

Coach Award Assessment Discussion Task – Forward Paddling

Example 1

Introduction

This document provides an example of a coach's attempt at the Coach Award Assessment Discussion Task. This example aims to illustrate to coaches and tutors/assessors how the task could be tackled. Note that we actively encourage all coaches to be creative in how they approach the brief and not to feel constrained to this particular structure.

This document includes all relevant guidance in relation to the task and is structured as follows:

Page 2: The Task Outline

This brief explains what coaches are required to do for this component of assessment.

Page 4-8: A Coach's Attempt at the Task

We have provided an example here of how one coach has approached the task. This particular example is deliberately structured similarly to the brief, to help other coaches see the links.

Page 9: Assessor Comments

The assessor's comments regarding the coach's work is included here.

Page 11: Reminder of the Assessment Guidance

The Assessment Guidance details what the coach is required to show.

The Task Outline

Reminder of the brief from the Assessment Day Pack:

It is important that you are able to design coaching activities that meet the needs of the paddlers you are coaching. As you gain more and more experience you will start to build your repertoire of progressions that you will then be able to use to adapt to different individual circumstances. This task aims to help you through this process and provides opportunity for you to discuss and share your thinking. You need to prepare this task before you attend your assessment.

1. Select an area of performance that you wish to help an athlete/learner to develop.

You may wish to choose a single paddler or a group with similar aims. Choose a scenario that is typical to your coaching and relates to the Coach Award you are pursuing. You may use a scenario that you have previously worked through, or one that you are currently involved in.

2. Provide background information about the athletes/learners and describe their specific needs and goals, including:
 - their goals, aims and motivations;
 - learning needs;
 - their starting position and areas for development.

Consider all areas of performance that could help you and the athlete/learner achieve the aim(s) (Technical, Tactical, Physical and Psychological).

3. Provide notes to describe the coaching required to develop their performance. Include:
 - what you would coach;
 - how you would go about it;
 - the coaching progressions.

You could be thinking about this as a stand-alone session or as part of a longer series of sessions, depending on what is most typical in your coaching. If it is a stand-alone session, you will need to include how the paddler would continue to develop this skill, e.g. the advice/tools you would give them to continue their learning and promote long-term learning.

You are able to create something new for the purpose of this task or use an existing coaching progression that you may have previously recorded. If you have written session plans that cover relevant content, you can of course add these to your submission.

Be prepared to answer questions regarding your notes. This may include questions about:

- how the paddlers' starting position (WHO they are) influenced your progressions (WHAT they need and HOW you would deliver it), (consider their age, ability, experience, aspirations);
- why you chose the specific content and the specific order of the content;
- why you chose the specific coaching and leadership strategies (how did this link to the athletes'/learners' specific needs?);
- how you would go about developing the Technical, Tactical, Physical, Psychological components (those identified or other relevant avenues that might require exploration);
- how did you/would you (and the performer) measure success/measure performance?;
- how did you go about the task, did you use any resources to help you?

A Coach's Attempt at the Task

1. Area of Performance

I am working with Jan; she is aged 35 and wishes to develop her sea kayak forward paddling efficiency so she can enjoy day trips out.

2. Background Information

Goals, Aims and Motivations

It is spring and Jan plans to be fairly active through the summer. Jan prefers to be on the water on nice sunny days (prefers to avoid force 3+), and to explore coastal areas. Day trips are typically 15–25km and may involve stretches with infrequent landings. Jan normally paddles with her local club and friends in small groups. This is her third season paddling; she lives close enough to the sea to be able to get out frequently and has generally been self-taught.

Jan is keen to improve her efficiency so she can physically cope better with the demands of the typical trips she enjoys going on.

Learning Needs

Jan enjoys the social side of her paddling and likes learning/working with others. She is not that motivated by the fine detail but wants something that works. She has learnt well by copying others and is quite questioning in her chat with others. She wants to learn! She is, and wants to be, more independent in her paddling and does not like to rely on others (or hold others back). She is a generally active person and enjoys skiing, walking, biking, etc.

Starting Point

	Strengths	Areas for Development
Technical	Jan's forward paddling technique works. She has been self-taught, but has had some reasonably good role models to copy.	She is not particularly efficient. Her posture and power transfer require development to help her get more out of each stroke.
Tactical	Jan is an active and fit person who spends lots of time in the outdoors. She is very comfortable being out for the day, looks after herself well, and is aware of/responds to her surroundings.	Jan has one style/solution; this often is ineffective in different situations. The weaknesses in her technique become noticeable (and a hindrance) when the conditions become more demanding.
Physiological	Jan is fit and healthy with good mobility. She is comfortable and seems well-fitted in her boat. Her general fitness is fine and should improve as a by-product of her paddling activity.	She tires after about 60-minutes of paddling, and struggles with a following sea or cross wind.
Psychological	Jan is motivated to get out on the water and enjoys the social element of paddling with her friends. She is generally confident and comfortable within the group.	Jan gets frustrated by the effort required to keep up with the group and would like to be able to shift her focus so she can enjoy the pleasure of being out on the water more.

3. Developing Performance

What to Coach

Technical: Develop Jan's Power Transfer so that she is able to get more out of each stroke that she puts in. I suspect that this will improve her rotation, catch and direction of arm (in push) - check.

Tactical: Once Jan has a clear model of 'forward paddling' we will need to play with how this is adapted in different conditions. Jan typically struggles in the wind and/or on longer days, so play with some solutions to these scenarios. Another potential avenue to explore would be tactical trip planning - how to decrease the demand by using the tide/weather/shelter to better effect.

Physiological: I am assuming that technical/tactical developments will improve Jan's ability to enjoy her paddling more and without such physical demand. I need to check lack of rotation/mobility.

Psychological: It would be good if I could help eliminate the feelings of frustration. Improving technical/tactical skills may help, but also play with some strategies (distraction, self-talk, management of personal expectations).

How to Coach it

I need to make sure I do not get too bogged down in the technical and make sure that the learning is framed by the type of paddling that Jan typically enjoys (e.g. nice journeys!).

I need to make sure that Jan feels she has a lot of control/choice through my coaching; give choice, use her past experiences, tune in to what makes her tick.

The social side of her paddling is very important, maybe run short 1:1 20-minute coaching slots before the club trips. This could give us 20 minutes of quality/focused time, with then lots of informal/relaxed social time after, with the opportunity for gentle reminders and things for her to think about. The trips

might also give us new/different challenges to apply her learning in and will give me chance to observe how it is all landing.

VAK – include feedback and self-checks that focus on:

- Visual – how is the boat travelling/gliding through the water?
- Kinaesthetic - how do the muscles feel when....? Pressure points, footrest, backrest.... Effort
- Audio – noise of blade/boat

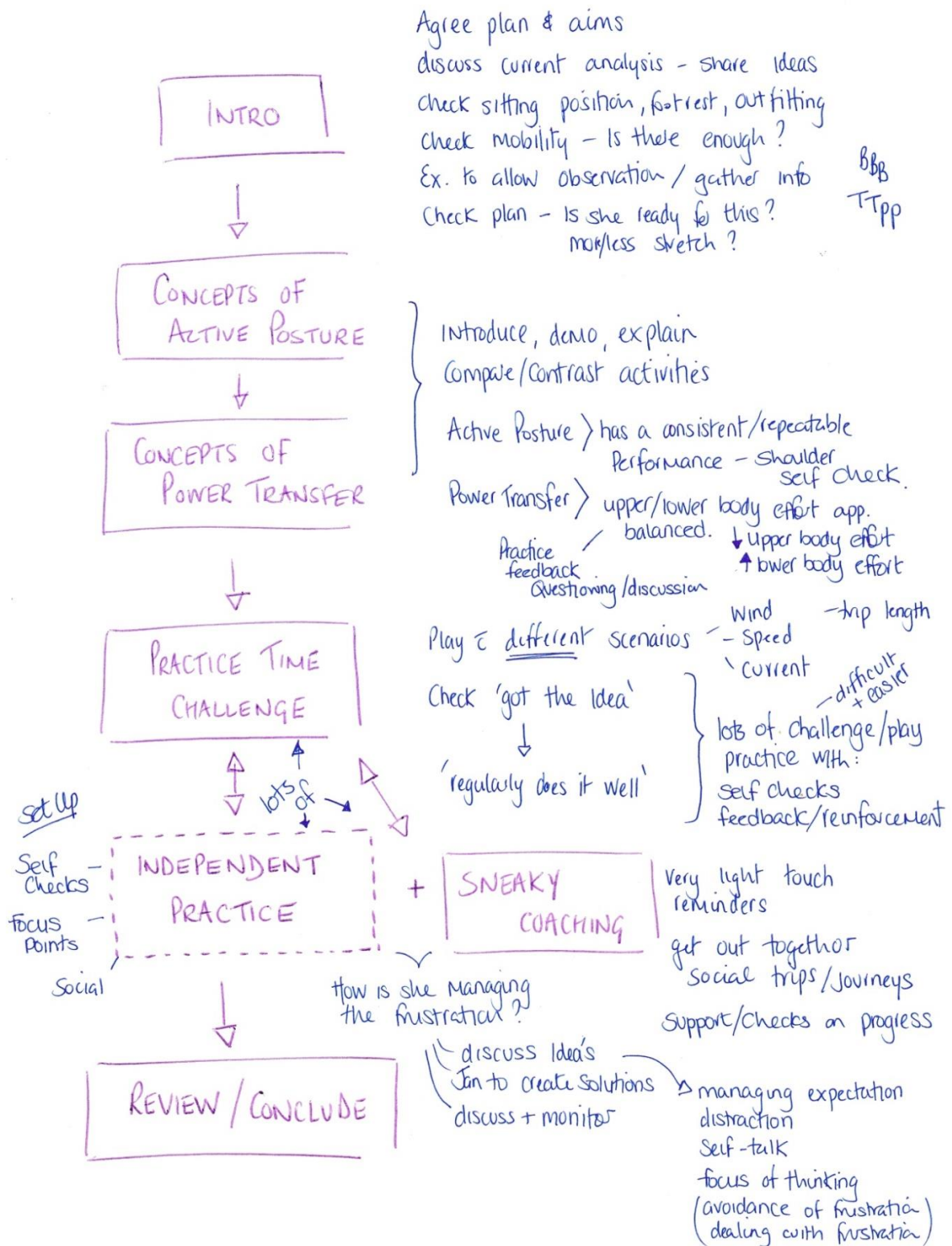
Coaching Styles – lots of self-check, guided discovery, practice time.

Structure – first embed the key concepts followed by lots of practice time (with support).

How will we measure success? Monitor how Jan is ‘coping with’/‘enjoying’ the physical demands of trips; questioning, chat, highlight benchmarks (starting position) and progress.

Relationship – We have paddled a little together before, but not in a formal coaching relationship. We seem to get on well, I find Jan an easy person to work with; she is keen to learn and is genuinely excited by the sport. I think we both enjoy our paddling for similar reasons and should work well together. Jan asked if I could help her with her forward paddling after a trip we did together, one she found quite tough, yet I was ‘making it look easy’. Make sure Jan feels involved in her own learning, share my thoughts, give plenty of opportunity for her to express her ideas, integrate lots of choices. Lots of smiles, laughter, enjoyment, celebrate achievement/success, appreciate the chat, share our enjoyment of the environment.

Progressions



Assessor Comments

Dear Coach

Many thanks for sending me through your Assessment Discussion Task. It was a pleasure to read through your notes.

You have provided some great insights into your coaching approach through a strong piece of work that shows a well-considered, logical and structured plan with obvious flow and clarity. Well done! When we meet up next week for your assessment, I would like to chat through your coaching experience with Jan, to help me understand your thinking better.

To give you an idea of the areas that I am particularly interested in discussing, here are some questions I would like to explore with you:

- Where did the aim 'develop sea kayak forward paddling efficiency' come from? How/why did you and Jan establish this as the aim for the session(s)?
- It was great to see how much attention you paid to understanding the learner's needs and, through your notes, I felt that I had a comprehensive, holistic picture of the Jan's needs and motivations. How did you come to these conclusions; was it through your observation of her paddling, your questioning, or through other means?
- It seems that you have a good understanding of Posture and Power Transfer. What were the key influences that helped you choose this for your theme/activities? Why this theme? What else had you considered? It would also be interesting to discuss how you included the TTPP components (that you identified in the 'what to coach') in your coaching progressions, and how you decided on the priorities.
- How did you set up the independent practice 'sneaky coaching' to enhance the learning?
- If you were to continue coaching Jan, what would you work on next, and why?

- On reflection, how well did your approach work? Did Jan's efficiency/enjoyment improve? Was the structure you chose effective (i.e. 20-minute intense block plus less formal time)? Would you have done anything different if you could have run it again? What would you do next with Jan to continue to support her learning?

Again, let me reiterate that it is an exceptional piece of work and I look forward to supporting you through the rest of the assessment process.

Assessment Guidance

Extract from the Coach Award Assessment Guidance

Through the completion of the Assessment Discussion Task, the coach needs to show that they can:

- plan progressive activities to achieve agreed aims;
- identify athlete/learner needs;
- select appropriate content and progressions to meet the athlete/learner needs;
- select appropriate coaching strategies to meet the athlete/learner needs.

To do this well, the coach will need to:

- understand how to cater for relevant participant types (e.g. age/ability);
- know how to ensure delivery of coaching activities is inclusive;
- know how to tailor communication to meet specific participant needs (e.g. age/ability);
- understand how to recognise that different participants learn in different ways;
- know how to identify specific participant needs in relation to age, ability and skills;
- understand the principles of weight management in relation to the sport;
- understand the difference between the ways adults and children learn;
- understand how age and ability affect learning and the coaching environment;
- understand how training and performance may be influenced by age and ability;
- understand how participant(s') physical/mental capabilities influence session content/structure;
- understand the relevant components of physical fitness;
- understand the physical capabilities required for the activity;
- understand basic anatomical and biomechanical demands of the activity;
- know how to prevent injury and assist a participant returning from injury;

- understand key methods for improving participant(s)' mental skills (ability to connect and work with others, sense of belonging, confidence, emotional control, motivation, concentration);
- understand how different age, experience and ability can influence participants' mental skills;
- know how to use knowledge of mental skills to develop participants' performance;
- understand how to select appropriate content for the coaching session(s):
 - understand what information gathering/analysis is required to inform session planning;
 - the Technical, Tactical, Physical, Psychological requirements of the activity;
 - how to profile the Technical, Tactical, Physical, Psychological profile of the participant;
- know how to plan an enjoyable and effective learning environment to meet participant needs;
- know how to evaluate and monitor participant(s)' development and learning.