



# **Coach Award Sea Kayak Coach (Moderate Water) Training Programme and Session Plans**

## **Introduction**

This document provides an example Sea Kayak Coach (Moderate Water) 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.

## SEA KAYAK COACH (MODERATE WATER)

### TRAINING PROGRAMME

Day One		
Session	Time	Session Outline
Session 1 Classroom	30 mins.	<p>Introductions and paperwork</p> <p>Overview of training course</p> <p>Role of the Sea Kayak 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)	90 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> <li>- safety frameworks and coach's positioning</li> </ul>
Session 7 Practical (Theory and Practice)	60 mins.	<p>Coaching on the move:</p> <ul style="list-style-type: none"> <li>- structuring the session</li> <li>- developing learner decision-making to support               <ul style="list-style-type: none"> <li>- coaching styles</li> <li>- feedback</li> </ul> </li> <li>- safety frameworks and coach's positioning</li> </ul>
Session 8 Classroom	30 mins.	<p>Review of day</p> <p>Reflective practice:</p> <ul style="list-style-type: none"> <li>- Reflecting on the learners' needs, the coaching approach and the effectiveness (is it working?)</li> <li>- how are we developing as a coach?</li> </ul>
Session 9 Classroom	45 mins.	<p>Between training and assessment:</p> <ul style="list-style-type: none"> <li>- development phase</li> <li>- support mechanisms for a successful assessment</li> <li>- pre-assessment task</li> <li>- assessment day process</li> </ul>
Session 10 Classroom	15 mins.	<p>Session planning:</p> <ul style="list-style-type: none"> <li>- adaptive</li> <li>- personalised (written, list, memory)</li> <li>- progressive and linked</li> </ul> <p>Planning 15-minute coaching session for Day 2</p> <p>Coaching philosophy</p>

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: <ul style="list-style-type: none"> <li>- content (technical/tactical)</li> <li>- planned delivery (coaching and learning behaviours)</li> <li>- link to coaching philosophy</li> </ul>
Session 13 Practical (Theory and Practice)	120 mins.	Coaching sessions: <ul style="list-style-type: none"> <li>- peer and tutor review of coaching sessions</li> <li>- complete coaching session reviews</li> </ul>
<b>Lunch</b>		
Session 14 Practical (Theory and Practice)	120 mins.	Developing performance: <ul style="list-style-type: none"> <li>- performance analysis</li> <li>- meeting participants' needs</li> <li>- performance models/templates</li> <li>- progressions for skill development</li> <li>- the use of video</li> </ul>
Session 15 Classroom	30 mins.	Review of day Training course review and action planning
Session 16 Classroom	60 mins.	Individual debriefs and actions planning

## SEA KAYAK COACH (MODERATE WATER) 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>  Make everyone feel welcome and at ease – create positive learning environment. Set the scene for the course. Introduce the Development Coach pathway, role and remit. Introduce British Canoeing Awarding Body Coaching Pathway.	
<b>Delivery:</b>  One large group led by Course Director. Tutor on hand to offer individual support, answer questions, etc. Welcome and introductions: <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> Paperwork matters to check (maybe done whilst waiting for people to arrive): <ul style="list-style-type: none"> <li>• Check prerequisites;</li> <li>• Hand round Course Schedule for folk to fill in.</li> </ul> Introduction to the Course, Development Coach Pathway, Role and Remit and British Canoeing Awarding Body Coach Pathway:	

- Provide an overview of the journey to Coach Award Sea Kayak Coach Assessment and the options, along with the role and remit of a Sea Kayak Coach;
- Provide an overview of the qualifications 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?

## SEA KAYAK COACH (MODERATE WATER) 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>	



## SEA KAYAK COACH (MODERATE WATER) 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>	Sea Kayak
<b>Session aim/s:</b>  To ensure understanding of the value and range of purposes of warm-ups.  To ensure understanding of the use of games with aims and how they support skill acquisition.  To develop coaches' decision-making skills.	
<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> </ol>	

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.
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.

## SEA KAYAK COACH (MODERATE WATER) 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>	Sea Kayak
<b>Session aim/s:</b>  <p>To develop understanding of observation methods.</p> <p>To develop tools to aid accurate observation.</p> <p>To develop awareness of common observational mistakes and strategies to avoid these.</p> <p>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).</p> <p>To continue development of understanding and application of the fundamentals of paddlesport and how sheltered water can be utilised to prepare for moderate water.</p>	
<b>Delivery:</b>  <p>The delivery will be in smaller groups with big group sharing of knowledge; Tutors should support this process appropriately. Throughout the process the importance of using sheltered water to ensure good fundamental skills and understanding are in place, thus supporting performing in the moderate water environment should be emphasised.</p> <ol style="list-style-type: none"> <li>1. Tutor to facilitate small groups to go out and explore Active Posture and Edge Control in a turn on the move. Groups to come up with how you go about</li> </ol>	

observing when someone has good posture and edge control (tutor to support in guiding edge 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 compliment 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/backward paddling, moving sideways, forward/reverse sweeps, turns static/on move).
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.

## SEA KAYAK COACH (MODERATE WATER) 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>	Sea Kayak
<b>Session aim/s:</b>  To develop observation of performance. To explore evaluation methods to aid analysis of performance. To develop technical and tactical paddling ability, knowledge and understanding and how sheltered water can be utilised to prepare for moderate water.	
<b>Delivery:</b>  Session starts with entire group observing and working together, then split into smaller groups. Throughout the process the importance of using sheltered water to ensure good fundamental skills and understanding are in place, thus supporting technical and tactical performance, knowledge and understanding in the moderate water environment. <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. turning 360° on the spot in a sea kayak is the same edge or changing edge on each sweep stroke more effective.</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 to turn the kayak.</li> </ol>	

3. In smaller groups of 3 or 4 students, work in kayaks to come up with a measurable way of evaluating an additional technical/tactical performance outcome, e.g. which outcome of drawing a kayak sideways flat, edged towards or edged away from the paddle is more effective.
4. Tutor to facilitate the sharing of knowledge, drawing out the main evaluation methods and observational techniques used.
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.)
6. Tutor to support students in their technical/tactical knowledge and understanding.

## SEA KAYAK COACH (MODERATE WATER) TRAINING

### SESSION 6

<b>Session Title:</b>	Site Specific Coaching
<b>Session Number:</b>	6
<b>Time:</b>	90-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Sea Kayak
<p><b>Session aim/s:</b></p> <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 Coach Award 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>	
<p><b>Delivery:</b></p> <p>This session is designed to contextualise some of the key learning from the Coach Award Core into their discipline and 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 kayaking and highlight how best to structure the session to support learning considering the environment. At all times, the safety frameworks in place</p>	

and the importance of the coach's positioning to support this should be explored.

Examples:

1. Tutor to facilitate each student delivering a 5-10 minute session peer coaching of a skill required for the moderate water environment, 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 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 of a skill required for the moderate water environment for a short session. 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 of a skill required for the moderate water environment 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 of a skill required for the moderate water environment for a short session. 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 of a skill required for the moderate water environment (chaining, sequencing, drills, whole-part-whole, part progressive) and one using a more dynamical systems approach to skill acquisition (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.

## SEA KAYAK COACH (MODERATE WATER) TRAINING

### SESSION 7

<b>Session Title:</b>	Coaching on the Move
<b>Session Number:</b>	7
<b>Time:</b>	60-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Sea Kayak
<b>Session aim/s:</b>  <p>To develop understanding on how to structure sessions when coaching on the move 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 understand how developing learner decision-making and strategically using coaching behaviours to do this can support coaching on the move.</p> <p>To further consolidate understanding of Coach Award coaching behaviours, learning behaviours and creating an optimum learning environment.</p> <p>To further develop technical paddling ability, knowledge and understanding.</p>	
<b>Delivery:</b>  <p>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). At all times, the safety frameworks in place and the importance of the coach's positioning to support this should be explored. Examples:</p>	

1. Tutor delivers a variety of on the move coaching sessions to develop students' technical/tactical ability and understanding of skills required for the moderate water environment. 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 to develop students' technical/tactical ability and understanding of skills required for the moderate water environment. 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; 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.

## SEA KAYAK COACH (MODERATE WATER) 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
<p><b>Session aim/s:</b></p> <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>	
<p><b>Delivery:</b></p> <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, coach's 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:</li> </ol>	

- a. Did we meet the learners' needs?
  - b. Did the coaching approach work?
  - c. Was the session effective – did it work?
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; 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.

## SEA KAYAK COACH (MODERATE WATER) 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>  Support students with how to get the right experiences. Support students with how they will know they are ready for assessment. Ensure understanding of the assessment process. Explore how Communities of Practice may be available to help them.	
<b>Delivery:</b>  1) 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>a) Reflective practice;</li> <li>b) Experience - learning on the job;</li> <li>c) Watching or working with other coaches;</li> <li>d) Discussions with other coaches and peers;</li> <li>e) Learning from athletes/participants;</li> <li>f) Gaining, and responding to, feedback;</li> <li>g) Evaluation to measure effectiveness;</li> <li>h) Other formal/informal learning;</li> <li>i) Working with a mentor.</li> </ul> 2) Tutor to discuss the pre-assessment task.	

- 3) Tutor to discuss the practical assessment day process.
- 4) Tutor to discuss how Communities of Practice can support the process, and explore what their COPs are.

## SEA KAYAK COACH (MODERATE WATER) 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>  To support students in their personalised approaches to session planning.  To ensure their session plans can be adaptive and progressive.  To plan a coaching session.  To consider gathering information on 'Who' we are coaching, 'What' we need to coach and 'How' we are going to coach, with 'Environmental Considerations'.  To consider how the plan links to our coaching philosophy.	
<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 student will plan that evening. This will be about a 15-minute session on an appropriate canoe</li> </ol>	



skill. The session should fit with the coach's philosophy of coaching previously discussed.

## SEA KAYAK COACH (MODERATE WATER) 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>  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.	

## SEA KAYAK COACH (MODERATE WATER) 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>  To further develop a personalised approach to adaptable session planning.  To further develop technical content knowledge.  To further develop delivery (coaching and learning knowledge).  To further develop understanding and application of personal coaching philosophy.	
<b>Delivery:</b>  1. In pairs, students to discuss their lesson plans focusing on the following: <ol 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> </ol> 2. Tutor to support pairs in their discussions and provide opportunity for group questions/discussion as required.	

## SEA KAYAK COACH (MODERATE WATER) 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>	Sea Kayak
<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 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> </ul>	

- Tutor to practically add to the sessions to further develop/clarify understanding and/or add further coaching tools and technical/tactical knowledge. This done as much as time allows.

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.

## SEA KAYAK COACH (MODERATE WATER) TRAINING

### SESSION 14

<b>Session Title:</b>	Developing Performance
<b>Session Number:</b>	14
<b>Time:</b>	120-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Sea Kayak
<b>Session aim/s:</b>  To understand how accurate analysis of learners' performance ensures needs are met. To further explore methods to observe and analyse appropriately to meet individual needs. To look at methods to record participants' performance. To support the development of performance models. Develop clear progressions for skill development. To develop technical/tactical knowledge, understanding and performance.	
<b>Delivery:</b>  This session further develops students' awareness of the importance of performance analysis, good technical knowledge and tools to support this. The session should further develop the students' performance models as well as appropriate progressions to achieve them. A check and challenge approach to developing these should be used, this 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. As part of this, students' technical/tactical knowledge, understanding and performance should be developed.  Part 1:	

Tutor to coach students on a skill that will be of benefit to developing their performance, this should ideally be done in a different environment to already used in the course (e.g. surf, rock hopping, tidal flow, wind, swell, etc.). In doing this, the tutor to focus on clarifying the performance model they are working with to develop students' skill ability and understanding, along with the progressions chosen. This is also an opportunity to further support Coach Award coaching behaviours understanding as identified from morning coaching sessions, along with showing how the session is being managed in the moderate water environment.

#### Part 2:

Tutor to facilitate group work to develop performance models and their progressions, along with associated technical/tactical knowledge and understanding. Within these sessions, the use of video to support performance analysis should be covered along with the concept of 'flexible' performance models to meet learners' individual performance needs. Examples:

1. Tutor to organise small groups, with each group's task to develop a performance model for a different skill, considering the progressions to achieve it. To aid this, video cameras could be used to allow accurate analysis. Once groups are happy with their performance model/template and progressions, they then form new groups with a mix of students from each of the previous groups, this allows each student to present the agreed performance model/template and progression to the group for check and challenge.
2. Tutor to organise students into pairs, each pair having a video camera. Tutor to perform a skill 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 and a progression to achieve it. This repeated for a number of skills, with students working with different pairs.

3. In pairs, the students to work up a performance model for skills of their choice and a progression to achieve it. Tutor to support as well as check/challenge. Video discussed/used during the session.
4. Tutor to show video footage of a performer carrying out a sea kayaking skill at about 3 Star/Moderate Water Leader level.
  - a. Students to watch video in small groups and identify the strengths and weaknesses. These to be fed back and discussed as big group.
  - b. 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 in all aspects of the TTPP model. This again fed back and discussed as big group.
  - c. Tutor to facilitate discussion on what observation, evaluation and measures were used to identify the TTPP strengths and weaknesses.
  - d. In groups, students to prioritise areas for improvement based on their observations. This fed back and discussed as a big group.
  - e. In groups, the appropriate progressions for the skill to be considered.
  - f. Tutor to discuss the advantages of analysing performance by watching video footage.



## SEA KAYAK COACH (MODERATE WATER) TRAINING

### SESSION 15

<b>Session Title:</b>	Review of Day
<b>Session Number:</b>	15
<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>  1. Tutor to facilitate interactive review of day ensuring thoughts are captured.  2. Tutor to facilitate time for training course review and action plan to be completed, with support as required.	

## SEA KAYAK COACH (MODERATE WATER) TRAINING

### SESSION 16

<b>Session Title:</b>	Individual Debriefs and Action Planning
<b>Session Number:</b>	16
<b>Time:</b>	60-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>  To ensure all students get individual feedback and support regarding their journey towards a Sea Coach assessment.  To ensure all students leave with an agreed and appropriate action plan.	
<b>Delivery:</b>  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.	