delivered (coaching behaviours, learner/athlete behaviour consideration and learning environment); c. How planned delivery demonstrates coach values and beliefs in their coaching philosophy. 2. Tutor to support pairs in their discussions and provide an opportunity for group questions/discussion as required. 	

CORE COACH TRAINING

SESSION 12

Session Title:	Coaching Sessions
Session Number:	12
Time:	100-minutes
Venue:	Classroom and Water
Craft:	Canoe and/or Kayak
Session aim/s:	
Opportunity for the students to practice their coaching, receive and provide feedback.	
Delivery:	
Students to deliver their planned session.	
Each student to have approximately 15-minutes' delivery, followed by a 10-minute discussion.	
Considerations for discussion:	
<ul style="list-style-type: none"> ● Coach to chat through the coaching behaviours they used and how they felt the session worked out (considering safety, enjoyment and learning); ● Observers to provide feedback from their observations, focusing on what they saw that demonstrates coaching/learning subject areas covered the day before; ● Participants to provide feedback from their experience; ● Tutor to support with any additional (positive/supportive) comments to support individual and group learning. 	

After the session, Tutors to discuss with each other the students' strengths and weaknesses and agree how these can be developed/supported as part of the students' development phase.

CORE COACH TRAINING

SESSION 13

Session Title:	Coaches' Decision-Making
Session Number:	13
Time:	60-minutes
Venue:	Classroom and Water
Craft:	Canoe and/or Kayak
Session aim/s:	
<p>To introduce and support the concept that coaching is, in essence, all about decision-making.</p> <p>To introduce how a structure of when and how coaches make decisions may help.</p> <p>To introduce and develop understanding on the key theories behind how decisions are made.</p> <p>To develop tools and frameworks to help coaches' decision-making.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce the concept that coaching is about decision-making and that there are key reasons/times when we need to focus on our decision-making to support learners/athletes. In three groups, students to discuss and then feedback on the decisions that may need to be made and the observational triggers that support this for one of the following four key reasons/times (reflect back to the coaching sessions to support this): <ol style="list-style-type: none"> a. Coaches' decisions to support 'Who' they are coaching (motivations, goals/aspirations, learning environment); b. Coaches' decisions to support evaluating the effectiveness of 'What' 	

- they are coaching (performance models, progressions);
- c. Coaches' decisions to support 'How' they are coaching (learners needs, coaching behaviours);
 - d. Coaches' decisions to support 'Environmental Considerations' (weather, other users, environmental challenge) when they are coaching.
2. Tutor to introduce conscious (classic decision making) and unconscious (naturalistic decision making) and how they work separately or in conjunction to support each other (professional judgment decision making). A practical exercise should be delivered and then reviewed to support this, making links to what happens in their coaching. Examples:
- a. Tutor to ask students to reflect on their drive to work and from this highlight the decision-making methods used;
 - b. Tutor to show a video and, from this, highlight the decision-making methods used;
 - c. Tutor to set a practical challenge that demands decision-making to be used and, from this, highlight the decision making methods used.
3. Tutor to introduce concept of heuristics (rules of thumb) and bias within decision-making. Examples:
- a. In groups, students to come up with examples of coaching heuristics and bias, and present these back to group as a whole. Tutor to add and develop;
 - b. Tutor to run a coaching session in which they regularly stop the session at a point where they can show a heuristic decision and/or bias;

- c. Tutor to have some pre-made crib cards listing coaching heuristics and bias. Students to work in groups with a selection of these and provide examples in their coaching where they have used the heuristic or bias.
4. Tutor to bring the session together to show how we end up using all of the above decision-making methods. Key to draw out that, if used individually, they all have their pitfalls but if used to check and challenge each other (professional judgement decision-making) it provides more robust, adaptive decision making. Example:
 - a. Tutor to show a video of a beginner paddling, stop the video and then get the group in pairs to 'decide' what/how they should develop the paddler. Once the decision has been made, the pair to reflect on what type(s) of decision-making methods they used. Tutor to facilitate group discussion around the decision-making methods identified and add to as required;
 - b. In groups, one member to paddle and the rest to observe for a couple of minutes, a 'decision' is then made what/how they should develop the paddler. Once the decision has been made, the group reflects on what type(s) of decision-making methods they used. This is then repeated as time allows with a different paddler each time. Tutor to facilitate group discussion around the decision-making methods identified and add to as required;
 - c. Tutor to paddle (perhaps like a beginner to help observers) and in small groups the students to observe. After a couple of minutes the groups 'decide' what/how they should develop the paddler. Once the decision has been made, the pair to reflect on what type(s) of decision-making methods they used. Tutor to facilitate group discussion around the decision-making methods identified and add to as required.

CORE COACH TRAINING

SESSION 14

Session Title:	Creating an Optimum Learning Environment
Session Number:	14
Time:	60-minutes
Venue:	Classroom and Water
Craft:	Canoe and/or Kayak
Session aim/s:	
<p>To introduce the importance of the learning environment within coaching from a motivational, relationship and interpersonal point of view.</p> <p>To develop understanding of what constitutes an empowering climate and the behaviours that influence this.</p> <p>To understand how the interpersonal relationship and social interaction between coach and learner/athlete influences the coaching process.</p> <p>To understand how the above links to developing learner/athlete decision making.</p>	
Delivery:	
<p>The ethos of this session is all about exploring the concept, complexity, yet importance of the interpersonal side of the coaching process. It is about understanding that this is perhaps the 'glue' that holds it all together and tries to give some frameworks to support coaches in their delivery.</p> <ol style="list-style-type: none"> 1. Tutor to introduce the concept of a learning environment from a motivational, relationship and interpersonal point of view. This done by students reflecting on past positive/negative learning experiences and sharing them with a partner. Tutor to draw from these examples that link to learner motivation (relatedness, competence, autonomy, mastery/task goals, performance/ego 	

goals) and coach learner/athlete relationship influences.

2. Tutor to use these reflections to introduce the concept of an empowering motivational climate - did the students feel empowered in their positive/negative reflections?
3. Tutor to introduce key aspects of an empowerment climate (autonomy supportive, mastery/task involving, relatedness supportive and structured), along with behaviours that support these, e.g. autonomy-supportive = opportunity for learner input, rationale for tasks, intrinsic interest, meaningful choice, acknowledgment of feelings and perspective; mastery-involving = mastery-focused competence feedback, recognises effort/improvement, cooperative learning; relatedness-supportive = warm communication style, including all learners in activities/exercises, genuine care and concern; structured = guidance provided in activities/exercises, organisation, expectation for learning.
4. Practical session to explore above behaviours. Example:
 - a. In groups, students to be given one/two of the above behaviours and come up with examples of how it is seen in a coaching session. Students to present their examples back to whole group;
 - b. Tutor to show some video clips that provide examples of empowering and disempowering motivational climates. In groups, students to discuss video clips and draw from them the examples of the above behaviours that promoted the climate seen;
 - c. Tutor to deliver a session in an empowering way to demonstrate autonomy supportive, mastery involving, relatedness supportive and structured behaviours, and then perhaps in a disempowering way to demonstrate the opposite/negative effect. Tutor to facilitate students

observing and being coached, then reflective discussions on behaviours seen/experienced, ensuring the connection is made with learner decision making and constructivist approaches.

5. Tutor to facilitate discussion as how the coach's general interpersonal approach and social interaction was key – exploring how the 'off task' interaction with learners is as valuable as the 'on task'.

CORE COACH TRAINING
SESSION 15

Session Title:	Structuring Practice Sessions for the Learner/Athlete
Session Number:	15
Time:	60-minutes
Venue:	Classroom and Water
Craft:	Canoe and/or Kayak
Session aim/s:	
<p>To introduce and support understanding of a more traditional, cognitive approach to skill acquisition (chaining, sequencing, drills, whole-part-whole, part progressive).</p> <p>To introduce and support understanding of a more dynamical systems approach to skill acquisition (constraints, shaping).</p> <p>To develop understanding of how structure of practice supports the above (massed, distributed, variable, bilateral, mental).</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce the concept of cognitive approaches to skill acquisition and practice (chaining, sequencing, drills, whole-part-whole) that develop memory chains about the process (schemas) by breaking things down. In pairs, give the students 5-minutes to plan an exercise for developing a skill that demonstrates one of the above. After 5-minutes, swap partners and share/deliver the part progressive exercise to the partner. Tutor to facilitate discussion on how this fits with the stage of learning and why we use this approach. 2. Tutor to introduce the concept of a dynamical approach to skill acquisition, which is about the outcome required and adaptations required to achieve it. In 	

particular, noting the perception-action coupling aspect (anticipating what will happen before doing it and understanding why something happened after it did it). In small groups, get them to each plan and then deliver to each other one of the following for a skill of their choice (Tutor to facilitate discussion on how this fits with the stage of learning and why we use this approach after each session):

- a. A variety of task constraints that will shape, develop and challenge a whole skill;
 - b. A variety of environmental constraints that will shape, develop and challenge a whole skill;
 - c. A variety of individual constraints (structural – physiological and functional – psychological) that will shape, develop and challenge a whole skill;
 - d. A game that will shape, develop and challenge a whole skill.
3. Tutor to introduce main ways we structure and deliver our practice sessions (massed, distributed, variable, bilateral, mental) and how they support both methods of skill acquisition outlined above. Examples:
- a. Introduce each method with group discussion, questions and contextualisation of each one;
 - b. Tutor to run some 'mini' practice sessions with the group to showcase main practice structures and facilitate discussion afterwards to contextualise;
 - c. Tutor to have some crib cards prepared outlining each of the practice structures. In small groups, each get a different crib card and take 5-minutes to come up with a practice that demonstrates the practice structure on their crib card. Present back to the group their planned

practice session explaining the structure behind it. Tutor to support and develop as required;

- d. Tutor to introduce main ways we structure and deliver our practice sessions and have some prepared practice 'case studies' of each of them. In groups, students to unpick which practice structure their case study demonstrates and present their thoughts back to the group. Tutor to support and develop as required.

CORE COACH TRAINING

SESSION 16

Session Title:	Review of Day
Session Number:	16
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Review the day to capture learning and understanding.</p> <p>Facilitate training course review and action planning process.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate interactive review of day ensuring thoughts are captured. 2. Revisit the Who, What, How, Environmental Considerations model to bring the course together. 3. Tutor to facilitate time for training course review and action plan to be completed, with support as required. 	

CORE COACH TRAINING

SESSION 17

Session Title:	Individual Debriefs and Action Planning
Session Number:	17
Time:	60-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>To ensure all students get individual feedback and support regarding their pathway/journey towards appropriate Discipline Specific Training and subsequent assessment.</p> <p>To ensure all students leave with an agreed and appropriate action plan.</p>	
Delivery:	
<p>This can be delivered with tutors working individually, with each seeing half of the students or with tutors working together and both seeing all the students.</p> <p>To include advice for candidates on which Discipline Specific Training to go to do (e.g. Sheltered Water or Discipline Specific) and draw to attention that there is no limit on how many times they repeat Discipline Specific Training, or access multiple Discipline Specific Training prior to presenting for Assessment.</p>	