



Coach Award Freestyle Coach Training Programme and Session Plans

This document provides an example Freestyle Coach course programme and the accompanying session plans. It is intended to be used in addition to the Coach Award Tutor and Assessor Notes.

In order to ensure that the content is pitched at the right level, Tutors must also be familiar with the Coach Award Assessment Guidance and eLearning; these will both help the Tutor integrate the relevant content and themes through the delivery of their programme.

**FREESTYLE COACH
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 Freestyle 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"> - personal coaching philosophy
Session 3 Practical (Theory and Practice)	45 mins	<p>Games with aims for warm-ups:</p> <ul style="list-style-type: none"> - coaches' decision making
Session 4 Practical (Theory and Practice)	45 mins.	<p>Information gathering – skill and learner observation:</p> <ul style="list-style-type: none"> - observing the 'what' of coaching – the skills - observing the 'who' and 'how' of coaching – the learners - how observation feeds decision making - fundamentals
Session 5 Practical (Theory and Practice)	90 mins.	<p>Is it working? Analysis and evaluation of performance:</p> <ul style="list-style-type: none"> - analysis and evaluation of skill (the 'what') - analysis and evaluation of learning and coaching (the 'who' and 'how') - how this feeds decision making
Lunch		
Session 6 Practical (Theory and Practice)	90 mins.	<p>Coaching from the land:</p> <ul style="list-style-type: none"> - coaching behaviours - structuring the session - methods of practice

		<ul style="list-style-type: none"> - learning and optimum environment - safety frameworks and coach's positioning
Session 7 Practical (Theory and Practice)	60 mins.	<p>Coaching from the water:</p> <ul style="list-style-type: none"> - structuring the session - developing learner decision making to support - coaching styles - feedback - safety frameworks and coach's positioning
Session 8 Classroom	30 mins.	<p>Review of day</p> <p>Reflective practice:</p> <ul style="list-style-type: none"> - Reflecting on the learners' needs, the coaching approach and the effectiveness (is it working?) - how are we developing as a coach?
Session 9 Classroom	45 mins.	<p>Between training and assessment:</p> <ul style="list-style-type: none"> - development phase - support mechanisms for a successful assessment - pre-assessment task - assessment day process
Session 10 Classroom	15 mins.	<p>Session planning:</p> <ul style="list-style-type: none"> - adaptive - personalised (written, list, memory) - progressive and linked <p>Planning 15-minute coaching session for Day 2</p> <p>Coaching philosophy</p>
Homework	30 mins.	Plan day 2 coaching session
Day Two		
Session	Time	Session Outline
Session 11 Classroom	15 mins.	<p>Introduction to Day 2</p> <p>Re-cap and questions from Day 1</p>

Session 12 Classroom	45 mins.	Session plan peer review: - content (technical) - planned delivery (coaching and learning behaviours) - link to coaching philosophy
Session 13 Practical (Theory and Practice)	120 mins.	Coaching sessions: - peer and tutor review of coaching sessions - complete coaching session reviews
Lunch		
Session 14 Practical (Theory and Practice)	60 mins.	Developing performance - performance analysis - meeting participants' needs - performance models/templates - progressions for skill development - the use of video
Session 15 Practical (Theory and Practice)	90 mins.	Incident management and rescue skills
Session 16 Classroom	30 mins.	Review of day Training course review and action planning
Session 17 Classroom	60 mins.	Individual debriefs and actions planning

FREESTYLE COACH TRAINING

SESSION 1

Session Title:	Introductions and Paperwork
Session Number:	1
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Make everyone feel welcome and at ease – create positive learning environment. Set the scene for the course. Introduce the Coach Award development pathway, role and remit. Introduce British Canoeing Awarding Body coaching pathway.</p>	
Delivery:	
<p>One large group led by the Course Director. Tutor on hand to offer individual support, answer questions, etc. Welcome and introductions:</p> <ul style="list-style-type: none"> • 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. <p>Paperwork matters to check (maybe done whilst waiting for people to arrive):</p> <ul style="list-style-type: none"> • Check prerequisites; • Hand round Course Schedule for people to fill in. <p>Introduction to the Course, Freestyle Coach Pathway, Role and Remit and British Canoeing Awarding Body Coaching Pathway:</p> <ul style="list-style-type: none"> • Provide an overview of the journey to Freestyle Coach Assessment and the options, along with the role and remit of a Freestyle Coach; • Provide an overview of the qualifications beyond Freestyle Coach 	

Assessment to allow further individual discussion as is required during the 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?

FREESTYLE COACH TRAINING

SESSION 2

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

FREESTYLE COACH TRAINING

SESSION 3

Session Title:	Games with Aims for Warm-Ups
Session Number:	3
Time:	45-minutes
Venue:	Classroom and Water
Craft:	Freestyle Kayak/Canoe
Session aim/s:	
<p>To ensure understanding of the value and range of purposes of warm-ups.</p> <p>To ensure understanding of the use of games with aims and how they support skill acquisition.</p> <p>To develop coaches' decision-making skills.</p>	
Delivery:	
<ol style="list-style-type: none"> 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. 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'. 3. Students to deliver their planned warm-up/introductory session to the other groups. 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 the 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.

FREESTYLE COACH TRAINING

SESSION 4

Session Title:	Information Gathering – Skill and Learner Observation
Session Number:	4
Time:	45-minutes
Venue:	Water
Craft:	Freestyle Kayak/Canoe
Session aim/s:	
<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.</p>	
Delivery:	
<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"> 1. Tutor to facilitate small groups to go out and explore Active Posture and Edge Control in a freestyle manoeuvre (e.g. double pump, flatwater cartwheel, forward/backward surfing, etc.). Groups to come up with how you go about 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 paddling, static turns, double pump, etc.).
4. Tutor to lead discussion on how the students went about observing the performances to identify whether power transfer was happening, including the methods already discussed along with highlighting the tools and observational triggers used: BBB, TTPP, positioning, repetitions, shapes, noises, rhythm, etc.
5. Tutor to facilitate discussion around how observation was used to identify how performers were learning/feeling during the practical. This to clarify that observation feeds decisions on what we coach (the 'what' of skill observation) as well as how we coach (the 'who' and 'how' of learner observation).
6. Throughout practical sessions and discussions, Tutor to facilitate identification of common observational mistakes and how to avoid them, along with support in developing technical/tactical knowledge and understanding.

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

FREESTYLE COACH TRAINING

SESSION 5

Session Title:	Is it Working? Analysis and Evaluation of Performance
Session Number:	5
Time:	90-minutes
Venue:	Water
Craft:	Freestyle Kayak/Canoe
Session aim/s:	
<p>To develop observation of performance.</p> <p>To explore evaluation methods to aid analysis of performance.</p> <p>To develop technical and tactical paddling ability, knowledge and understanding.</p>	
Delivery:	
<p>Session starts with entire group observing and working together, then split into smaller groups.</p> <ol style="list-style-type: none"> 1. Tutor to demonstrate a skill which requires students to observe and analyse to work out an answer from a technical and/or tactical perspective, e.g. high cadence versus low cadence in forward paddling, leading with the head versus not leading with the head in a manoeuvre, etc. 2. Whilst doing the above, the Tutor to help students with ways of evaluating the performance by using measurable outcomes and helping with their observation, e.g. counting how many strokes it takes, timing, distance moved, etc. 3. In smaller groups of 3 or 4 students, work to come up with a measurable way of evaluating an additional technical/tactical performance outcome. 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.

FREESTYLE COACH TRAINING

SESSION 6

Session Title:	Coaching from the Land
Session Number:	6
Time:	90-minutes
Venue:	Water
Craft:	Freestyle Kayak/Canoe
Session aim/s:	
<p>To develop understanding on how to structure coaching from the land to maximise learning.</p> <p>To ensure safety frameworks and the importance of the coach's positioning to support this are understood.</p> <p>To develop understanding and use of a range of skill acquisition approaches.</p> <p>To consolidate understanding of coaching behaviours, learning behaviours and creating an optimum learning environment.</p> <p>To develop decision-making in discipline.</p> <p>To develop technical/tactical paddling ability, knowledge and understanding.</p>	
Delivery:	
<p>This session is designed to contextualise some of the key learning from the Core Coach Training into their discipline and look at how to structure coaching sessions from the land/beach. It should also provide a range discipline specific skill acquisition methods (structure of practice, traditional cognitive approach to skill acquisition (chaining, sequencing, drills, whole-part-whole, part progressive) and a more dynamical systems approach to skill acquisition (constraints, shaping, games with aims, game sense). All of this should support development in their technical understanding of freestyle 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 from the land of a skill required for the freestyle environment, with one peer observing. After the session, the observer identifies examples of 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 from the land to develop their technical skill and understanding of a skill required for the freestyle environment for a short session. After the session, Tutor facilitates discussion of coaching behaviours, learning behaviours and optimum learning environment considerations used in the land based 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 freestyle environment to demonstrate additional skill acquisition methods, along with further 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 freestyle environment for a short session coaching from the land. 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 to enable the land based coaching session to work. 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 freestyle 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.

FREESTYLE COACH TRAINING

SESSION 7

Session Title:	Coaching from the Water
Session Number:	7
Time:	60-minutes
Venue:	Water
Craft:	Freestyle Kayak/Canoe
Session aim/s:	
<p>To develop understanding on how to structure sessions when coaching from the water 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 from the water.</p> <p>To further consolidate understanding of coaching behaviours, learning behaviours and creating an optimum learning environment.</p> <p>To further develop technical paddling ability, knowledge and understanding.</p>	
Delivery:	
<p>This session is about developing understanding on how to structure coaching from the water, 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> <ol style="list-style-type: none"> 1. Tutor delivers a variety of coaching sessions from the water to develop students' technical/tactical ability and understanding of skills required for the 	

freestyle 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 freestyle environment. At the end of the session, the tutor facilitates reflective discussion on what happened to enable coaching from the water 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 from the water session; this done, tutor facilitates the students delivering their coaching sessions to each other. Tutor facilitates reflective discussion on what happened to enable coaching from the water and how coaching styles and feedback were strategically used to enable it.

FREESTYLE COACH TRAINING

SESSION 8

Session Title:	Review of Day and Reflective Practice
Session Number:	8
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<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 to achieve this.</p> <p>Explore how students feel they are developing as coaches, identifying the learning opportunities helping to do this.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate interactive review of day using the 'who' you are coaching (motivations, goals/aspirations, optimum learning environment), 'what' you need to coach (performance models, progressions) and 'how' you coach (learners learning, coaches response) model to bring the day together. Within this how the 'environmental considerations' have an impact. Ensuring thoughts are captured, done through the use of flip chart, discussion and note taking as preferred. 2. Tutor to facilitate reflective practice around the following key areas of coaches' decision-making: <ol style="list-style-type: none"> 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.

FREESTYLE COACH TRAINING - SESSION 9

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

i. Working with a mentor

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

FREESTYLE COACH TRAINING

SESSION 10

Session Title:	Session Planning
Session Number:	10
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>To support students in their personalised approaches to session planning.</p> <p>To ensure their session plans can be adaptive and progressive.</p> <p>To plan a coaching session.</p> <p>To consider gathering information on 'who' we are coaching, 'what' we need to coach and 'how' we are going to coach, with 'environmental considerations'.</p> <p>To consider 'how' we are going to coach in our plan and how this links to our coaching philosophy.</p>	
Delivery:	
<ol style="list-style-type: none"> 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 'Environment'. 2. Tutor to support further discussions, exercises or examples as required. 3. Tutor to support in information gathering for their sessions considering the 'Who', 'What', 'Why' and 'Environment'. 4. Tutor to introduce the following day's coaching session which students will plan that evening. This will be about a 15-minute session on an appropriate 	

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

FREESTYLE COACH TRAINING

SESSION 11

Session Title:	Introduction to Day 2
Session Number:	11
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Confirm understanding of Day 1 learning outcomes.</p> <p>Outline Day 2 learning outcomes and structure.</p>	
Delivery:	
<ol style="list-style-type: none"> 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. 	

FREESTYLE COACH TRAINING

SESSION 12

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

FREESTYLE COACH TRAINING - SESSION 13

Session Title:	Coaching Sessions
Session Number:	13
Time:	120-minutes
Venue:	Water
Craft:	Freestyle Kayak/Canoe
Session aim/s:	
Opportunity for the students to practice their coaching, receive and provide feedback.	
Delivery:	
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"> • 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; • Observers to provide feedback from their observations, focusing on 'What' they saw that demonstrates coaching/learning/learning environment subject areas covered the day before; • Participants to provide feedback from their experience; • Tutor to support with any additional (positive/supportive) comments to support individual and group learning; • 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.

FREESTYLE COACH TRAINING

SESSION 14

Session Title:	Developing Performance
Session Number:	14
Time:	60-minutes
Venue:	Water
Craft:	Freestyle Kayak/Canoe
Session aim/s:	
<p>To understand how accurate analysis of learners' performance ensures needs are met.</p> <p>To further explore methods to observe and analyse appropriately to meet individual needs.</p> <p>To look at methods to record participants' performance.</p> <p>To support the development of performance models.</p> <p>Develop clear progressions for skill development.</p> <p>To develop technical/tactical knowledge, understanding and performance.</p>	
Delivery:	
<p>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 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.</p> <p>Part 1:</p> <p>Tutor to coach students on a skill that will be of benefit to developing their performance in the freestyle environment. In doing this, the Tutor to focus on</p>	

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 coaching behaviours understanding as identified from morning coaching sessions, along with show how the session is being managed in the moderate surf 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 freestyle 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 then 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.

FREESTYLE COACH TRAINING

SESSION 15

Session Title:	Incident Management and Rescue Skills
Session Number:	15
Time:	90-minutes
Venue:	Water
Craft:	Kayak and Canoe
Session aim/s:	
<p>To develop knowledge and ability for rescues required by a Freestyle Coach.</p> <p>To develop confidence in dealing with a range of incidents appropriate for the environment.</p>	
Delivery:	
<p>This is an opportunity to revisit rescue skills appropriate for a Coach Award coach, practice these skills and develop a range of options to effect efficient rescues 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.</p>	

FREESTYLE COACH TRAINING

SESSION 16

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

FREESTYLE COACH TRAINING

SESSION 17

Session Title:	Individual Debriefs and Action Planning
Session Number:	17
Time:	60-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>To ensure all students get individual feedback and support regarding their journey towards a Freestyle Coach assessment.</p> <p>To ensure all students leave with an agreed and appropriate action plan.</p>	
Delivery:	
<p>This can be delivered with tutors working individually, with each seeing half of the students or with tutors working together and both seeing all the students.</p>	

Freestyle Coach Discipline Specific Training – Support Notes

This document provides the technical content, as well as the level to be used, to support the British Canoeing Awarding Body **Freestyle Coach** discipline specific training for course providers.

OVERVIEW

The British Canoeing Awarding Body Freestyle Coach Award is for coaches who want to coach Freestyle, whether that is in regular club pool sessions, on man-made white water courses, weirs or any other venue that freestyle commonly takes place. The training should allow the coach to gain more knowledge about the specific coaching needs, techniques, strategies and tactics required by Freestyle to support the overall award Course Learning Programme. The course is a mix of theory and practical activity to ensure everyone has time to try things out. The course seeks to support the continuing process of good coaching practice from the 'Coach Core Module' either on the riverbank or on the water.

Delivery

The course will involve both practical and theoretical elements. The content would be best delivered with access to flat water (deep enough to cartwheel and loop) and moving water which, in an ideal setting, would have a decent play feature.

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 7, 8 and 12 – Coaching Sessions, Session 14 – Performance Analysis and Session 15 – Incident Management.

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

Learning Outcomes

- Recognise and understand the key components of Freestyle skills;
- Understand the key concepts of Freestyle 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 Freestyle session;
- Have experienced Freestyle coaching in a small group;
- Have produced an action plan as to what you do next as a Freestyle Coach;
- Know where to find help and more information.

Summary: The course will involve both bank- and water-based practices for flat water and white water Freestyle sessions. The content will include the core technical and tactical skills of Freestyle, some training theory and discipline specific coaching practice.

Further Reading

The best resources for modern Freestyle are available online. YouTube, Vimeo, blogs and online magazine articles can provide excellent 'how-to' guides for specific moves. Here are a few websites we think might be useful:

<http://paddleeducation.com/playboating/> - each move described, broken down and explained with photos and videos;

www.gbfreestylekayak.com - news and events in the UK (see also the GB Freestyle facebook page);

<https://www.canoeicf.com/discipline/canoe-freestyle> - International Freestyle news and links to the latest ICF competition rules.

There are several Freestyle instructional DVDs available, including one available from the GB Freestyle Committee with all ICF moves described. Others include 'Amplify', 'Expert Freestyle' and 'Pro Freestyle' with Team Jackson.

Hard copy books are available but mostly quite dated – limitations being the boat designs of that age and therefore the ease/difficulty of certain moves:

'The Art of Freestyle' by Loel Collins, Tom Hughes and Eric Brymer (2000)

'Playboating' by Eric Jackson (2000)

'The Playboater's Handbook II' by Ken Whiting (2002)

'Rodeo Boating: Hot Moves With Olli Grau' by Olli Grau (1999)

British Canoeing Awarding Body Coaching Handbook:

Chapter 1: Coaching; Chapter 12: Forward Paddling; Chapter 13: Rolling; Chapter 19: Freestyle

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

Topic Area	Objective	Learning outcome	Key content
<p>Coaching Freestyle</p> <p>What is Freestyle?</p> <ul style="list-style-type: none"> ● What are the key demands of Freestyle? ● What are the Core Skills of Freestyle? ● The paddler pathway. 	<p>Theory and background knowledge.</p>	<p>The Coach understands:</p> <p>The essence of Freestyle.</p> <p>The foundations for Freestyle.</p> <p>TTPP for Freestyle (Tactical, Technical, Physical, Psychological).</p>	<p>What is Freestyle?</p> <p>What does it look like? How?</p> <p>The paddler pathway.</p> <p>Overview of the paddler pathway.</p>

Topic Area	Objective	Learning outcome	Key Content
<p>Freestyle Equipment</p> <p>Freestyle Boat Types Fitting out and repairs Paddles Clothing, Helmets, Buoyancy Aids</p>	<p>Theory and background knowledge.</p>	<p>Coach understands:</p> <p>The issues of equipment type, size and specification on coaching Freestyle.</p> <p>How to spot incorrect or unsuitable kit.</p>	<p>What do we need equipment is the and when in their</p> <p>Specifics to make Volume and size trim).</p> <p>Construction type Outfitting types. K1, C1, OC1 and Airbags. Buoyancy bags Footblocks v Paddle length, s Low profile PFDs Ear plugs. Nose plugs. Suitable clothing vs performance. Fundamentals: in control. However and no long term</p>

Topic Area	Objective	Learning outcome	Key content
<p>Planning a Freestyle Session</p> <p>A 3-point focus:</p> <ul style="list-style-type: none"> • Safe • Enjoyable • Learning 	<p>Hands on awareness of planning a session.</p>	<p>Coach has experience of:</p> <p>Risk assessing a Freestyle site to be able to run a safe Freestyle session.</p> <p>Planning a suitable session for group.</p>	<p>Kit to be carried</p> <p>Freestyle boats?</p> <p>River accessibility</p> <p>Planning increments</p> <p>Considering what</p>
<p>Delivering a Freestyle session</p>	<p>Hands on experience of running a Freestyle session.</p> <p>Ideally experience of White Water and Flat Water; and bank-based and water-based.</p>	<p>Coach has experience of:</p> <p>Creating a learning environment for Freestyle skills to be coached.</p> <p>Use of CLAP (Communication, Line of sight, Avoidance, Position) for dynamic safety management.</p> <p>Rescue options and managing the site and group.</p>	<p>Coach position for observation.</p> <p>Observation and</p> <p>Setting up a suit</p> <p>SEL – ensure it t</p> <p>NB: Provider sho</p> <p>enjoyable warm-</p> <p>throughout the tr</p>
<p>Tools</p>	<p>Giving the coaches tools and options to</p>	<p>Coaches will know how to use a variety of tools to aid their sessions.</p>	<p>Use of video:</p> <ul style="list-style-type: none"> • Cameras, cons.

	help their sessions.		<ul style="list-style-type: none"> • Apps. • Timing/de • Demo exa comparis <p>Models and aids</p>
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Topic Area	Objective	Learning outcome	Key content
Fitness and Training Physiology of warming up and warming down. Training and planning.	Theory. Coaching practices. Practical skills.	The coach understands: How to direct a warm-up appropriate to the activity and warming down. The physiology of Freestyle. Training options: Paddling, Cross-training, Paddle machines, Weight training and Planning – who should do what?	Warm-ups and v specifically with rotations, etc. Refer to LTPD a appropriate for v Competition stru warm-down opti events - TTPP. Psychological p

Topic Area	Objective	Learning outcome	Key content
The Principles of Freestyle 3 Core foundations:	Theory.	The Coach understands:	Advantages of d paddling, backw

<ul style="list-style-type: none"> • Flat water • White Water • White Water Freestyle 		<p>The need to develop core flat water and white water skills to transfer to Freestyle.</p> <p>The benefit of developing skills outside of Freestyle and then applying to Freestyle.</p>	<p>Advantages of d such as breaking</p> <p>The importance rolls and both sid</p> <p>Bi-lateral practic</p> <p>Transferring and to Freestyle boar</p> <p>Key differences</p>
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Topic Area	Objective	Learning outcome	Key content
<p>Freestyle skills</p>	<p>Practical.</p>	<p>The coach is able to:</p> <p>Recognise, breakdown and begin to coach these building block moves.</p> <p>Recognise common mistakes.</p> <p>Understand the principles of taking skills to and from moving water.</p> <p>Spot potential injury causes early.</p>	<p>Separation of up Pre-wind and un Phases of a mov recovery).</p> <p>The following me possible – the ca cover some topi also covering a s outcome session</p> <p>Flat Water:</p> <ul style="list-style-type: none"> • Tailies • Lean clea • Looping c

			<ul style="list-style-type: none"> ● Double-p ● Flat Water ● Stalls <p>White Water:</p> <ul style="list-style-type: none"> ● Controlled ● Controlled ● Eddyline ● Spins and ● Cartwheel ● Splitwheel ● Loops ● Space G ● Roundho ● Backstab ● Old schoo <p>Certain skills su helpful for lookin to White Water - some variables.</p> <p>Flat Water versio a feature should for blunts.</p> <p>Competition ride least be discuss</p>
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Topic Area	Objective	Learning outcome	Key content
<p>Incident management and rescue skills.</p>	<p>Practical.</p>	<p>Coach leaves the session with an increased range of safety tactics, rescue and incident management options.</p> <p>Coach will understand what is expected at assessment.</p>	<p>Setting up a good rescue plan.</p> <p>Rescue principles.</p> <p>Swimmer (aka V-rescue).</p> <p>Boat-based rescues.</p> <p>Aiding a swimmer.</p> <p>Water rescues (aerial rescues from boats).</p> <p>Considerations when rescuing a swimmer.</p> <p>Understanding how to rescue a swimmer.</p> <p>Rescuing paddlers.</p> <p>Rescuing themselves out.</p> <p>Bank-based rescues.</p> <p>Personal survival in the water.</p> <p>To understand the importance of emergency situations.</p>