

## **Coach Award Assessment Discussion Task**

### **Stand Up Paddleboard (Open Water)**

#### **Example 2**

#### **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 10: 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 an 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**

The paddler I have been working with and selected to write about is Billy, a 26 year old male, who wanted to access some coaching to improve his SUP ability in open water environments, when conditions are around Force 3-4 winds with exposed fetch and choppy waters.

### **2. Background Information**

#### **Goals, Aims and Motivations**

Over a six month period, Billy wanted to gain confidence in handling his SUP in a skilful manner in the variety of conditions that open water provides. Despite it being the winter, Billy is determined to get 'up to speed' for the spring/summer. Rather than joining a local club, Billy prefers to paddle alone and wants to explore further in more challenging conditions. Billy has local access to the tidal sections of the River Dart, as well as the coastal environments within Torbay and surrounding areas. He has attended a two-hour introductory session to get him started on an SUP but, other than this short episode, he has been self-taught. Billy is a very active person with a landscaping company and is used to the outdoors; mountain biking on a regular basis and entering regional competitions.

#### **Learning Needs and Starting Point**

Billy is mainly self-taught and enjoys the solitude, avoiding groups and clubs. He has plenty of energy and wants to get the most out of every time on the water. He is not that bothered about too many details or explanations, he prefers a few demonstrations and then wants to practice and 'get on with it'. Due to Billy's other sporting interests, he has good core strength and endurance.

We reviewed Billy's self-analysis profile, gained through a 'spidergram', which has enabled him to score/rate his ability and knowledge against the demands of

the activity, as well as additional notes he added to the form and through an open discussion.

Strengths:

- Paddling in, and around, sheltered water environments;
- Fitness - both explosive power and endurance;
- Understanding of equipment;
- Understanding my limitations at present!
- Plenty of time to practice during weekends and evenings;
- Nutrition and hydration – but I sometimes forget to take stuff with me!

Areas for development:

- Billy indicated he has a very limited knowledge of planning, weather forecasting and tidal planning;
- SUP handling in rougher conditions in an open water environment;
- Self-rescues in advanced conditions;
- Turning around in wind and wave chop;
- All the above gave Billy doubt and confidence when confronted with these conditions.

### **3. Developing Performance**

#### **What to Coach**

Check skills in a sheltered water environment before transferring to a more 'sporty' environment. Developing a skilful performance in a variety of open water environments. Provide appropriate adaptations to paddling against the wind and chop, as well as across and downwind.

Consider the importance of planning to help develop an understanding and confidence in what Billy should encounter on the water.

Although fit and strong, raise Billy's awareness of the demands on the body when paddling in open water environments for prolonged periods of time.

Self-rescues in more complex environments for safety, as well as building confidence.

Note: Needs to be FUN/challenging, with variety, to keep Billy engaged and enthused.

### **How to Coach it**

I need to keep it fun for Billy, with appropriate challenges and progression, in his own admittance he gets bored and distracted easily. Through short tasks and journeys, we will be able to explore and develop many areas.

Ensuring that Billy is involved with the planning of where to go, using weather reports and tidal understanding, consulting maps and other references.

Encourage Billy to attend the British Canoeing Awarding Body Coastal Navigation and Tidal Planning programme or equivalent.

Billy has indicated he has plenty of time to practice and attend coaching sessions and is keen to make use of weekends. These may be longer sessions, however, by incorporating the planning, travel and journey, interspersed with sneaky learning would suit the approach to the sessions with Billy. Lengthy coaching technique needs to be avoided but provide appropriate delivery with challenges that promotes practice and learning.

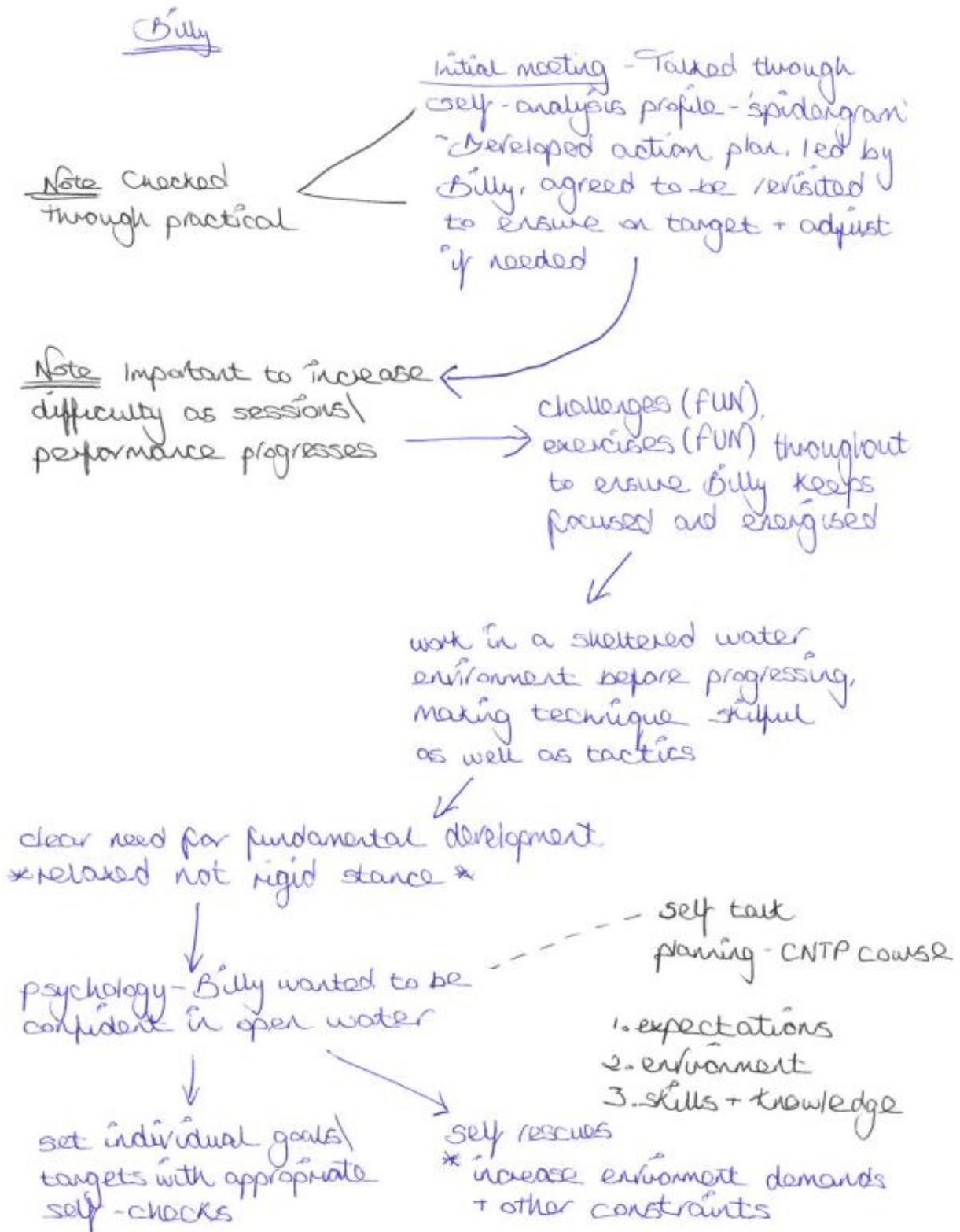
As Billy is independent in his approach and learning, with little social aspects within his paddling, a self-check approach is essential so, when he is out on his own, he can ensure continual development through self-checks agreed.

Delivery methods could include: self-check, guided discovery, practice time, but not to underestimate demonstrations to imitate.

Structure on the sessions will be mainly based around fundamentals, then FUN practice with appropriate challenges, considering success in being able to plan appropriately and skilfully paddle in ever-increasing environments, as well as self-rescue. Such monitoring will be through reviews, highlighting success and progress, revisiting the self-analysis 'spidergram'.

Already we have built up a good healthy relationship with lots of humour right from the start, with Billy not taking himself too seriously but clear in his objectives – to be confident in open water environments. Fun sessions, with a purposeful outcome and sneaky learning throughout, including planning, tactics in the environment as physical development/resilience.

## 'The Plan'





## Assessor Comments

Dear Coach

Many thanks for sending me through your Assessment Discussion Task.

You have provided an insight into coaching Billy and how you developed a plan/approach in developing a variety of areas that have been identified.

To aid my understanding, I have a few questions that I would like to ask, which we can discuss in our next phone call before the assessment date:

- It would be great to see the 'spidergram' and chat through how you analysed and decided Billy's development areas.
- Did your first session replicate the written analysis? Did you adjust or make any changes through your observations?
- You have promoted sneaky learning within your sessions, how did you bring this to Billy's attention as a learning?
- The joint plan reads as appropriate and well thought out. During the reviews, did you change anything? Did progression take place at the rate you expected?
- We always say hindsight is a wonderful thing. If you were to do this all again, what would you or Billy change?

I look forward to hearing from you and chatting through the questions to gain further insight to your approach and delivery.

## 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.