



**Coach Award**  
**Stand Up Paddleboard**  
**(White Water)**  
**Training Programme and**  
**Session Plans**

## **Introduction**

This document provides an example Stand Up Paddleboard (White Water) 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.

**STAND UP PADDLEBOARD (WHITE WATER) COACH  
TRAINING PROGRAMME**

<b>Day One</b>		
<b>Session</b>	<b>Time</b>	<b>Session Outline</b>
Session 1 Classroom	30 mins.	<p>Introductions and paperwork</p> <p>Overview of training course</p> <p>Role of the SUP White Water Coach</p> <p>Coaching pathway and journey to assessment</p> <p>Structure of British Canoeing Awarding Body qualifications</p>
Session 2 Classroom	15 mins.	<p>Coaching philosophy:</p> <ul style="list-style-type: none"> <li>- personal coaching philosophy</li> </ul>
Session 3 Practical (Theory and Practice)	45 mins.	<p>Games with aims for warm-ups:</p> <ul style="list-style-type: none"> <li>- coaches' decision-making</li> </ul>
Session 4 Practical (Theory and Practice)	45 mins.	<p>Information gathering – skill and learner observation:</p> <ul style="list-style-type: none"> <li>- observing the 'What' of coaching – the skills</li> <li>- observing the 'Who' and 'How' of coaching – the learners</li> <li>- how observation feeds decision-making</li> <li>- fundamentals</li> </ul>
Session 5 Practical (Theory and Practice)	90 mins.	<p>Is it working? Analysis and evaluation of performance:</p> <ul style="list-style-type: none"> <li>- analysis and evaluation of skill (the 'What')</li> <li>- analysis and evaluation of learning and coaching (the 'Who' and 'How')</li> <li>- how this feeds decision-making</li> </ul>
<b>Lunch</b>		
Session 6 Practical (Theory and Practice)	75 mins.	<p>Site specific coaching:</p> <ul style="list-style-type: none"> <li>- coaching behaviours</li> <li>- structuring the session</li> <li>- methods of practice</li> <li>- learning and optimum environment</li> </ul>

Session 7 Practical (Theory and Practice)	75 mins.	Coaching on the move: - structuring the session - developing learner decision making: - coaching styles - feedback - group management, responsibility and risk management
Session 8 Classroom	30 mins.	Review of day Reflective practice: - Reflecting on the learners' needs, the coaching approach and the effectiveness (is it working?) - how are we developing as a coach?
Session 9 Classroom	45 mins.	Between training and assessment: - development phase - support mechanisms for a successful assessment - pre-assessment task - assessment day process
Session 10 Classroom	15 mins.	Session planning - adaptive - personalised (written, list, memory) - progressive and linked Planning a 15-minute coaching session for Day 2 Coaching philosophy
Homework	30 mins.	Plan Day 2 coaching session
<b>Day Two</b>		
<b>Session</b>	<b>Time</b>	<b>Session Outline</b>
Session 11 Classroom	15 mins.	Introduction to Day 2 Re-cap and questions from Day 1
Session 12 Classroom	45 mins.	Session plan peer review: - content (technical/tactical) - planned delivery (coaching and learning behaviours)

		- link to coaching philosophy
Session 13 Practical (Theory and Practice)	120 mins.	Coaching sessions: - peer and Tutor review of coaching sessions - complete coaching session reviews
<b>Lunch</b>		
Session 14 Practical (Theory and Practice)	60 mins.	Performance analysis: - meeting participants' needs - performance models/templates - the use of video
Session 15 Practical (Theory and Practice)	90 mins.	Incident management and rescue skills
Session 16 Classroom	30 mins.	Review of day Training course review and action planning
Session 17 Classroom	60 mins.	Individual debriefs and actions planning

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 1

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

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

Any questions?

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 2

<b>Session Title:</b>	Coaching Philosophy
<b>Session Number:</b>	2
<b>Time:</b>	15-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
Explore and develop the coaches' personal coaching philosophy.	
<b>Delivery:</b>	
This session should act as a bit of an icebreaker as well as meeting the session aims:	
<ol style="list-style-type: none"> <li>1. Tutor to introduce/remind students of the concept of a coaching philosophy and facilitate group discussion around how theirs is developing.</li> <li>2. Tutor to show British Canoeing Awarding Body's coaching philosophy and facilitate discussion on how students' values/beliefs match with this.</li> <li>3. Students to discuss, in pairs, what they believe in as a coach and how this is shaping their philosophy.</li> <li>4. Tutor to support students in continuing to develop their own philosophy true to their values and beliefs, whilst respecting others.</li> </ol>	



## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 3

<b>Session Title:</b>	Games with Aims for Warm-Ups
<b>Session Number:</b>	3
<b>Time:</b>	45-minutes
<b>Venue:</b>	Classroom and Water
<b>Craft:</b>	Stand Up Paddleboard
<b>Session aim/s:</b>	
<p>To ensure understanding of the value and range of purposes of warm-ups.</p> <p>To ensure understanding of the use of games with aims and how they support skill acquisition.</p> <p>To develop coaches' decision-making skills.</p>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. Tutor to facilitate discussion on range of purposes for warm-ups (physiological, social, cognitive, skill specific preparation). To include the role of warm-ups to prime athletes/learners for the session to come, and as an opportunity to bring previous learning back into their minds.</li> <li>2. Tutor to facilitate discussion as a reminder of the basic principles behind 'games with aims' and then to get students in small groups to plan a warm-up/introductory session, which is a 'game with an aim'.</li> <li>3. Students to deliver their planned warm-up/introductory session to the other groups.</li> <li>4. Tutor to facilitate discussion at the end of each session to discuss the 'game with an aim' and how it shaped a skill, promoted adaptation within that skill and required perception-action coupling.</li> <li>5. In addition, Tutor to get groups to 'decide' where they would progress the session and why. Recapping on some of the coach decision-making methods that will have supported the decision.</li> </ol>	

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 4

<b>Session Title:</b>	Information Gathering – Skill and Learner Observation
<b>Session Number:</b>	4
<b>Time:</b>	45-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Stand Up Paddleboard

#### **Session aim/s:**

To develop understanding of observation methods.

To develop tools to aid accurate observation.

To develop awareness of common observational mistakes and strategies to avoid these.

To develop understanding of how observation feeds decision-making for the 'Who' of coaching (learner motivations/aspirations), the 'What' of coaching (skill observation) as well as the 'How' of coaching (learner learning observation).

To continue development of understanding and application of the fundamentals of paddlesport.

#### **Delivery:**

The delivery will be in smaller groups with big group sharing of knowledge; Tutors should support this process appropriately:

1. Tutor to facilitate small groups to go out and explore Active Posture in an SUP skill (e.g. forward paddling, turning on the move). Groups to come up with how you go about observing when someone has good posture and balance (Tutor to support in guiding observation, e.g. is it equal on both sides, is it consistent throughout the turn, etc.).
2. Tutor to facilitate groups feeding back their findings, focusing on the following methods and how they link to decision-making: Holistic (unconscious decision-making), Deductive (unconscious and conscious decision-making) and Systematic observation (conscious decision-making). Ensure the pros and cons for these are discussed and how they complement each other.

3. Focusing on power transfer, students to go out in groups and explore how this changes in different strokes and how it is applied optimally. In doing this, to also explore if it can be observed by the coach as well as felt by the performer in a range of skills (e.g. forward paddling, static turns, turns on move, etc.).
4. Tutor to lead discussion on how the students went about observing the performances to identify whether power transfer was happening. Including the methods already discussed along with highlighting the tools and observational triggers used: BBB, TTPP, positioning, repetitions, shapes, noises, rhythm, etc.
5. Tutor to facilitate discussion around how observation was used to identify how performers were learning/feeling during the practical. This to clarify that observation feeds decisions on what we coach (the 'What' of skill observation) as well as how we coach (the 'Who' and 'How' of learner observation).
6. Throughout practical sessions and discussions, Tutor to facilitate identification of common observational mistakes and how to avoid them, along with support in developing technical/tactical knowledge and understanding.

Tutor to bring together the findings from the groups so the knowledge is shared.

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 5

<b>Session Title:</b>	Is it working? Analysis and Evaluation of Performance
<b>Session Number:</b>	5
<b>Time:</b>	90-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Stand Up Paddleboard
<b>Session aim/s:</b>	
<p>To develop observation of performance.</p> <p>To explore evaluation methods to aid analysis of performance.</p> <p>To develop technical and tactical paddling ability, knowledge and understanding.</p>	
<b>Delivery:</b>	
<p>Session starts with entire group observing and working together, then split into smaller groups.</p> <ol style="list-style-type: none"> <li>1. Tutor to demonstrate a skill which requires students to observe and analyse to work out an answer from a technical and/or tactical perspective, e.g. high cadence versus low cadence in forward paddling, paddling on the right with right foot forward versus left foot forward in 'surf' stance, cross deck draws static versus on the move, etc.</li> <li>2. Whilst doing the above, the Tutor to help students with ways of evaluating the performance by using measurable outcomes and helping with their observation, e.g. counting how many strokes it takes, timing, distance moved, balance etc.</li> <li>3. In smaller groups of 3 or 4 students, work to come up with a measurable way of evaluating an additional technical/tactical performance outcome.</li> <li>4. Tutor to facilitate the sharing of knowledge, drawing out the main evaluation methods and observational techniques used.</li> <li>5. Tutor to link this into how this feeds the decision-making of the 'What' of coaching (the starting point, monitoring, changing session aim, individualising, etc.)</li> </ol>	

6. Tutor to support students in their technical/tactical knowledge and understanding.

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 6

<b>Session Title:</b>	Site Specific Coaching
<b>Session Number:</b>	6
<b>Time:</b>	75-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Stand Up Paddleboard
<b>Session aim/s:</b>	
<p>To develop understanding on how to structure site specific coaching sessions to maximise learning.</p> <p>To ensure safety frameworks and the importance of the coach's positioning to support this are understood.</p> <p>To develop understanding and use of a range of skill acquisition approaches.</p> <p>To consolidate understanding of coaching behaviours, learning behaviours and creating an optimum learning environment.</p> <p>To develop decision-making in discipline.</p> <p>To develop technical/tactical paddling ability, knowledge and understanding.</p>	
<b>Delivery:</b>	
<p>This session is designed to contextualise some of the key learning from the Core into their discipline and look at how to structure coaching sessions from the poolside/bank. It should also provide a range discipline specific skill acquisition methods (structure of practice, traditional cognitive approach to skill acquisition (chaining, sequencing, drills, whole-part-whole, part progressive) and a more dynamical systems approach to skill acquisition (constraints, shaping, games with aims, game sense). All of this should support development in their technical understanding of SUP and highlight how best to structure the session to support learning considering the environment. At all times the safety frameworks in place and the importance of the coach's positioning to support this should be explored.</p> <p>Examples:</p>	

1. Tutor to facilitate each student delivering a 5-minute session peer coaching on SUP, with one peer observing. After the session, the observer identifies examples of Coach Award coaching behaviours, learning behaviours and optimum learning environment considerations and the coach discusses their decision-making. Tutor supports in this and then identifies what skill acquisition methods were used. At the end of the students' sessions, Tutor to deliver a session on SUP to support understanding of session aims, it is anticipated this could well be about a dynamical systems approach.
2. Tutor to coach students to develop their technical skill and understanding for a short session on SUP. After the session, Tutor facilitates discussion of Coach Award coaching behaviours, learning behaviours and optimum learning environment considerations used in the session along with what skill acquisition methods were used and the decisions made. The Tutor then delivers another short session on SUP to demonstrate additional skill acquisition methods, along with further Coach Award coaching behaviours, learning behaviours and optimum learning environment considerations and the decisions made. Tutor to facilitate further discussion to ensure session aims are met.
3. Tutor to coach students to develop their technical skill and understanding for a short session on SUP. After the session, Tutor facilitates discussion of Coach Award coaching behaviours, learning behaviours and optimum learning environment considerations used in the session along with what skill acquisition methods were used and the decisions made. After this, students work in two groups, one planning to deliver a session showing a more cognitive approach to skill acquisition on SUP (chaining, sequencing, drills, whole-part-whole, part progressive) and one using a more dynamical systems approach to skill acquisition on SUP (constraints, shaping, games with aims, game sense). Once planned, the groups deliver their planned sessions to each other and Tutor facilitates discussion to support and develop understanding.

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 7

<b>Session Title:</b>	Coaching on the Move
<b>Session Number:</b>	7
<b>Time:</b>	75-minutes
<b>Venue:</b>	Classroom and Water
<b>Craft:</b>	Stand Up Paddleboard

#### **Session aim/s:**

To develop understanding on how to structure sessions when coaching on the move to maximise learning.

To understand how developing learner decision-making and strategically using coaching behaviours to do this can support coaching on the move.

To ensure understanding of appropriate group management, responsibility and risk management for the sheltered water environment.

To further consolidate understanding of Coach Award coaching behaviours, learning behaviours and creating an optimum learning environment.

To further develop technical paddling ability, knowledge and understanding.

#### **Delivery:**

The session is run as two parts:

##### Part 1

This session is about developing understanding on how to structure coaching on the move, developing learner decision-making and strategically using coaching behaviours to support this, with the focus being on use of coaching styles (e.g. reciprocal, self-check, guided and convergent discovery) and feedback (e.g. self-gained considering knowledge of process and how this affects results).

##### Examples:

1. Tutor delivers a variety of on the move coaching sessions on SUP to develop students' technical ability and understanding. At the end of each 'mini' session, the Tutor facilitates reflective discussion on what happened to enable coaching on the move and how coaching styles and feedback were strategically used to enable it.



2. Tutor delivers a short on the move coaching session on SUP to develop students' technical ability and understanding. At the end of the session, the Tutor facilitates reflective discussion on what happened to enable coaching on the move and how coaching styles and feedback were strategically used to enable it. Tutor then gets students, in small groups, to plan their own 5-minute 'on the move' coaching session on SUP; this done, Tutor facilitates the students delivering their coaching sessions to each other. Tutor facilitates reflective discussion on what happened to enable coaching on the move and how coaching styles and feedback were strategically used to enable it.

## Part 2

This session is about ensuring understanding of appropriate group management, responsibility and risk management for the sheltered water environment. It is anticipated that Part 1 of the session would have journeyed somewhere, and now Part 2 of the session can be used to return:

1. Tutor to lead a journey on SUP to demonstrate the Coach Award remit, this can be done as one group or in two groups.
2. Whilst on the journey, Tutor to facilitate pairs to lead sections of the journey showing different methods to manage the group on SUP. Tutor should encourage games/challenges/exercises to be used as part of the group management process whilst journeying.
3. At the end of leadership legs, Tutor to facilitate discussion on group management method used, risk assessment considerations (dynamic and considering risk benefit analysis).
4. Tutor to set scenarios for groups to discuss and feedback on with different craft and environmental considerations for group management.
5. Tutor to show additional examples of group management strategies as is required.
6. Emergency procedures should be considered and discussed for a range of environments and conditions.

**STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING  
SESSION 8**

<b>Session Title:</b>	Review of Day and Reflective Practice
<b>Session Number:</b>	8
<b>Time:</b>	30-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>Review the day to capture learning and understanding, considering the 'Who', 'What', 'How' and 'Environmental Considerations' of coaching.</p> <p>Confirm understanding of reflective practice.</p> <p>Explore principles and models that are supporting achieve this.</p> <p>Explore how students feel they are developing as coaches, identifying the learning opportunities helping to do this.</p>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>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.</li> <li>2. Tutor to facilitate reflective practice around the following key areas of coaches' decision making: <ol style="list-style-type: none"> <li>a) Did we meet the learners' needs?</li> <li>b) Did the coaching approach work?</li> <li>c) Was the session effective – did it work?</li> </ol> </li> <li>3. Tutor to facilitate group discussion on strategies being used to support reflective practice and help develop coaches, including peer based strategies – advice seeking, joint construction and reflective transformation;</li> </ol>	

and independent strategies – coaching materials, creative thought and coaching repertoire).

4. 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.
5. Tutor to ensure students have a system in place to capture the day's learning and support their reflective practice.

**STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING  
SESSION 9**

<b>Session Title:</b>	Between Training and Assessment
<b>Session Number:</b>	9
<b>Time:</b>	45-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>Introduce the development phase of the process.</p> <p>Support students with how to get the right experiences.</p> <p>Support students with how they will know they are ready for assessment.</p> <p>Ensure understanding of the assessment process.</p> <p>Explore how Communities of Practice may be available to help them.</p>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. Tutor to introduce the development phase of the Coach Award process and the support mechanisms in place.</li> <li>2. Tutor to support discussions about getting the 'right' experiences/activities to support their development and how to ensure they are ready for assessment: <ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• Experience - learning on the job</li> <li>• Watching or working with other coaches</li> <li>• Discussions with other coaches and peers</li> <li>• Learning from athletes/participants</li> <li>• Gaining, and responding to, feedback</li> <li>• Evaluation to measure effectiveness</li> <li>• Other formal/informal learning</li> <li>• Working with a mentor</li> </ul> </li> <li>3. Tutor to discuss the pre-assessment task.</li> <li>4. Tutor to discuss the practical assessment day process.</li> </ol>	

5. Tutor to discuss how Communities of Practice can support the process, and explore what their COPs are.

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 10

<b>Session Title:</b>	Session Planning
<b>Session Number:</b>	10
<b>Time:</b>	15-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>To support students in their personalised approaches to session planning.</p> <p>To ensure their session plans can be adaptive and progressive.</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, with 'Environmental Considerations'.</p> <p>To consider how the plan links to our coaching philosophy.</p>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. Tutor to facilitate group discussion on how they currently plan their coaching sessions, how they cater for adaptations that may be required and how they plan a progression of sessions, all considering the 'Who', 'What', 'How' and 'Environmental Considerations'.</li> <li>2. Tutor to support further discussions, exercises or examples as is required.</li> <li>3. Tutor to support in information gathering for their sessions considering the 'Who', 'What', 'Why' and 'Environmental Considerations'.</li> <li>4. Tutor to introduce the following day's coaching session which students will plan that evening. This will be about a 15-minute session on an SUP skill. The session should fit with the coach's philosophy of coaching previously discussed.</li> </ol>	

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 11

<b>Session Title:</b>	Introduction to Day 2
<b>Session Number:</b>	11
<b>Time:</b>	15-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
Confirm understanding of Day 1 learning outcomes. Outline Day 2 learning outcomes and structure.	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. Tutor led recap of Day 1 with opportunities for questions from overnight reflections.</li> <li>2. Recap of 'Who', 'What', 'How' and 'Environmental Considerations' model; as part of recap of Day 1 and introducing Day 2.</li> <li>3. Tutor to provide outline of the day and learning outcomes.</li> </ol>	

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 12

<b>Session Title:</b>	Session Plan Peer Review
<b>Session Number:</b>	12
<b>Time:</b>	45-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>To further develop a personalised approach to adaptable session planning.</p> <p>To further develop technical/tactical content knowledge.</p> <p>To further develop delivery (coaching and learning knowledge).</p> <p>To further develop understanding and application of personal coaching philosophy.</p>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. In pairs, students to discuss their lesson plans focusing on the following: <ul style="list-style-type: none"> <li>• Technical/Tactical content;</li> <li>• How the session is planned to be delivered considering the 'Who', 'What', 'How' and 'Environmental Considerations';</li> <li>• How planned delivery demonstrates coach's values and beliefs in their coaching philosophy.</li> </ul> </li> <li>2. Tutor to support pairs in their discussions and provide opportunity for group questions/discussion as required.</li> </ol>	



## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 13

<b>Session Title:</b>	Coaching Sessions
<b>Session Number:</b>	13
<b>Time:</b>	120-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Stand Up Paddleboard
<b>Session aim/s:</b>	
Opportunity for the students to practice their coaching, receive and provide feedback.	
<b>Delivery:</b>	
Students to deliver their planned session.	
Each student to have approximately 15 minutes' delivery, followed by a 15-minute discussion and further Tutor practical support.	
Considerations for discussion:	
<ul style="list-style-type: none"> <li>• Coach to chat through the coaching behaviours they used and how they felt the session worked out, along with how they would progress the skill taught in a further session;</li> <li>• Observers to provide feedback from their observations, focusing on 'What' they saw that demonstrates coaching/learning/learning environment subject areas covered the day before;</li> <li>• Participants to provide feedback from their experience;</li> <li>• Tutor to support with any additional (positive/supportive) comments to support individual and group learning;</li> <li>• Tutor to practically add to the sessions to further develop/clarify understanding and/or add further coaching tools and examples. This done as much as time allows.</li> </ul>	
After session, Tutors to discuss with each other students' strengths and weaknesses and agree how these can be developed/supported as part of the students' development phase.	

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 14

<b>Session Title:</b>	Performance Analysis
<b>Session Number:</b>	14
<b>Time:</b>	60-minutes
<b>Venue:</b>	Classroom and Water
<b>Craft:</b>	Stand Up Paddleboard
<b>Session aim/s:</b>	
<p>To understand how accurate analysis of learners' performance ensures needs are met.</p> <p>To further explore methods to observe and analyse appropriately to meet individual needs.</p> <p>To look at methods to record participants' performance.</p> <p>To support the development of performance models.</p>	
<b>Delivery:</b>	
<p>This session further develops students' awareness of the importance of performance analysis, good technical knowledge and tools to support this. The session should involve introducing the concept of performance models and a check and challenge approach to developing them, to ensure they are individualised to meet learners' performance needs. The use of video should be discussed as a tool to support this along with other ways of recording students' performance needs.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Tutor to show video footage of a performer carrying out a skill at British Canoeing Awarding Body SUP White Water Award: <ul style="list-style-type: none"> <li>• Students to watch video in small groups and identify the strengths and weaknesses. These to be fed back and discussed as big group;</li> <li>• Tutor to introduce Technical, Tactical, Physiological and Psychological model; students to see where their observations fit into this model. In groups, watch the video again and identify strengths and weaknesses</li> </ul> </li> </ol>	

in all aspects of the TTPP model. This again fed back and discussed as big group;

- Tutor to facilitate discussion on what observation, evaluation and measures were used to identify the TTPP strengths and weaknesses;
  - In groups, students to prioritise areas for improvement based on their observations. This fed back and discussed as a big group;
  - Tutor to discuss the advantages of analysing performance by watching video footage.
2. Tutor to organise small groups, with each group's task to develop a performance model for a different skill on SUP. To aid this, video cameras should be used to allow accurate analysis. Once groups are happy with their performance model they form new groups with a mix of students from each of the previous groups, this allows each student to present the agreed performance model to the group for check and challenge.
  3. Tutor to organise students into pairs, each pair having a video camera. Tutor to perform a skill on SUP a couple of times only, with the students capturing this on video. In their pairs, to analyse the footage to come up with a performance model. This repeated for a number of skills, with students working with different pairs.

Tutor to introduce the concept of monitoring and recording students' performance and how this process supports and shapes the 'what next' for the performer.

Highlighting this is all about good decision-making, which in turn is based on a strong performance model that meets the learners' needs.

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 15

<b>Session Title:</b>	Incident Management and Rescue Skills
<b>Session Number:</b>	15
<b>Time:</b>	90-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Stand Up Paddleboard
<b>Session aim/s:</b>	
<p>To develop knowledge and ability for rescues required by a Coach Award coach.</p> <p>To develop confidence in dealing with a range of incidents appropriate for the environment.</p>	
<b>Delivery:</b>	
<p>This is an opportunity to revisit rescue skills appropriate for a Coach Award coach, practice these skills and develop a range of options to effect efficient rescues for SUP in a variety of conditions. The session can be individualised to meet needs but the students must leave with a clear idea of what will be expected at assessment as well as an increased range of rescue options, along with incident management awareness.</p>	

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 16

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

## STAND UP PADDLEBOARD (WHITE WATER) COACH TRAINING

### SESSION 17

<b>Session Title:</b>	Individual Debriefs and Action Planning
<b>Session Number:</b>	17
<b>Time:</b>	60-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>To ensure all students get individual feedback and support regarding their journey towards an appropriate Coach Award assessment.</p> <p>To ensure all students leave with an agreed and appropriate action plan.</p>	
<b>Delivery:</b>	
<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>	



## **British Canoeing Awarding Body Stand Up Paddleboard (White Water) Coach Training – Support Notes**

This document provides the technical content as well as the level to be used to support the British Canoeing Awarding Body Stand Up Paddleboard (White Water) Coach training.

### **Overview**

The British Canoeing Awarding Body Stand Up Paddleboard (White Water) Coach Training targets coaches who want to gain more knowledge about coaching SUP. This course provides the techniques and strategies for coaching SUP techniques to support the Course Training Programme. The course is a mix of theory and practical activity to ensure everyone has time to try things out. The module seeks to support the continuing process of good coaching practice from the Coach Core Module with the syllabi written to focus on coaches who are likely to be supporting paddlers at introductory to intermediate level.

### **Delivery**

Practical activities are in context of the core skills. Coaches will work towards understanding these core skills, while building specific coaching tools to aid the delivery of fun and productive sessions. The course will involve a mix of theory and practical sessions to aid the cognitive understanding and skills to be efficient on a Board.

Providers must realise that not all the skills and content within this document can be covered and that by information gathering and understanding your participant needs will steer what aspects you will cover on the programme in specific sessions such as Session

3 – Games with Aims, Session 4 – Information Gathering, Session 5 – Analysis and Evaluation, Sessions 6, 7 and 13 – Coaching Sessions, Session 14 – Performance Analysis and Session 15 – Incident Management.

The content within this document will also aid both provider and candidate with reviewing and action planning as well as establishing their current knowledge and understanding with specific areas that may need developing before their assessment.

### **Linked Outcomes**

- Recognise and understand the key components of SUP skills, (Technique, Tactical, Physiology, Psychological)
- Understand the key concepts of SUP Coaching

During the course, participants will also:

- Have been introduced to planning and organising an SUP session;
- Have experienced SUP coaching in a small group;
- Have decided what you do next as an SUP Coach;
- Where to find help and more information.



## British Canoeing Awarding Body Stand Up Paddleboard (White Water) Coach Training – Support Notes

Topic	Link to session(s)	Outcome	Key Content
British Canoeing Awarding Body Pathways	Session 1, 8, 9, 10, 16, 17	Coaches have an overview understanding of where SUP fits into British Canoeing Awarding Body and the options that are available. Coaches have an awareness of the Personal Performance awards and the options/resources that are available for SUP.	Coach Award options: - BC SUP Coach – Open Water (incl. tidal stretches) - BC SUP Coach – White Water - BC SUP Coach - Race Personal Performance Awards: - BC SUP Sheltered Water Award - BC SUP White Water Award - BC SUP Paddle Surf Award
History	Session 1	Coaches have an awareness of the history of SUP and the role of the BC Sheltered Water SUP Coach.	Covering: - BC Environmental Definitions and Deployment Guidance for Instructors, Coaches and Leaders - History of SUP in the UK

Equipment	Session 1, 3, 4, 5, 6, 7, 12, 13, 14, 15	Coaches to understand equipment issues and how these aid/hinder participants in their Paddleboarding: <ul style="list-style-type: none"> <li>- Experience</li> <li>- Performance</li> <li>- Safety</li> </ul>	Covering: <ul style="list-style-type: none"> <li>- The range of Boards available and differences between hard Boards and ISUPs.</li> <li>- Types of fins: <ul style="list-style-type: none"> <li>- Placement and design</li> </ul> </li> <li>- Leashes – types and attachments to paddler</li> <li>- Types of paddles and their performance differences</li> <li>- Suitable clothing</li> </ul>
Other organisations	Session 1, 16, 17	Coaches to be aware of the landscape of SUP and what options are open to them.	Covering: <ul style="list-style-type: none"> <li>- Water Skills Academy (WSA)</li> <li>- Academy of Surfing Instructors (ASI)</li> <li>- British Stand Up Paddle Association (BSUPA)</li> </ul>
Kneeling Paddling Skills	Session 3, 4, 5, 6, 7, 13, 14	Coaches to be aware of the competencies required to kneel and paddle. Coaches to understand and perform: <ul style="list-style-type: none"> <li>- Coaching progressions</li> </ul>	Covering: <ul style="list-style-type: none"> <li>- Positioning on Board: <ul style="list-style-type: none"> <li>- Knees together/apart/middle of Board/side of Board/back of Board</li> </ul> </li> <li>- Holding paddle</li> </ul>

		<ul style="list-style-type: none"> <li>- Performance gains for efficiency</li> <li>- Benefits for safety</li> </ul>	<ul style="list-style-type: none"> <li>- Forward Paddling</li> <li>- Static turning: <ul style="list-style-type: none"> <li>- Options including sweeps and draws</li> </ul> </li> <li>- Turning on the move: <ul style="list-style-type: none"> <li>- Options including sweeps and draws, pitching of blade and different positions on Board</li> </ul> </li> </ul>
Standing Paddling Skills	Session 3, 4, 5, 6, 7, 13, 14	<p>Coaches to be aware of the competencies required to stand and paddle.</p> <p>Coaches to understand and perform:</p> <ul style="list-style-type: none"> <li>- Coaching progressions</li> <li>- Performance gains for efficiency</li> </ul>	<p>Covering:</p> <ul style="list-style-type: none"> <li>- Moving from knees to feet: <ul style="list-style-type: none"> <li>- Options including use of paddle, use of another person, where to look, where to places hands/feet, getting the Board moving</li> </ul> </li> <li>- Stances: <ul style="list-style-type: none"> <li>- Surf versus squared off stance, toe position, width of feet, position on Board</li> </ul> </li> <li>- Forward Paddling: <ul style="list-style-type: none"> <li>- Different styles from race through to touring</li> </ul> </li> <li>- Static Turning: <ul style="list-style-type: none"> <li>- Options including sweeps and draws</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>- Turning on the move:             <ul style="list-style-type: none"> <li>- Options including sweeps and draws, pitching of blade and different positions on Board</li> </ul> </li> <li>- Steering:             <ul style="list-style-type: none"> <li>- Using draws and pitching of the blade to assist steering from bow</li> <li>- Use of edge</li> <li>- Use of feet pressure</li> </ul> </li> </ul>
Incident Management and Rescue Skills	Session 15	<p>Coaches to be aware and understand what is required at assessment.</p> <p>Coaches to have a range of options for solving common Paddleboarding scenarios.</p> <p>Coaches to understand how to coach paddleboarders to stay safe and rescue others.</p> <p>Coaches to understand and perform:</p> <ul style="list-style-type: none"> <li>- Coaching progressions</li> </ul>	<p>Covering:</p> <ul style="list-style-type: none"> <li>- Group skills and proactive solutions:             <ul style="list-style-type: none"> <li>- Working as a team to move – options including use of Boards on top of each other, going tandem, etc.</li> </ul> </li> <li>- Towing/assisting:             <ul style="list-style-type: none"> <li>- Using tow systems/understanding the potential issues of towing from the body/understanding the need to keep the</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- What equipment is required</li> <li>- Looking after equipment</li> <li>- Safe, effective and efficient rescues.</li> </ul>	<p>leash on/systems where person being assisted is paddling as well</p> <ul style="list-style-type: none"> <li>- Assisting back on Board: <ul style="list-style-type: none"> <li>- Options of getting a swimmer back on the Board who need help/use of other Boards, paddlers/use of paddles/use of stir-ups/coaching progressions for the swimmer</li> </ul> </li> <li>- Unconscious casualty: <ul style="list-style-type: none"> <li>- Ways to get the person out of the water back onto a Board/the understanding of 'what next' should be explored.</li> </ul> </li> </ul>
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