



**Coach Award**  
**Slalom Coach**  
Training Programme and  
Session Plans

## **Introduction**

This document provides an example Slalom Coach Course Programme and 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.

## SLALOM COACH

### TRAINING PROGRAMME

<b>Day 1 - Man-made/Managed Site or Natural Environment</b>		
<b>Note: Must use one of each over the two days</b>		
<b>Session</b>	<b>Time</b>	<b>Session Outline</b>
Session 1 Classroom	30- mins.	Introduction and Overview  'What it Takes to Win' (WITTW) in Slalom – to be referred to throughout the 2 days  Coaching Young Participants  Role of Slalom Coach  Structure of British Canoeing Awarding Body Qualifications  Overview of Training Course
Session 2 Classroom	30- mins.	Review, reflect on Core Training and pre-course information/reading/resources  Coaching Philosophy <ul style="list-style-type: none"> <li>● Personal Coaching Philosophy</li> </ul>
Session 3 Classroom and River Bank	60- mins.	Risk Management – man-made/natural sites <ul style="list-style-type: none"> <li>● Appropriate safety frameworks – Boat v Bank</li> <li>● Risk disclosure – including deployed/self-dependant</li> <li>● Understanding the risk</li> <li>● Centre/local rules</li> </ul> Discussion using both behaviourist and constructivist delivery to aid learners' decision making when setting up sessions
Session 4 Classroom and	90- mins.	Coaching Features  Games with aims/game sense

Water		<ul style="list-style-type: none"> <li>Coaches' decision making</li> <li>Practical rescues</li> </ul>
<b>Lunch</b>		
Session 5 Classroom and Water	90- mins.	Information Gathering – Skill and Learner Observation <ul style="list-style-type: none"> <li>Observing the 'What' of coaching – skills</li> <li>Observing the 'How' of coaching – athletes</li> <li>How observation feeds decision making</li> <li>Fundamentals</li> </ul>
Session 6 Water	60- mins.	Coaching <ul style="list-style-type: none"> <li>Analysis and evaluation of skill (the 'What')</li> <li>Analysis and evaluation of learning and coaching (the 'How')</li> <li>How does this feed the decision making?</li> </ul>
Session 7 Classroom	60- mins.	Progressive Session Planning <ul style="list-style-type: none"> <li>Adaptive</li> <li>Personalised (written, list, memory)</li> <li>Progressive linked</li> </ul> Homework: Planning 20-minute coaching session for Day 2. Can they incorporate their coaching philosophy?
Session 8 Classroom	45- mins.	Review of the day Reflective Practice <ul style="list-style-type: none"> <li>Reflecting on the learners' needs, coaching approach and the effectiveness (is it working?)</li> </ul>
<b>Day 2 – Man-made/Managed Site or Natural Environment</b>		
<b>Note: Must use one of each over the two days</b>		
Session 9 Classroom	15- mins.	Introduction to Day 2 Reflections and questions from Day 1

Session 10 Classroom	45- mins.	Session Plan Peer review <ul style="list-style-type: none"> <li>• Content – technical</li> <li>• Planned delivery (coaching and learning behaviours)</li> <li>• Link to coaching philosophy</li> </ul>
Session 11 River Bank	30- mins.	Risk Management in alternative environment to Day 1 <ul style="list-style-type: none"> <li>• How observation influences decisions</li> </ul>
Session 12 Water	150- mins.	Coaching-Ups/Staggers or Features <ul style="list-style-type: none"> <li>• Structure</li> <li>• Develop Performance Models</li> <li>• Skill Acquisition <ul style="list-style-type: none"> <li>• Classic Cognitive approaches</li> <li>• Dynamical systems approaches</li> </ul> </li> <li>• Coaching, Learning and Performance Environment Learner decision making to support</li> <li>• Coaching styles</li> <li>• Feedback</li> <li>• Group management and responsibility</li> </ul>
Session 13 Water	60- mins.	Rescue Skills
<b>Lunch</b>		
Session 14 Classroom and Water	90- mins.	Performance Analysis <ul style="list-style-type: none"> <li>• Meeting athletes' needs</li> <li>• Performance models</li> <li>• Video analysis</li> </ul>

Session 15 Classroom	45- mins.	Between training and assessment <ul style="list-style-type: none"> <li>• Development phase</li> <li>• Getting the right experiences (CoPs)</li> <li>• Portfolio</li> <li>• Assessment process</li> </ul>
Session 16 Classroom	20- mins.	Review of the day Reflective Practice <ul style="list-style-type: none"> <li>• Reflecting on the learners' needs, coach approach and the effectiveness (is it working?)</li> </ul>
Session 17 Classroom	40- mins.	Individual Review and Action Plan Consideration during action planning of the full scope of the Slalom Coach Award

## SLALOM 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

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

Make everyone feel welcome and at ease – create a positive learning environment.

Set the scene for the course.

Introduce 'What it Takes to Win' (WITTW) in Slalom.

Introduce British Canoeing Awarding Body Coaching Pathway.

#### **Delivery:**

One large group led by Course Director.

Tutor on hand to offer individual support, answer questions, etc.

Welcome and introductions:

- Welcome to venue and course (including domestic arrangements);
- 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);
- Any questions? Always feel free to ask.

Paperwork matters to check (maybe done whilst waiting for people to arrive):

- Check prerequisites;
- Collect names, dates of birth and membership numbers.

Introduction to the Course, Slalom Coach Pathway, Role and Remit and British Canoeing Coach Pathway:

- Provide an overview of the journey of how the Slalom Coach was formed linking it to the WITTW – 'Profiling the Athlete';

- Role and remit of Slalom Coach and the pathway to assessment;
- Provide an overview of the qualifications beyond Slalom Coach to allow further individual discussion as is required during course;
- Quick run through of programme for the course and in more detail Day 1;
- Reinforce the aim of the training - to build on existing experience and learning (e.g. Core) to develop their discipline specific coaching;
- Identify resources (eLearning, books and Slalom videos, etc.) available for them to get stuck into.

Any questions?

**Note:** Coaching Young Participants - Athlete Talent Pathway – Youth Physical Development Model Video (UK Coaching).



## SLALOM COACH TRAINING

### SESSION 2

<b>Session Title:</b>	Coaching Philosophy
<b>Session Number:</b>	2
<b>Time:</b>	30-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a

#### Session aim/s:

Review, reflect on Core.

Explore and further develop the coaches' personal coaching philosophy.

#### Delivery:

This session should act as a bit of an icebreaker as well as meeting the session aims:

1. Tutor to link back to individual actions from the Core Training, which will help bring to life some linkage between the sessions and develop the knowledge around 'Priming'.
2. Tutor to introduce/remind students of the concept of a coaching philosophy and facilitate group discussion around how theirs is developing.
3. Tutor to show British Canoeing's coaching philosophy and facilitate discussion on how students' values/beliefs match with this.
4. Students to discuss, in pairs, what they believe in as a coach and how this is shaping their philosophy.

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

## SLALOM COACH TRAINING

### SESSION 3

<b>Session Title:</b>	Risk Management Man-made/Natural Sites
<b>Session Number:</b>	3
<b>Time:</b>	60-minutes
<b>Venue:</b>	Riverbank/Site
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>To develop an understanding of Risk and learning the important questions.</p> <p>How can we measure the Risk?</p> <p>What are the limitations of our knowledge?</p> <p>Practical rescue skills for man-made/managed/natural sites.</p> <p>Appropriate safety frameworks – Boat v Bank and use of 3<sup>rd</sup> parties.</p> <p>Risk disclosure – including deployed/self-dependant.</p> <p>Coaching approach ‘coach controlled v learner constructed’.</p>	
<b>Delivery:</b>	
<p>This session is about ensuring understanding of appropriate group management and responsibility:</p> <ol style="list-style-type: none"> <li>1. Tutor to facilitate discussion on group management, risk assessment considerations (dynamic and considering risk benefit analysis).</li> <li>2. Tutor to set scenarios for groups to discuss and feedback on with different craft and environmental considerations for group management.</li> <li>3. Tutor to show additional examples of group management strategies as is required.</li> <li>4. Emergency procedures should be considered and discussed for a range of environments and conditions.</li> <li>5. Practice rescue skills associated with man-made/managed sites.</li> <li>6. Bank based coach facilitating rescues.</li> </ol>	

## SLALOM COACH TRAINING

### SESSION 4

<b>Session Title:</b>	Coaching (features)
<b>Session Number:</b>	4
<b>Time:</b>	90-minutes
<b>Venue:</b>	Classroom and Water
<b>Craft:</b>	Kayak and Canoe
<b>Session aim/s:</b>	
<p>To ensure students understand the importance of how to use Features to enhance performance.</p> <p>To ensure understanding of the use of games with aims (non-linear approaches to skill development) and how they support skill acquisition.</p> <p>To develop coaches' decision-making skills.</p> <p>To develop appropriate safety and rescue protocols.</p>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. Tutor to facilitate discussion on range of purposes for coaching feature moves (psychological, cognitive, skill specific preparation).</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 an appropriate session which is a 'game with an aim'.</li> <li>3. Students to deliver their planned 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> <li>6. To include bank and boat based options as well as 3<sup>rd</sup> party responsibilities.</li> </ol>	

7. Importance of participant self-rescues.

## SLALOM COACH TRAINING

### SESSION 5

<b>Session Title:</b>	Information Gathering – Skill and Athlete Observation
<b>Session Number:</b>	5
<b>Time:</b>	90-minutes
<b>Venue:</b>	Classroom and Water
<b>Craft:</b>	Kayak and Canoe
<b>Session aim/s:</b>	
<p>To develop an 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 (cause, symptoms).</p> <p>To develop an understanding of how observation feeds decision-making for the 'What' of coaching (skill observation) as well as the 'How' of coaching (athlete observation).</p> <p>To continue development of understanding and application of the <b>fundamentals</b> of paddlesport.</p>	
<b>Delivery:</b>	
<p>The delivery will be in smaller groups with big group sharing of knowledge; Tutors should support this process appropriately.</p> <ol style="list-style-type: none"> <li>1. Tutor to facilitate small groups to go out and explore Active Posture, and Connectivity coming up with how you go about observing when someone has good posture.</li> <li>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.</li> </ol>	

3. Focusing on power transfer, students to go out in groups and explore how this changes and can it be observed by the coach as well as felt by the performer in Forward paddling.
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 skill observation) as well as how we coach (the athlete observation).
6. Throughout practical sessions and discussions, Tutor to facilitate identification of common observational mistakes and how to avoid them (cause and symptoms).

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

## SLALOM COACH TRAINING

### SESSION 6

<b>Session Title:</b>	Coaching-Ups/Staggers/Features
<b>Session Number:</b>	6
<b>Time:</b>	60-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Kayak and Canoe
<b>Session aim/s:</b>	
<p>To develop an understanding on how to structure sessions when coaching.</p> <p>To understand how developing athlete decision-making and strategically using coaching behaviours to do this can support coaching.</p> <p>To ensure understanding of appropriate group management, responsibility and risk management for the environment.</p> <p>To further consolidate understanding of Coach Award coaching behaviours, learning behaviours and creating an optimum learning performance environment.</p> <p>To further develop technical/tactical knowledge and understanding.</p>	
<b>Delivery:</b>	
<p>This session is about developing understanding on how to structure coaching, develop athlete 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:</p> <ol style="list-style-type: none"> <li>1. Tutor delivers a variety on the coaching sessions to develop students' technical/tactical ability and understanding. At the end of each 'mini' session, the tutor facilitates reflective discussion on what happened to enable coaching and how coaching styles and feedback were strategically used to enable it.</li> </ol>	

2. Tutor delivers a short coaching session to develop students' technical/tactical ability and understanding. At the end of the session, the tutor facilitates reflective discussion on what happened to enable good coaching 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 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 and how coaching styles and feedback were strategically used to enable it.



## SLALOM COACH TRAINING

### SESSION 7

<b>Session Title:</b>	Progressive Session Planning
<b>Session Number:</b>	7
<b>Time:</b>	30-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>Tutor to build on previous session planning.</p> <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 ‘how’ we are going to coach in our plan and how this links to our coaching philosophy.</p> <p>To consider appropriate safety frameworks whilst coaching in bank and boat-based.</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 to include the safety framework.</li> <li>2. Tutor to support further discussions, exercises or examples as is required.</li> <li>3. Tutor to introduce the following day’s coaching session which students will plan that evening. This will be about a 15-minute session on downstream techniques/tactics creating some performance models, with consideration on ‘how’ it will be delivered based on coaching behaviours, learning behaviours and optimum learning performance environment considerations. The session should fit with the coach’s philosophy of coaching previously discussed.</li> </ol>	

**SLALOM COACH TRAINING****SESSION 8**

<b>Session Title:</b>	Review of Day and Reflective Practice
<b>Session Number:</b>	8
<b>Time:</b>	45-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b> Review the day to capture learning and understanding. Confirm understanding of reflective practice. Explore principles and models that are supporting achieve this. Explore how students feel they are developing as coaches, identifying the learning opportunities helping to do this.	

## SLALOM COACH TRAINING

### SESSION 9

<b>Session Title:</b>	Introduction to Day 2
<b>Session Number:</b>	9
<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. Tutor to provide outline of the day and learning outcomes.</li> <li>3. Tutor to ensure students have a system in place to capture the day's learning and support their reflective practice.</li> <li>4. Tutor to ensure students have a system in place to capture the day's learning and support their reflective practice.</li> </ol>	

## SLALOM COACH TRAINING

### SESSION 10

<b>Session Title:</b>	Session Plan Peer Review
<b>Session Number:</b>	10
<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 session plans focusing on the following:             <ol style="list-style-type: none"> <li>a. Technical/tactical content;</li> <li>b. How the session is planned to be delivered (coaching behaviours, learner behaviour consideration, delivery of feedback and learning environment);</li> <li>c. How planned delivery demonstrates coach values and beliefs in their coaching philosophy.</li> </ol> </li> <li>2. Tutor to support pairs in their discussions and provide an opportunity for group questions/discussion as required.</li> </ol>	

## SLALOM COACH TRAINING

### SESSION 11

<b>Session Title:</b>	Risk Management in an Alternative Environment to Day 1
<b>Session Number:</b>	11
<b>Time:</b>	30-minutes
<b>Venue:</b>	Riverbank
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>Applying level of Risk Management to an alternative environment.</p> <p>How Safety Observation influences coaches' decisions.</p>	
<b>Delivery:</b>	
<p>This session is about ensuring understanding of appropriate group management and responsibility:</p> <ol style="list-style-type: none"> <li>1. Tutor to facilitate discussion on group management, risk assessment considerations (dynamic and considering risk benefit analysis).</li> <li>2. Tutor to discuss how real life observation can influence decisions on courses, gates, safety management.</li> <li>3. Bank and boat-based options to be explored.</li> </ol>	

## SLALOM COACH TRAINING

### SESSION 12

<b>Session Title:</b>	Coaching – Ups/Staggers/Features
<b>Session Number:</b>	12
<b>Time:</b>	150-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Kayak and Canoe
<b>Session aim/s:</b>	
<p>To develop understanding on how to structure coaching sessions to maximise learning.</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 performance environment.</p> <p>To develop decision-making in discipline.</p> <p>To develop technical/tactical knowledge and understanding.</p> <p>Develop appropriate safety frameworks within a coaching session.</p>	
<b>Delivery:</b>	
<p>This session is designed to contextualise some of the key learning from the Core content into their discipline and provide a range of 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/tactical understanding of kayaking and highlight how best to structure the session to support learning considering the environment. Examples:</p> <ol style="list-style-type: none"> <li>1. Tutor to facilitate each student delivering a 5-minute session peer coaching, with one peer observing. After the session the observer identifies examples of coaching behaviours, learning behaviours and optimum learning environment</li> </ol>	

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 student 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/tactical skill and understanding for Ups. After the session, Tutor facilitates discussion of 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 to demonstrate additional skill acquisition methods, along with further coaching behaviours, learning behaviours and optimum learning performance 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/tactical skill and understanding for Staggers. After the session, Tutor facilitates discussion of coaching behaviours, learning behaviours and optimum learning performance 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 (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.

## SLALOM COACH TRAINING

### SESSION 13

<b>Session Title:</b>	Rescue Skills
<b>Session Number:</b>	13
<b>Time:</b>	60-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Kayak and Canoe
<b>Session aim/s:</b>	
<p>To develop knowledge and ability for rescues required by a Slalom Coach.</p> <p>To develop confidence in dealing with a full range of incidents appropriate for the various environments including working with water-based safety cover when coaching from the bank.</p>	
<b>Delivery:</b>	
<p>This is a practical opportunity to visit rescue skills appropriate for a Slalom Coach, practice these skills and develop a range of options to affect efficient rescues in appropriate craft 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 appropriate to their discipline and role.</p> <p><b>Note:</b> Use of Environmental Definitions and Deployment Guidance document.</p>	



## SLALOM COACH TRAINING

### SESSION 14

<b>Session Title:</b>	Performance Analysis
<b>Session Number:</b>	14
<b>Time:</b>	90-minutes
<b>Venue:</b>	Classroom and Water
<b>Craft:</b>	Kayak and Canoe
<b>Session aim/s:</b>	
<p>To understand how accurate analysis of athletes' performance needs are met.</p> <p>To explore the use of video as a method to observe and analyse appropriately to meet individual needs.</p> <p>To look at methods to record athletes' performance.</p> <p>To support the development of performance models and tactical application.</p> <p>To understand the different tools available to measure athletes' performance and assist the coach in their analysis.</p>	
<b>Delivery:</b>	
<p>This session further develops student awareness of the importance of performance analysis, good technical/tactical 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 the athlete's performance needs. The use of video should be discussed as an integral tool to support a coaching session, this along with other ways of recording students' performance needs.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Tutor initially to show how to shoot a short video then review the footage of an athlete training/competing in slalom:             <ol style="list-style-type: none"> <li>a. Students to watch video in small groups and identify the strengths and weaknesses. These to be fed back and discussed as big group;</li> </ol> </li> </ol>	

- b. Tutor to facilitate discussion on what observation, evaluation and measures were used to identify the TTPP strengths and weaknesses;
  - c. In groups, students to prioritise areas for improvement based on their observations. This to be fed back and discussed as a big group;
  - d. Tutor to discuss the advantages of analysing performance by watching video footage.
2. Tutor to introduce various stopwatches that can assist the coach.
  3. Tutor to organise small groups, with each group's task to develop short/long term goals for an athlete moving forward to improve performance. To aid this, video cameras and any other analysis tools can be used. Once groups are happy with their analysis and plan, then discuss as small groups or as a large group. Tutor to introduce the Coach Session Review: Participants' Performance feedback form. Students to individually fill this out based on their group's/pair's conclusions from one of the sessions above. Tutors to support this process and highlight the 'what next' for the performer is all about good decision-making, which in turn is based on a strong performance models and tactical understanding that meets the learners' needs.

## SLALOM COACH TRAINING

### SESSION 15

<b>Session Title:</b>	Between Training and Assessment
<b>Session Number:</b>	15
<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, utilising CoPs.</p> <p>Ensure understanding of the portfolio process.</p> <p>Ensure understanding of the assessment process.</p>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. Tutor to introduce the development phase of the Slalom Coach process and the support mechanisms in place.</li> <li>2. Tutor to support discussions about getting the 'right' experiences and how developing/utilising CoPs can assist.</li> <li>3. Tutor to discuss and work through the portfolio process and associated paperwork.</li> <li>4. Tutor to discuss the assessment process including the portfolio elements: eLearning, assessment prerequisites, case study, feedback and review; along with the practical elements: <b>rescue skills</b>, personal skills and practical coaching.</li> <li>5. Consideration during discussions of the full scope of the Slalom Coach Award.</li> </ol>	

## SLALOM COACH TRAINING

### SESSION 16

<b>Session Title:</b>	Review of Day and Reflective Practice
<b>Session Number:</b>	16
<b>Time:</b>	20-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>Review the day to capture learning and understanding.</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 ensuring thoughts are captured, done through 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 athlete needs?</li> <li>b. Did the coaching approach work?</li> <li>c. Was the session effective – did it work?</li> </ol> </li> </ol>	

## SLALOM COACH TRAINING

### SESSION 17

<b>Session Title:</b>	Individual Debriefs and Action Planning
<b>Session Number:</b>	17
<b>Time:</b>	40-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 Slalom Coach assessment.</p> <p>To ensure all students leave with an agreed and appropriate action plan.</p> <p>Consideration during action planning of the full scope of the Slalom Coach Award.</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 of the students.</p> <p><b>Note:</b> Emphasis to be made on the practice of <b>rescues</b>, coaching and technical components and the standard required on assessment.</p>	



## **British Canoeing Slalom Coach Training – Support Notes**

This document provides the technical content as well as the level to be used to support the British Canoeing Discipline Specific Module for the Slalom Coach Provider.

### **Overview**

The British Canoeing Slalom Coach Module targets coaches who want to gain more knowledge about coaching the specialist discipline of Slalom. This course provides the techniques and strategies for coaching slalom techniques to support the Course Learning 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” either on the riverbank or on the water, with the syllabi written to focus on coaches who are likely to be supporting paddlers at club level.

### **Delivery**

Practical activities are in context of the core skills covered in the Slalom Technical Manual. 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 both bank and water-based practices. The content can be used to develop the understanding of the skills in Slalom, some training theory and discipline specific coaching practice.

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 and 12 – Coaching Sessions, Session 14 – Performance Analysis, and although risk management is covered throughout specific practical elements are covered in sessions 4 and 13 .

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 Slalom: Skills, (Technique, Tactical, Physiology, Psychological);
- Understand the key concepts of Slalom Coaching;
- Recognise and understand the elements of preparation, delivery and review within a competition environment (linked to the coaching scheme).

During the course, participants will also:

- Have been introduced to planning and organising a Slalom session;
- Have been introduced to a variety of Safety Techniques appropriate to the activity;
- Have experienced Slalom coaching in a small group;
- Have decided what you do next as a Slalom Coach;
- Know where to find help and more information.

### **Further Reading and Signposting**

Slalom Technical Manual

Coaching Handbook

Chapter 1, Coaching

Chapter 12, Forward Paddling

Chapter 13, Rolling

Slalom videos – British Canoeing Awarding Body  
Awarding Body website

<https://www.britishcanoeingawarding.org.uk/supporting-resources/>

<https://www.youtube.com/watch?v=79nD7CaWMB>

[M&list=PLPnshMnHWb0JH5GcBfITyA9x3g-](https://www.youtube.com/watch?v=79nD7CaWMB&list=PLPnshMnHWb0JH5GcBfITyA9x3g-2hEcBg&index=2)

[2hEcBg&index=2](https://www.youtube.com/watch?v=79nD7CaWMB&list=PLPnshMnHWb0JH5GcBfITyA9x3g-2hEcBg&index=2)

Rescue videos – British Canoeing Awarding Body  
Awarding Body website

Franco Ferrero (ed.) 2006. ISBN: 0-9547061-6-1

Topic Area	Objective	Learning outcome	Key content
Canoe Slalom <ul style="list-style-type: none"> <li>• What is Canoe Slalom?</li> <li>• What are the key demands of Canoe Slalom?</li> <li>• What are the Core Skills of Slalom?</li> </ul>	Theory and background knowledge	The coach understands:  The essence of Canoe Slalom  The foundations for Canoe Slalom  TTPP for Canoe Slalom (Tactical, Technical, Physical, Psychological)	Introduce overview advanced levels w  Upstream gates: <ul style="list-style-type: none"> <li>• Regular 3</li> <li>• Regular 2</li> <li>• 'S' Regular</li> <li>• Downstream</li> <li>• Forward S</li> <li>• Forward S Strokes</li> <li>• Forward w</li> <li>• Spin</li> <li>• Back Off</li> <li>• Downstream</li> </ul>

Topic Area	Objective	Learning outcome	Key content
<b>Canoe Slalom Coaching</b> <ul style="list-style-type: none"> <li>• What is a Canoe Slalom Coach?</li> <li>• Boat v Bank-based coaching</li> <li>• Basic goal setting for slalom</li> <li>• Principles of Training</li> <li>• Dynamics of a session</li> <li>• Use of Video</li> </ul>	Theory and coaching practices	The coach understands: What a slalom coach is The pros and cons of coaching from the water or the bank The fundamentals of goal setting using SMARTER How Training works How a session can change Filming and analysis from video	Camera positioning Coach mounted Feedback issues

Topic Area	Objective	Learning outcome	Key Content
<b>Canoe Slalom Equipment</b>  Slalom boat types Fittings and points of contact Paddles Clothing Sizing Progression	Theory/Coaching and background knowledge	<b>Coach understands:</b>  The issues of equipment type, size and specification on coaching Canoe Slalom	Full footrest Seat blocked in Back strap Thigh bars Hip pads Compromise of



Topic Area	Objective	Learning outcome	Key content
<p><b>Planning a Canoe Slalom session</b></p> <p>A 3-point focus:</p> <ul style="list-style-type: none"> <li>• Safe</li> <li>• Enjoyable</li> <li>• Learning</li> </ul>	<p>Hands-on awareness of planning a session</p>	<p>Coach has experience of:</p> <p>Risk assessing a Slalom site to be able to run a safe session</p> <p>Use of CLAP (Communication, Line of sight, Avoidance, Position) for dynamic risk management</p> <p>Creating a learning environment for Slalom techniques and skills to be coached</p> <p>Rescue options and managing the site and group</p>	<p>Incremental prog</p>

Topic Area	Objective	Learning outcome	Key content
Fitness and Training  Physiology of warming up and warming down  Demonstration warm up for Slalom	Theory  Coaching practices  Practical skills	The coach understands:  How to direct a warm up appropriate to the activity and warming down  The physiology of Canoe Slalom Competition. Paddling, Cross-training, Paddle machines, Weight training and Planning	Incorporation into

Topic Area	Objective	Learning outcome	Key content
The Principles of Canoe Slalom  Planes of Motion-Fundamentals of Movement Trim Edge and Rotation	Theory	The coach understands  The coach is able to understand the principles of static and planes of Motion- Fundamentals of Movement  The appropriate use of edging and leaning	Key principles and Keep developing Start using different Experiment with e
Edging Vs Leaning Basic paddle use 4 quarters of the boat		Basic paddle use for slalom and placement around boat	Maintain sound p



Topic Area	Objective	Learning outcome	Key content
Canoe Slalom skills	Practical	<p>The coach is able to deliver the use of foundation skills in order to develop slalom paddling and its techniques</p> <p>The fundamentals: Posture Connectivity, Power Transfer and Feel TTPP</p> <p>Boat Body Blade</p>	<p>Good rotation in t Placement Vertical Pressure kept on Drive down with t</p> <p>Apply pressure on Drive boat passe Pull out at hips</p> <p>Blade kept close</p>

Topic Area	Objective	Learning outcome	Key content
<p><b>Canoe Slalom techniques</b></p> <p>Basic upstream and downstream techniques</p> <p>Forward paddling</p> <p>Sweeps</p> <p>Bow rudder</p> <p>Stern combinations</p> <p>Slice through/staggers</p> <p>Incident management and rescue skills</p>	<p>Practical observing on water and through DVD/Video</p> <p>Practical</p>	<p><b>Coach Understands:</b></p> <p>These strokes are the ‘what’ of their coaching</p> <p>Appreciate the generic principles of the basic strokes set against the specific needs of slalom</p> <p>How to develop visual, performance models for these strokes</p> <p>Coach leaves the session with a clear idea of what will be expected at assessment as well as an increased range of rescue options along with incident management</p>	<p>See key principles gates</p> <ul style="list-style-type: none"> <li>- rescue unc</li> <li>- emptying o</li> <li>- getting peo</li> </ul> <p>Kayaks</p> <ul style="list-style-type: none"> <li>- pre-plannin</li> <li>places with</li> </ul> <p>Kayak/canoe/safe</p> <p>Nearest place to back into craft</p>

			<p>Common injuries, dislocations (how well connected knees dislocations and s</p> <p>Always potential for especially due to impact boat to bo</p>
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Key principles of upstream gates:

Holding inside pole

Boat flat, (may be little off side edge)

Gliding in and accelerate out

Keep the boat running throughout the upstream

Power away from the gate

Regular 3 stroke:

- Pre-turn
- Sweep into gate line (downstream side)
- Plant bow rudder, grip water, pull and rotate up towards gate line
- Switch to exit sweep on opposite side

Regular 2 stroke:

- Pre turn
- Run in just below inside pole
- Plant bow rudder, grip water, pull and rotate up towards gate line
- Switch to exit sweep on opposite side S

Regular:

- Aim bow of boat below gate line
- Carve in to eddy and plant bow rudder
  - Boat glides to top of the eddy
- Turn entry bow rudder into an exit sweep
- Reach around outside pole and plant rudder into the current

Key principles of downstream gates:

Set the boat up early to attack the inside pole

Flat boat

Control of rotation

Maintaining boat speed through the stagger/downstream

Forward:

- Open gate sequence
- Paddler able to open out and set up sequence in advance
- Back end follows front end
- Able to paddle through gates on Forward strokes/Bow Rudders and Sweep Strokes

Spin:

- Start turn early
- Slow boat up
- Look over shoulders for the pole, once in sight snap the turn and drive back for next gate
- Maintain boat speed
- Accelerate the boat away from the gate